# KIDS 2.0: Using KIDS Data for Continuous Improvement of Classrooms

## 2018 KIDS Summit – Springfield, IL

Presented by Dr. Lisa Hood

# Who I Am



## Lisa Hood, PhD

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**Lead projects related to school leadership, aligning B-3 education systems, and improving early childhood classroom practices**

# Who Are You?

Teacher?

Instructional Coach?

Principal?

Central Office Administrator?

Other?

# Our Learning Purposes...

**1st** The Importance of Using the KIDS Assessment to Improve Instruction

**2nd** Plan, Assess, Reflect, Apply Process for Using KIDS Data to Improve Instruction

**3rd** Facilitated Next Steps Discussion

# Our Learning Purposes...

**Learning Purpose #1**

The Importance of Using the KIDS Assessment to Improve Instruction

**Guidebook Pg. 2**

# P-3 Alignment Research and Technical Assistance Projects

**LINC** Leadership to Integrate the Learning Continuum

**B-3 Continuity Project**

**PK3 Teach Lead Grow**

# LINC Studies of P-3 Alignment

- The LINC project studied the role of leaders for supporting an aligned B-3 early learning system (in their own schools and in their communities.

- Studied best practices in B-3 alignment in HI, PA, IL, and the Ontario Province in Canada

- Common Elements of an Effective B-3 Education and Care System (Where KIDS has a role—I wrote the text in red):
  - Smooth Transitions from one system to the next
  - Aligned standards, curriculum, instruction and assessments (based on research-based developmentally appropriate practices)
  - Comprehensive family support services
  - Common definitions of students' readiness and proficiency; shared assessments
  - Communication, coordination and knowledge-sharing among educators, caregivers, and families
  - Structural features that improve the quality, duration, and accessibility to high quality programs and services, including access to high quality leaders, teachers, and classrooms

# Why Is This Important?

- Research has identified the unique span of learning from birth to age 8 as a prime area of development for children; 85% of brain development happens before age 5, according to the Education Commission of the States.

- Children not reading by third grade face a 90% chance of dropping out of high school.

- Investments in PreK-3 systems have shown to provide significant economic returns.

    - In a comparative study of economic returns of early learning models it was found that Chicago's PreK-3 system (Child Parent Centers) provide a $8.24 return on every dollar invested based on increased earnings and tax revenues and decreased funding to criminal justice system of children

# Fade Out and Investments Lost

- Research on early childhood programs (e.g., Head Start, Abcederian Project) have found that over time the learning and development gains once children enter the K-12 system.

- However, when we align and coordinate our B-3 systems for children and their families, we increase the odds that children will maintain and expand upon the gains they make in early childhood education (e.g., Child Parent Centers, Community Schools).

