


Looking at Student Work: Using Peer-to-Peer Teacher Workgroups to Establish Accuracy and Usefulness of Child Observations

NAEYC Annual Conference
November 5, 2011


Judi Stevenson–Garcia Shannon Riley–Ayers Ellen Frede
National Institute for Early Education Research



Looking at Student Work: Using Peer-to-Peer Teacher Workgroups to Establish Accuracy and Usefulness of Child Observations

- ▶ NAEYC Annual Conference
 - ▶ November 5, 2011
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Session Goals

- ▶ Understand importance of collecting accurate and meaningful observations and work samples
 - ▶ Learn ways to document evidence for understanding children's learning and for applying evidence to developmental assessments,
 - ▶ Learn about methods used to improve the accuracy and usefulness of on-going child observations.
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Why Use Observation-Based Performance Assessment?

- ▶ Children's learning is assessed in a natural environment
- ▶ Children are not "reliable" – captures children's skills and knowledge in real life over time
- Compares children to themselves, is comprehensive and focuses on strengths and interests
- Understandable to parents and informs teaching



Are you a good observer?

Unless we are asked to observe, many things go unnoticed – the invisible child

Unless we are asked to focus, we all look at different things

Often it is too overwhelming and we attempt to record everything



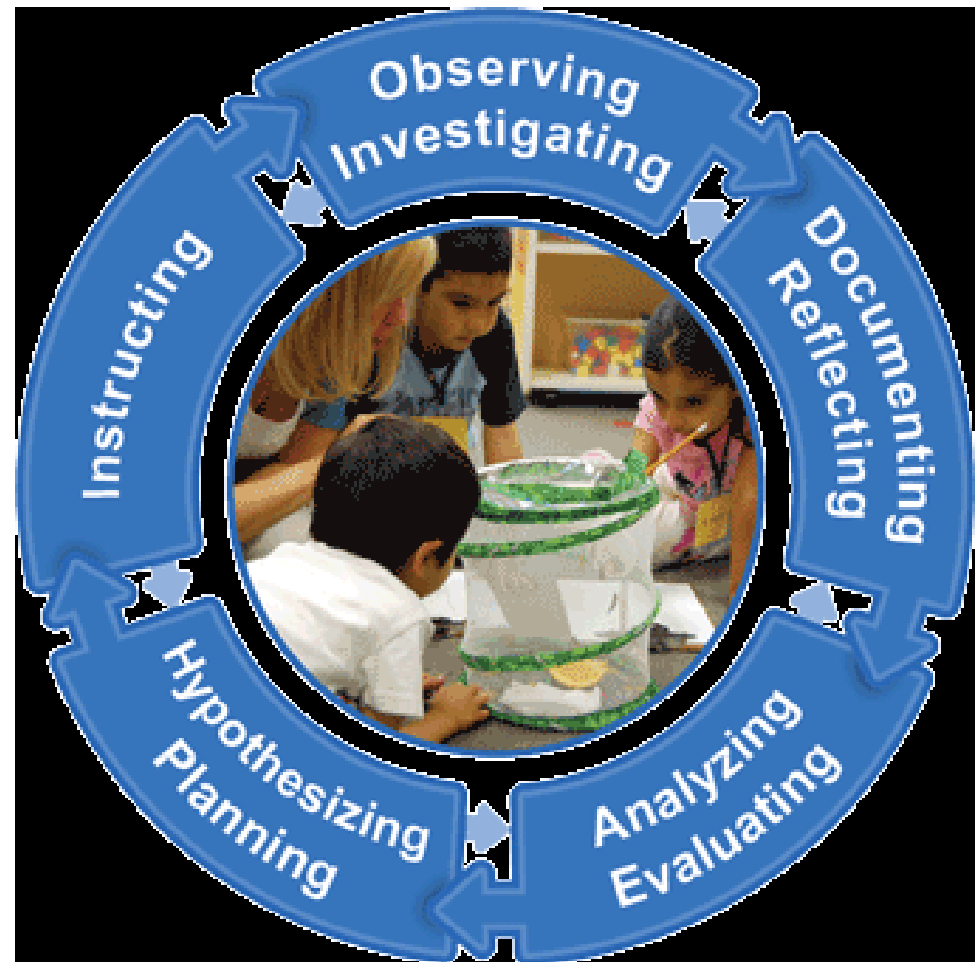
Using the data

Observational records are most useful if they are:

- Objective – documenting actual events
- High-quality – rich in detail and description
- Meaningful – tied to a standard or assessment

The Assessment Process

Assessment is an iterative cycle, used to help children reach standards and benchmarks.



