Appropriate Early Childhood Assessment Practices

Leadership Academy
Job-Embedded Project

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Public preschool programs will self-assess their current assessment practices so that all students enrolled in a public preschool program will receive formative assessment that is developmentally appropriate and aligns to their schools assessment and curriculum practices in grades PreK-3.
July 2018
• Public preschools were asked to complete an annual report which also serves as a self-reflection.
• Analyze student assessment information.
• Offer PD to PK-3rd teachers using TS GOLD and K-3 FAP

August-December 2018
• Monitor new and expanded public Pre K classrooms.
• Debrief around program and assessment practices.
• Continue to analyze assessment data, identify the holes, note current practices and barriers to improving current practices.
• Voice my concern and commitment to improving appropriate practices.

March 2019
• Pre K assessment task force will be created to:
  • Discuss and develop a self-assessment for programs to analyze their current practices.
  • Develop a tool that is developmentally appropriate and accessible for teachers to use in their classrooms for all students.
Self reflection

Collected Public PK data

Analyzed the data to identify program needs

PD for Pk-3rd teachers

Identified a goal statement to guide my next steps.

Identified potential barriers

Improved my own communication skills, written and oral

Prepare for next steps

“It doesn’t matter your job title, be the leader of change to reach the goal.”

Accomplishments
Impacts

Data Collection

The department now has ability to collect and analyze Pre K data annually

- Majority of public pre K programs do not appropriately assess their students
  - Now we know who, where and why and support each one appropriately

- Districts are now held accountable to report student growth
  - We can provide information on how to do this and why it’s critical to improved student outcomes

- Districts and teachers are (will be) supported with assessment PD and resources
  - The development of an assessment task force, creation of a free and appropriate assessment tool for peers to access
Evidence

Impacts to my organization:

• We no longer have to assume what districts need- The report sorts that out for us!
• Improved relationships & reputation with districts- Welcomed and requested
• Colleague support and aligned PD- EC Team summer assessment PD
• Early Childhood on the map- More and more schools are adding/expanding
• New administration-New priorities- Universal Pre K

Impacts to me:

• Improved communication skills- Overall confidence and to the point
• Higher-up support/accountability- Given tasks and asked opinion
• Fine-tune my own focus to support EC- Data-driven focus
• Put my name and face out there- Website and meetings to clarify my role to districts
• Highlighted my own bias's- I find myself thinking more about another’s perspective
• Importance of slowing down…looking broader- This work takes time!
• Respect- Teachers and administrators respect my role and comply with my requests
“You can, you should, and if you’re brave enough to start, you will.”
Stephen King
Up next:

- Add more Early Childhood Monitors to our EC Team
- Continued focus on our data and focused PD for teachers
- Pre K assessment task force
  - Recruit and begin meeting to discuss district self assessment
  - Begin creating a tool for schools to use for free
- Begin and continue current PD
  - TS GOLD
  - K3 Formative Assessment
  - Challenging Behavior