THE NATIONAL CENTER ON
Quality Teaching and Learning

PRESENTER NOTES
ADMINISTRATIVE SUPPORT

This guide offers suggestions for presenting ***Ongoing Child Assessment: Administrative Support.*** This in-service suite includes a PowerPoint presentation and supporting materials. Please use and adapt these materials as needed for specific audiences.

MATERIALS NEEDED:

- PowerPoint presentation (17 slides)
- Projector and audio equipment
- Learning Activities
  - » *Challenges and Solutions*
  - » *Peer Support for New Staff: Jason*
  - » *Brainstorming: Tanya*
  - » *Program Evaluation*
- Tips for Administrators
- Tools for Administrators
  - » *Ongoing Supports for Staff*
- Helpful Resources
- Flip chart or similar large paper, and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to help Head Start directors, program managers, education supervisors, and other administrators effectively support staff in conducting ongoing child assessment.
- This is one in a series of in-service suites about ongoing child assessment.
- Administrators can provide essential support to staff and teaching teams as they plan and conduct ongoing child assessment tasks. Administrators need to communicate the importance of keeping track of children's learning to inform and improve teaching practices, and to help children prepare for kindergarten.
- Learning activities include practice and role play activities.
- Consider bringing in different examples of ways to aggregate data to share with participants.
- Suggestions of potential follow-up activities for participants are provided at the end of this document.

NOTE

These documents provide support and additional documentation for the ideas in this presentation:

Bredekamp, S. (2011). *Effective practices in early childhood education.* (Chapter 11, pp. 343–344, 345–347, 348, 350–352). Upper Saddle River, NJ: Pearson Education.

Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning.* (Chapters 5, 6, and 10). Washington, DC: Teaching Strategies.

McAfee, O., & Leong, D. J. (2011). *Assessing and guiding young children's development and learning* (5th ed.). (Chapters 4, pp. 49–52, 63–69; 5, pp. 73–76; 6, pp. 100–101; 7; and 9). Upper Saddle River, NJ: Pearson Education.

ONGOING CHILD ASSESSMENT: ADMINISTRATIVE SUPPORT

Introductions:

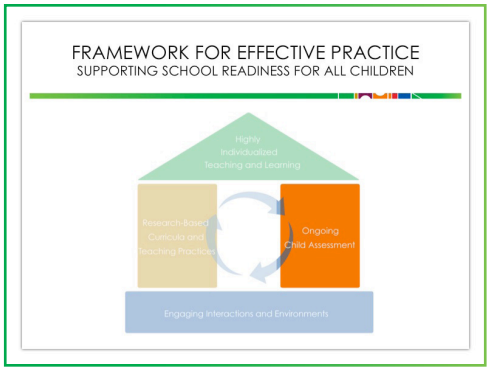
- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves.
- Conduct an icebreaker activity to promote participation.

Examples:

- Ask participants to share an example of one classroom or program's progress that they are especially proud of.
- Ask participants to describe a professional development strategy they use in their program.
- Ask participants to share an example of an unexpected finding from a recent analysis of program aggregated data.

Introduce the topic.

This presentation is about the important role administrators play in supporting ongoing assessment.



EMPHASIZE

Ongoing child assessment plays an important role in helping the children in your Head Start program be ready for kindergarten.

SLIDE 2:
NCQTL'S FRAMEWORK FOR EFFECTIVE EVERYDAY PRACTICE

Introduce NCQTL.

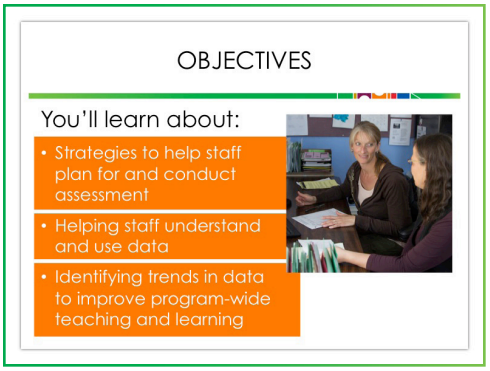
The four components of the House Framework support school readiness for all children:

- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices, and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All four components interact with each other and are essential to effective practices.

This in-service suite is part of the *Ongoing Child Assessment* pillar of the House. It focuses on how administrators can strengthen their program by helping staff and teaching teams plan and conduct ongoing assessment tasks for the children in their classrooms. Administrators also need to assist staff in using data to improve teaching practices, share data from program-wide evaluations, and use findings to inform staff support.

