PERA at the Early Childhood Level: How to Develop Meaningful Student Learning Objectives

STARNET Region II
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STARNET Region II, A Division of The Center: Resources for Teaching and Learning

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Agenda

1:35 Best Practices in Early Childhood Assessment
Appropriate use of Evaluation tools in Early Childhood
PERA and Early Childhood assessments
Student Learning Objectives and examples
Common Formative Assessment

Learner Objectives

o Examine Authentic Assessment ; the developmentally appropriate practice in Early Childhood

o Examine appropriate use of evaluation tools in Early Childhood

o Investigate PERA and appropriate Student Learning Objectives for Early Childhood

o Investigate Common Formative assessment practices to formulate appropriate Student Learning Objectives (SLO's)

Appropriate Preschool Instruction

What does developmentally appropriate instruction for young children look like?

○ Multiple domains of development embedded in interest areas.

○ Play based, hands-on learning primarily through independent and small group activities. *Little whole group direct instruction.*

○ Young children learn and process information while interacting with materials and peers. No worksheets.

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portfolio

naturalistic

Play-Based

observation

ASSESSMENT

authentic   On-Going

embedded

Assessment Vocabulary

○ **Screenings** - Brief assessments that are conducted with all children, or targeted groups, to identify students who are at risk of academic failure. These students are likely to need additional or alternative forms of instruction to supplement the conventional general education curriculum.

○ **Universal screening** - Taking a temperature; making sure students are progressing. Short and brief. Example of an on demand assessment - My IGDI's.

Assessment Vocabulary cont.

- **Authentic Assessment**: Systematic recording of developmental observations over time focused on naturally occurring behaviors and functional competencies of young children in daily routines.

- **Formative assessments:** Ongoing assessments, reviews, and observations in a classroom to assist teachers in planning, and use of strategies.

- **Summative assessments:** Used to evaluate children's knowledge, skills, and behaviors when an instructional phase is over.

Assessment in Early Childhood

"On Demand" Assessments

Screening

Evaluation

"In the Action" Assessment

Authentic Assessment

Best practice

On Demand Assessments

- Unfamiliar adult working with a young child in an unfamiliar setting, and quizzes them on specific knowledge or skills, will the child consistently demonstrate typical responses in their repertoire?

- Do young children consistently generalize 'on-demand' skills to a variety of settings and environments?

Systematic Monitoring of Growth

Authentic Assessment is best practices for assessing young children

- Young children do not consistently preform on command

- Natural environment

- Observe student's across environmental settings

- Observations inform instructional planning

Best Practices

Are programs using the appropriate assessment tool for it's intended purpose?

Early Childhood Assessment Tools and Purposes

Function of Tools	Tools	Early Childhood Outcomes (Progress Rating)	Student Growth Measures	Portfolio (Authentic Assessment)
Screening	ASQ	X		
	DIAL – R SPEED DIAL			
Universal Screening	My IGDI's		X	
Curriculum Based Assessments	Teaching Strategies GOLD	X	X	X
	AEPS	X	X	X
	Carolina Curriculum	X	X	X
	High Scope COR	X	X	X
	HELP	X	X	X
Global Assessments	Work Sampling System	X	X	X
	Early Learning Scales (ELS)	X	X	X
	Transdisciplinary Play Based Assessment	X		
Common Formative Assessment			X	
Teacher Made Assessments			X	

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**Performance, Evaluation
Reform Act (PERA)
and
Preschool
Student Learning Objectives**

PERA Basics

o PERA requires teacher evaluations include 25%
student growth for the first 2 years; 30% student
growth thereafter.

o District and bargaining representatives for teachers
jointly agreed.

o Plan must be in writing and transmitted to ISBE.

PERA Joint Committee

o Instruction embeds multiple domains (language, early
literacy, math, English Language acquisition).

o A broad definition of "academic learning" for preschool
students.

o Sensitive enough to monitor growth of all students.

o Assessment part of the instructional program and not
implemented only for educator evaluation. Best
practices is Authentic Assessment

PERA and Assessments

TYPE I:
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois.

EXAMPLES: MAP test
Scantron Performance Series
STAR
AIMSweb Letter sound
AIMSweb Numeracy
My IGDIs

PERA and Assessments

TYPE II: An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area.

