



Rocking Progress Monitoring in Pre-k ESE:

The data-driven Get Down!

Who we are:

Dr. Joanne Manwaring,
Supervisor Prek ESE
Hillsborough County Public
Schools

Amanda Tamagni, District
Resource Teacher Prek ESE
Hillsborough County Public
Schools

Session learning outcomes:

Learn from shared experiences with supporting progress monitoring in prek ese classrooms.



Share strategies and tools for supporting teachers in student assessment/progress monitoring.

Progress Monitoring: Tools to inform instruction



Teaching Strategies Gold



Activity Matrix



Teacher-made data collection tool (self-graphing)



Behavior rating scales

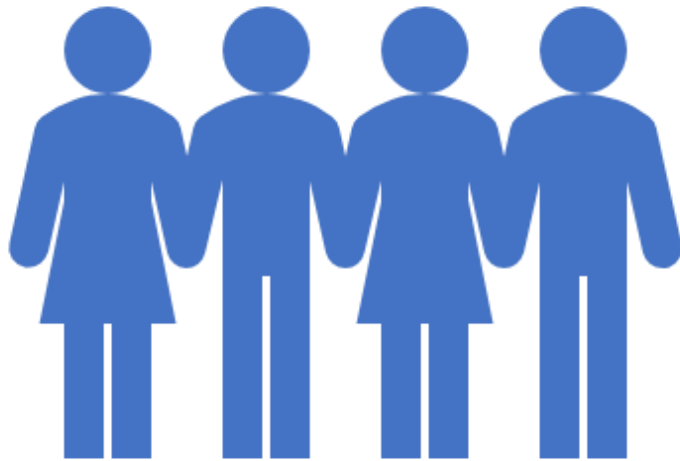
Feedback and Data

- From the teachers:
 - It is NOT the WHAT
 - It IS the HOW
- From our Data:
 - It is a little bit of BOTH
 - The What
 - And the HOW
- Our data sources:
 - Teacher surveys
 - Reports from TSG
 - LRE Report
 - Data export for creating comparison groups
 - Purchased Ipad for each teacher to support TSG use.

Our response to the data

- Create regional communities of practice (CoP) facilitated by prek ese teachers.
- Train the facilitators in the Practice Based Coaching Framework.
- Adapt PBC tools for self-assessment and action planning.
- Create content designed to teach review the basics of portfolio assessment and how to use TSG to group students and understand student needs.
- Provide opportunities in the CoPs to review and analyze student data.

Pre-k Data Chats



- With the recent focus on Early Childhood our Assistant Principal Advisory Group has created a form to use with Data Chats across all of early childhood.

Data analysis

The team is the thing!

Create a PLC at your school site

- No other Prek ESE classes ? No problem!
 - Regionalize
 - Use Technology
 - Review data as a team (weekly data sheets, progress monitoring checklists from curriculum, TSG class profile reports).



Some content that was helpful...

- Teachers helping teachers...