NOTE

Remind participants that any record of child progress (including video, work samples, and photographs) must be treated consistently with their program's record-keeping policies, especially in regards to ensuring appropriate confidentiality of information.



EMPHASIZE

Administrators can support teaching teams with a variety of methods as they conduct ongoing child assessment.

SLIDE 3:
OBJECTIVES

Children in Head Start classrooms have to learn many things in order to be ready for kindergarten. How do we know they're learning what they need to know? By observing them during everyday activities in the classroom. Ongoing child assessment is necessary to understand children's progress, and it's important to quality teaching and learning.

In this presentation we will discuss:

- Strategies to help staff and teaching teams plan for and conduct ongoing child assessment.
- Ways to help staff understand and use assessment data.
- Understanding and interpreting data trends that can improve program-wide teaching and learning.

Length of video: Approximately 6 minutes and 9 seconds

SLIDE 4:
VIDEO: ADMINISTRATIVE SUPPORT FOR ONGOING CHILD ASSESSMENT

Introduce the video.

This video shows administrators and teachers discussing administrative support in the classroom.

As they watch the video, ask participants to look for references to:

- Mentoring
- Coaching
- Reflective supervision
- Peer support

How are these defined in the video?

VIDEO

DISCUSSION

Ask participants to share their comments about the video.

- What did they learn about mentoring, coaching, reflective supervision, and peer support?
- What else was highlighted in the video?

Points to highlight from the video:

- Mentors and coaches work in the classroom with teachers and help them set goals around how to collect and use assessment information.
- Supervisors help teachers reflect on what's happening in the classroom. They listen to teachers, make sure they have the necessary tools and training resources, and provide feedback.
- Administrators encourage teachers to share strategies, exchange ideas, and use other teachers as resources.

EMPHASIZE

Administrators collaborate with teaching teams as they gather, interpret, and use assessment information to plan instruction.

SLIDE 5: ADMINISTRATIVE SUPPORT STRENGTHENS PROGRAMS

Administrators can help in the following ways:

- Encourage staff to plan for ongoing child assessment.
- Help staff develop and improve data collection in the classroom and the home.
- Guide staff in using the data—to adjust their teaching and communicate with families about their children's progress.
- Use the trends noted in collective or aggregated data to improve program-wide learning.

NOTE

As the presenter, provide examples based on your own experiences, or ask participants to share examples from their own practices.

SLIDE 6: CREATING A CULTURE OF INQUIRY

Administrators can support staff in understanding the importance of ongoing child assessment by creating a culture of inquiry in a program.

- Embrace change: Help staff understand the benefits of new and improved assessment practices.
- Encourage curiosity: Continually seek information about how children and families are doing. Encourage staff to ask "why" and "how" questions about children's learning, and the effectiveness of current teaching practices.
- Promote reflection: Find time to reflect on effective assessment and teaching with your staff. Welcome feedback and apply it wherever possible.
- Engage in systems thinking: Make sure staff understand your program's system-wide assessment system.
- Use feedback: Use data to answer questions about whether the program makes a difference.
- Tolerate failure and vulnerability: Recognize when approaches aren't working and change course if necessary.

LEARNING ACTIVITY: CHALLENGES AND SOLUTIONS

In this activity, participants think of a need (or challenge) in their programs regarding ongoing child assessment, and then brainstorm solutions.

HANDOUT

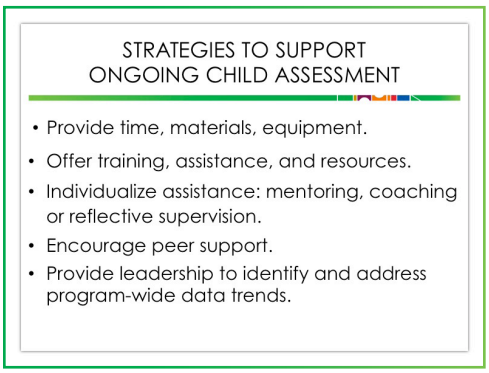
Distribute the *Challenges and Solutions* learning activity and review the directions.

DISCUSSION

Ask volunteers to share their answers with the larger group.

Points to highlight:

- Challenges to ongoing child assessment can include a lack of time, resources, or experience, or involve communication difficulties.
- To address those challenges, it's important to identify the assistance, training, and support that the program needs.



SLIDE 7: STRATEGIES TO SUPPORT ONGOING CHILD ASSESSMENT

Support for teaching teams comes in many forms.

Administrators make these essential resources available to their staff:

- Adequate **time** to plan assessment and analyze data.
- Supplies and other **materials** needed to collect data.
- **Equipment** needed to collect and organize data.

