“PLANNING CURRICULUM TO ACHIEVE IMPORTANT GOALS”

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INTENDED OUTCOMES:

- Recognize and share strategies that help directors and teachers with curriculum planning and assessment with focus on goals/outcomes for children
- Gain better understanding of assessment and curriculum link in our role as Tas
WHAT ARE YOU LOOKING FOR? WHICH SHOULD YOU SEE FIRST?

A. Goals are clear and shared by all
B. Valued content is learned through investigation, play, and focused, intentional teaching
C. Children are active and engaged
D. Curriculum builds on prior learning and experiences
E. Professional standards validate the curriculum’s subject–matter content


PLANNING CURRICULUM TO ACHIEVE IMPORTANT GOALS

Current realities……..
SETTING THE CONTEXT: CONNECTING CURRICULUM, ASSESSMENT AND PRACTICE

PURPOSES OF ASSESSMENT

- Making sound decisions about teaching and learning
- Identifying significant concerns that may require focused intervention for individual children
- Helping programs improve their educational and developmental interventions

WHAT IS ASSESSMENT?

- A process of:
  - Gathering information about what children know and can do
  - Evaluating that information so you can make informed decisions in the classroom


WHAT IS CLASSROOM ASSESSMENT?

- A process of assessing children in the classroom is called classroom assessment
- Most commonly used by teachers
- Ongoing process
- Integrated in the classroom curriculum

STAGE 1: IDENTIFY WHAT SHOULD BE ASSESSED

- Think about the learning goals that you have for children
- What are the major areas of development that you hope to influence
- Are there standards and expectations that your curriculum addresses

STAGE 2: CHOOSE A PROCEDURE OR A METHOD OF GATHERING THE INFORMATION

- Child behavior—what children say and do as we observe them as they participate in classroom activities
- Work products—the things children make during classroom activities, like drawings or attempts to write during play
STAGE 3: COLLECT EVIDENCE AND MAKE A RECORD

Observations can be documented by:
- Writing a description of what you see
- Jotting brief notes
- Checking off a checklist item that describes what you saw


STAGE 4: LOOK AT THE EVIDENCE COLLECTED

- Step 1. Compile and summarize the information from several assessments over time. What information do I have about this child?
  - Do I have enough information to describe what this child knows and can do?
  - Do I have samples taken at different times? You need at least two samples that are similar to show development.
Step 2: Use criteria to evaluate the evidence. What does the information say about what this child knows and can do? To evaluate the information you have, you can compare the evidence with:

- Expectations: What I expected the children to learn in my classroom.
- A developmental continuum: What we know is typical for children of this age.

CLASSROOM-BASED ASSESSMENT
5-Stage Cycle

- Use assessment information
- Identify what should be assessed
- Choose a procedure
- Look at evidence collected
- Collect evidence & make a record

NAEYC, 2008
USE OF AUTHENTIC TASKS

- Designed to figure out
  - what a child knows and can do
  - what a child might understand with more practice
  - what might be too difficult for a child without groundwork, and what is that groundwork?
  - has the child grown—learned new things, developed new skills


HELPING DIRECTORS UNDERSTAND AND VALUE
EFFECTIVE CURRICULUM PRACTICES

- Children are active and engaged
- Goals are clear and shared by all
- Valued content is learned through investigation, play, and focused, intentional teaching
- Curriculum builds on prior learning and experiences
- Professional standards validate the curriculum’s subject-matter content


WHAT HAS WORKED?
HIGH-QUALITY TEACHING

- Ways that teachers use assessment information for instructional planning
- Skills and knowledge base that teachers need to have to ensure high-quality teaching practices
- Resources to help teachers get there


WHAT HAS WORKED?
Purposes of Assessment:

- Making sound decisions about teaching and learning
- Identifying significant concerns that may require focused intervention for individual children
- Helping programs improve their educational and developmental interventions


What has worked?
To assess young children’s strengths, progress, and needs use assessment methods that are:

A. Developmentally appropriate
B. Culturally and linguistically responsive
C. Tied to children’s daily activities
D. Inclusive of families
E. Connected to specific, beneficial purposes

Different Ways to Get Information about Children’s Development and Learning...

- observing children’s play,
- learning about them from their families,
- collecting samples of children’s work,
- getting information from developmental screening that you and/or others conduct in your program, assessments administered by specialists, and other methods.


Helping Teachers Begin Observation Process, Have Then Think About...

- Think about what is working during the day
- Consider the environment around you
- Think about a routine that would work for you for doing observations
- Engage with a domain in mind
- Consider “habits” for documentation efforts

Routines – Beginning the Conversation About Observing Children

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Beginning the observation and documentation process....

Step One

Observations and collection of children’s work (if appropriate)

How:

NOTES are objective and factual:

- Descriptions of actions
- Quotations of language
- Descriptions of gestures
- Descriptions of facial expression
- Descriptions of creation
BEGINNING THE CONVERSATION ABOUT ASSESSMENT FIRST WITH A DIRECTOR OR WITH BOTH DIRECTOR AND TEACHERS

What assessment of young children means to directors, staff, and families...