(e.g.: curriculum tests, assessments designed by textbook publishers, collaboratively developed common assessments)

Early Childhood Examples:
o Teaching Strategies Gold
o High Scope COR
o Early Learning Scale
o Illinois Portfolio
o Common Formative Assessment

PERA and Assessments

TYPE III: An assessment that is:
o rigorous
o aligned with the course's curriculum and
o determined by the evaluator and teacher to measure student learning

e.g.: Teacher-created assessments, Observation of student performance, IEP goals could inform the SLO process, but not directly used as an SLO)

**For teachers without a Type I or II assessment, the evaluation plan must include a minimum of two Type III assessments.

Measuring Student Growth Type III

o **Student Growth** is a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment of two or more assessments, between two or more points in time.

o **Measurement model** is the process in which two or more assessment scores are analyzed to identify a change in a student's knowledge or skills over time.

Source: Illinois Administrative Code, Part 50, Sub. A, Sec. 50.30

Issues With Assessment Tools for SLO's

o My Teaching Strategies
- ❖ Progressions of developmental skills
- ❖ Normative age expected progressions are such that students may not go to the next rating level within the time frame of SLO development and completion (4-5 months time).

o My IGDI's (new version) is a Type 1 *'on demand'* universal screener, limited domain

o Other Issues?

Student Learning Goals
How do we develop the goals?

Student Learning Objective Template

Key Elements:

- Learning Goal
- Assessment and Scoring
- Expected Growth Targets
- Actual Outcomes
- Teacher Rating

Center for Assessment. (2103). SLO Toolkit. Retrieved from www.nciea.org

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Illinois State Board of Education
Early Childhood Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	English Language Arts
Grade Level(s)	Early Childhood
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15

Midcourse Check-In Notes: The growth target for Amy was adjusted from developing to building due to examples of student course work indicating that she was on track to exceed her initial target. In addition, Jodi and Xavier were removed from the SLO population due to an extended school absence.

Element 1: Learning Goal

☐ Describe the learning goal.	Students will demonstrate an emerging knowledge and understanding of the alphabet.
☐ Identify the content standards associated with the learning goal. *Include the text of the content standards.*	Illinois Early Learning and Development Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet. 4.B.ECa With teacher assistance, recite the alphabet. 4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. 4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet. 4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

http://www.isbe.net/assessment/htmls/balanced-asmt.htm 1

☐ Describe the student population.	The student population includes twelve early child students age four. Jamie, David, and Robert are categorized as English Learners.
☐ Summarize the instructional strategies used to teach the learning goal.	The teacher will provide opportunities for students to engage in individual, center, and small group work developing their abilities to recite the alphabet; recognize and name upper and lowercase letters of the alphabet; match upper and lower case letters of the alphabet; and form letters of the alphabet.

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐ Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	Examples of student work will be collected in electronic portfolios. A common rubric will be used to evaluate students' progress over time. In addition, anecdotal notes, checklists, and running records will be used to regularly check for student understanding and will also be included as evidence of student learning within the portfolios.
☐ Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Jaime, David, and Robert will receive all directions verbally in both Spanish and English.

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

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Element 3: Growth Targets

☐ Identify students' baseline data.

Student	Exploring	Developing	Building
Amy	X		
Daniel	X		
David	X		
Ethan		X	
Hazel		X	
Jamie	X		
Jodi	X		
Michael	X		
Ruby	X		
Robert	X		
Sara	X		
Xavier		X	

☐ Using students' baseline data identify appropriate growth targets for your student population.

Student	Exploring	Developing	Building
Amy		X	
Daniel		X	
David		X	
Ethan			X
Hazel			X
Jamie		X	
Jodi		X	
Michael		X	
Ruby		X	
Robert		X	
Sara		X	
Xavier			X

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Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.

Student	Exploring	Developing	Building
Amy			X
Daniel		X	
David		X	
Ethan			X
Hazel			X
Jamie		X	
Michael		X	
Ruby		X	
Robert		X	
Sara		X	

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating. | All students met their identified growth targets.

