

CEELO ECTA Formative Assessment PLC

April 14, 2014

Problem of Practice Format

A member or group of members presents a problem they face in practice

Today's Topic: Teacher Buy-In for Formative Assessment

Big question: **How to get support in the field to implement FA?**

Key takeaways:

- Administrators play a big role
- Getting teachers to tell the story of “Why FA?” is great—their voices resonate with teachers
- Getting the word out that this is not just a compliance measure—it is a tool that will benefit teachers’ instruction and student outcomes

Resources:

- [California Early Childhood Online](http://caearlychildhoodonline.org/) – Training modules: <http://caearlychildhoodonline.org/>
- [Desired Results Developmental Profile](http://www.desiredresults.us/) - <http://www.desiredresults.us/>
- HI video on [Individualized Kindergarten Inventory of Development](https://www.youtube.com/watch?v=OW8Ialp6OP4&feature=c4-overview&list=UUNTXVUZr4JmbpoSrqfHsxA) (uses teachers as spokespeople) <https://www.youtube.com/watch?v=OW8Ialp6OP4&feature=c4-overview&list=UUNTXVUZr4JmbpoSrqfHsxA>
- Early Literacy Quick Assessment Study – available by August (OK)

Follow-Up

- Look into sharing practitioner examples on the PLC page?

Deeper dive notes:

Five roles for today’s topic:

- Presenter – Cecelia Fisher-Dahms (CA Department of Education)
- Facilitator – Kathi Gillaspay (ECTA/DaSy)
- Consultancy Group – PLC members on the call
- Expert – Diane Schilder (CEELO/EDC)
- Recorder – Kirsty Clarke Brown (CEELO/NIEER)

Cecelia's question and the context:

- In CA, not required to use a specific Kindergarten Entry Assessment (KEA). It is up to local education agency (LEA) to choose one
- Many have developed their own assessment tool over time. Many are like a checklist.
- CA Department of Education (CDE) has been involved in developing early child assessments– Desired Results Developmental Profile (DRDP). The school readiness version is DRDP-SR.
 - A great instrument, but because it's voluntary, been challenging to get teachers in field to see benefits of using it
 - Most teachers are used to checklists that are quick and easy to do.
 - Though many teachers are used to assessing language and cognitive domains, social-emotional, motor development, approaches to learn are a challenge.
 - Many teachers haven a classroom of 34 kindergartners (used to have small class sizes but economic downturn has led to large classes).
 - **Challenge: How to make it compelling & attractive to kindergarten teachers?**
- Clarifying Questions – what does group need to know to answer that question? (yes/no or very factual questions)
 - Are there any funds to help with training, purchasing, subs during assessment time, etc?
 - A: When in development stage, had support for substitutes and training; have a few foundations that support additional training to make it attractive; developed online training modules so anyone in a district could do at will (free)
 - If asking child care providers to use, when and how will they get trained to implement?
 - Focused on KEA, have the assessment for I/T and Preschoolers
 - Voucher system on child care side and contractor side that provide programs, includes some state pre-k; have a cycle for training
 - Is the online training available to educators' outside the state?
 - Part of RTT-ELC, they said wanted information to be available to others
 - CA early childhood online; registration process but no fee
 - Desired results site–other training materials (e.g., how to build a portfolio)
 - Can get to online training through desired results (see resources section)
- Dana–has been working on buy-in
 - Standards Assessment Review originally designed to use with 3 to 5 yo special ed child, but also validated in normally developing child
 - Getting buy-in from private providers–market that it's free!
 - Part of KEA consortium, so hoping to implement common kindergarten assessment

Probing Questions

Question	Answer/Feedback
<p>How do you know that K teachers understand the value of formative assessment?</p> <p>What information is being shared specifically about benefits from conducting a formative assessment?</p>	<ul style="list-style-type: none"> • Big challenge; had superintendent send letter out to all districts informing them of value • Go to conferences to present • When can make connections by using early adopters; teachers resonate more than state people do when talking to teachers • Had K teacher who used it and struggled first time but have used it since and seen its value, it's very compelling; having K teachers present with them and how it's enlightened them on how they influence children's persistence, or being attentive to cooperative skills helps them with how they guide and use it in the classroom • How to make that more readily understandable? When it comes from Department, it's like trying to sell a product.
<p>Would it be possible to have a targeted group for implementing the tool in CA and share the purpose and outcomes and use this to drive the use of the tool statewide?</p> <p>Do you have data to start using to let stakeholders know about the impact of your good work in K FA?</p>	<ul style="list-style-type: none"> • RTT-ELC—look at value of early intervention through • Focus on K's that are receive RTT-ELC—look at value of early intervention at K entry • All the groups that are stakeholders coming together as community partners with RTT-ELC are in early care & ed community, child care community...bridge to their local K is not as strong • RTT-ELC evaluation—if they can look for data from these K; others can see—oh we don't have that, and then can come in and say "look, you can use this"
<p>What type of school administration support do the K teachers report for the effort thinking about methods for buy in?</p>	<ul style="list-style-type: none"> • Amendment to KEA contract—RTT-ELC \$ for linking KEA data to SDLS; coming in under budget so working to redirect some of those funds to have some outreach to school administrators • Need to get support of administrators

Additional Questions and Comments from the chat and Q & A box:

- "How is the KEA and K FA fitting into frameworks for the schools K-3 FA process?"
- "Listening to Cecelia, I imagine an alignment table of the domains assessed formatively, the claims that teachers state benefits, EL Development Standards/instruction, progression of the K

assessment/instruction to K-3 (especially examples of ways the K teacher efforts inform schoolwide efforts, such as behavior, I think was mentioned). -It's really meaningful work you're doing."

- "Are there connections to pull from Danielson Frameworks or QRIS efforts? -not sure what you'd find helpful..."
- "I wonder the extent of effort that needs to be paid to helping teachers understand that this is not something that they'll get used to and then it will be changed to something new again?"
- "Cecelia is correct. We need to be sure and clarify why we are doing it beyond just because it is required. We need to unify our message."

Thoughts from members of the PLC:

- OK used some funds to do a study of 16 classrooms that used the ELQA (Early Literacy Quick Assessment) and 16 that did not; collecting post data right now; seeing what happens when teachers collect data over the year...should be available by August
- Jana—heard Deb Stipek discuss that a better predictor of child's math knowledge is how well the teacher knows the child's knowledge of math rather than a math measure itself (Deb Stipek)

Expert Recommendations

- Understand nature of barriers
 - Assessing the reasons why teachers are not buying in is useful in developing a targeted strategy.
- Importance of leadership
- Might use tool and not use data, so examples can help; Using vignettes and illustrations of how teachers can use the information in practice ...demonstrate it's not just done to report up, that they see the value; make it more than another requirement

Reflections on Learnings from the Session (Cecelia)

- The discussion will help her structure the school administrative report more finely. Presenting so have a clear message that demonstrates value of tools to administrator and also to the classroom teacher. Thinking about creating interviews with teachers to add.
- What may be obvious to us (value of the tool), may not be obvious on the ground; have examples of teachers who are trying something new and demonstrate that it does take some time to adjust to, but winds up being something very valuable.
- Examples of how teachers have gathered information in an authentic way is important

Next call (May 20): bring examples of PD used and/or challenges