Zoom Etiquette

1. Mute yourself when not talking so we don't all hear each other's background noises.

2. Try not to talk over others (it's easy to do with this platform)- to assist with this, physically raise your hand if you have your video on, or use the "raise your hand" feature in the chat box.

3. If you have access to the video feature, please turn it on so we can all see one another. Seeing faces really helps strengthen our connection.

Staying Connected Series:

Announcements

1. Keep conversation open and real- let's plan on this hour to be a sharing of information that is as positive as possible.

2. We are recording the Staying Connected Series. Each recording will be added to the Early Educator Support Office website.

3. After the Staying Connected Series is completed, we will send completion certificates for all attended sessions to you in one email. Power Point slides and sessions recordings will be found on our website: http://ceme.uncc.edu/early-educator-support-licensure-and-professional-development-eeslpd-office

Assessment and Documentation Through Virtual Learning

- **Preparing Children and Families for Kindergarten**

Today's Hosts:

Tara Kidroske
Martha Berry
Samantha Hines

Early Educator Support Office

Guiding Questions:

- What is *documentation*?

- What is ***authentic*** *assessment*?

- How can I reflect on the data already collected?

- How can I collect new data through ***virtual learning*?**

- How can I use documentation and assessment data to support successful ***transition to kindergarten***?

Today's Goals

- As we explore these questions, our goal today is to deepen your knowledge of how to extract authentic assessment data as you reflect on documentation you are already creating everyday in your classroom. We want you to take what you learn today along with what you already know; and, connect the dots so that you can assess and document **effectively**.

- In addition, we would like to generate rich discussion about how we can successfully transition children and families to Kindergarten, within the virtual platforms to which we have access.

What is Documentation?

"Documentation is the practice of observing, recording, interpreting, and sharing, through a variety of media the processes and products of teaching and learning." (Harvard's Project Zero: Making Learning Visible)

- Evidence or artifacts that represent children's work, thoughts or tells a story
- What teachers are already doing every day
- Draws families and others into the learning experience
- Provides opportunities for children to revisit their learning
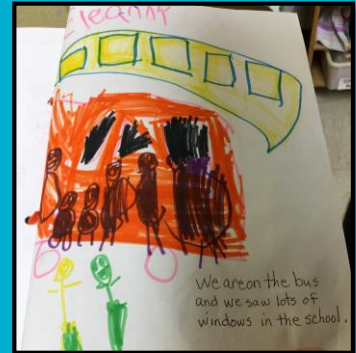
Authentic Assessment
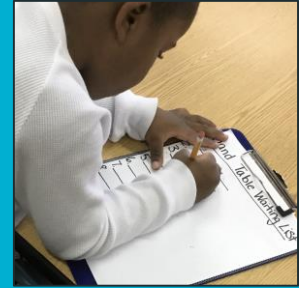
"Teaching is assessment, and assessment is teaching"
(H. Bohart & R. Procopio, 2018)

- Incorporates children's natural learning environment
- Embraces children's play and exploration over time
- Strengths -based approach
- Informs instruction

Types of Documentation

Observations:

-Developmental Checklists
-Anecdotal Notes- -
Children's dispositions for learning

Products:

-Photos/video recordings
-Drawings/writings
-Creative representations (models, story retelling)
-Constructions
-Graphic organizers (KWL, webbing, graphs, charts, Venn diagrams)

Narratives:

Curriculum displays
-Children's work
-Teacher Journal/notes
-Family collaboration
-Child created books/stories

Reflections:
Teacher reflections/notes
-Includes child's voice
-Child work samples
Capturing child's dispositions for learning
-Audio/video recordings
Webs/KWL charts

Child Portfolios:

-Information collected overtime
-Work samples (writings, drawings, cutting, art, books)
-Photos/videos
-Anecdotal notes of children's interests, and approaches to learning

Adapted from Documentation Web, Helm, J. H., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work* (2nd ed., p. 21). New York: Teachers College Press

Observations:

When observations in the classroom are no longer an option…..

Virtual Observations:

- What can we learn from our children?

Classroom virtual zoom video that was used for the presentation was removed due to privacy concerns; you still can listen to the audio during the recording.

Virtual Observations:
What can we assess?