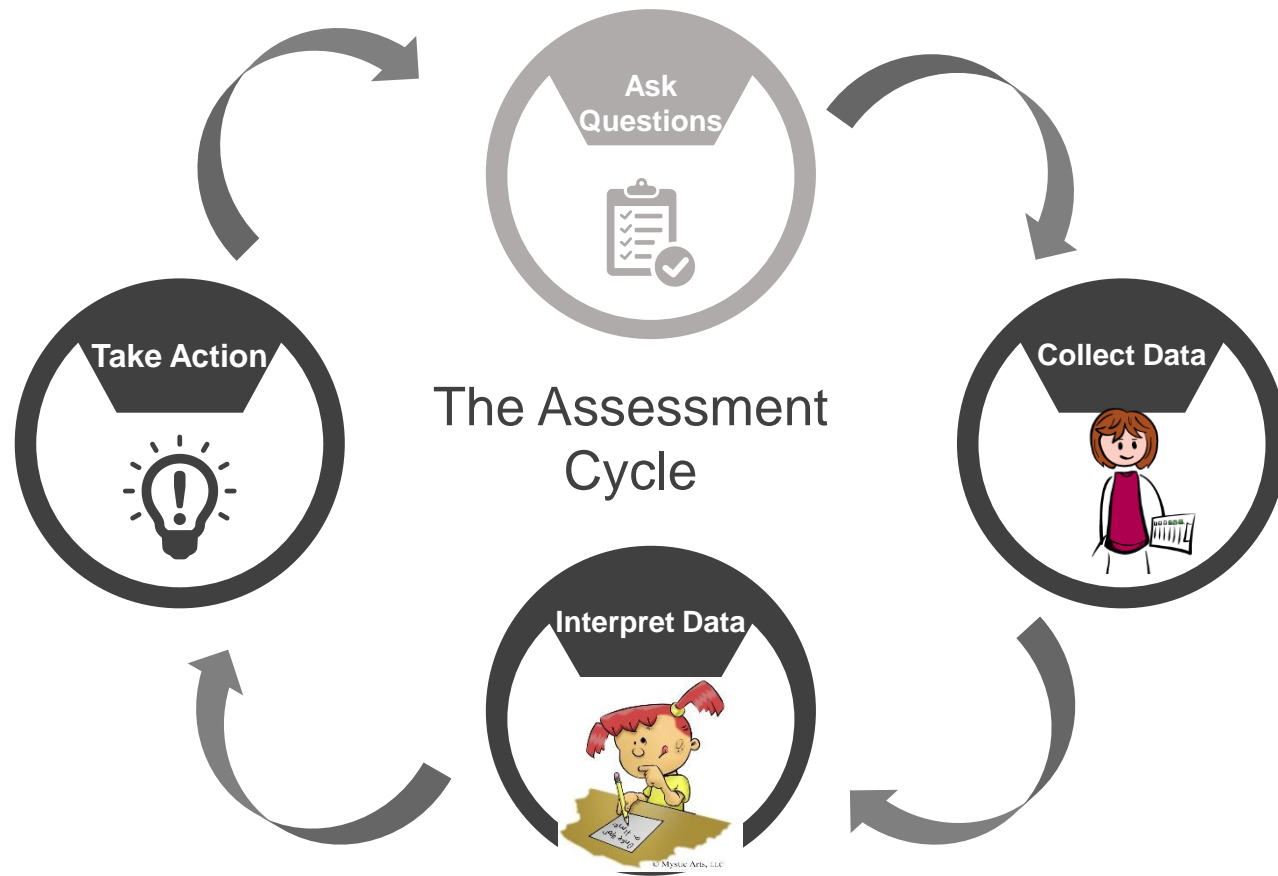
Five Steps to Meaningful Progress Monitoring



Know your resources

- Planning for assessment:
 - What needs to be assessed weekly?
 - Monthly?
 - Quarterly?
 - Annually?
- Establish a data collection system and routine.

