Cindy Rouner
cindysc@nwmissouri.edu

DCI Consultant for Northwest RPDC.
Early Childhood Teacher for 12 years.
Early Childhood Director and school administrator for 12 years.

READY…SET…ACTION!

Who is in the room?

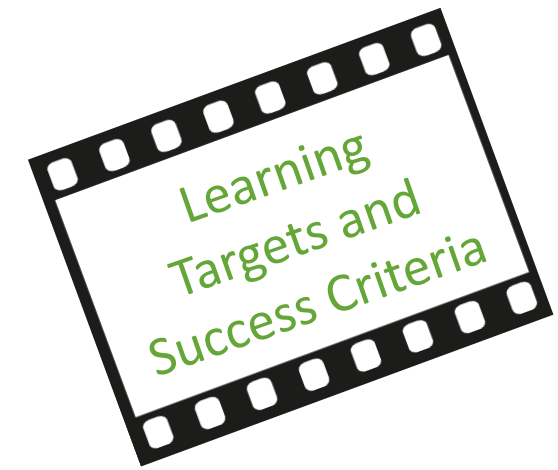Find your favorite picture on your cell phone and share the story with someone near you.

READY…SET…ACTION!

Agenda

- Formative Assessment
- DCI Process
- DCI in Action in Early Childhood
- Connection to Data

Formative Assessments in Early Childhood

Learning Targets and Success Criteria

My definition of success is to live your life in a way that causes you to feel a ton of pleasure and very little pain - and because of your lifestyle, have the people around you feel a lot more pleasure than they do pain.
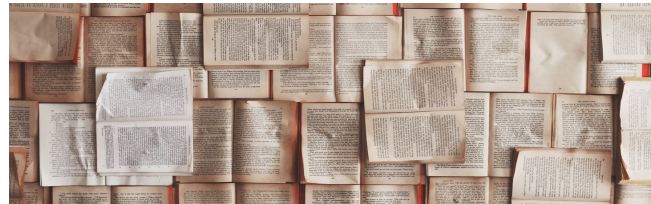
- Tony Robbins

What does success look like for a preschooler?

READY…SET…ACTION!

How do you define a life of success for yourself?

1.

Success in your personal life?

2.

A successful classroom?

3.

A successful child leaving your classroom in May?

Success

Looks different for each person, administrator and family. So who decides for a child?

READY…SET…ACTION!

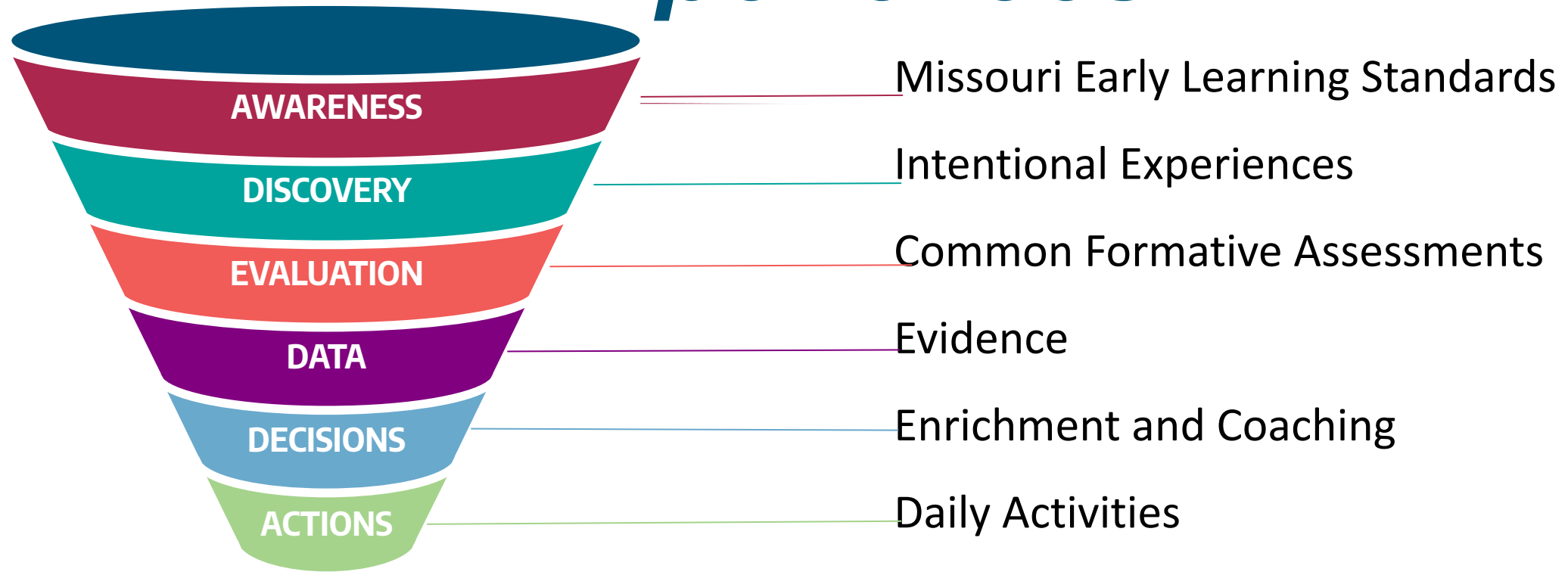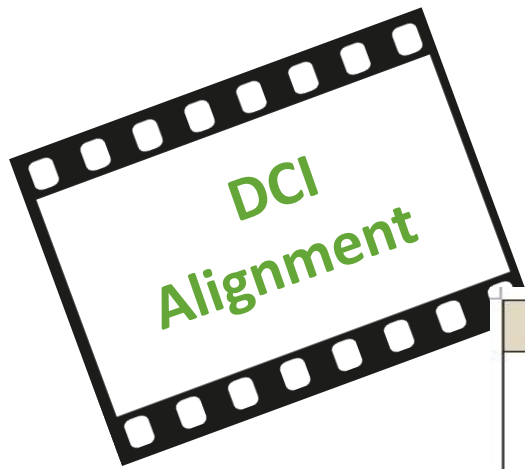| As the Lead Teacher	School District and Administrator	Children's Families
• We must consider our team's perspective	• Prepare children for the norms of school • Meet the expectations for Early Childhood Development	• "Ready" for kindergarten • Do they have friends • Are they typically developing?

