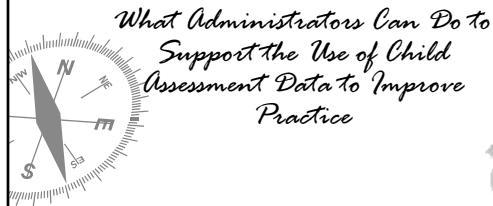


Learning As We Learn: The Progress Monitoring Journey



What Administrators Can Do to Support the Use of Child Assessment Data to Improve Practice

Marsha Miller, Early Reading First Project Director



Kalkaska C.A.R.E.S.

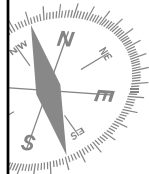
- ▶ Children
- ▶ Acquiring
- ▶ Reading
- ▶ Essential
- ▶ Skills

- ▶ Northern Michigan Rural Community
 - Kalkaska Population
 - ▶ Approximately 2,200
 - Kalkaska County Population
 - ▶ approximately 17,000
- ▶ Project includes
 - 165+ preschool children (ages 3-5)
 - 10 classrooms & 10 teachers and 17 assistants





National Vision

Early Reading First: Enhancing the early language literacy and prereading development of preschool age children.



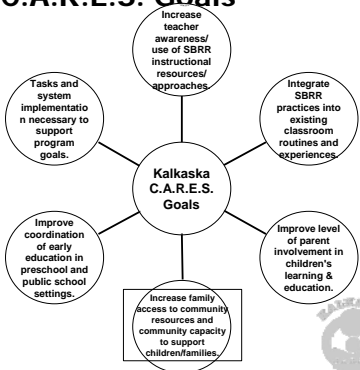
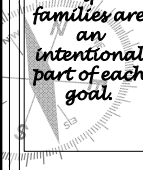

Early Reading First Essential Elements

- ▶ High Quality Preschool transformed into Early Literacy Centers of Excellence
- ▶ Knowledgeable Staff – Highly qualified SBRR
- ▶ Enriched Environment – Instruction & Access to Materials
- ▶ Accountability- Ongoing Internal & External Assessment Child/Teacher/Project

Kalkaska C.A.R.E.S. Goals

Greater child outcomes will be achieved if families are an intentional part of each goal.

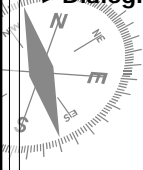





Kalkaska C.A.R.E.S. Goals

Curriculum & Professional Development

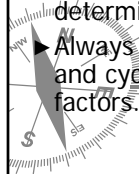
- ▶ 4 ERF Goals
- ▶ Open Court
- ▶ Progress Monitoring
- ▶ Dialogic Reading

Increase teacher awareness and use of SBRR instructional resources and approaches.

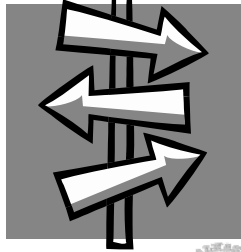
Whole – Part - Whole

- ▶ Literacy development occurs as a part of each child's whole development.
- ▶ Each part strengthens the other.
- ▶ We separate to clearly and sequentially determine stages / steps of skill acquisition.
- ▶ Always mindful that it is ongoing, horizontal, and cyclical and dependent on many factors.



Evaluation Purpose

"If you don't know where you are going, any road will get you there."



ECA: 



PM – The difference maker

- ▶ When asked, "Why are you concerned about _____?,"

Progress monitoring teachers described features of student performance to explain their concern; by contrast, control teachers cited reasons beyond their control (such as English Language Learner status, special education status, attention or motivation problems, or inadequate parental involvement). This pattern of results was statistically significant. Therefore, systematic progress monitoring can be used to raise teacher concern about students' reading progress and to signal the need for additional or different forms of instruction.

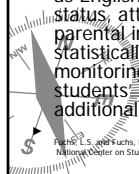
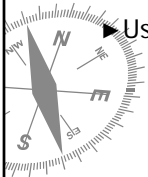


Figure 1.5. Fuchs, D. (2003). *What is scientifically-based research on progress monitoring?* National Center on Student Progress Monitoring: Washington DC.



Beginning the Journey

- ▶ Venturing into the black hole of data collection.
- ▶ Progress Monitoring to ensure excellence for each child.
- ▶ Using data to inform day to day plans.