Administrators also use these strategies:

- Offer **training** and technical assistance to help teaching teams plan, implement, and improve ongoing child assessment.
- Individualize assistance with **mentoring, coaching,** or **reflective supervision.**
- Encourage **peer support** so teachers can share ideas and encouragement.
- Examine collective or aggregated data to identify and address **program-wide data trends.**

SLIDE 8:
SUPPORT FOR ONGOING CHILD ASSESSMENT: GETTING STARTED

Programs and individual teaching team members vary in their training and technical assistance needs—ranging from novice to expert.

Teachers new to a program, and those working in programs undergoing change, benefit from training on:

- How to use the program's assessment instruments with fidelity.
- Strategies they can choose from.
- How to analyze and use the information from assessment data.

It may help to suggest that new teachers become skilled at using a single data collection strategy first. After that they can learn about the many other available methods. By limiting the focus to collecting information about just one child, or on one domain area, new teachers can gain experience and confidence.

LEARNING ACTIVITY:
PEER SUPPORT FOR NEW STAFF: JASON

In this activity, participants work in small groups. They read a short scenario and plan how to use peer support to help a new teacher use ongoing child assessment methods

HANDOUT

Distribute the *Peer Support for New Staff: Jason* learning activity and review the directions.

DISCUSSION

Ask volunteers to share their answers with the larger group.

Points to highlight:

- Training and feedback can help new staff members learn how to plan ongoing child assessment.
- Administrators can strategically arrange the best peer support to facilitate assessment training and development for their staff.

EMPHASIZE

With continued practice and support, teachers get better at collecting, organizing, and understanding assessment data.

SLIDE 9:
SUPPORT FOR ONGOING CHILD ASSESSMENT: STRENGTHENING SKILLS

Individualized support for assessment can help teachers strengthen their skills.

Mentoring, coaching, and reflective supervision have been used successfully to provide support. Some supervisors, for example, use what they call a "data dialogue" with teachers. This focused conversation method is used to systematically review the meaning and implications of classroom data. As discussed in the video, teachers also find great value when they're encouraged to support one another and share ideas.

Use adult learning principles to facilitate data dialogue:

- Encourage brainstorming and sharing ideas
- Explore data and discuss multiple interpretations and meanings
- Organize ideas and plan for next steps

NOTE

As teachers get better at using a variety of data collection strategies, they're more able to adjust their teaching based on assessment information about children's progress.

LEARNING ACTIVITY:
BRAINSTORMING: TANYA

In this activity, participants review an example of assessment information. Then, with a partner they role play how a supervisor might work with Tanya to discuss the data and make adjustments to teaching.

HANDOUT

Distribute the *Brainstorming: Tanya* learning activity and review the directions.

DISCUSSION

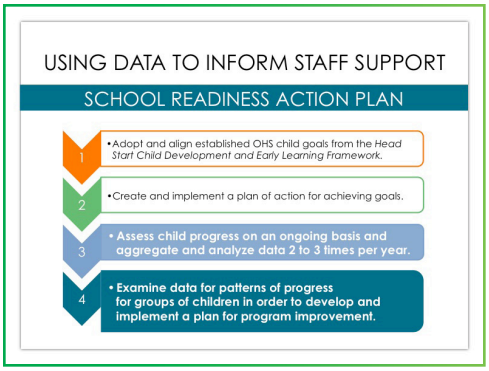
Ask volunteers to share their answers with the larger group.

Points to highlight:

- Collaboration is important. Administrators can help teachers make decisions on how to adjust teaching based on assessment data information.
- Administrators can problem-solve with staff in order to address areas of need.
- To do lists can clarify the next steps in addressing classroom or program areas of need.

NOTE

Some supervisors use reflective supervision to work with staff. Key elements of this approach are: regular meeting times, shared exploration of issues, and attention to emotional content of the work and how reactions to the content affect the work. See the *Helpful Resources* handout for more information about reflective supervision.



SLIDE 10:
USING DATA TO INFORM STAFF SUPPORT

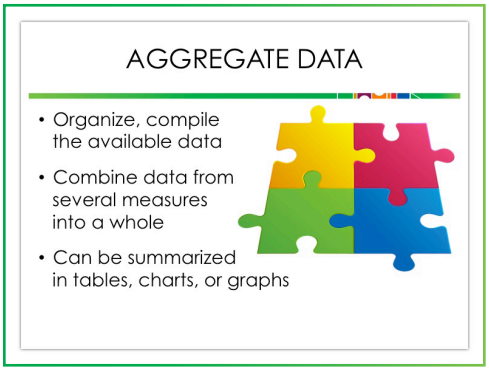
As the presenter, review the four steps of the School Readiness Action Plan.