Step 1: Ask questions



Things to remember

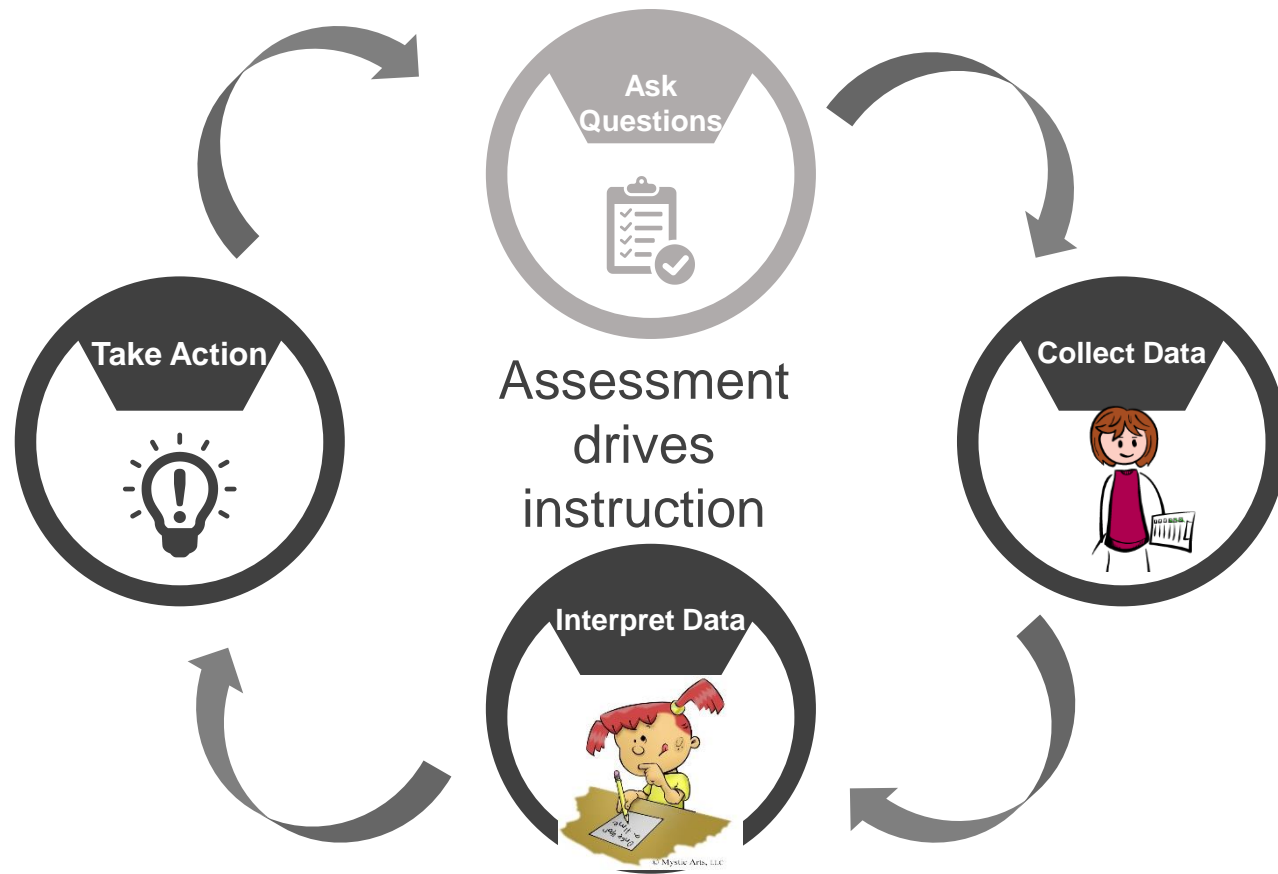
- Questions change over the course of time.
- Focus on significant questions that matter to the child and the family.
- Focus on learning, not just on specific skills.

Guidelines for deciding what to assess

- Assess learning that is important enough to teach
- Focus on your *questions*, not activities.
- How much is enough?
- Set realistic goals for assessment
- Assess learning and development that is relevant to the child and their IEP goals and objectives.



