FOCUS ON FORMATIVE ASSESSMENT

WEBINAR

Wednesday, October 9, 2013  3-4:30 (EST)

Center on Enhancing Early Learning Outcomes

Early Childhood TA Center (ECTA)
Technical Issues

- GoToWebinar is the technology that is supporting the presentation.
- Remember to mute your audio if you are using the call in number.
- Email or call Melissa Dahlin if you have any technical issues at mdahlin@edc.org or 202-572-3717
Facilitators

- Lori Connors-Tadros, Ph.D., Project Director CEELO
- Diane Schilder, Ed.D., Senior Research Scientist CEELO
- Kathi Gillaspy, TA Consultant ECTA
- Kirsty Clarke Brown, P.h.D., Policy and Communications Advisor, NIEER/CEELO
Presenters/Respondents

- Shannon Riley-Ayers, Ph.D., Assistant Research Professor NIEER, CEELO
- Gaye Tylka, M.S.E., Statewide Early Childhood RTI Coordinator, Wisconsin
- Tom Schultz, Ed.D., Project Director at CCSSO, CEELO
Agenda

- Introduction to Webinar and Peer Learning Community
- Present research about formative assessment in early childhood
- Discuss how one state, Wisconsin, is supporting formative assessment
- Share challenges and lessons learned
Who is With Us Today?

- Early Childhood Specialists in State Departments of Education (SDE)
- Part B (619) Coordinators and Part C Coordinators
- Evaluation specialists in SDE
- Literacy specialists in SDE
- Comprehensive center and other TA staff
- Other national organizations
Peer Learning Community Objectives

To support state early childhood leaders and TA providers

- Engage more deeply in issues related to formative assessment
- Explore different assessment approaches
- Collaborate with other specialists and stakeholders within and across states
- Learn and develop innovative policies and approaches
Peer Learning Community

- Following the Webinar, we will send you information about how to join the Peer Learning Community
- The Community will meet virtually on a regular basis for about 1.5 hours
- Topics will be determined by participants, based on priority areas of interest
- An agenda will be developed for a 6-month period of calls/Webinars
Peer Learning Community

- Participants are encouraged to invite a broad base of representatives from their state to the PLC, including, but not limited to:
  - State early learning specialists
  - Birth-to-three representatives
  - Preschool administrators
  - Evaluation and literacy specialists
  - Part B (619), and Part C colleagues
Peer Learning Community

Possible topics could include:

- Analyzing and presenting data in ways that are useful for parents and teachers
- What professional development approaches are in place/need to be in place to assist teachers and administrators
- Issues that state policy makers should consider when implementing formative assessment programs

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Formative Assessment Research
The Formative Assessment Path

- The “What”
- The “Why”
- The “How”
Defining Formative Assessment

STANDARDS/EXPECTATIONS

- Observing
- Investigating
- Instructing
- Documenting
- Reflecting
- Hypothesizing
- Planning
- Analyzing
- Evaluating
The Support

- Teachers’ judgments are valuable
- All children become “visible”
- Key domains are noticed
- Children are given multiple opportunities to demonstrate understanding
- Data are used to communicate with parents
- Data inform instruction
- Feedback improves learning
Dimensions to Consider

Does the assessment:

- Consider children’s cultural and linguistic backgrounds?
- Have a strong standards base and comprehensive learning progression?
- Have adequate psychometric properties?
- Provide a systematic and on-going approach?
- Provide meaningful data to inform instruction and curriculum decisions?
The Necessary Context

- Data management systems
- Training for data collect users
- Time for implementation and interpretation
- Key leadership involvement (across age levels, providers, etc.)
State Experiences
Wisconsin’s Support of Formative Assessment

• Holistic approach
  • Multiple stakeholders (Child Care, Head Start, Pre-K, Public Health, Early Intervention, etc.) engaged
  • Governor's Early Childhood Advisory Council engaged in process
  • Preschool language and early literacy standards are aligned with K-12 standards

• Began with early learning standards

• Professional development is designed to support acquisition of knowledge and skills in formative assessment process
National and State Perspectives
National and State Perspectives

What promising approaches exist regarding formative assessment policy and practices in the following areas:

- Alignment across provider types (child care, Head Start and pre-K) and age spans (birth through grade 3)?
- Developmentally appropriate formative assessment instruments and processes?
- Instruments and processes that include domains beyond English and math?
- Professional development and other supports for districts and providers engaged in formative assessment?
PLEASE GIVE US YOUR FEEDBACK

http://www.surveymonkey.com/s/formativeassessment2013
Contact Us

To join peer learning community, contact us by contacting:

Kirsty Brown, NIEER
kbrown@nieer.org

We will be sending an invite to others on our list who were not able to attend.
Thank You!!

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