Step 1 is to establish learning goals to improve school readiness across domains.

Step 2 is to create and implement an action plan for achieving the established school readiness goals.

Step 3 is about collecting ongoing child assessment information, and aggregating and analyzing data.

Step 4 is about what we do with our data to inform staff support and professional development.

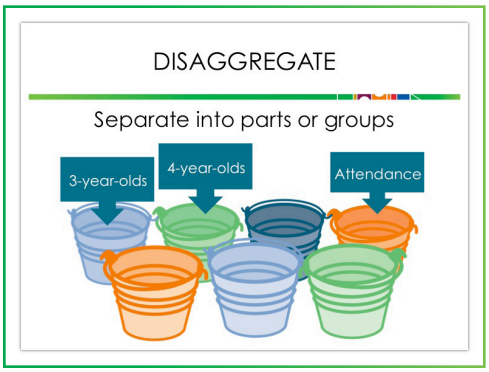


SLIDE 11:
AGGREGATE DATA

As administrators, it's your responsibility to aggregate, or compile, the data from all classrooms and look for program-wide trends at regular intervals.

Aggregated data show how well all children in a program are progressing toward school readiness goals over the course of the year.

Aggregated data can be organized and summarized in tables, charts and graphs.

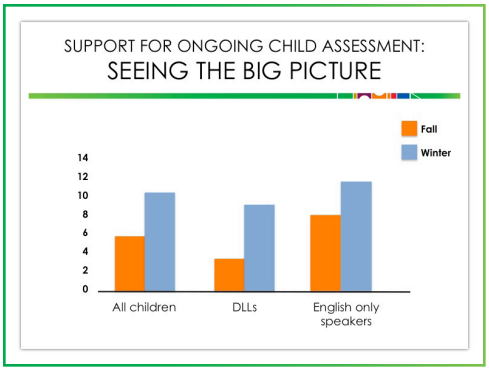


SLIDE 12:
DISAGGREGATE

When you disaggregate data you are separating into parts or groups.

- For example, with child outcomes data or completion of physical exams you could look at the results for 3-year-olds and 4-year-olds separately.
- You could look at attendance in relation to transportation. Do children who ride the bus attend more regularly than self-transported children?

Disaggregation helps us to think about children and families with like characteristics to determine if there are better ways to provide services to them. Keeping data as a whole could hide groups of children and families who need more support.



EMPHASIZE

When administrators spend time reflecting on program level assessment data, it benefits programs, teaching teams, families, and children.

SLIDE 13: SUPPORT FOR ONGOING CHILD ASSESSMENT: SEEING THE BIG PICTURE

This example shows aggregate child data. Staff at this program received professional development on culturally and linguistically responsive strategies to promote children's language development. The data represent children's progress in Expressive Language from fall to winter.

- All children in the program made gains from fall to winter.
- Dual language learners (DLLs) scored below the average for all, whereas other children (English only speakers) scored above the average. In the fall, DLLs scored significantly lower than other children. However they made greater gains.

Regarding collective or aggregate child data:

- Look for program-wide trends at regular intervals.
  - » Ask questions about the data:
    - – How are children progressing throughout the year?
    - – How do the results compare with the expected levels of development and learning?
    - – What are the causes of variations among classrooms or subgroups of children (teacher experience, child characteristics, staffing, or other variables)?
  - » Note that you'll need more data than appear on this graph to answer some of these questions.
- Use the information from data to determine the type of support your staff needs.
  - » Look to see where a program may need to improve children's progress (for example, in Expressive Language, or another area of development or learning).
  - » Provide direction to ensure that an area of weakness is addressed.
  - » If results are uneven, such as strong mathematics skills in some classrooms but not others, determine if the teaching practices used in the more successful classrooms need to be expanded program wide.
- Celebrate successes and plan improvements.

NOTE

Distribute and review the *Tips for Administrators* handout. This handout includes information about addressing variations in program-wide data.

LEARNING ACTIVITY: PROGRAM EVALUATION

In this activity, participants work in small groups. They read a program scenario and decide the best way to support staff to address program-wide areas of need.