- Collecting learning outcomes data on children in these systems allows us to enter into a data-based improvement process
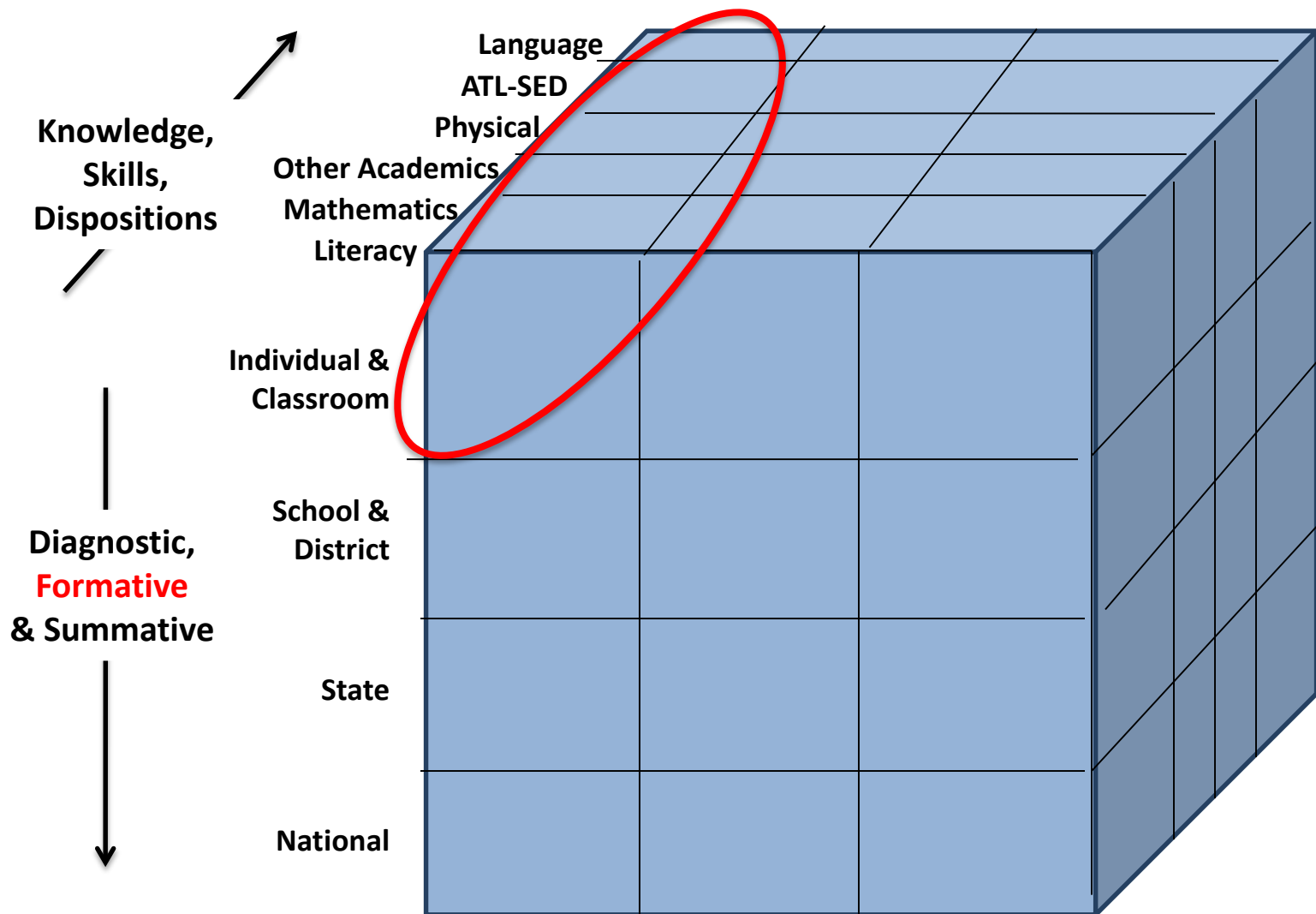
# Key Takeaways

- The early childhood years (Birth through 3rd Grade) are a crucial time of development. High quality teaching and learning is imperative.
  - **KIDS data can be used formatively (assessment for learning) to improve classroom practices**
- KIDS Assessment data allows us to measure children's learning and developmental levels when they enter Kindergarten which can help districts/schools and their communities identify where there may be gaps in the early childhood education system.
  - Improve the quality of 0-5 programming and comprehensive services
  - Align and coordinate curriculum, instruction, and assessment practices across the  (B-3)
    - The KIDS Assessment has been crosswalked with the most common assessments used in preschool programs; aids alignment and data-driven decisions

Knowledge,
Skills,
Dispositions

Language
ATL-SED
Physical
Other Academics
Mathematics
Literacy

Individual &
Classroom

School &
District

Diagnostic,
**Formative**
& Summative

State

National

**Purpose:**
1) **Assess student learning to guide instruction**
2) Assess student learning to evaluate the
   school/center curriculum & instruction
3) Assess student learning to evaluate the
   alignment of curriculum and learning
   experiences

P-3          4-8          9-12

Learning Continuum

# Benefits of Using the KIDS Assessment as a Tool for Assessment <u>for</u> Learning

- Allows teachers to assess 3 times over the course of a year; **one time assessments cannot contribute to a continuous classroom improvement process—not enough data over time; baseline data only if used once**