Step 2: Data Collection

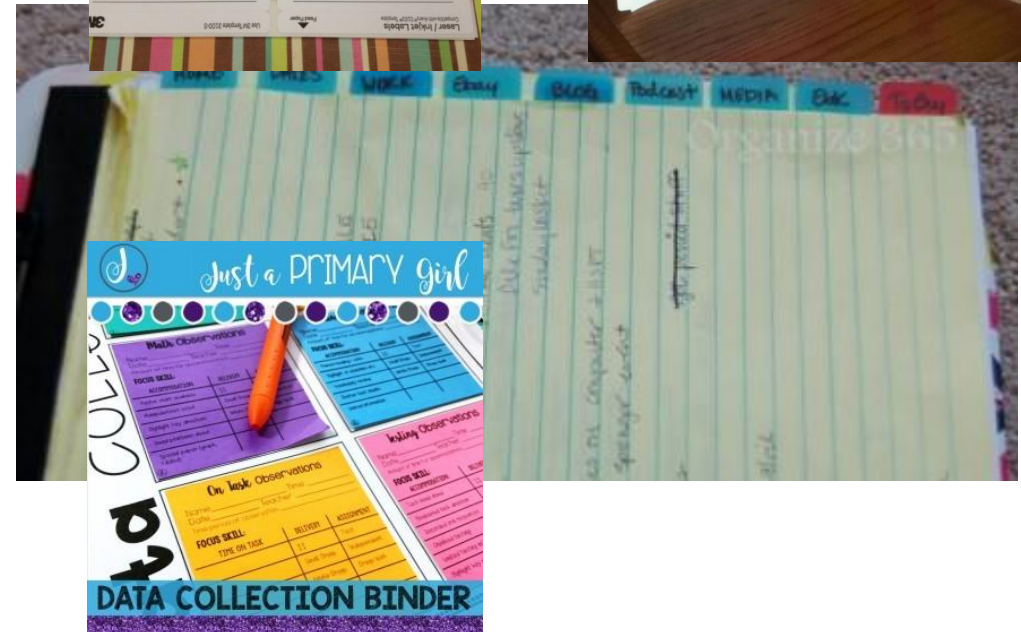
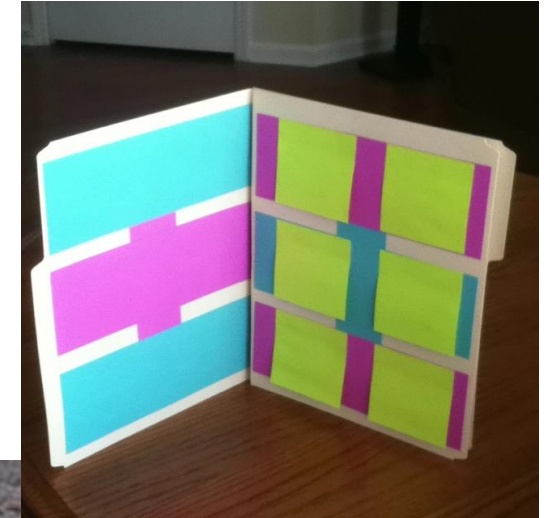
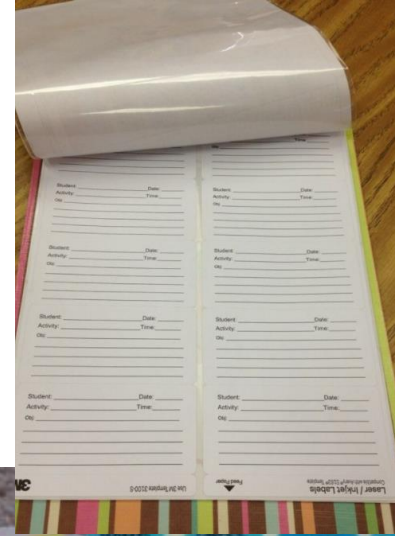


KISS IT (Keep it simple, sweetie)