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Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 2/15/16	Evaluator Signature: *Example Evaluator*
Date: 2/15/16	Teacher Signature: *Example Teacher*

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Caution: SLO Example

- Baseline established by 9/1/15. Transition time?
- Learning goal is not measurable
- Student population not specific
- Learning strategies not listed
- Performance Descriptors *"Exploring, Developing, and Building"* taken from the Illinois Early Learning and Development Standards (IELDS).
  - Stated intent for IELDS: "A child does not have to master or preform every descriptor to show mastery of the preschool benchmark".
  - IELDS was not developed to be an evaluative instrument
  - Performance Descriptors (*Exploring, Developing, and Building*) are not defined

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How to Develop Meaningful Student Learning Objectives

Preschool SLO examples:
Language Arts and Social Emotional skills

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Illinois State Board of Education
SLO Template

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Language Arts
Grade Level(s)	Early Childhood
Interval of Instruction	9/30/15 – 1/11/16

Timeline

Initial Approval Date	9/15/15
Midcourse Check-In Date	11/16/15

Midcourse Check-In Notes: Revised growth targets can be completed after the first trimester (once more data is available) based on student progress monitoring and attendance so as consistent with District PERA agreement.

Element 1: Learning Goal

☐	Describe the learning goal.	Given visual supports, 80% of students will comment on immediate events (include communicative intents) and/or converse with peers and/or adults on appropriate topics and texts as measured by: Portfolio entries and Teaching Strategies Gold assessment entries.
☐	Identify the content standards associated with the learning goal. *Include the text of the content standards.*	**IELDS 1.B.ECa** With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults) about appropriate topics and texts. **1.B.ECa** Use language for a variety of purposes **1.B.ECb** With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age –appropriate topics and texts. **1.B.ECc** Continue a conversation through two or more exchanges. **1.B.ECd** Engage in agreed-upon rules for discussions (e.g. listening, making eye contact, taking turns speaking).
☐	Describe the student population.	The student population includes 9 special education students; ages 3 & 4 years old. --R, D and J are 3 years old, just started school and have limited communicative verbalizations. Learning a Communication Exchange system to express immediate needs. --A, B and C started school mid-year 2015, attended ESY and communicate using 2-3 word phrases when given visual supports. --E, F and G are returning students and will be going to Kindergarten in fall of 2017. Communicate using 3-5 word phrases. G augments communication with 5 single word signs.

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| ☐ | Summarize the instructional strategies used to teach the learning goal. | All staff serving these students will utilize:
--Implement Creative Curriculum teachings strategies
--Item, photo or icon communication exchange system
--Use of visual supports across school environments
--Limited single word sign language, as needed
--Sabotage student request for materials (in view) once target vocabulary has been used at least once by student. |

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

| ☐ | Describe the assessment and evaluation procedures that measure students' understanding of the learning goal. | Team will utilize Authentic Assessment of students (observations) to document communication with peers and adults across school environments, per portfolio requirements and record in Teaching Strategies Gold assessment system.
--At least 2 portfolio entries each trimester for each student (classroom teacher and SLP)
--Teaching Strategies Gold curriculum based assessment system entries each trimester |
| ☐ | Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population. | Across all school environments:
--Communication Exchange System will be available, as individualized for R, D and J.
--Visual supports (to include photos and icons) as individualized for A, B, C,E, F and G.
--Staff will utilize single word signs (familiar to G) so that all students learn their meaning when communicated. |

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

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Element 3: Growth Targets

| ☐ | Identify students' baseline data. | See BASELINE CHART (description below)
--R uses behavioral means (cry, reach for, grab) to request an immediate need for a highly familiar object across school environments. No communicative exchanges.
--D and J communicate immediate needs by selecting 1 photo (out of a set of 3) in structured activities or pointing in unstructured activities to request toys & personal or classroom items. No communicative exchanges.
--A, B and C communicate using primarily 2 word utterances (frequently paired with pointing) to communicate needs. Visual supports required to communicate general events (e.g. vocabulary icons, photos of people). Verbal/communicative exchanges typically 0-1.
--E, F and G communicate typically using 3 word phrases. Visual supports required to communicate events (e.g. vocabulary, verb and adjective icons/ photos). Verbal/communicative exchanges typically 1-2.
-- When frustrated, G augments facial expressions with 5 single word signs (helps, stop, want, no, more). |
| ☐ | Using students' baseline data identify appropriate growth targets for your student population. | See TARGET GROWTH CHART |

Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

| ☐ | Document the number or percentage of students who achieved their identified growth targets. | |

Required for Evaluator

| ☐ | Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating. | |

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Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☐

Date:	Evaluator Signature:
Date:	Teacher Signature:

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BASELINE CHART

Students	Behavioral / Immediate	Requesting	Commenting	Expressing
R	X			
O	X	X		
J	X	X		
A	X	X	Emerging with visual supports	
B	X	X	Emerging with visual supports	
C	X	X	Emerging with visual supports	
D			X	
E			X	
G			X	

