Foundations: NC Early Learning and Development Standards and Formative Assessment Practices that inform COSF Ratings

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Objectives

• To become familiar with the domains of the Early Learning and Development Standards
• To collect and analyze formative assessment data
• To utilize Foundations: Early Learning and Development Standards and formative assessment data to understand and complete Child Outcome Summary Ratings
Information in your packets

- NC Foundations for Early Learning and Development Standards (ELDS) and age referencing tables
- Child Outcomes Brochure
- Sample data on a child
- Outcome rating form
- One page summary of each domain of Foundations
- Scavenger Hunt
Purpose of Early Learning and Development Standards

Identifies what we should be helping children learn before Kindergarten

Scavenger Hunt through Foundations
Organization of the Document

• Based on expectations for what children will learn prior to Kindergarten
• Five Domains:
  – Approaches to Play and Learning (APL)
  – Emotional and Social Development (ESD)
  – Health and Physical Development (HPD)
  – Language Development and Communication (LDC)
  – Cognitive Development (CD)
Age Bands

Infants: birth to 12 months
Toddlers: 8 to 21 months
Older Toddlers: 18-36 months
Younger Preschoolers: 36-48 months
Older Preschoolers: 48-60 months
How to use Goals and Developmental Indicators

• Promote:
  – Development of whole child
  – Shared responsibility for education
  – A common set of expectations for children’s development
  – Importance of play as an instructional strategy
  – Support for safe and effective learning environments
Approaches to Play and Learning

• Curiosity, Information-Seeking, and Eagerness
• Play and Imagination
• Risk-Taking, Problem-Solving, and Flexibility
• Attentiveness, Effort and Persistence
Health and Physical Development

• Physical Health and Growth
• Motor Development
• Self-Care
• Safety Awareness
Language Development and Communication

• Learning to Communicate
• Foundations for Reading
• Foundations for Writing
Cognitive Development

- Construction of Knowledge: Thinking and Reasoning
- Creative Expression
- Social Connections
- Mathematical Thinking and Expression
- Scientific Exploration and Knowledge
Activity
What does typical development look like?
Guiding Principles

• Refer to Guiding Principles page 13 in Foundations.
• What is one of the guiding principles on which you agree?
Standards Alignment

• Foundations and the North Carolina Standard Course of Study
• Refer to page 19 in the Foundations
• What section(s) of Foundations would line up with Kindergarten mathematics?
Collecting, Observing, Summarizing and Focusing on Data

- What is COSF?
  - Child Outcome Summary Form
  - Uses a scale of 1-7
  - Typical development
Why is the COSF important?

- Measure of progress
- Compares data from different sources
- Compares success using common scale
Group Activity
What kinds of documentation would be useful in these domains?
Observations
WHY?
When? How Often? Who? How?
Formative Assessment

• Occurs during instruction
• Collects evidence and provides students opportunities to reflect on content
• Occurs multiple times during instruction
GPS
During formative assessment, students must be able to answer three questions:

1. Where Am I Going?
2. Where Am I Now?
3. How Do I Close the Gap?
Of greatest importance is acknowledging the key role the learner plays in the assessment-learning connection.

Dr. Richard Stiggins
Five Myths and Their Consequences
21st Century Assessments in the Public Schools of North Carolina

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.
Objective versus Subjective

• Document exactly what you see!
Child Outcomes Step-by Step

http://the-eco-center.org
Assessment Process Components

**Evaluation of Learning**
Making warranted judgments about the quality of student learning based on a synthesis of achievement patterns and evidence.

**Data Analysis**
Sorting out and organizing the data collected to identify significant student achievement patterns and evidence.

**Data Collection**
Collecting relevant student learning data that leads to making informed decisions about the quality of student learning.
Collecting Data

- I PAD
- Video
- Recording student data with observations
- Work samples with documentations
- Parent information/student interests
- Creative Curriculum Data System
Documenting Language and Communication

- Accurate data collection is crucial
- Record student responses with direct quotes
- Take pictures or work samples to document
Improving observational skills

Increases knowledge of child development

Improves observational skills
Using Developmental Milestones

Foundations Age Referencing Tables

Paint a picture of a typical 3,4,5 year old child

Summarize the areas by outcome domains

Report back to group
Does the child ever function in ways that would be considered age appropriate with regard to this outcome?

No (consider rating 1-3)

Does the child use any immediate foundational skills related to this outcome on which to build age-appropriate functioning across settings and situations?

No

Child rarely uses foundational skills across settings and situations

Rating = 1

Yes

Child uses foundational skills across settings and situations most or all of the time

Rating = 2

To what extent is the child using immediate foundational skills across settings and situations?

Yes (consider rating 4-7)

Is the child’s functioning age appropriate across all or almost all settings and situations?

No

Child rarely uses age-appropriate skills. There is much more behavior that is not age appropriate than age appropriate.

Rating = 4

Yes

Child uses age-appropriate skills some of the time across settings and situations. There is a mix of appropriate and not appropriate behaviors and skills.

Rating = 5

To what extent is the child using age-appropriate skills across settings and situations?

No

Yes

Does anyone have concerns about the child’s functioning with regard to the outcome area?

Yes

Rating = 6

No

Rating = 7

The Early Childhood Outcomes Center, Revised 5-10-06
ACTIVITY
Age Appropriate
Not age appropriate
Somewhat
Nearly
Not yet

Handout: Student sample data
Documenting Milestones

- Developmental Chart
- Curriculum Data
- Progress Reports
- Evaluation Data
Sample of Student Interest Documentation

• Things I Like to Do
• Child’s Name_________ Date:_________
• Observer: __________________________
• Center or Activity:__________________
• With_______________________________
Sources of Data

Friends
- Interactions/engagement/attention span
Favorites
Family
- Family collection form
- Note interests/engagement/attention span
From the Family

- Documentation Sheet
- Child’s name: ___________ Date: ___________
- Submitted by: ______________________________
- Activity: ________________________________
- Who was involved: _________________________
Special Documentations

Vocabulary lists
Picture identification lists
Use of voice output devices/assistive tech
Language samples
Document approaches to learning and play
Document use of appropriate social skills
Approaches to Play and Learning

• Favorites
  – Interests/motivation
  – Patterns of development
  – Transitions
A Basic Portfolio

Share ideas on Portfolio development
Focusing and Reflecting on Data

- Summarize
- Milestones accomplished
- Progress from data and observations
- Next Milestones
Video Clip-Findley
Case Study

- Review the observation information on the student
- Note strengths and needs for the student for the Outcome areas
- Compare child’s present skills and needed skills using the age bands for the NC Foundations
- Rate the child’s skills as age appropriate, slightly below age level or foundational in the outcome area
Putting It All Together-Findley

- Guide for typical development - Foundations’ Age Referencing Tables
- Child data
- Determining child outcomes ratings
Video clip-Kaleb
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Putting It All Together-Kaleb

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Resources

- Tips for Administrators, Teachers, And Families: How To Share Data Effectively
  www.hfrp_pbs@gse.harvard.edu
- North Carolina Early Learning Network website
  www.nceln.fpg.unc.edu
- Early Childhood Outcomes Center for training on COS
  http://the-eco-center.org
- Results Matters website for video clips for training to improve observation skills.
Questions and Feedback