READY…SET…ACTION!

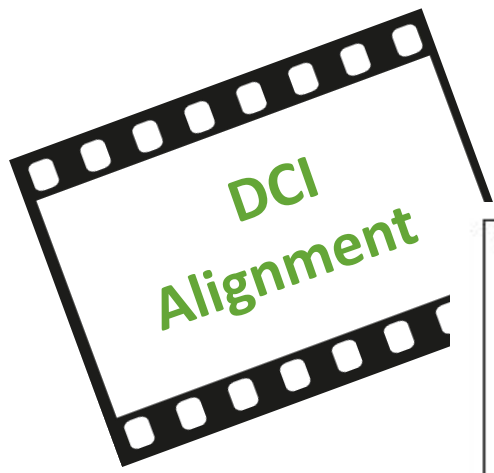# Successful Early Childhood Experiences

AWARENESS — Missouri Early Learning Standards

DISCOVERY — Intentional Experiences

EVALUATION — Common Formative Assessments

DATA — Evidence

DECISIONS — Enrichment and Coaching

ACTIONS — Daily Activities

CFA Practice Profile

		Common Formative Assessment (CFA) Practice Profile			
	Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient** (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	**Far from Proficient** (Follow-up professional development and coaching are critical.)
1	Educators develop clear and meaningful learning targets to guide instruction and student learning.	Meet 5/6 criteria: • Learning target is clearly connected to an essential learning in the domain. • Learning target develops deep understanding of underlying concepts and/or acquisition of skills. • Learning target clearly engages higher order thinking processes. • Learning target is clearly manageable and can be accomplished in the course of a lesson or unit (may be several periods). • Learning target is clearly explained to students. • Connections between current learning target and prior learning are clearly made.	4/6 criteria are met including: • Learning target is clearly connected to an essential learning in the domain.	3/6 criteria are met including: • Learning target is clearly connected to an essential learning in the domain.	Fewer than 3 of the criteria are met.
2	Educators establish clear and measurable student success criteria in a rubric, scoring guide, or checklist.	Meet 4/5 criteria. • Success criteria are clearly and effectively aligned to learning targets. • Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning. • Success criteria clearly and effectively reflect ways for students to indicate their current status relative to the learning targets. • Success criteria are communicated in language student can fully understand.	3/5 criteria are met including: • Success criteria are clearly and effectively aligned to learning targets. • Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning.	The following criteria are met: • Success criteria are clearly and effectively aligned to learning targets. • Success criteria clearly and effectively relate to what students will say, do, make or write to show evidence of learning.	Fewer than 2 of the criteria are met.

READY…SET…ACTION!