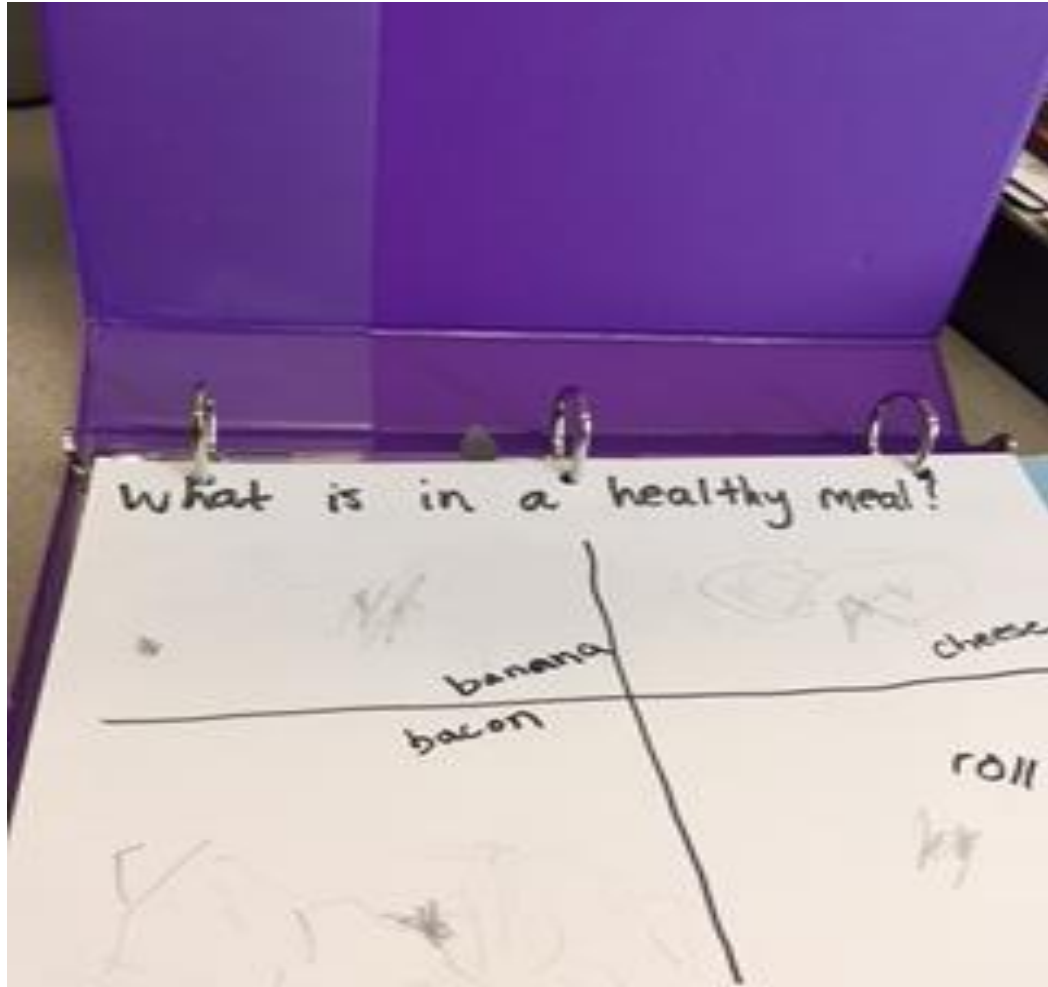
- Designate a place for your documentation.
- Take time daily to make sure you put your documentation in the designated place.
- Choose 3-4 students per day OR Watch for 3-4 skills per week.
- Use your teaching partner for support.
- The best idea? Plan for assessment and documentation when writing lesson plans.