Behavioral= Uses behavior means to communicate an immediate need/desire. Examples are crying, reaching, grabbing, and falling to the floor. Communicative exchange includes shaking head no; waves bye-bye.
Immediate= Uses behavioral means and/or pointing to indicate an immediate desire (to obtain a personal item, objects or food) to others. Communicative exchange includes shaking head no, extending hand or vocalizing for yes or to communicate pleasure or more.
Requesting= Uses an exchange of photos/icons or 1-2 words to request a personal item, objects or food. Communicative exchange is repeating a word and shared visual attention/visual referencing.
Commenting= Uses a sequence of 3- 4 words (or icons/photos) to make a statement or comment, typically with one exchange.
Expressing= Uses a formal communication system (icons or words) to request or comment with a minimum of three exchanges. Student stays on topic during exchanges.

TARGET GROWTH CHART

Students	Behavioral / Immediate	Requesting	Commenting	Expressing
R		X		
O		X	X	
J		X	X	
A			X	
B			X	
C			X	
D				X
E				X
G				X

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Example of Common Formative Assessment: Using Data to Inform Instruction

**Kelly Rathbun-Hunt, Melissa Hanke and Eileen Meyer
LASDE Program Coordinators 2015- 2016**

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Common Formative Assessment

Common Formative Assessments (Type II)

- Periodic or interim assessments collaboratively designed by EC team

- Designed as matching pre/post-assessments

- Items should represent essential standards

- Administered to all students in grade level

- Source: Larry Ainsworth & Donald Viegut, Common Formative Assessments: How to Connect Standards-based Instruction and Assessment

Percentage of Student Meeting Expectations Vocabulary
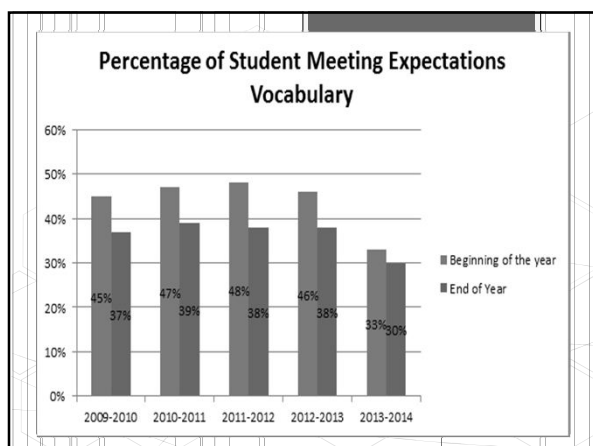
2015-2016 ECE Vocabulary Goal

By February 2016, 75% of verbal students will demonstrate growth as determined by a pre and post-test assessment for the vocabulary list in one unit.

Process:
1) develop one new unit of instruction
2) implement a related instructional activity addressing vocabulary
3) monitor learning of vocabulary as described in the student growth objective.

Guidelines for Implementation

- Small sample of targeted vocabulary
- Use of Pre and Post-Test assessment
- Establish baseline; untimed presentation
- Intentionally embed vocabulary in activities and routines
- Direct link between teaching and assessment
- Teachers and SLPs will be supported by teams to implement.

What will it look like?

1. Select one vocabulary category from the the following six units:
   - farm
   - body parts
   - people/community helpers
   - clothing
   - food
   - transportation

2. Integrate 15 pre-selected target words into the selected unit.

3. Integrate teaching and practice of vocabulary throughout the day.

4. Choose students to participate in process of pre-test and post-test and increase use of one or more target vocabulary words.

4. Pre-test and Post-test will be administered in the same manner at end of unit.

Results:

All children demonstrated growth in vocabulary skills at varying levels.

A significant increase noted with teachers and SLP's planning together to intentionally teach vocabulary.

Reflections by Coordinators

- Vocabulary SLO was identified for Administrator evaluations only as this was the first year of implementation.
- Targets were too low and will be increased for next year.
- Observational data revealed increased intentional teaching of vocabulary.

Work Smarter not Harder

SLO's Meet Multiple Functions:

- Focused SLO's and common formative assessment can improve intentional instruction.

- Drives certified staff's professional goals

- Drives planning for professional development

- Drives school improvement plan

- Inherently improves programmatic quality and student outcomes

YES, IT WORKS!!!