HANDOUT

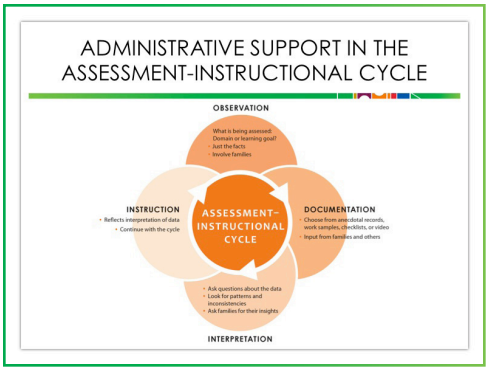
Distribute the *Program Evaluation* learning activity and review the directions.

DISCUSSION

Engage participants in a discussion by asking for volunteers to share their answers with the larger group.

Points to highlight:

- Different classrooms or subgroups of children within classrooms may show different patterns of progress.
- It's important to identify classrooms or subgroups of children that need more resources and support in certain areas.
- Identify teachers who have classrooms with higher scores and ask them to share successful teaching practices with other teachers.



EMPHASIZE

The steps in the assessment-instructional cycle repeat continuously for each child.

SLIDE 14: ADMINISTRATIVE SUPPORT IN THE ASSESSMENT-INSTRUCTIONAL CYCLE

The assessment-instructional cycle refers to the ongoing and interrelated decision-making process that takes place during child assessment. Administrators have an important role in supporting their teaching staff to make informed decisions about what to observe and why, and to choose the best ways to gather and document information. Teachers also need the support of their administrators as they decide how to organize, interpret, and use the information to guide and adjust their instruction. Throughout the process, teachers seek input from families and share information with them.

Here are four points to keep in mind:

Observation

Administrators can ensure that teachers and teaching staff have the support and equipment they need to plan and collect assessment information.

Documentation

Administrators can support teachers and teaching staff in their use of consistent, impartial, and accurate methods to document children's progress.

Interpretation

Support from administrators is most valuable when teaching teams collaborate to interpret data and problem-solve. After data is collected, administrators interpret information about the children's development by looking over time and across their program to identify trends.

Instruction

The teaching team uses assessment information to plan instruction and make changes in teaching, so that every child will learn. Administrators and other leaders can provide targeted resources, training, and technical assistance to address areas of need.

And then the cycle starts all over again!

DISCUSSION

- As the presenter, share assessment examples from your own experience that lead to teaching improvements.
- Ask participants to share examples of when they have helped teaching teams change their instruction, based on assessment observations.

Length of video: Approximately 43 seconds

SLIDE 15:
VIDEO: THE IMPORTANCE OF ADMINISTRATIVE SUPPORT

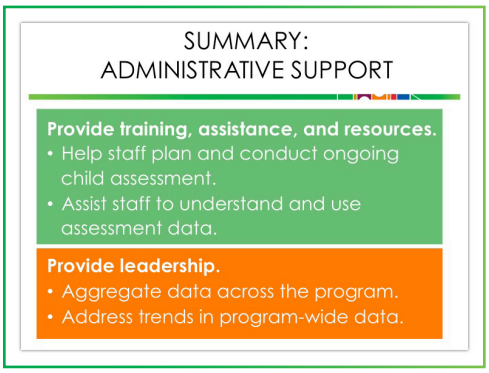
Introduce the video:

This is a short clip from the earlier video in this presentation. This time, ask participants to focus on the role of administrative support in ongoing child assessment.

VIDEO

DISCUSSION

Ask participants to share their comments about how administrators use feedback and reflective supervision.



EMPHASIZE

Administrator support makes a difference!

SLIDE 16:
SUMMARY: ADMINISTRATIVE SUPPORT

Let's summarize the role of administrative support in ongoing child assessment.

- Provide training, assistance, and resources to help staff plan and gather ongoing child assessment information.
- Offer training, assistance, and resources to help staff understand assessment information, and use it to improve teaching and learning.
- Provide leadership to address trends in program-wide data.

HANDOUT

Distribute handouts, if not distributed during the presentation.

Based on participant roles:

- Distribute and review *Tips for Administrators*. This handout briefly highlights material covered in this in-service suite.
- Distribute and review *Tools for Administrators*. This handout summarizes strategies administrators can use to support assessment practices at both the classroom and program levels.
- Distribute and review the *Helpful Resources* handout and highlight how the list can be used.

FOLLOW-UP ACTIVITIES

SHARE THE FOLLOWING SUGGESTIONS WITH PARTICIPANTS:

- Develop a plan to support staff in implementing assessment tools with fidelity.
- Encourage staff to collaborate and share practices around ongoing child assessment.
- Meet with staff periodically to share program-level data and discuss professional development needs.

SLIDE 17: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources that support effective assessment and teaching practices in the classroom.