Ministry of Education Student Achievement Initiative:

Stepping Forward: EYE Implementation

January 30, 2012

Overview: Early Years Assessments

➢ **Prekindergarten**

○ Early Years Evaluation – Direct Assessment
  – four year old cohort only
  – fall assessment only

○ Aboriginal Holistic Assessment (AHA)

➢ **Kindergarten**

○ Early Years Evaluation – Teacher Assessment

○ Aboriginal Holistic Assessment (AHA)

○ Early Development Instrument (EDI)

Plans to Support Improved Student Achievement

▸ The Early Years Branch and the Student Achievement and Support Branch are collaborating with school divisions to provide overarching principles and objectives, including:

- Guidance for school division student assessment policies and procedures

- Strengthening teaching, learning and achievement through assessment

- Sharing information with families regarding their children's development and learning

Prekindergarten and Kindergarten
EYE Phased Implementation Plan

Winter/Spring 2013

- School Division confirmation of commitment to spring implementation

- Early Years Branch resources for family engagement and school division implementation in February

- Training for division and school level users provided in February/March/April by KSI

- March/April/early May administration for self-selected divisions
    - EYE – DA with PreK 4 year old cohort;
    - EYE-TA in K

- Data and reporting workshop in May

Aiming For a Successful Implementation

What are the indicators of a successful implementation?

- Growth in teacher understanding of assessment as it relates to children's development and learning

- Development of best practices in assessment procedures

- Implementation of strategies that support student development by teachers and division/school based student support personnel

- Strong, positive teacher-family relationships to support children's learning at home and at school

and . . .

And . . .

- Improved allocation of division and school resources

- **Growth in children's development and learning**

Initial Steps to a Successful Implementation

> **Planning for Implementation**

- assigning a dedicated EYE coordinator

- reviewing and enhancing division-wide assessment literacy of early years teachers and support personnel

- determining training and administration windows

- determining processes for data interpretation, planning for programming, and responding to children's learning needs

- determining guidelines for sharing results with families

Dedicated Division Coordinator

▸ It is critical to have a dedicated coordinator at the division level to ensure a successful implementation.

Dedicated Division Coordinator

▸ What is the coordinator's role?

– To be expert in "all things EYE" and being able to support understandings of administrators, consultants, and teachers

– To communicate and liaise with division personnel (student support staff, school based administrators, teachers)

– To track the process of the implementation at the classroom, school, and division levels

– To communicate with KSI

– To communicate with the Ministry

Role of Coordinator cont'd

- Keeping appraised of the progress of each school/teacher

- Reminding schools/teachers to move forward to complete the administration within the determined window; press 'submit' to generate report

- Planning for 'data days' to support school based student support teams, teachers, and administrators to interpret data and plan for programming and responding to children

- Ensuring confidentiality policies

- Determining policies for storage and retention of records

- Determining how records will support student transitions

School Based Administrator

▸ The active involvement of the school based administrator prior to, during, and in providing leadership in the follow-up to the EYE administration is critical to successful implementation at the school level.

Role of School Based Administrator

- ▸ What is the role of the school based administrator regarding the EYE implementation?

  - ▪ Understanding processes and procedures for EYE-DA and TA administration, scoring and data entry

  - ▪ Keeping appraised of the progress of each teacher regarding administration, scoring, and data entry

  - ▪ Coordinating and collaborating with teachers and student support personnel to interpret classroom and school based data and to plan responses to children's developmental and learning needs

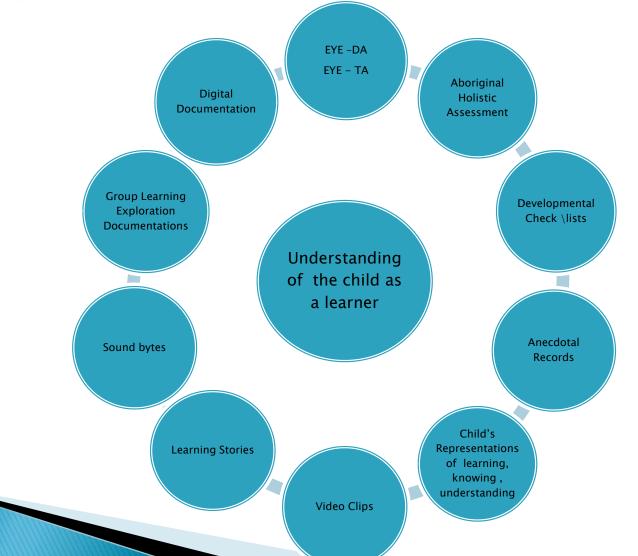 - ▪ Utilizing EYE processes as opportunities for family engagement