KALKASKA CARES PROGRESS MONITORING GUIDANCE

What Instrument Documentation	When	Who	By How	Why
Teacher Self-Reflection	At least 1x per year	Teacher	Self	Used for professional growth
Learning & Lesson Learning	At least 1x per year	Teacher	Self	Used for literacy
Assessment	As needed	Teacher	Self	Inform instruction and assessment
Portfolio Development	As needed	Teacher	Self	Inform instruction and assessment
Formative Assessment	As needed	Teacher	Self	Inform instruction and assessment
Summative Assessment	As needed	Teacher	Self	Inform instruction and assessment
Classroom Observation	As needed	Teacher	Self	Inform instruction and assessment
Public Documentation	As needed	Teacher	Self	Inform instruction and assessment
Assessment & Data	As needed	Teacher	Self	Inform instruction and assessment

Purpose:

- To better serve all children.
- To inform instructional services and plan interventions.

Guiding Principles:

- Literacy skill development in early childhood crosses all domains of child development.
- Daily experiences at school and in the home build on each child's prior knowledge and assessment is used to build background knowledge and define individual and group "next steps" thus ensuring each child is challenged and provided many opportunities to practice and master acquired literacy skills.
- Assessments are sensitive to context, embedded in the day to day routine, regular and frequent, authentic and engaging, and no one tool is used to guide teachers, rather multiple sources including those provided by parents, are compiled and reviewed. All assessments are available to parents.

EC progress monitoring is horizontal and cyclical.

- Dependent on the reintroduction of skills and experiences over time.
- Specific skills are reintroduced with a goal of ongoing horizontal exposure rather than mastery of discrete literacy components.

Process: MCs meet with teachers weekly to discuss and review data collection systems. Monthly half day data team meetings will use a "case study" approach to data analysis. Each teacher will be released for a full day using the morning for assessment followed by the afternoon data team meeting. Teachers collect monthly assessment data using the Unit Assessment booklets as a guide. MCs will enter data information on a tracking form that will be color coded as follows: Benchmarks include all 4 target areas

Support for Teaching Staff: Setting up portfolio system. How to document specific literacy targets in each area. Open Court Unit Assessments are cross referenced with CC and OC lessons so forms assessed monthly can be used for at least one. KC will develop unit by unit assessment booklets with necessary recording forms. Cross referencing of resource materials by literacy target area will be provided in the resources section. Booklet include the CC and OC scope and sequence for easy reference and an overall PM calendar to support teacher understanding of how each assessment fits in the overall plan.

Staff Knowledge building:
 September 14 in PD Day - Using Assessment to Inform Instruction.
 Study Group #1 - Basics of Assessment (NAEYC).
 Study Group #2 - The Power of Observation.
Portfolio Development: KC Mentor Coaches will provide each classroom with sample portfolio collection showing varied ways to organize and contain resources. KC will provide your choice of materials needed to collect needed documentation.

Progress Monitoring for Planning

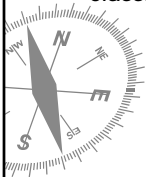


- ▶ Best Practice
- ▶ Purposeful
- ▶ Customized
- ▶ Aligned
- ▶ Multipurpose
- ▶ Enables differentiated instruction for individual, small group, and classroom.



Using Progress Monitoring to Bridge to Families

FCLs use collected data to target work with small groups and individual children in the classroom and provide targeted home materials.



At Home Anecdotes Name _____

An anecdote is a recorded observation of your child that helps illustrate how they are growing. You can record things you see children do at school that show whether growth in these four literacy strands. Ex: Your child points out the "C" on the cover box. Tips for recording anecdotes include writing the date of the observation and your child's exact words.

<p>Oral Language The language used in speaking and listening.</p> <p><i>Vocabulary Words: voice, teeth, neck, nose, eyes, hand, skin, morning, night, good, bad</i></p>	<p>Print Awareness Knowing about print and books and how they are used. Ex: Identifying the cover and back of a book.</p>
<p>Phonological Awareness The sounds of language including rhymes, words, sentences, and syllables.</p>	<p>Alphabet Knowledge Knowing the names and shapes of the letters of the alphabet.</p>

Literacy Target Consistent Message

Literacy Event/Activity Sheet

What? *Ramples/Bûble*
A Child Family Paper Show
Kirkala Senior Center
Tuesday, July 14, 2007
10:00 a.m. - 11:00 a.m.

How?
Participants prepare and bring their child's literacy to life in the imagination of your child's world. Share your child's literacy to life in the imagination of your child's world. Share your child's literacy to life in the imagination of your child's world. Share your child's literacy to life in the imagination of your child's world.

Why?
Children will associate their own writing center by filling a plastic bottle with surface paper and writing tools. This portable writing center can go anywhere. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book.

Literacy Event/Activity Sheet

What? Kirkala C.A.R.E.S. Summer Contact #2
June 18-29, 2007

Creating a Writing Center for the Home

How?
Children will associate their own writing center by filling a plastic bottle with surface paper and writing tools. This portable writing center can go anywhere. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book.

