 **Teacher Time** Welcome!


While you are waiting for Teacher Time to begin, please **introduce yourself in the chat box**.

Let us know:

1. Your name
2. Where you are from
3. Your position/title

4. And, answer the following question:

**How does ongoing assessment help you in your teaching practices?**



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**TEACHER TIME:**  
Using Ongoing Child Assessment to Support Effective Preschool Teaching Practices

May 17, 2019

**Hosts:** Judi Stevenson-Garcia & Treshawn Anderson

**Guest Expert:** Mary McLean  
**Chat Room Facilitator:** Jan Greenberg

 **NATIONAL CENTER ON**  
Early Childhood Development, Teaching and Learning

**NCECDTL**

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 **Teacher Time** Webinar Features

Slide Deck    Question & Answers    Group Chat    Closed Captioning (English & Spanish)



Help    Media Player    Resource List    Webinar Tips (English & Spanish)

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ON24 Features

Chat Room Facilitator:  
Jan Greenberg



ECDTL

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Teacher Time

### Framework for Effective Practice



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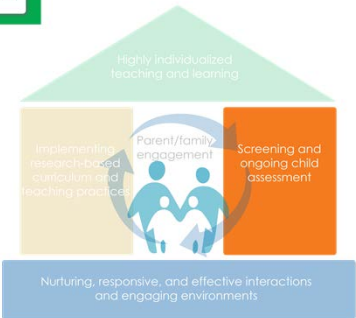
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Teacher Time

### Framework for Effective Practice



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 Today's Topics



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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 Developmental Screening & Ongoing Assessment



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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 Developmental Screening & Ongoing Child Assessment

- Developmental screening- a snapshot of a child's development.
- Ongoing child assessment- a continuous process of documenting and interpreting children's knowledge, skills, and interests.

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### Ongoing Child Assessment

- Conducted frequently
- Is observation-based or direct
- Includes all children

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 Teacher Time

Guest Expert



Mary McLean  
University of Florida

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 Teacher Time


Developmental Screening & Ongoing Assessment



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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 Teacher Time

Prepare



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**Teacher Time** Prepare – What?

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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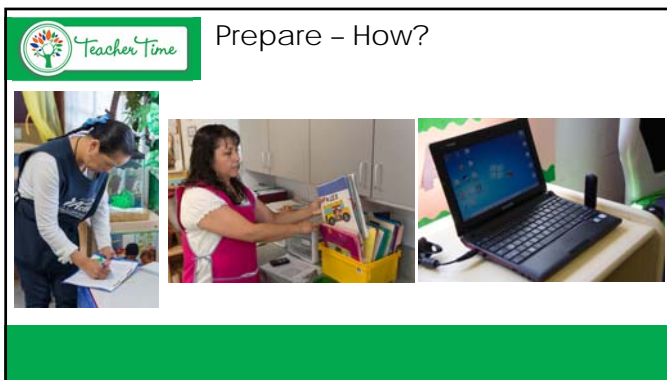
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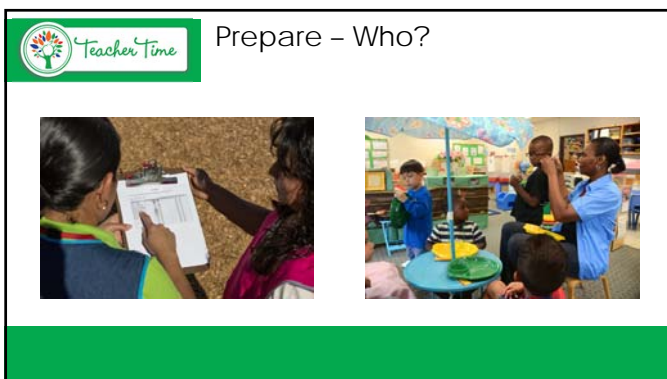
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 Prepare – When & Where?



The left photograph shows a teacher sitting at a yellow table with a young child, playing with colorful blocks. The right photograph shows a teacher sitting at a blue table with a young child, looking at a tablet device.

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 Video Review

Did you hear them talk about the:

- What?
- How?
- Who?
- Where?
- When & where?

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 Collect



The diagram is a circle divided into four quadrants. The top-left quadrant is red and labeled 'Prepare'. The top-right quadrant is green and labeled 'Collect'. The bottom-right quadrant is purple and labeled 'Analyze & Aggregate'. The bottom-left quadrant is blue and labeled 'Share & Use'. Arrows on the perimeter of the circle indicate a clockwise flow from Prepare to Collect, then to Analyze & Aggregate, then to Share & Use, and finally back to Prepare. A blue arrow points to the 'Collect' quadrant from the top right.

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 **Collect**

Observe and document during interactions with children

Documentation

- Anecdotal notes
  - Objective
  - Subjective



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 **Collect**

Nola is pretending to be a doctor but has a hard time sharing the doctor's coat. She doesn't like when Matthew puts it on. Nola ignores Teacher Rick's efforts to try to talk her through waiting her turn. Instead, she kicks and screams because she wants Matthew to take it off. Matthew notices that Nola is upset, takes off the coat, and gives the coat to Nola, who puts it on and is happy again.

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 **Collect**

4/24/19 - Dramatic Play

Matthew joins Nola in dramatic play and puts on the doctor's coat.

N starts crying, points to M and shouts "mine!"

T says - I see you really want the doctor's coat. When M is done, it will be your turn.

N turns her head away and kicks and screams.

M looks at N, takes off the coat & gives it to N.

N puts the coat on, smiles and asks M to be the patient.

- Describes rather than interprets behaviors
- Clearer picture of what Umar actually does during arrival time

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### Video Review

#### How was your practice?

- Is your anecdotal note objective?
- Was your anecdotal note free from assumptions?
- How did you feel about writing and observing at the same time?

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### Collect

Observe and document during interactions with children

#### Documentation

- Anecdotal notes
  - Objective
  - Subjective
- Checklists
- Work samples
- Photo, video, audio recordings




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### Aggregate & Analyze




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**Teacher Time** Aggregate & Analyze

- Analyze assessment data regularly
- Ask questions about what the data show you
- Think about what the data tell you about each child's interests and needs



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**Teacher Time** Share & Use



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**Teacher Time** Share & Use

<p><b>Share</b></p> <ul style="list-style-type: none"> <li>Exchange information with families</li> <li>Talk with team members, program leaders, supervisors, etc.</li> </ul>	<p><b>Use</b></p> <p>Change the:</p> <ul style="list-style-type: none"> <li>Goal</li> <li>Environment/learning experiences</li> <li>Teaching practices</li> </ul>
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### Video Review

How did Lisa and Megan use their observations of children's writing skills to individualize the journal activity?

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### Developmental Screening & Ongoing Assessment



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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### Engaging with Families



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**Teacher Time** Engaging with Families

- Discuss goals for children
- Use information to help you understand children's patterns of behavior, development, and learning



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**Teacher Time** Review

Developmental screening & ongoing child assessment

Ongoing assessment cycle

Engaging with families

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**Teacher Time** **myPeers**



NECDL

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 Helpful Resources

**Resources:**

- T4T
- ELOF2GO

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