A Critical Consideration: Assessment Literacy

▸ What are the levels of professional knowledge and experience of teaching staff regarding:

- Standardized assessments,

- Multiple modes of authentic assessment,

- Analyzing/interpreting and applying data to support children's learning and development, and

- Understanding the EYE as one piece of data collection regarding children's development and learning?

Assessment Literacy cont'd

- What professional development opportunities can support division and school based personnel with continued learning about assessment as well as developmentally appropriate and effective assessment practices in the early years?

  - Professional Learning Communities

  - Book Clubs

  - Blogs

  - Presentations at Staff Meetings

  - Mini Workshop Series

  - Division PreK and K Teacher Meetings

  - School Based Student Support Team Meetings

EYE data provides one piece of the image of the child as a learner.

EYE –DA
EYE – TA

Aboriginal Holistic Assessment

Digital Documentation

Developmental Check \lists

Group Learning Exploration Documentations

Understanding of the child as a learner

Anecdotal Records

Sound bytes

Child's Representations of learning, knowing, understanding

Learning Stories

Video Clips

It is important to remember that:

- The EYE is designed to assess:
  - Awareness of Self and Environment
  - Cognitive Skills
  - Language and Communication
  - Physical Development
  - Social Skills and Approaches to Learning (EYE – TA only)

- The EYE is *not* designed to:
  - label children
  - diagnose specific learning problems
  - identify children who are intellectually gifted

Key Reminders for Teachers

- The EYE – DA is a snapshot of a child's learning and development in a given 45 minute period on a given day.

- It is not about what you have taught the child up to the date of the assessment.

- It is about where the child is today.

- It is about the opportunities and experiences you will plan to enhance and extend the child's development and learning.

Key reminders. . .

- The EYE – TA is an assessment completed authentically through teacher observations during a period of two to three weeks near the beginning of the school year.

- It is not an assessment of what has been taught in the first weeks of school but is about the child's readiness for formal learning situations

- It will help teachers identify whether:
  - the child's development and learning is typical for children of the same age and
  - whether the child would benefit from additional opportunities for learning in particular developmental areas

The EYE is:

not about
"what we have taught the child"

but

"where the child is today"

and

"where we will take the child"

Which SD Personnel Will Require EYE Administration Training?

- PreK and K teachers
- School based administrators
- School based learning resource teachers
- Division Early Years Coordinators/Consultants
- Division student support personnel
  - Educational Psychologists
  - Speech Language Pathologists
  - EAL consultants
  - Occupational Therapists

Ministry EYE Implementation Resources and Supports

- Dedicated Early Years Web Page to include:
  - General information for families
  - Information for school divisions
    - Project planning processes
    - KSI resources
    - Ministry Implementation Guidelines and Protocols
    - Resources for data interpretation and planning for programming and instruction
    - Resources for family engagement

- Videos (fall 2013):
  - Video supporting high quality, developmentally appropriate practices for administration of the EYE- DA and TA
  - Video incorporating best practices for family engagement as related to sharing EYE data with families in face to face meetings

- Templates
  - EYE data records and data related planning forms
  - Materials supporting teacher response to children's development and learning needs

Reflect and Consider. . .

- What are the roles and responsibilities for each participant in the implementation?

  - Division EYE Coordinator
  - Early Years Superintendent
  - Early Years Coordinator
  - Division Student Support Personnel
  - School Based Administrator
  - School Based Student Support Team
  - Prekindergarten and Kindergarten Teachers

- What is the role of families in the achievement initiative? in the EYE implementation?

- How can family engagement be facilitated and supported?

➢ What will be determined as the indicators of a successful implementation?

➢ What are the challenges to face when moving this agenda forward?

▸ How can all partners work together to support this initiative? Consider the development of:
  ◦ Policy
  ◦ Programs
  ◦ Instructional strategies
  ◦ Assessment strategies

▸ How can the ministry support school division implementation of the EYE?