Analyzing and Evaluating



Reflect on data to determine:

- What a child may have meant
- How evidence shows progress – or cause for concern
- Whether data provide enough information to form judgments

Hypothesizing and Planning



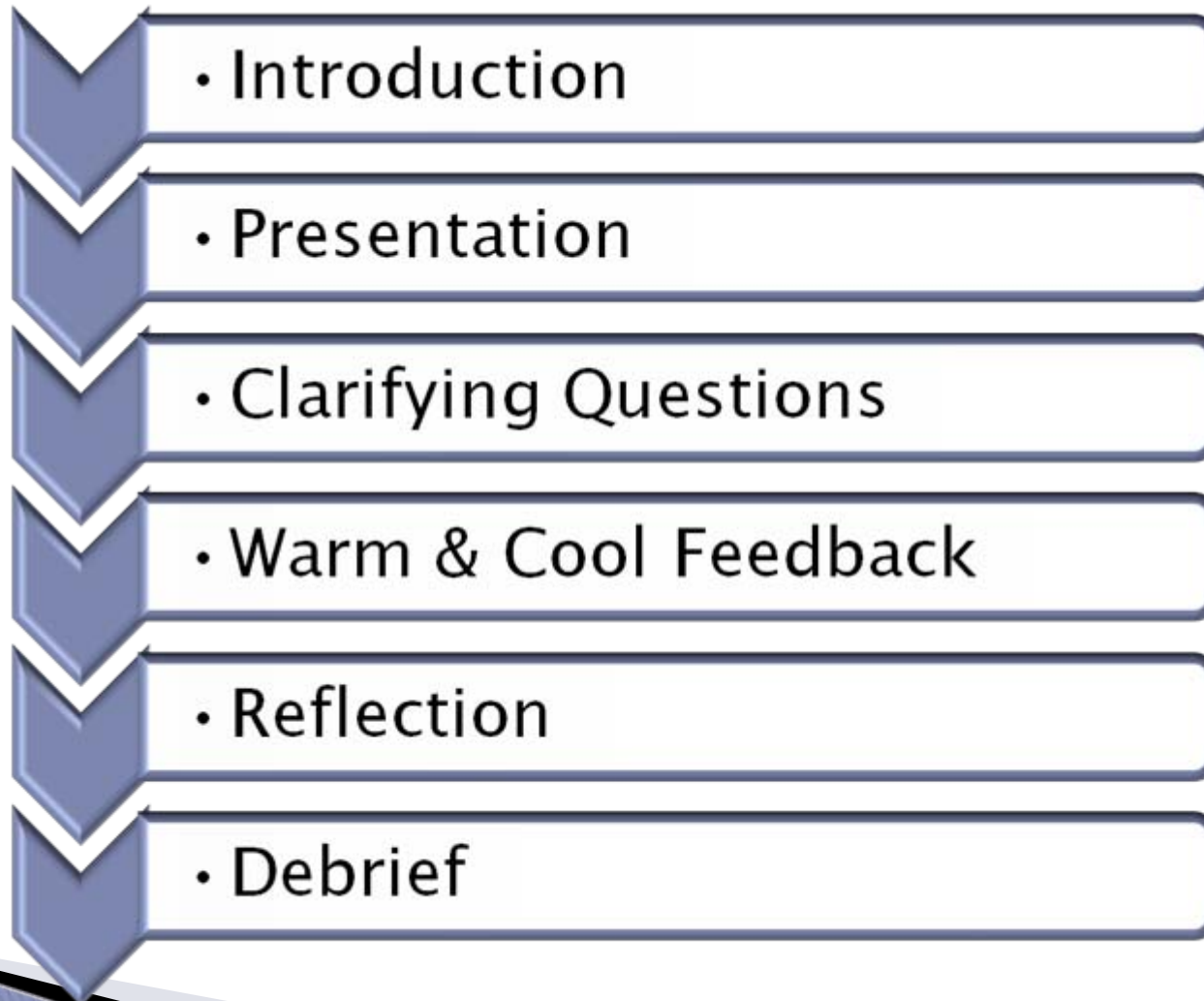
- Form hypotheses based on the data.
- Provide materials, plan activities and set up interactions to collect more data around the hypotheses.
- Plan activities with differentiation for children based on the data.
- Share children's accomplishments and your plans for instruction with others.

