

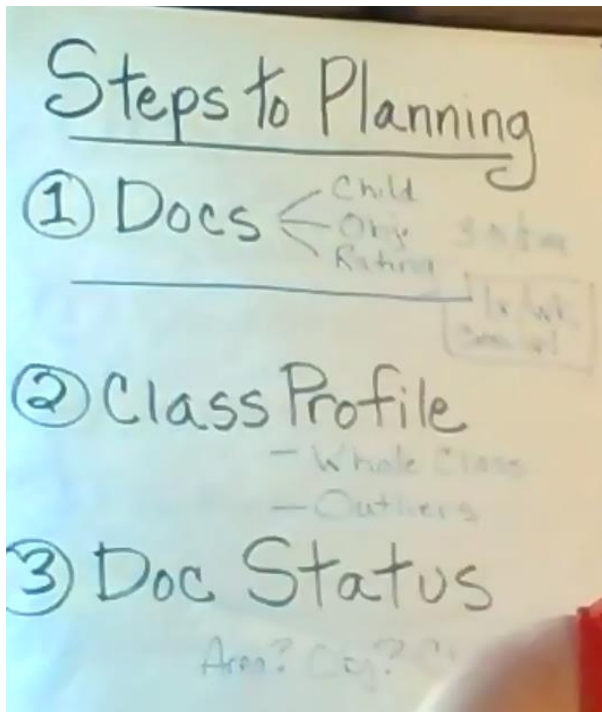
Assessment Training - 5-25-21

Day 2 - Using Observations to Plan

Few Thoughts on Data:

- a. Data Tells a Story
- b. If you put good data in, you get good data out (same - bad=bad)
- c. At-a-Glance helps you know where you still have levels to complete (partial orange - means not complete)
- d. Checkpoints should be easy/short because work is done in small parts throughout the weeks
- e. If you don't have evidence (observations/notes/pictures) - you shouldn't be marking a level
- f. MAKE SURE YOU'RE IN THE RIGHT CHECKPOINT PERIOD!!!
- g. Reports - Assessment Status (shows where you're still missing checkpoints)

Steps to Planning: How to use DATA to PLAN



1. Class Profile Report

- a. Use to evaluate how progress is going overall
- b. Use to plan for teaching practices and lessons/activities
- c. If at beginning of a checkpoint - may have to resort back to previous

A. Good Data in = Good Data Out

- d. Widely Held Expectations = Color Bands
- e. Color Band = 1 year of learning
 - i. Longer bands = takes them longer to get through the progressions = "hot spots of learning" - have to start those early and give LOTS of opportunities to learn those skills (a lot of growth happening in this year) - LOTS of focus, small and large groups, etc.

- ii. Shorter bands = move through quickly - put those in the environment
- f. IDEA: Take 2 page Objectives and mark “short” or “long” beside each
- g. Bell Curve - going to have outliers (little above or little below color band)
 - i. Red Flag - if ALL children are within the color band - doesn't usually happen
 - ii. Red Flag - children WAY above or below color band (2 places above or below) - except Special Needs or Exceptional
 - iii. Red Flag - children ALL in same level

B. Evaluating Teaching Practices - for WHOLE CLASS

- a. Environment / Teaching Practices /
- b. If quality daily teaching practices going on all of the time = children should mostly be within color band
- c. LOOK FOR objectives/indicators where a bulk of children are below the color band = focus teaching practices THERE
 - i. What can I change in daily teaching practices
 - ii. Are there resources (MM, Intentional Teaching Cards, etc.) ADD ON TO STUDY!!! WHAT DO **MY** CHILDREN NEED?
 - iii. Where do I need to “up” my skills? If my kids are ALWAYS low in a certain area = what

C. Evaluating Teaching Practices - for OUTLIERS

- a. Look for children who are 2 levels away from rest of “the pack” - below OR above
- b. Use that for making INDIVIDUAL plan for those children

D. Home Visiting = basically the “coach” for the teachers

- a. Need to individualize for the parent AND the child

2. Gathering Documentation

- A. GOAL: 4 pieces of information per 8 children / day (class of 16 = 8 pieces) - Not per child, just overall (tag several children, several objectives)
- B. Quantity CAN IMPROVE QUALITY (because your skill / quality of taking documentation gets better the more you do it)
- C. Documentation Status Report
 - a. Number of documentations per CHILD and Per OBJECTIVE
 - b. Report FILTER:
 - i. Check - Include Documentation Totals
 - ii. Check - Include Entities Without Documentation
 - c. Look through - WHERE missing Objectives? PLAN FOR IT
 - d. Look through - WHICH kids are missing observations? PLAN FOR IT
 - e. Documentation Count = Is INDIVIDUAL pieces of evidence (doesn't count the ones that are tagged with more than one objective)- biggest is about 15
 - f. WORK SMART = Total of about 15 individual pieces of evidence (in the Total spot) per checkpoint period
 - g. NOT HARD = Total of 83 A LITTLE MORE PLANNING and WORK during the week = LESS total work in the end :)

