

HELP THEM BLOOM
USING DATA TO INFORM ASSESSMENT AND
INSTRUCTION

EARLY CHILDHOOD INSTITUTE
DATE



Objectives



Participants will demonstrate how to use the Head Start Early Learning Outcomes Framework to determine student skill level.



Participants will construct an action plan that supports student outcomes utilizing 5 steps.



Participants will describe the relationship between an assessment instrument and the ELOF to enhance program practices.

Head Start Early Learning Outcomes Framework

Early Head Start and Head Start programs must use child assessment instruments that are aligned with the HSELOF: Ages Birth to Five.

Assessment of children's developmental progress helps you plan and implement individualized curriculum.

Using assessment instruments that are aligned with the ELOF ensures that your program assesses children's development and learning in all domains important for school and long-term success.

Assessment of children's developmental progress helps you plan and implement individualized curriculum.

According to the HSPPS, the purpose of assessment is for individualization and to improve teaching practices and home visit strategies (§1302.33(b)(1) and §1302.33(b)(2)). The HSPPS require your program to use assessments that are:

- Aligned with the goals in the ELOF §1302.33(b)(1)
- Standardized and structured (observation based or direct) §1302.33(b)(1)
- Valid and reliable §1302.33(c)(1)
- For the population of children served §1302.33(c)(1)
- Conducted by trained personnel §1302.33(c)(1)
- Age, developmentally, culturally, and linguistically appropriate §1302.33(c)(1)
- Appropriate for children with disabilities §1302.33(c)(1)

Alignment

Aligning your program's assessment instrument with the ELOF will be a process that takes time and teamwork.

There are two main tools you can use to support this process: "Alignment Tool for Assessment and the ELOF" and "Program Supports: Action Plan".

There are three steps in this process:

- Step 1 **ASSESS**: Align your child assessment instrument(s) with the ELOF, and) and to keep, supplement, or replace your assessment instrument(s).

- Step 2 **PLAN**: Identify action steps to support staff in implementing assessment instrument(s) aligned with the ELOF.

- Step 3 **ACT**: Implement the assessment instrument(s) and use the ELOF to understand assessment data.

Step 1: Assess

Aligning your assessment instrument with the Early Learning Outcomes Framework

The alignment process will help you understand whether and how your program's assessment measures children's skills, behaviors, and concepts as described in the ELOF.

Your review of your assessment tool will focus on two dimensions:

- Breadth: Breadth helps you consider how an assessment maps onto the domains and sub-domains of the ELOF.
- Depth: Depth helps you consider how the assessment instrument measures developmental progressions.

Assess



Align assessment tool with ELOF using the “Alignment Tool for Assessment and ELOF”.



Reflect on findings from the summary questions.



With the implementation team, determine if the tool mostly aligns, need supplemental tools, or needs to be replaced.

Step 2: Plan

Developing your action plan

Step two is planning to support direct service staff in supplementing or replacing the assessment tool and/or understanding the relationship between the ELOF and assessment.

Reflect on how to support staff in each area related to assessment and instruction.
(Appendix E)

- Communication
- Professional Development
- Access to Materials and Equipment
- Time

Plan



Action Planning

Action Plan: Sunshine Community Action Agency					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1 Identify and obtain new assessment instrument	<ul style="list-style-type: none"> - Research potential new instruments - Review budget - Discuss validity and reliability of instruments with assessment expert(s) - Purchase new instrument 	<ul style="list-style-type: none"> - Education manager (Kiera) - Program director - Policy council - Direct service staff - Families - Assessment expert(s) 	<ul style="list-style-type: none"> - Internet to research instruments - Time to discuss instruments with program community 	One month from today	New assessment instrument agreed upon and chosen by the team
Action Step 2 Inform all families of changes					
Action Step 3 Share information with direct service staff					

Step 3: Act

Putting Plans into Action

Now that you have a plan in place to support staff as they implement changes related to assessment, it's time to take action.

As you implement your action steps, some things might go as planned, but some challenges may arise.

- Communicate with staff about the process.
- Identify next steps to continually strengthen your program's approach to assessment.
- Use the questions below to reflect on the process. Jot down any notes on the "Reflection Questions" worksheet (see Appendix F).

Act: Reflection Questions

- How are you doing on your action steps?
- What's working? Why?
- What isn't working? How do you need to adjust?
- What do you notice about staff's efforts if using a new or supplemental assessment instrument?
- What challenges are staff facing if using a supplemental assessment instrument?
- What do you notice about staff's efforts to use the ELOF as a resource when reviewing assessment data?
- What additional action steps can you take to better support program staff?

Use the vignettes on the following page to spark your thinking.

Sunshine Community Action Agency Puts the Supplemental Assessment Instrument in Place

Kiera gives presentations on the alignment and the supplemental instrument to all levels of program staff. She also presents the supplemental instrument to the policy council and receives their input on how to communicate the change with families.

A representative from the policy council agrees to write a short piece for the program bulletin so that families will learn about the supplemental instrument. The implementation team reflects on the process of communicating about the supplemental instrument with staff and families.

They decide that in-person meetings seem to be working well, so they invite the family services manager to hold a meeting with families. In her presentations with staff and the policy council, Kiera takes time to explain why the program adopted a new tool to assess Approaches to Learning.

This domain is an area of child development that both staff and parents are unfamiliar with. She explains how progress in this domain is important for a child's success in school and how the program will use the assessment data to individualize and improve teaching practices in this area of child development. As they talk about the supplemental instrument with staff and families, the implementation team members continually check in with one another to ensure that everyone's questions and concerns are being heard and answered.

Wrapping Up

Making changes related to your assessment instrument may feel challenging, but using an assessment instrument that is aligned with the ELOF is important for a program.

Continue to check in with program leaders, staff, and families around their understanding and use of the ELOF

- Communicate with program staff and families about any final decisions or changes

- Ensure that program staff have adequate training on any new assessment instruments

- Ensure that coaches are supporting education staff as they learn to use assessment instruments

- Involve bilingual staff and families in choosing, implementing, and interpreting assessments of children who are DLLs

- Involve disabilities services staff in choosing, implementing, and interpreting assessments of children with identified disabilities

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