Keep it simple

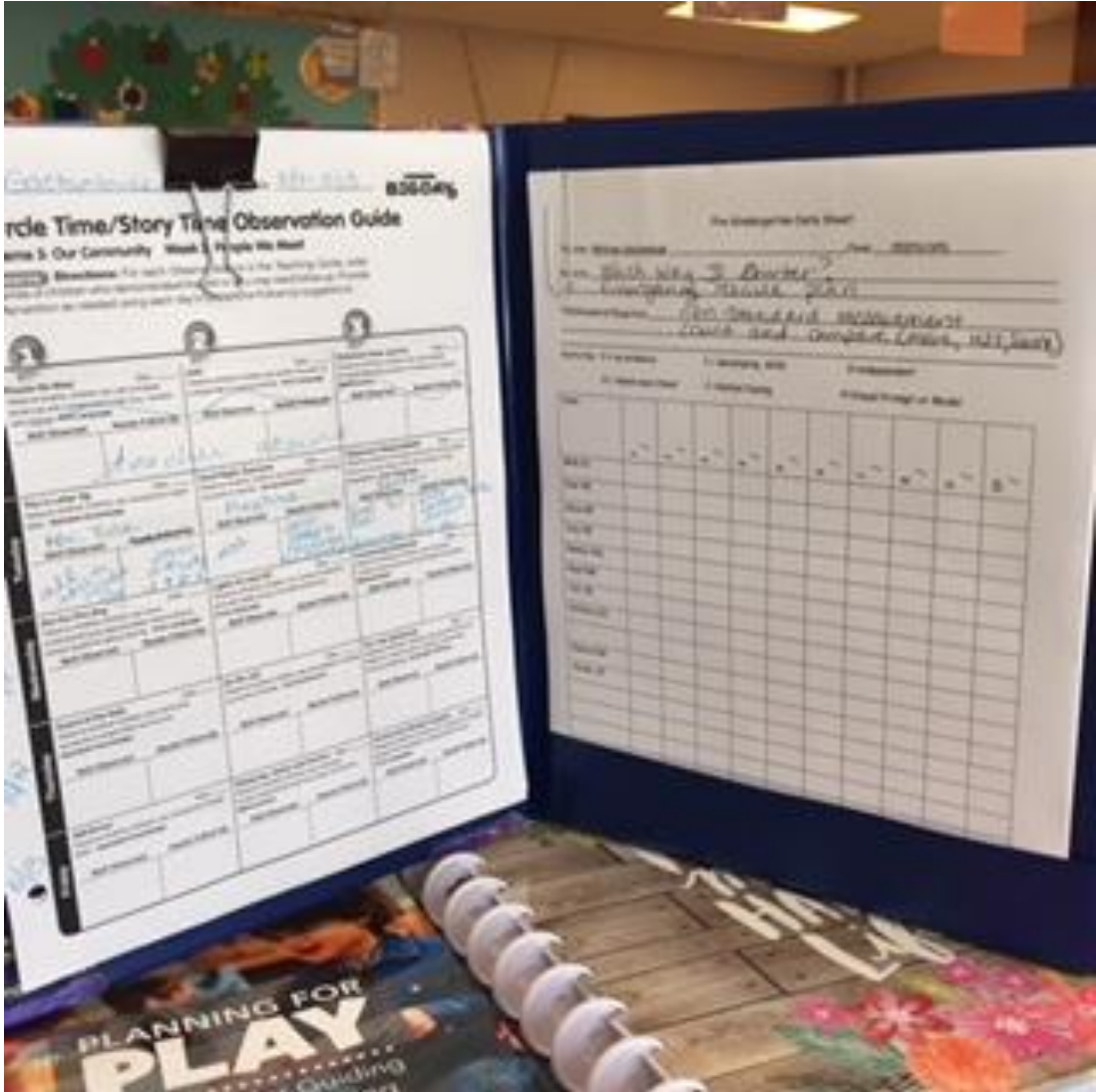
- You may use more than one way to collect data.
- There are many ways to organize and store the information.
- You may need to try several systems until you find what works for you.
- Plan for it and keep your tools handy.
- REMEMBER: DATA is only valid and reliable if it is based on EVIDENCE from observations, work samples, etc.