Phoning a Friend




- ▶ Peer Workgroups
- ▶ Inter-Rater Reliability Peer Groups
- ▶ Assessment-focused Reflective Coaching

Peer Workgroup Protocol



Peer Workgroup

- ▶ Used in research studies and professional development projects.
 - ▶ Structure helps focus teachers
 - ▶ Encourages participation by all teachers
 - ▶ Creates a “safety zone”
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Inter-Rater Reliability Peer Group

▶ Teachers

- bring child observations related to one or more learning domains and
- agree how to apply data accurately to assessment system



- ▶ Identify Learning Domain(s)
- ▶ Evaluate Data
- ▶ Apply Data to Learning Domain

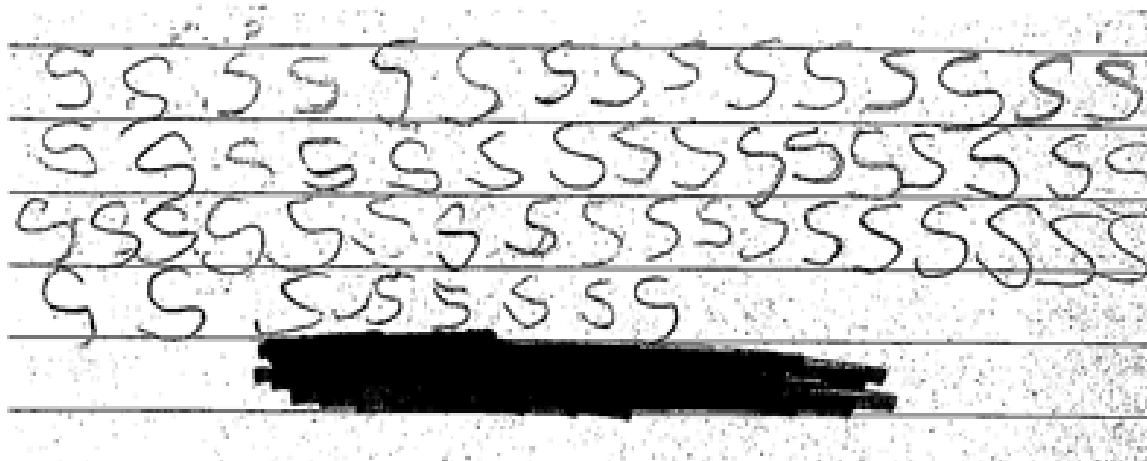
Identify Learning Domain(s)

<u>(10) Writing</u>	1	2	3	4	5
Composing	May identify scribbling as “writing”; Does not give meaning to writing;	Verbally labels own “writing” and drawing; Provides dictation to an adult to be written on a piece of work	Writes symbols for a purpose to convey information or to tell a story		
Production	Draws or scribbles	Makes forms that resemble letters; May write own name	Strings conventional letters together (other than their name)		