CFA Practice Profile

3	Educators construct and/or use quality assessment instruments which are of sound design and measure the learning targets.	Meet 4/5 criteria: Formative assessments: • are used to collect data on student learning during the learning process. • are fully aligned with the learning target and success criteria. • are clearly appropriate for the purpose of generating data in relation to the success criteria. • are consistently and strategically placed during the course of the learning process. • provide opportunities for students to clearly show where they are in relation to mastery of the learning target.	3/5 criteria are met including: • Formative assessments are used to collect data on student learning during the learning process.	2/5 criteria are met including: • Formative assessments are used to collect data on student learning during the learning process.	Fewer than 2 of the criteria are met.
4	Educators use assessment data to improve student learning.	Meet 3 of the following criteria. • The teachers' decisions about next steps are completely based on evidence. • The teacher takes clearly appropriate action based on evidence (e.g., to continue as planned, scaffold, give student feedback, shift focus). • The teacher feedback to students is clearly aligned with the learning target and success criteria.	2/3 of the criteria are met including: • The teachers' decisions about next steps are completely based on evidence.	The following criteria are met: • The teachers' decisions about next steps are completely based on evidence.	No criteria are met.

READY…SET…ACTION!

| **Priority Standards**	**Learning Targets- (Understand)**	**Success Criteria (Do-Evidence)**
• What is the most basic concept a child would need to know to do this standard? • Should have 18-23 priorities • Broken down what does each describe or outline? • What would success look like for each?	• What item or achievement would prove the skill is mastered?	• How would you quantify the child's success in this skill? (checklist, artifact, photograph) • What would you see the child do?

DIRECTOR

READY…SET…ACTION!
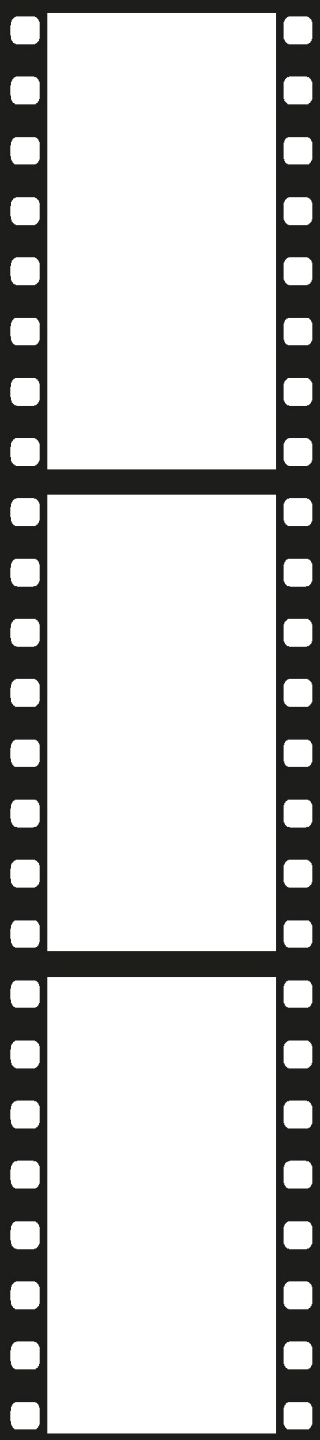
Focus area:
Content Component:
Developmental Goal:
Target:
Supporting Goal:

Know (Most basic concepts)	Understand (Learning Target)	Do (Evidence) (What the teacher would see)

Success Criteria Indicator (I can…)
(What the child can accomplish):

I can
I can
I can
I can
I can
I can
I can

Unwrapping standards:

Looks different for early learning skills but can easily be broken down into "I Can Statements" for even the youngest children.

DIRECTOR

READY…SET…ACTION!

Focus area: Mathematics
Content Component: Numbers and Operations
Developmental Goal: I. A. Develop Number Sense
Target: I. A. 1. Show interest and understanding in counting
Supporting Goal: 1. A. 2. Explores Quantity

Know (Most basic concepts)	Understand (Learning Target)	Do (Evidence) (What the teacher would see)
-Numbers -Order of numbers -More and less -Quantity(how many)	-Numerals show a quantity -Numbers have a sequence	-Count using objects -Counting on -Count aloud -Rote count -Identify more or less -Use 5 frames -Use 10 frames

Success Criteria Indicator (I can…)
(What the child can accomplish) :

I can count.
I can show how many.
I can count using my fingers.
I can count to 5 using a five frame.
I can count to 10 using the ten frame.
I can count 5 bears.
I can identify which group has more.

Sample

Can you HEAR the child saying this? Would a young child say this?

DCI Content Framework

Focus on effective instruction leading to exceptional outcomes for ALL Missouri students.