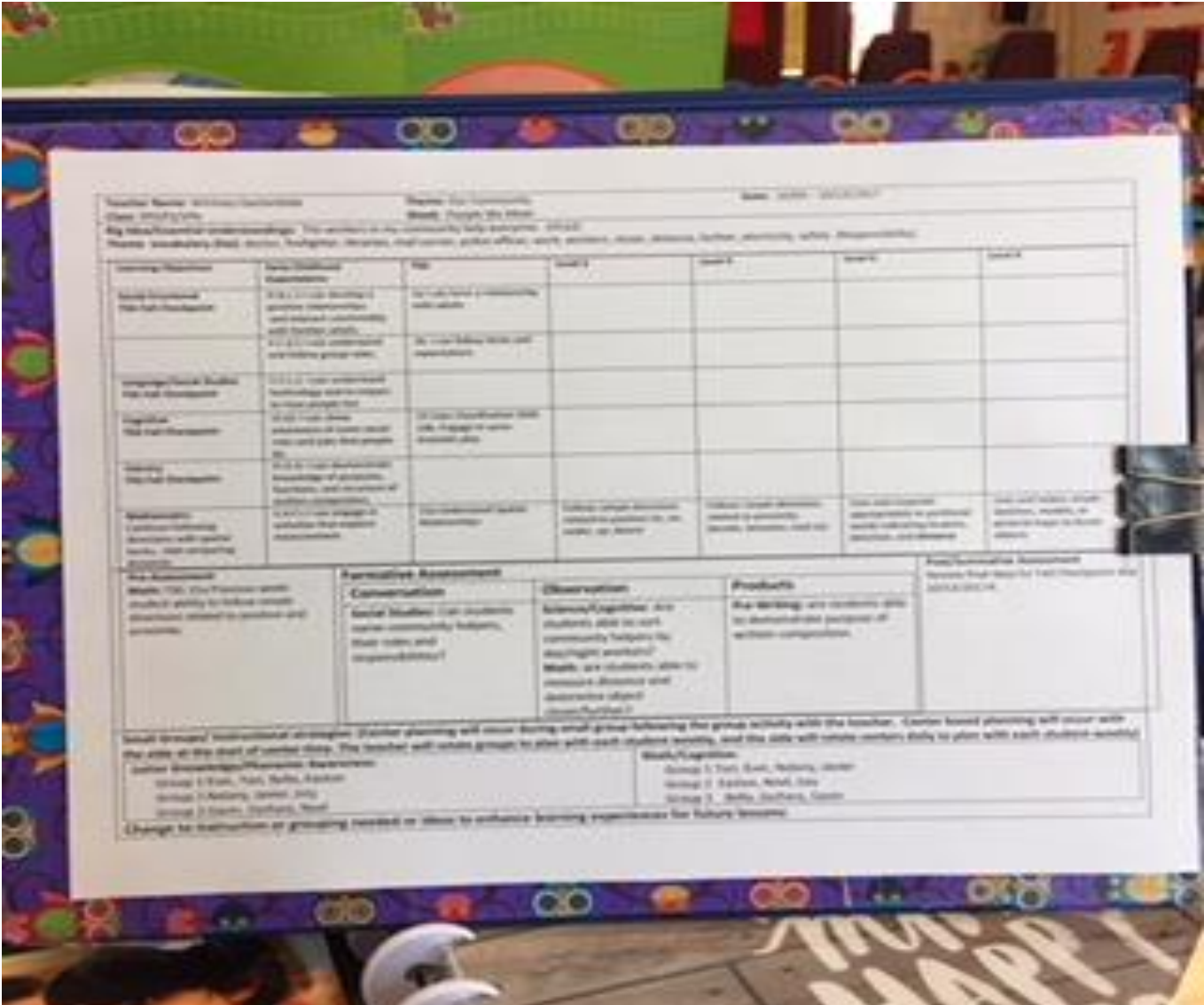
More data collection ideas....



Data collection sheets by activity



Data driven planning



Portfolios:
Formative
Assessments for
Early Childhood

What

Why

How

Important
considerations for
developmentally
younger children

Focus on play and process,
not "work" and "products"

Capture learning by
documenting play

Use photos and videos

Progress
portfolios show
the
development of
a skills

Items should tell a story

Portfolio items should represent all types of learning

Avoid worksheets in teaching and avoid including them in a portfolio.