Evaluate Data

▶ *January 17*

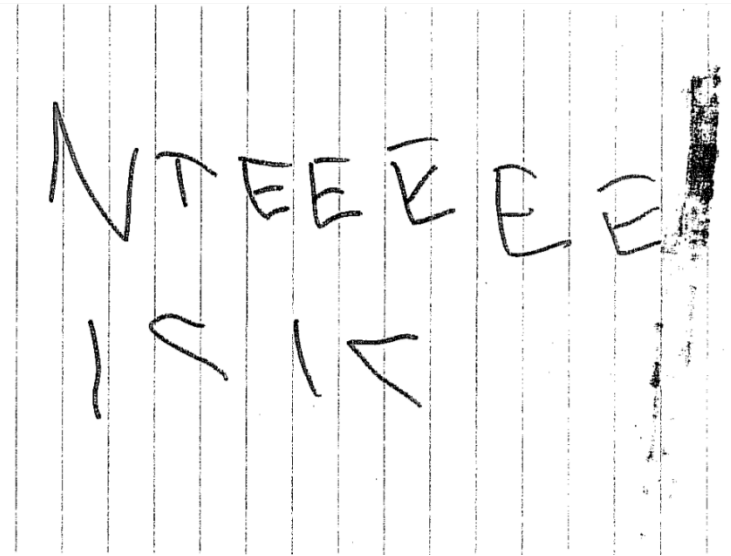
Jaclyn drew a picture of a snake and wrote the letter S over and over again. She told the teacher, “This is a snake. See, I wrote all these Ss because a snake says HISSSSSSS.”



Evaluate Data

February 22

Jaclyn brings the teacher a paper she wrote on. She points to the letters NTEEEEE and says, "This is Natalie." Then she points to the numbers 1717 (the 7s are written backwards) and says, "This is her number, 1, 7, 1, 7."



Apply Data to Learning Domain

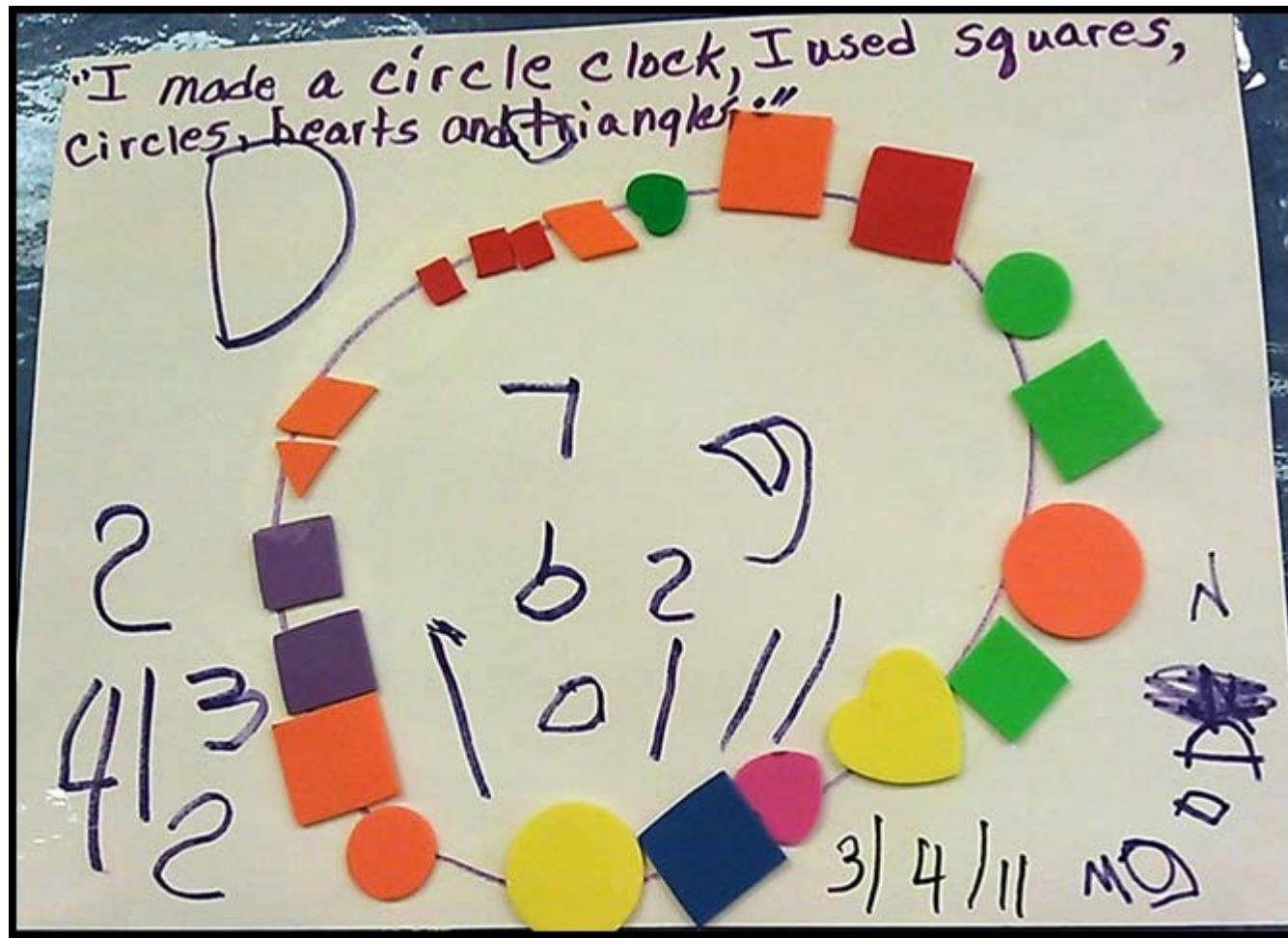
<u>(10) Writing</u>	1	2	3	4	5
Composing	May identify scribbling as “writing”; Does not give meaning to writing;		Verbally labels own “writing” and drawing; Provides dictation to an adult to be written on a piece of work		Writes symbols for a purpose to convey information or to tell a story
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Identify Learning Domain(s)