- **Language skills**

- **Critical thinking skills**

- **Comprehension skills**

Products

-Photos/video recordings

-Drawings/writings

-Creative representations (models, story retelling)

-Constructions

-Graphic organizers (KWL, webbing, graphs, charts, Venn diagrams)

KWL Charts

- **Know**- What do children know about Going to Kindergarten?
- **What**- What do children want to know or wonder about Kindergarten?
- **Learned**- What questions have been answered and what knowledge have children gained?
- How can teachers continue to use the KWL Chart to authentically assess and document children's learning virtually?
- How can the data collected support transition to Kindergarten?

Narratives

What is a narrative?

A spoken or written account of connected events; a story

- -Curriculum displays
- -Children's work
- -Child created books or stories
- -Teacher Journal/notes
- -Family collaboration

Narratives:
Family Collaboration

- What assessment data have you already collected that you can share with families? How can you share?

- What have you learned about your families?

- How can you support children and families regarding transition to Kindergarten?

Using Reflections and Child-Portfolios:

- Using TSG unit reflections.

- Anecdotal notes

- Data entered for Teaching Strategies Gold (TS-Gold)

- Data entered for Individual Growth & Development Indicators (MyIGDI's)

Assessment or Documentation?

What keeps you from taking notes?

- Using TSG unit reflections-

- Anecdotal notes-

- Data entered for Teaching Strategies Gold (TS-Gold)-

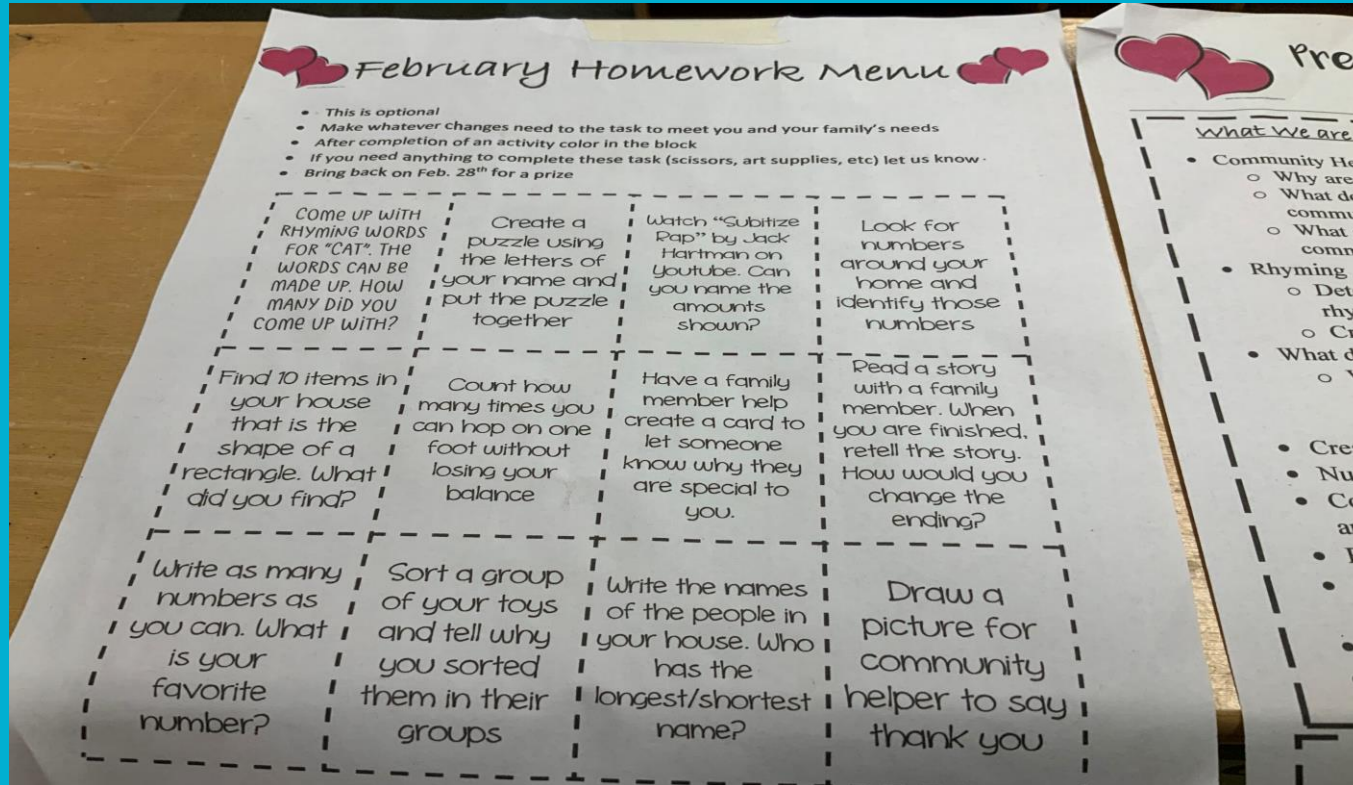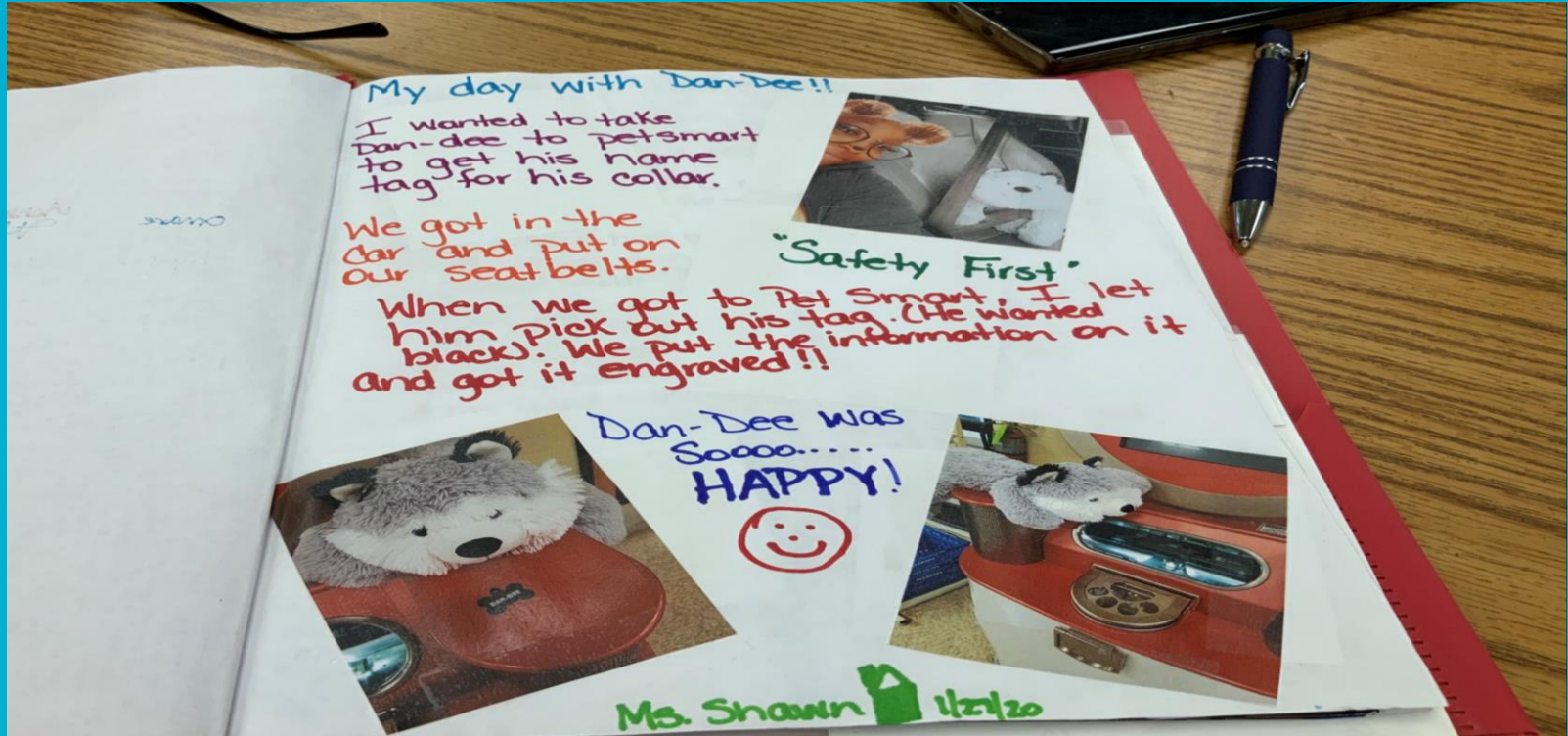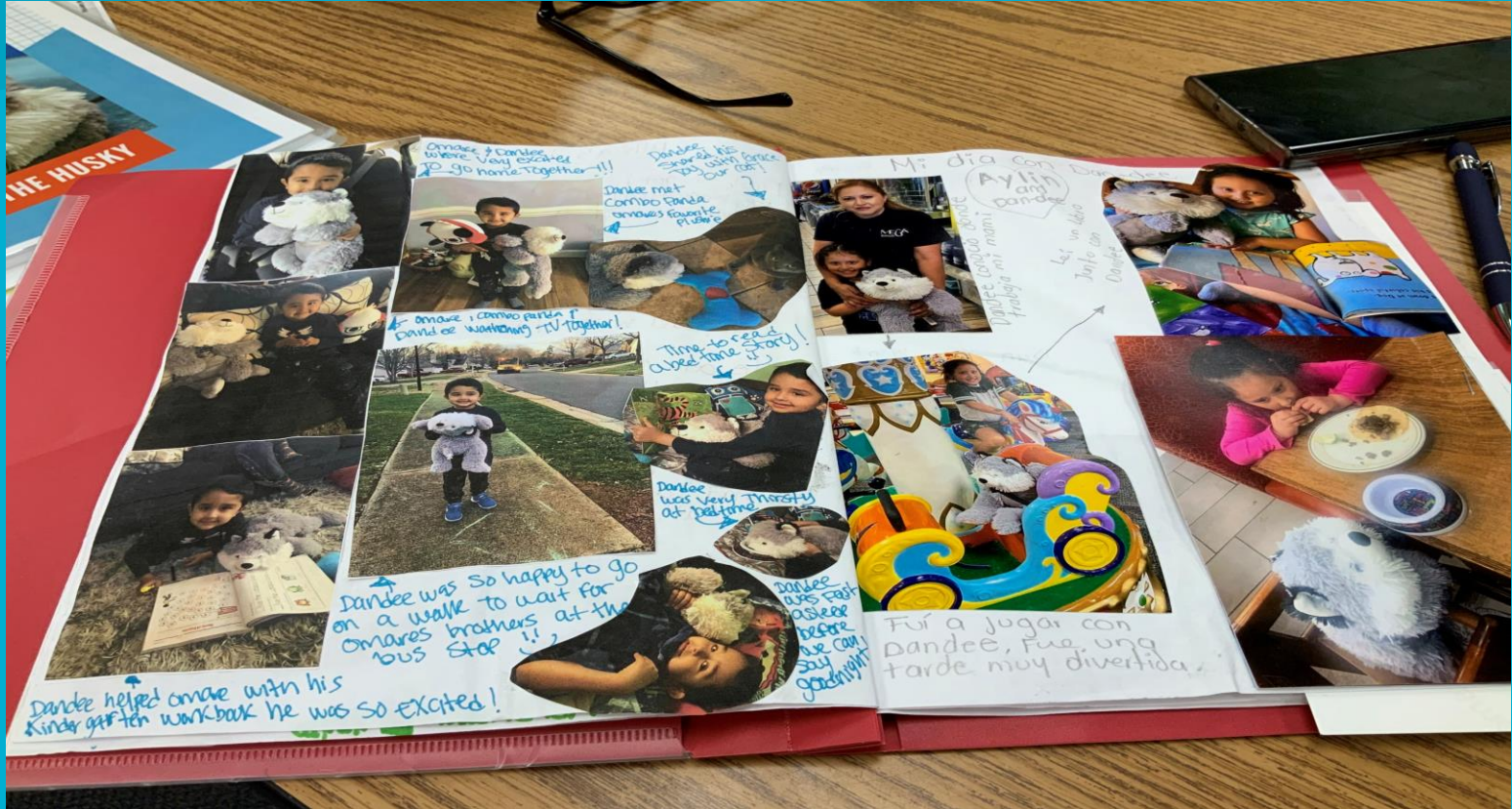- Data entered for Individual Growth & Development Indicators (MyIGDI's)-