Look for items that show multiple skills

- Project-based learning items, structures that children create in blocks, play schemes or scenarios that develop over time in centers (over the course of a theme, etc).
- Show the evolution of work over time.

Guidelines for creating meaningful portfolios

Plan for assessment

Learning activity	Portfolio item
Flannel board retelling	Photo with short notes or video of how the child retold the story
Dramatic retelling	Photo with notes/video
Verbal retelling	Record what the child says/dictation
Drawing/writing	Photo or child's work or actual drawing with dictation

Daily	Weekly	Every two weeks	Monthly
Complete your assessment as you planned in your lesson-small group teacher data, center observations, data snapshots of the group for easily observed skills (hopping on one foot etc).	Review IEP data collection and reflect on the child's progress	Review your documentation in your online portfolio (TSG) and decide what you want or need to include in order to drive your instruction and make informed decisions about your teaching.	Review each child's portfolio to examine the child's progress

Schedule and plan for assessment

Having
trouble with
collecting
"enough"
data?

Think about these questions as you collect your documentation items:

Did the child do the work spontaneously or was everyone doing it?

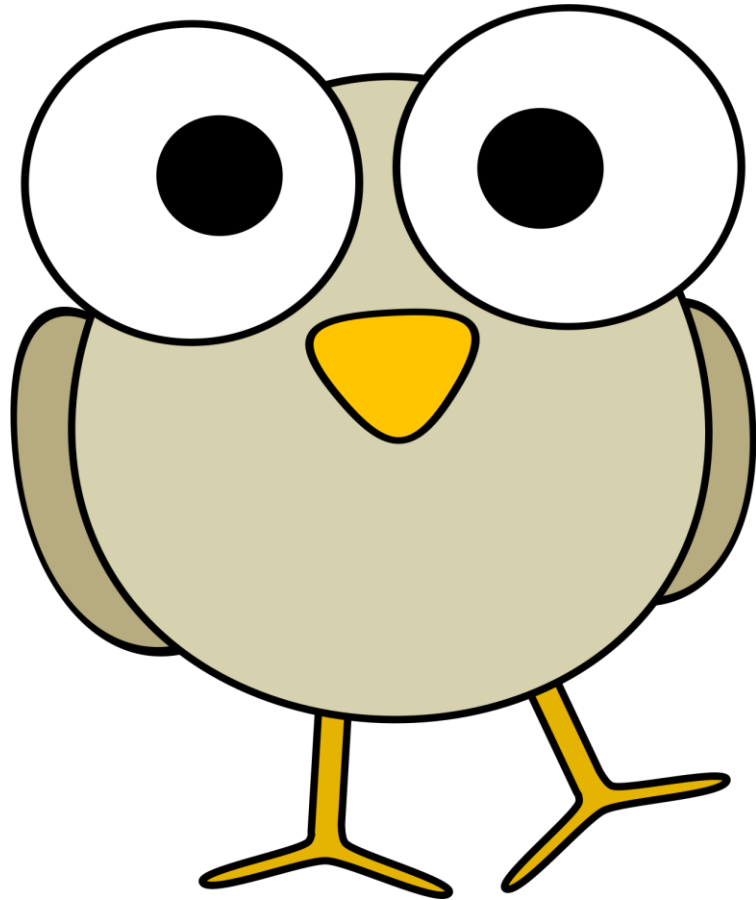
Did the child work alone with others?

Was it done all at once?

What was important about how the child worked? (drew quickly, used left hand, used more words/signs).

To what curricular objectives/standards does the piece relate?

Why did you choose this piece (or why did the child choose this piece) for the portfolio?



??

Got Questions....

- Joanne.manwaring@sdhc.k12.fl.us
- Amanda.tamagni@sdhc.k12.fl.us