- Measures multiple domains of development (academics, physical, social emotional, cognitive, and language)

- Can identify children who may need additional screening/diagnoses early

- Rating scale accommodates children of varying developmental levels (children at this age can be diverse in their development)
    - Useful for teachers to get baseline data and then monitor growth over time based on where children started

# Benefits of Using the KIDS Assessment as a Tool for Assessment <u>for</u> Learning

- 14 measures required—but more measures available that can be tailored to the characteristics of the children and the school (e.g., measures in additional domains such as ELD, History & Social Science, Arts, etc.)
  - Get a <span style="color:red">deeper look at how children are growing over time</span> which allows teachers to more full analyze the effectiveness of classroom practices
- Capitalize on the alignment to the IL Early Learning Standards (both PreK and K) and the IL Learning Standards (which can allow teachers to <span style="color:red">reduce the number of assessments</span>)
- Authentic, observational Assessments allow for <span style="color:red">more teaching and learning and less pull outs</span> for assessments or testing
  - Also <span style="color:red">allows children diverse ways of showing what they know, understand, and can do</span>
- **Valid, Reliable, and Free!**

# PK3 Teach Lead Grow
# (AKA Early Childhood Danielson Project)

**Research Findings related to Assessment for Learning & Strategies to Improve Assessment Use for Improving Classroom Practices**

## PK3 Teach Lead Grow

# PK3 Teach Lead Grow Research Study

- Study of the Danielson Framework for Teaching with 26 Teachers and their Principals in Illinois Schools (PreK-3rd grade
- Collected observation evidence on all components on 3 domains of:
    - Domain 1: Planning
    - Domain 2: Classroom Environment
    - Domain 3: Instruction
- Collected data on the Reflecting on Teaching component in the Domain 4: Professional Responsibilities
- **One Key Finding: The assessment process in early childhood classrooms was problematic (see next slide)**

**Focus 1: Teaching EXPECTATIONS in Planning Conversation**
1b, 1a/*1c, 1f, 1d*/1e,

**Finding:** Identifying outcomes and designing assessments were difficult

**DOMAIN 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

**Focus 2: Learning Culture through ENVIRONMENT**
*2a, 2b*

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures

**Focus 3: Classroom Management for Learner EMPOWERMENT**
*2c, 2d, 2e*

- Non-instructional duties
- Supervision

2d Managing Student Behavior
- Expectations • Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility

**The Framework for Teaching's Six Focus Areas for ECE**

4a Reflecting on Teaching

**Focus 6: EFFICACY by Reflection, Family Conversations, and Professionalism**
*4a, 4b, 4c; 4d/4e/4f*

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program
- Engagement of families in instructional program

4d Participating in Professional Community

**Finding:** If we don't identify measurable outcomes and plan for assessments, we don't implement assessments. If we don't implement assessments, we don't have data for reflection and improvement of practice.

Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

**Focus 4: Learner Intellectual ENGAGEMENT**
*3a, 3b, 3c*

Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques
- Student participation

3c Student participation

**Focus 5: EVALUATION of Learning through Classroom Assessment**
*3d, 3e*

3d

3e
- Lesson adjustment • Response to students
- Persistence

DOMAIN 1: Planning and Preparation

1a **Demonstrating Knowledge of Content and Pedagogy**
- Content knowledge • Prerequisite relationships • Content pedagogy

1b **Demonstrating Knowledge of Students**
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c **Setting Instructional Outcomes**
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d **Demonstrating Knowledge of Resources**
- For classroom • To extend content knowledge • For students

1e **Designing Coherent Instruction**
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f **Designing Student Assessments**
- Congruence with outcomes, curriculum and standards
- Formative assessments • Design of instruction

DOMAIN 2: The Classroom Environment

2a **Creating an Environment of Respect and Rapport**
- Teacher interaction with students
- Student interaction with students

2b **Establishing a Culture for Learning**
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c **Managing Classroom Procedures**
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d **Managing Student Behavior**
- Expectations • Monitoring behavior
- Response to misbehavior