Foundations
Collaborative Teams
Data-Based Decision Making
Common Formative Assessment

Effective Teaching & Learning Practices
Developing Assessment Capable Learners
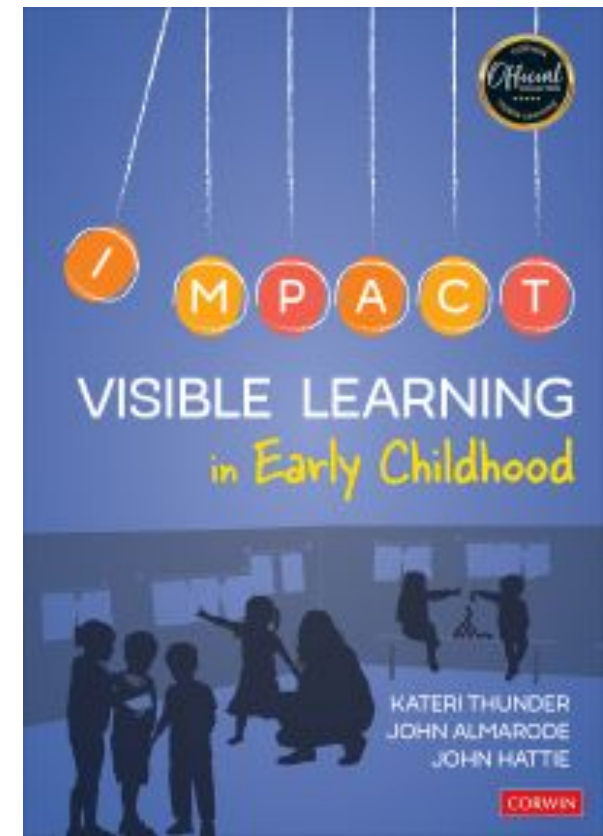→ Feedback
Metacognition

Supportive Context
School Based Implementation Coaching
Collective Teacher Efficacy
Leadership

It's Possible at our level!

READY…SET…ACTION!

Visible Learning in Early Childhood

Visible Evidence of Learning

VISIBLE LEARNING in Early Childhood

KATERI THUNDER
JOHN ALMARODE
JOHN HATTIE

CORWIN

"Our ultimate goal is to grow visible learners who have the efficacy to be active decision makers about their learning journey."

READY…SET…ACTION!

7 Big Ideas for Effective Teaching & Learning in the Early Years

Early childhood educators and their learners work together as evaluators of learning growth.	Effect Size = 1.32
Early childhood educators and learners have high expectations for learning.	Effect Size = 0.90
Learning experiences move learning toward explicit success criteria.	Effect Size = 0.77
Learning experiences and tasks have the developmentally appropriate level or right level of challenge.	Effect Size = 0.74
Trust is established so that errors and mistakes are viewed as opportunities for new learning.	Effect Size = 0.72
Early childhood educators are continually seeking feedback about their impact on their students' learning.	Effect Size = 0.72
There is the right balance of surface and deep learning in the early childhood classroom.	Effect Size = 0.69

Slide taken from

#Corwin #education #educationk12
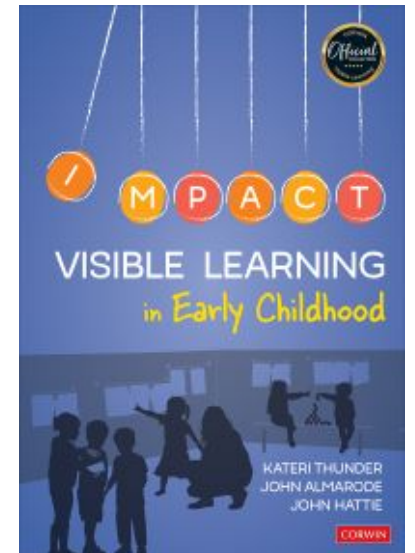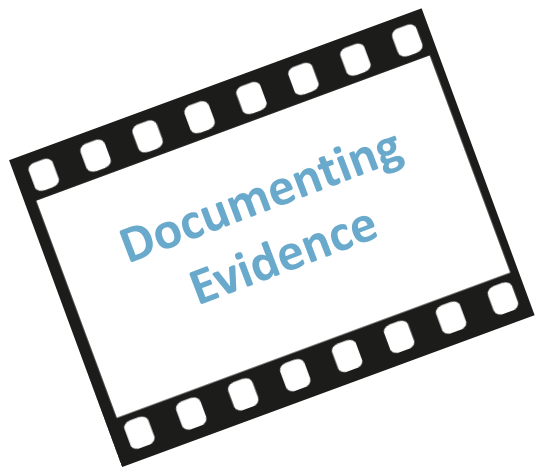
Visible Learning in Early Childhood

READY…SET…ACTION!