3. Other Reports

- A. Individual Child Report
 - a. "Include" - depends on what using for
 - b. Used to inform and IEP (but NOT a screening tool) - can share with therapists, etc.
 - c. Shows checkpoint period / level child is
 - d. DOESN'T recommend sharing with parents, BUT Teachers should look at it before a conference to see where child is
- B. Report Card Report
 - a. Can share with parents - not AS good as Family Report
 - b. Good for School Districts
- C. Family Report
 - a. Usually without showing Objectives
 - b. Home Visitors CAN show with Objectives if families are more familiar with
- D. Development and Learning Report
 - a. Takes wording directly from language from indicator (currently... / Next ..)
 - b. BEST FOR FAMILIES because they can concentrate on where at and where going (instead of comparing where they SHOULD be within the color band)
 - c. Good for Home Visitors - can narrow down to JUST Social Emotional or JUST cognitive = guide home visits between checkpoints/conference
- E. Snapshot Report
 - a. Mostly for Admin
 - b. Shows below / meeting / exceeding overall
 - c. Teachers CAN run after a checkpoint - quick visual of where to give support
- F. Alignment Report
 - a. Align to Head Start Standards
 - b. Align to State Standards
- G. More Reports
 - a. Training under
 - b. If you want to see how you're doing as a teacher over years - print the Class Profile Report at the end of each year (or save it). Otherwise it's not accessible later on.

USING DATA TO LESSON PLAN

1. TEMPLATE

- a. Teach Tab
- b. Add to template - Custom - Erase "Custom" - put in "Boost Objective" or "Focus Objective" - MONDAY - activities to work on
- c. Use info from Class Profile Report -
- d. Add to template - Custom - Erase "Custom" - put "Objectives to Observe" - TUESDAY
- e. CLick FIXED
- f. Add boxes for Individualization - use child initials
- g. TRY to get Lesson Plan to match your DAILY SCHEDULE
- h. SAVE - FINALIZE
- i. THE changes will only show up in a week with no plans in it yet (no study in it yet)

2. STUDIES

- a. Insert Study - Take care of basics

3. SUPPLEMENTING STUDIES - ADDING YOUR FOCUS OBJECTIVES/ INDIVIDUALIZATION

- a. Boost Objective slot (that you added in your template above)
- b. CUSTOM ACTIVITY: Intentional Teaching Experiences / Book Discussion Cards / add things to environment - ADD TO PLAN
- c. Can search intentional teaching card by Objective / Dimension
- d. "Select All" or Individual children - ADD to PLAN (will go to the bottom - can move to top) - SAVE
- e. Can Move and Copy if want to add to other days during the week

4. ADDING PLAN FOR FOCUSED OBSERVATIONS

- a. Objectives to Observe" slot (that you added in your template above)
- b. CUSTOM ACTIVITY: Intentional Teaching Experiences / Book Discussion Cards / add things to environment - ADD TO PLAN
- c. Can search intentional teaching card by Objective / Dimension
- d. "Select All" or Individual children - ADD to PLAN (will go to the bottom - can move to top) - SAVE
- e. Can Move and Copy if want to add to other days during the week

5. Individualization for one child

- a. Add an activity
- b. Pick a day/days
- c. Custom Activity (changes to environment or changes to your interaction with them or own activity)
- d. OR Intentional Teaching Experience (specific activity) - can search specific objective
- e. Click on Objective
- f. Choose a primary objective activity - click on it
- g. Choose children who are the focus child/children
- h. Change activity type in dropdown box to "Child's Name - Plan"

- i. WHEN PRINTING - One to hang for parents - unclick Individual child plans
- j. PRINT one with just Individual Child Plans - for self and to put in children's files (especially IEPs)

6. Using your lesson plan to teach and observe

- a. After you enter study / additions to the lesson plan...
- b. Go into your lesson plan on your Tablet - Click on color band icon on side of an activity
 - i. Teach Tab - shows where your children are at developmentally and gives suggestions on how to meet them / teaching strategies
 - ii. Assess Tab - places to mark where child falls while doing that activity (review ahead of the activity so know what to look for). CAN take notes on it, but OK for this one form NOT to have a note
 - 1. If want to add note / file later - click on Documentation - Edit documentation -
 - iii. Family Tab - Family Friendly version of the activity (have to have families sign up for the app)

7. Family Friendly Sharing

- a. Share by the Activity: Week View - click on family icon on right of one activity
- b. Share by the Week: Week View - Share Distance Learning (left hand side)
- c. Share by the Study: Family Tab / Resource Library / Family Version of Study Guide lesson plan

THESE 2 are individual to your lesson plan

THIS 1 is pre-done by Teaching Strategies - also has prompts for parents on what to notice when child is doing this.

TEACHER can FOLLOW UP after this to ask how it went - answer to the prompt

- d. Learning Games - ok to share with parents
- e. Digital Children's Library -
- f. Adding Families - need email address - send invite
- g. Preview Message
- h. Teachers - ADD YOURSELF AS A FAKE FAMILY MEMBER to ONE of your families (ask ahead) - so you can view how it send out - set up different log in
- i. myTeachingStrategies - WALK PARENTS THROUGH PROCESS = SIGN UP - can use Google but not (NOT GOOGLE SIGN IN yet)
- j. Family Tab

8. Library Tab

- a. Guided Studies - Teaching Guides
- b. CC Books - FIND feature - great for coaches, new teachers, old teachers
- c.