2e **Organizing Physical Space**
- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a **Reflecting on Teaching**
- Accuracy • Use in future teaching

4b **Maintaining Accurate Records**
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c **Communicating with Families**
- About instructional program • About individual students
- Engagement of families in instructional program

4d **Participating in a Professional Community**
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e **Growing and Developing Professionally**
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f **Showing Professionalism**
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a **Communicating With Students**
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b **Using Questioning and Discussion Techniques**
- Quality of questions • Discussion techniques
- Student participation

3c **Engaging Students in Learning**
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d **Using Assessment in Instruction**
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e **Demonstrating Flexibility and Responsiveness**
- Lesson adjustment • Response to students
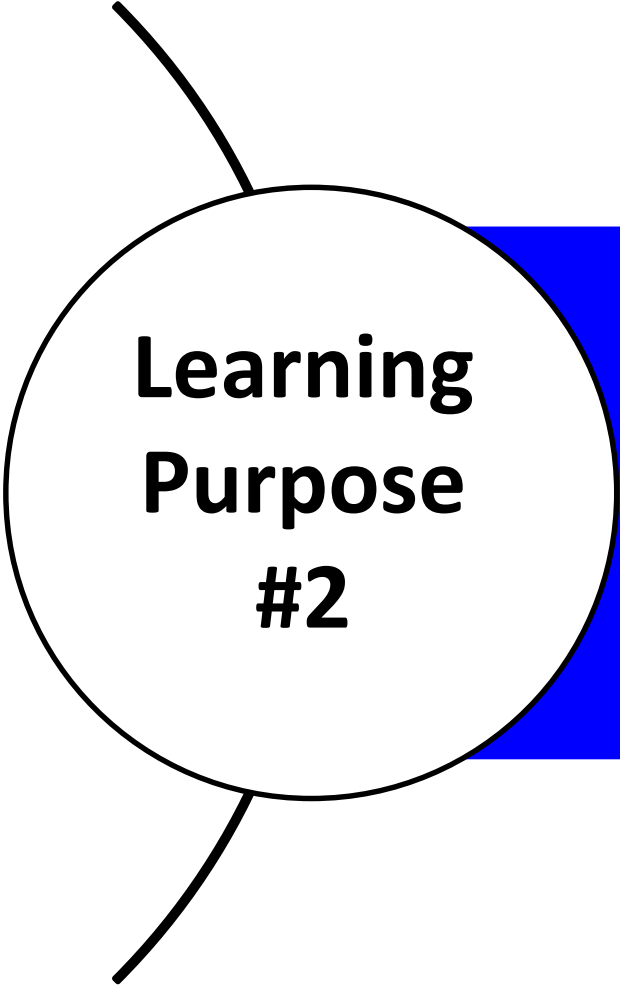- Persistence

The Danielson Framework for Teaching

PLAN

TEACH/ APPLY

ASSESS

REFLECT

# Our Learning Purposes...

**Learning Purpose #2**

Plan, Assess, Reflect, Apply Process for Using KIDS Data to Improve Instruction

# Planning for the Assessment

**FIRST**, *"What do I know about my students; what data or other information do I have that might affect the outcomes in this assessment?"*

- What are my students interested in?
- What are some things about students' readiness (social emotional skills, previous attainment of knowledge and skills that would influence the outcomes of this assessment?

--You can bring in other data from KIDS, other assessments you use (e.g., MAP, DIBELS, curriculum assessments); information from families; data from other teachers and/or support staff

**SECOND**, *"What measures am I going to assess on?"*

- At this time, what is most important for students to learn and understand so that they can achieve the learning/development outcomes that will be assessed on?
- Identify the KUDs for the measures that will be assessed—What will students have to do to demonstrate their Knowledge, their Understanding, or what they can Do
- What are the key criteria for the ratings levels for the measures under assessment?
- In other words, look at the KIDS measures that you plan to assess and have a clear idea in your mind what those measures will "look or sound like" when you assess students at the different levels