Inspiring Wonder and Curiosity

- Language Development
- Critical Thinking
- Social Emotional Development
- Scientific Thinking
- Vocabulary Development
- Self Efficacy
- Purposeful Play

Play is the highest form of Research

DIRECTOR

READY…SET…ACTION!

Assessment Forms:

- **Failure to document results in poor standards growth representation.**
- **There is no right or wrong way to document.**

- https://docs.google.com/spreadsheets/d/1u01u371torRwPp6yXmJVjzyHlhY3V7Dl/edit?usp=sharing&ouid=102461963832146203809&rtpof=true&sd=true
- https://docs.google.com/document/d/1wODDcSXwjXAi18U7HbyE7TyYfzyHHqEKW2rC5Sxk3kA/edit?usp=sharing
- https://docs.google.com/spreadsheets/d/1JGECtU6Fj4BxlkWwdwSVaSjHZp1xWmKm/edit?usp=sharing&ouid=102461963832146203809&rtpof=true&sd=true

READY…SET…ACTION!

Approaches to Learning: involves how a child learns, as well as, the skills and behaviors that the child uses while learning.
The child's approaches to learning influence the development in all areas and directly contribute to the child's success in school and in life. Supporting the child to develop successful approaches to learning helps them acquire knowledge and learn new skills.

Show Curiosity	Exploring	Developing	Integrating	Notes
Experiments using various materials (old and new)				
Combines materials for new explorations				
Uses trial and error when creating/experimenting				
Asks questions, requests different or more materials to further learning and creating				

Social Emotional Development: the child's ability to express and manage their emotions, as well as, their ability to establish positive and rewarding relationships with others. As the child develops a sense of personal identity, which starts at birth, they begin to recognize the characteristics that make them unique individuals. They also begin to build self-esteem. Social- emotional development includes a child's ability to initiate and sustain relationships with adults and peers. A child who experiences respectful and cooperative relationships develops trust, security and confidence. These respectful and cooperative relationships allow the child to gain a sense of belonging as a member of a family, school and community.

Build Relationships of Mutual Trust & Respect with Others	Exploring	Developing	Integrating	Notes
Works with others on project based learning				
Follows adults' guidelines and help when offered				
Engages in conversations/tolerates others' behaviors and opinions				
Develops Self Control	Exploring	Developing	Integrating	Notes
Models and practices calming strategies (breathing strategies)				
Follows routines and daily schedule				

READY.

!

Math is the science of numbers and their operations. There are many ways to incorporate mathematical concepts into everyday moments. THrough play and daily interactions, the child is able to increase their understanding that numbers represent quantities. Number sense is the ability to understand how numbers are used and how they are presented, as well as, the relationships among numbers. The rate at which a child learned mathematical concepts depends greatly on their experiences. (patterns, shapes, numbers, sorting, building, measuring, making comparisons and spatial awareness)

Number & Operations	Exploring	Developing	Integrating	Notes
Follows/participates in counting experiences (number line, chart, calendar)				
Counts with 1-1 understanding				
Matches/writes/draws the numeral showing quantity of objects				
Geometry and Spatial Sense	Exploring	Developing	Integrating	Notes
Places objects into a named position				

Text here

Deciding What to Assess…

https://docs.google.com/document/d/1I_8Eks7y7Z9xwMcKzuXJ0yldi1-L3KTEDgHsieX9oIE/edit?usp=sharing

READY…SET…ACTION!

Child Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating	Class
A					11-5&2-25					E
B					11-5&2-25					E
C					11-5&2-25					E
D	11-5&2-25									MA
E			11-5&2-25							MA
F					11-5	2-25				MA
G						11-5	2-25			MP
H	11-5&2-25									MP
I						11-5	2-25			MP
J					11-5&2-25					J
K						11-5	2-25			J
L					11-5	2-25				J
M			11-5				2-25			J
N						11-5	2-8			J
O						11-5	2-25			J
P						11-5	2-8			J
Q					11-5		2-25			J
R						11-5	2-25			K
S						11-5	2-25			K
T						11-5	2-25			K
U						11-5	2-25			K
V								11-5&2-25		K
W						11-5&2-25				K

Visible Graphing

3.

2.

1.

3 Takeaways

2 Strategies you will try

1 Question you have

DIRECTOR

READY…SET…ACTION!

Reach out anytime!

Cindy Rouner

cindysc@nwmissouri.edu

Thank you!

Any Questions?

READY…SET…ACTION!