Use of assessments...

How assessments are done and how they should look....

STEP TWO
Using your notes determine where child is in the Creative Curriculum Developmental Continuum and check appropriate level of development in the child's individual profile for either toddlers and 2's or Preschool

STEP THREE
Based on your documentation/evidence, use Profile and check off what stages/toddlers and 2's are level (preschool) of child's development at this time. Remember this profile is for your use, it is not to be shared with families as you must use this throughout the year for your documentation

STEP FOUR
When you have completed checking all the domains in the Continuum, you can write your descriptions of child's development based on domain. You can use the indicators as your guide
HELPING TEACHERS WITH THE PROCESS OF OBSERVATION AND DOCUMENTATION

WATCH CHILDREN IN VARIED SITUATIONS

- Children behave differently in different settings, as do we. Here are some issues to consider when deciding when to observe.

- Social settings such as the size of the group influence a child’s behavior.

- Individual preferences affect comfort level and attitude and so will definitely shape children’s behaviors.

Time of day affects children’s behaviors. Take a moment to think of some examples of how children’s behavior is different at different times of the day.

Degree of choice. For example, when a child chooses an activity his/her performance might look different from something the child has to do as a result of a teacher’s direction.

NAEYC – DAP RESOURCE OF ARTICLES, VIDEO CLIPS

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Click to continue to the main menu

ARTICLE INCLUDED IN WEBINAR MATERIALS

Beyond Outcomes: How Ongoing Assessment Supports Children’s Learning and Leads to Meaningful Curriculum

Outcomes:
Assessment
All Ages
DVD TRAINING SERIES OFFERED BY NAEYC

NAEYC Professional Development Resources

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**NAEYC AND NAECS/SDE JOINT POSITION STATEMENT ON CURRICULUM, ASSESSMENT, AND PROGRAM EVALUATION**

Recommendation regarding curriculum

Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Indicators of effectiveness

- Children are active and engaged. Children from birth through primary grades and beyond—need to be cognitively, physically, socially, and artistically active. In their own ways, children of all ages and abilities can become interested and engaged, develop positive attitudes toward learning, and have their feelings of security, emotional competence, and belonging to family and community supported.
- Goals are clear and shared by all. Curriculum goals are clearly defined, shared, and understood by all “stakeholders” (e.g., administrators, teachers, and families). The curriculum and related activities and teaching strategies are designed to help achieve these goals in a unified, coherent way.
- Curriculum is evidence-based. The curriculum is based on evidence that it is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It is organized around principles of child development and learning.
- Valued content is learned through investigation, play, and focused, intentional teaching. Children learn by exploring, thinking about, and investigating all sorts of phenomena. These experiences help children develop “big ideas,” those that are important at any age and are connected to later learning. Pedagogies or teaching strategies are tailored to children’s ages, developmental capacities, language and culture, and abilities or disabilities.
POSITION STATEMENT ON ASSESSMENT

NAEYC AND NAECSS/SDJE JOINT POSITION STATEMENT ON CURRICULUM, ASSESSMENT, AND PROGRAM EVALUATION (except for curriculum)

Recommendation Regarding Assessment

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To meet young children’s strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, root to children’s rich activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. (1) making sound decisions about teaching and learning; (2) identifying significant concerns that may require focused intervention for individual children; and (3) helping programs improve their educational and developmental interventions.

Indicators of Effectiveness

- Ethical principles guide assessment practice. Ethical principles underlie all assessment practices. Young children are not denied opportunities or services and decisions are not made about children on the basis of a single assessment.
- Assessment instruments are used for their intended purposes. Assessments are used in ways consistent with the purposes for which they were designed. If the assessments will be used for additional purposes, they are validated for those purposes.
- Assessments are appropriate for age and other characteristics of children being assessed. Assessments are designed for and validated for use with children whose ages, cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics are similar to those of the children with whom the assessments will be used.
- Assessment instruments are in compliance with professional criteria for quality. Assessments are valid and reliable. Accepted professional standards of quality are the basis for selection, use, and interpretation of assessment instruments, including screening tools. NAEYC and NAECSS/SDJC support and adhere to the measurement standards set forth in 1999 by the American Educational Research Association, the American Psychological Association, and the National Center for Measurement in Education. When individual tests/instruments.

NEXT STEPS FOR YOU IN WORKING WITH YOUR PROGRAMS
WHAT DO YOU FEEL YOU NEED TO DEEPEN YOUR UNDERSTANDING ABOUT CURRICULUM, ASSESSMENT AND TEACHING

QUESTIONS, COMMENTS, FEEDBACK
RESOURCES

- Developmentally Appropriate Practice in early Childhood Programs Serving Children Birth to 8, 3rd ed. CD-ROM
- Foundations in Excellence in Early Childhood Education: Curriculum, Assessment and High-Quality Teaching #8013
- The Intentional Teacher, Ann Epstein, NAEYC, 2007
- Increasing the Power of Instruction, Judith A. Schickedanz, NAEYC, 2008