# Planning for the Assessment

**THIRD**, *"How will Ss know if they are being successful in their learning?"* determines criteria for student learning success

- How will students know what the criteria are for the measure so they can be involved in their own learning and assessment?
- What assessment processes/tools/instruments or artifacts will you use to determine the students' learning/development level on the KIDS rubric?
- What are the appropriate data sources for the measures I am assessing?
    - Observations
    - Samples of student work
    - Pictures
    - Anecdotal notes
    - Question & response
    - Checklist
- How will I differentiate the assessment based on the needs and abilities of the students?
- How are students assessing their own learning?
- What specific data might support later reflection and instruction?

# Planning for the Assessment

**FOURTH**, *"What are ESSENTIAL activities for learning? What resources will enhance these learning activities?"* considers the impact of the instructional design on the assessment process and outcomes

- What are the learning activities that students will be engaged in during the assessment?
- What instructional data supports my organization or sequencing of student learning and assessment activities?
- How do these activities support the learning outcomes?

**FIFTH** What is the frequency of assessments? (can collect data on measures within a window of time—daily, weekly, end of a unit)

- What makes the most sense based on the learning needs of students, the sequencing of curriculum; reporting deadlines? (Intentional Assessments)
- Will some data collection be spontaneous?

**SIXTH** What is my organizational system that will allow me to retrieve and analyze the data when needed?

# Implementing the Assessment

- Implement the assessment process as planned
- Make adjustments to the assessment plan as necessary guided by students' responses (e.g., change from a writing assessment to a question and response format of the assessment if a student isn't able to respond in a way that shows their true knowledge, understanding, or skills
- Store the data in the organizational system you have set up so that you can enter the analysis and reflection phase

For Examples: See the Valley View School District Website for Resources related to KIDS found at:
https://www.vvsd.org/KIDS
Follow the Teachers Link: Go to KIDS Resources for the Classroom (google drive spreadsheet)

# Analyzing & Reflecting on the Data

- How well did the students do as a whole?
- How well did individual students do? Did any students progress more than I expected? Did any students stagnate or progress less than I expected? What might be some reasons for this?
- Do I see any trends/patterns in how students achieved on the measures that were assessed? Do I have any ideas for why this pattern exists?
- Could there be any trends/patterns in the data across measures? (Do the outcomes on one measure seem related to another?)
- Were there any outliers? (Students who were assessed lower or higher than other students) Do I have any ideas for why these outliers exist?
- Did students achieve higher ratings on some forms of assessment versus others? (Connects back to the differentiation in which students were given the opportunity to demonstrate their abilities in different ways e.g., writing, drawing, verbal response, physical motions, interactions with teachers, interactions with peers)

# Apply What You Learned

- How will I use the KIDS data from this round of assessments to improve my instruction?
- Based on the data, how might I change my instructional delivery for some content areas?
    - Whole group, small group, independent, more/less center time
    - Groupings (heterogeneous; homogeneous)
- Based on the data, should I change the learning resources and activities that I have available for students to move their progress forward?
- What additional assessments, screenings/diagnostics may be needed for some students?
- Are there additional support staff that I need to request for students in my room?
- What professional learning experiences do I need to seek out to provide the learning experiences that my students need to progress?

**Pk-3TeachLeadGrow Website**

# How to Access PK-3 Teach Lead Grow

The video library and toolbox are available online at **PK3TeachLeadGrow.org**

The platform can be accessed **any time** and used **at your own pace** for both professional development and evaluation benchmarking.

PK-3 Teach Lead Grow is **free** for all users.

# Why We Created It

When students receive high-quality education from skilled teachers in their **earliest years**, they're set up for **future academic and life success**. When teachers receive effective guidance from principals and leaders in the field, they're **better equipped** to provide that sort of **high-quality educational experience.**

# Questions?

For more information on these projects and their resources:

https://education.illinoisstate.edu/linc/
https://education.illinoisstate.edu/csep/b3/
https://pk3teachleadgrow.org/

# Thank You!

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# What Are Your Next Steps?