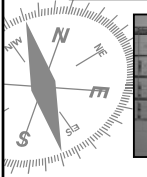
Why?
Children will associate their own writing center by filling a plastic bottle with surface paper and writing tools. This portable writing center can go anywhere. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book. An adult can use the child's writing to create a story or a book.

Using the data

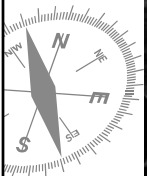
- ▶ Data Days – Sample agenda
- ▶ Rationale
- ▶ Research to practice using data to inform and direct
- ▶ Alignment with K – 3 measures

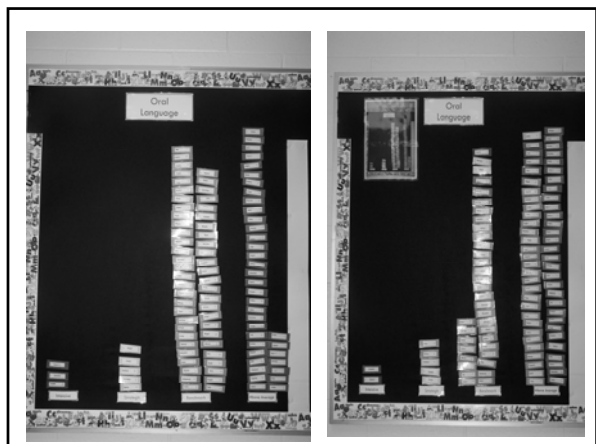


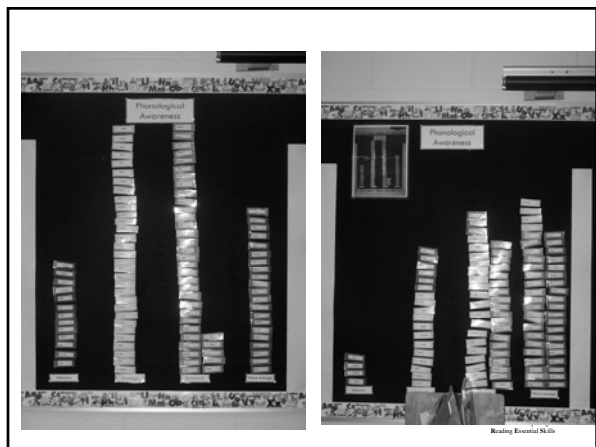
How it works

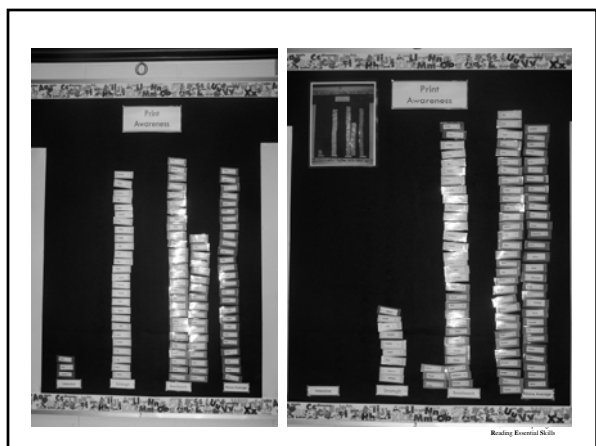


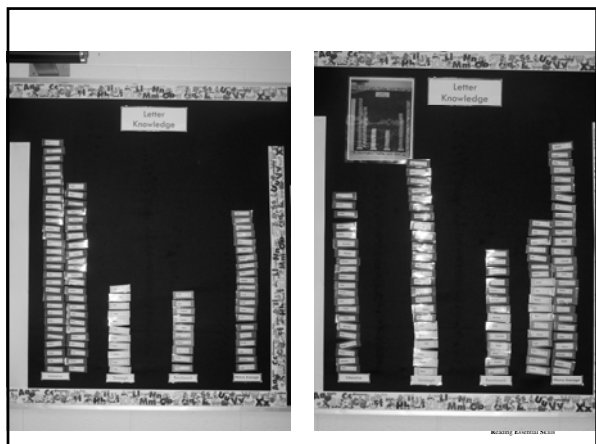
Fascinating Teacher Education













What administrators can do

- ▶ Commitment to collecting and using data
 - Don't stop when it gets tough – use that data to improve the process!
- ▶ Establish framework that makes sense
- ▶ Set expectations for data collection – challenging but achievable
- ▶ Establish timeframes and regular ongoing meetings to look at data.
- ▶ Use data to allocate resources.



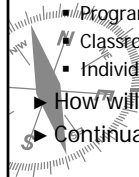
Why you should

- ▶ It makes a difference
- ▶ Power teaching – Power administering
- ▶ Sharing the data
- ▶ Powerful tool to advocate for – fill in the blank!