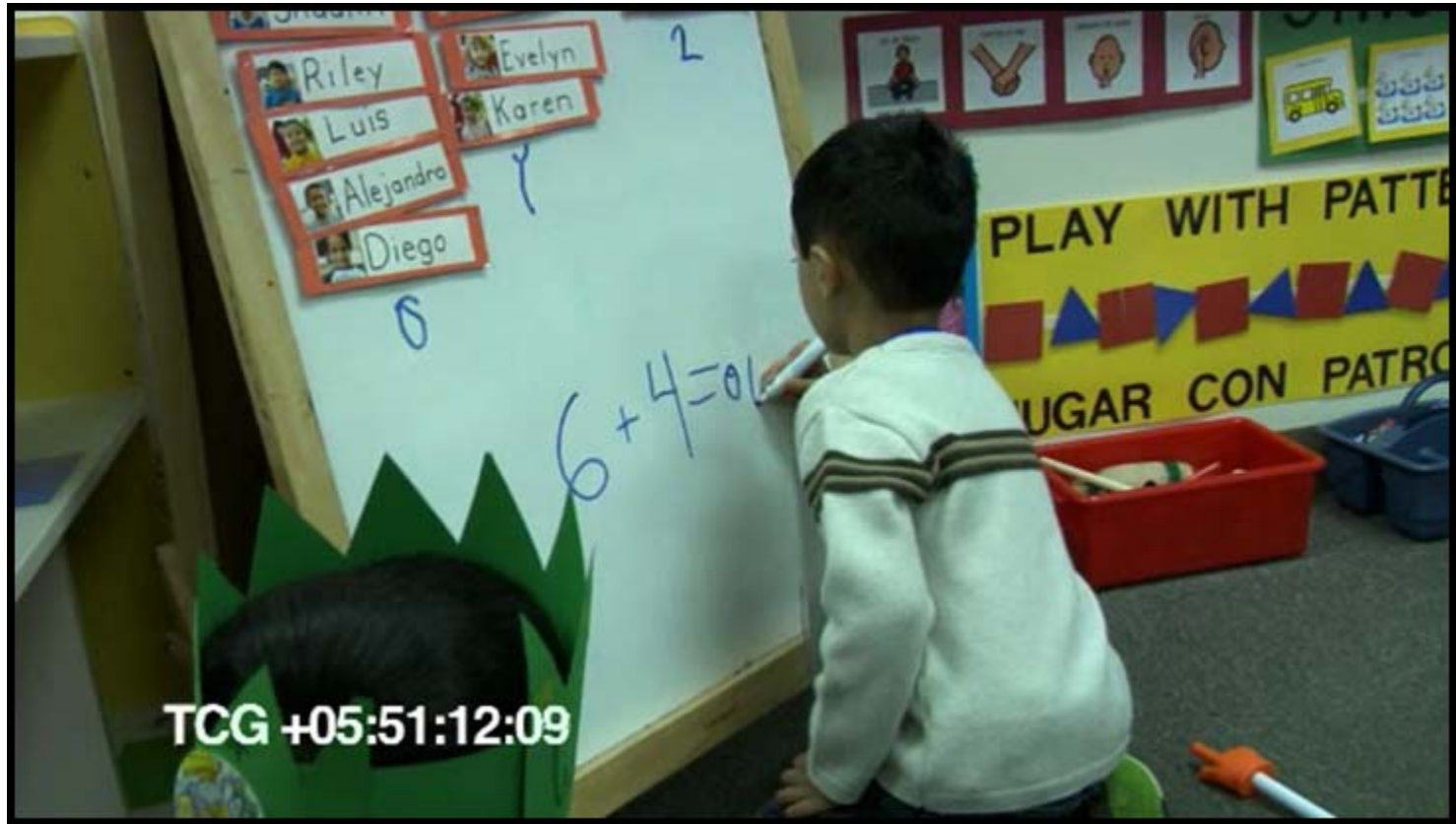
- ▶ Geometry
- ▶ Number & Numerical Operations
- ▶ Scientific Inquiry