Using child-portfolios for assessment and documentation:

Child Portfolios:

Child Portfolios:

Child Portfolios:

Let's Revisit Guiding Questions:
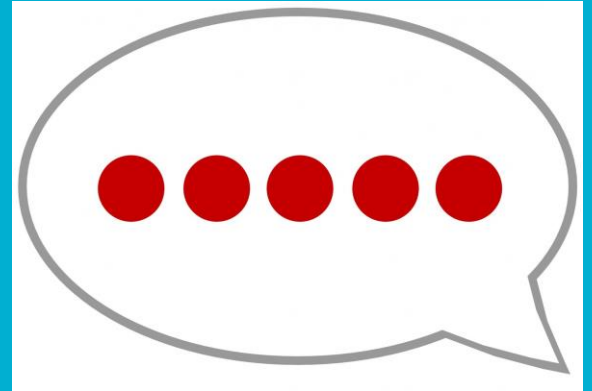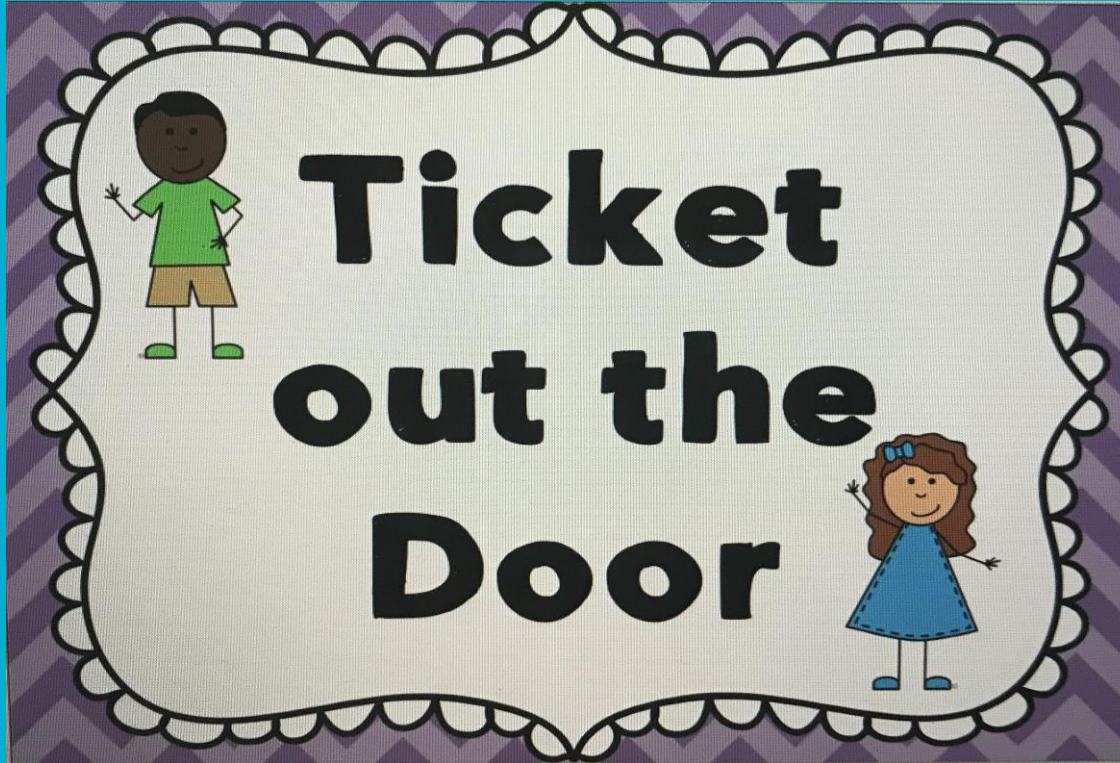
What is *documentation*?

What is *authentic assessment*?

How can I reflect on the data already collected?

How can I collect new data through virtual learning?

How can I use documentation and assessment data to support successful transition to kindergarten?

What is one thing you learned today that you will take away and implement?

- Write it down

- Put it in the chat box

Types of Documentation

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Strategies to support Documentation and Authentic Assessment

as teachers plan for year end using digital learning:

- Developing a system to collect and analyze documentation and assessment data
- Utilizes teachers' strengths and learning styles in ways they document, collect and use assessment data
- Document over time to see growth (using different types of documentation)
- Use conversations with children to document children's growth in vocabulary, new concepts and skills
- Utilize KWL charts, graphs and webbing
- Review and reflect on earlier documentation and assess (looking with fresh eyes)
- Utilize technology to share documentation and assessment information with families