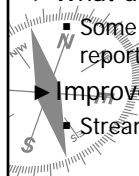
How to

- ▶ Timely
- ▶ Systematic
- ▶ Model using data – what are these numbers telling us
 - Program wide
 - Classroom wide
 - Individual child
- ▶ How will we make decisions based on data
- ▶ Continual review of process



Reflections

- ▶ What worked
 - Data days; systematic approach; data to inform instruction and FCL work
- ▶ What did not
 - Some measures- objectives and inconsistency; reporting system
- ▶ Improvements
 - Streamlined system; more consistency



- ▶ Data informs all aspects of program operations.
- ▶ What does the data say about. . .
 - ▶ Our ERF Project?
 - ▶ Each Teacher's Classroom?
 - ▶ Individual Child?



What our journey told us about our project

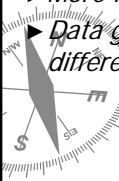
► Teacher comments

- *It always helps to bounce off ideas – I learn so much from other teachers.*
- *Professional growth using the reflection process.*
- *I liked the case study. I thought it was very informative. It's important that we support each other.*
- *Loved moving the data – hands on experience with project success.*
- *Case studies showed how to examine data and day to day observations to move children forward.*
- *Valued time to process the information.*
- *I was so glad it wasn't a snow day today – I LOVE these data days!*



Classroom

- *I really liked the ideas and support from other teachers to bounce off ideas to try in my own classroom.*
- *More information to plan small groups.*
- *Data gave me the needed information to differentiate small group instruction.*



Individual child

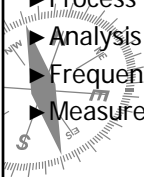
- *Remembering that individualizing is important and you need to know where each child is so you can go from that point.*
- *Seeing the growth of kids keeps me inspired even during stressful times.*



The Journey Continues

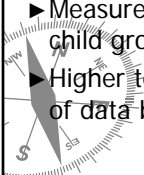
Using the progress monitoring process initial results to improve the trip. . .

- ▶ Process
- ▶ Analysis
- ▶ Frequency
- ▶ Measures



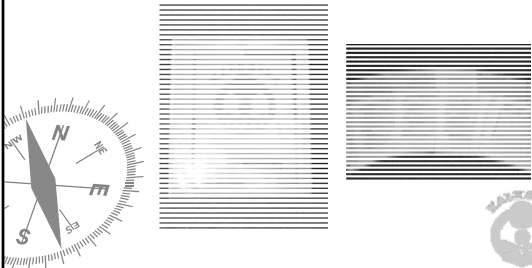
New and Improved

- ▶ Organization – using cc.net framework and filling in the gaps (going beyond, etc)
- ▶ Frequency
- ▶ Measures more reflective of ERF goals and child growth
- ▶ Higher tech for quicker turn around and use of data by ERF and teachers





New & Improved

Take a peek. . .



DATA is a 4 letter word

- ▶ D – Directly informs all decisions for quality improvement.
- ▶ A – Always tells you something
- ▶ T – Targeted to goals
- ▶ A – An administrators best friend.
 - ▶ Identifies strengths and needs
 - ▶ Documents impact of work
 - ▶ Answers the question “are we doing what we intend to do?”
 - ▶ Accountability to all stakeholders

Children Acquiring Reading Essential Skills

Contact us

- ▶ Marsha Miller mcrzmiller@aol.com
- ▶ Visit our website www.kalkaskacares.org




Children Acquiring Reading Essential Skills



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- NHCAA
- Kalkaska Public Schools

Oral Language

Oral language is the language used in speaking and listening. It is the basis of communication and vital to literacy.

- [Learn more...](#)
- [Oral language in our classrooms...](#)
- [Tips for families...](#)

Phonological Awareness

Phonological awareness consists of the sounds of language including rhymes, words, sentences, and syllables.

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Letter Knowledge

Letter knowledge involves knowing the names and shapes of the letters of the alphabet.

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- [Tips for families...](#)

Print Awareness

Print awareness is knowing about print and books and how they are used.

- [Learn more...](#)
- [Print awareness in our classrooms...](#)
- [Tips for families...](#)

News and Events

Our next Family Fun Event is October 16th from 5:00 pm - 6:30 pm at The Birch Street Cafeteria. [Click here to sign up!](#)

Food drive started by Kalkaska CARES staff member Tracy Sprinch. [Click here to find out more!](#)

Marsha Miller, Angela Tracy Sprinch, and Jana Lanning presenting at NAEP. [Learn more!](#)

Kalkaska CARES Assessment data for our second year now available. [Click here to see data!](#)