Evaluate Data



Evaluate Data



Evaluate Data



Assessment Focused Reflective Coaching



- ▶ Focus is on coaching
- ▶ Coach assures accuracy of the observation data
- ▶ Coaches have an opportunity to get more direct experience with data collection and analysis.

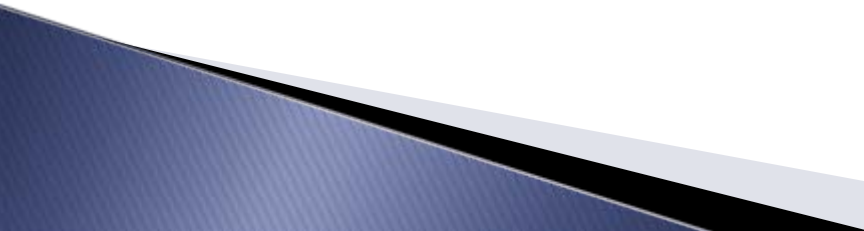
Assessment Focused Reflective Coaching



Classroom Observation Focus

- ▶ Coach has a clear focus for each observation.
- ▶ Prior to each observation, teachers and coach agree on a focus that is relevant to the teacher's concerns.
- ▶ Observations vary in their focus to meet the needs of the teachers.
- ▶ Focus might include:
 - Observing and documenting for a specific domain
 - Implementing curriculum model to meet child assessment goals
 - Specific children teachers have struggled to assess

Post-observation Conference

- ▶ Held on the same day as the classroom observation if possible.
 - ▶ All members of the teaching team are included in the conference.
 - ▶ Coach facilitates the conference to engage teachers' participation.
 - ▶ Documentation is analyzed.
 - ▶ Teachers and coaches work together to hypothesize and plan for instruction.
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Impact of Peer Groups and Reflective Coaching

- ▶ Increased accuracy and meaningfulness of data collected
 - ▶ Better understanding of individual children's growth and learning
 - ▶ More focused instruction
 - ▶ Cross-pollination of assessment and teaching strategies
 - ▶ More effective coaching
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