 **Teacher Time** Welcome!


While you are waiting for Teacher Time to begin, please **introduce yourself in the chat box**.

Let us know:

1. Your name
2. Where you are from
3. Your position/title

4. And, answer the following question:

**How do you use ongoing child assessment to help your teaching practices?**



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**TEACHER TIME:**  
Using Ongoing Child Assessment to Support Effective Infant and Toddler Teaching Practices

April 19, 2019

**Hosts:** Judi Stevenson-Garcia & Treshawn Anderson

**Guest Expert:** Patricia Snyder  
**Chat Room Facilitator:** Jan Greenberg

 **NATIONAL CENTER ON**  
Early Childhood Development, Teaching and Learning

**NCECDTL**

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 **Teacher Time** Webinar Features

Slide Deck    Question & Answers    Group Chat    Closed Captioning (English & Spanish)



Help    Media Player    Resource List    Webinar Tips (English & Spanish)

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 ON24 Features

Chat Room Facilitator:  
Jan Greenberg





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 Framework for Effective Practice



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 Framework for Effective Practice



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### Ongoing Child Assessment

- Conducted frequently
- Is observation-based or direct
- Includes all children

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### Today's Topics



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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### Developmental Screening & Ongoing Assessment



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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## Developmental Screening & Ongoing Child Assessment

- Developmental screening- a snapshot of a child's development.
- Ongoing child assessment- a continuous process of documenting and interpreting children's knowledge, skills, and interests.

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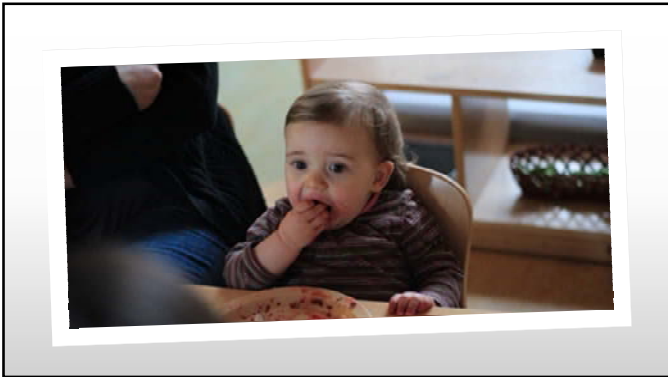
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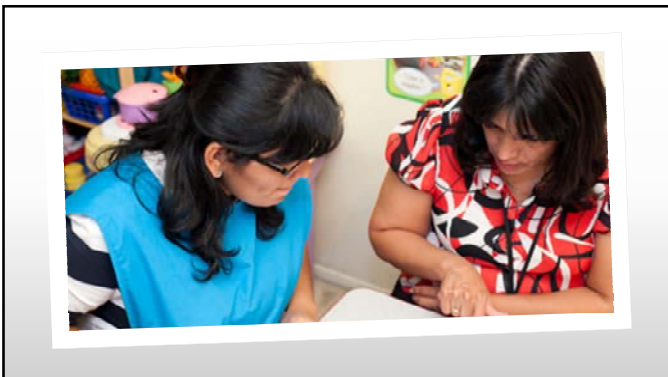
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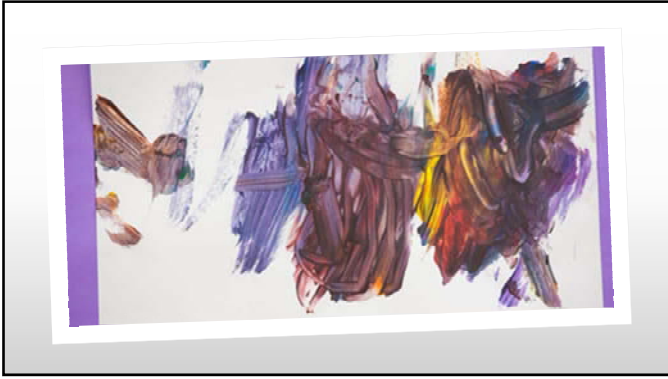
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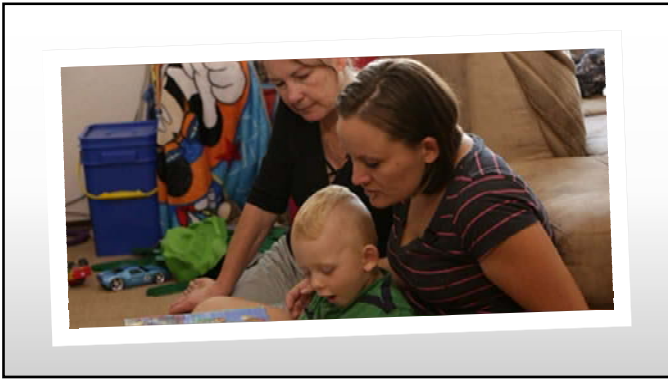
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 *Teacher Time*

Guest Expert



**Patricia Snyder**  
University of Florida

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**Teacher Time** Ongoing Assessment Cycle

Developmental screening & ongoing child assessment

Ongoing assessment cycle

Engaging with families

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**Teacher Time** Prepare

Prepare

Collect

Analyze & Aggregate

Share & Use

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**Teacher Time** Prepare – What?

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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 Prepare – How?



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 Prepare – Who?



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 Prepare – When & Where?



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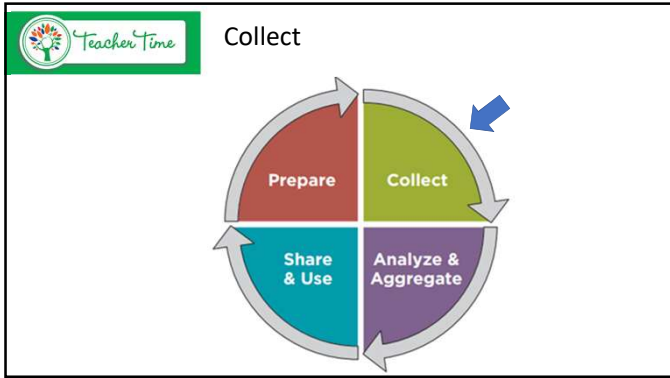
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Teacher Time Collect

Observe and document during interactions with children

Documentation

- Anecdotal notes
  - Objective
  - Subjective



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Teacher Time Collect

Umar has a hard time when his mom brings him into the room. He doesn't like being put down on the floor. Ignores mom when she tries to read a book to him. Crawls over to Lettie, grabs ball from her hands; gets upset when mom kisses him, says goodbye, and leaves the room.

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### Collect

Umar's mom carries him into the room, sets him down on floor next to the book bin. Umar whimpers (no tears). Mom sits down next to him, picks a book from the bin, shows cover to Umar, begins to read. Umar turns his head away, sees Lettie (child) holding and shaking a ball with a bell inside, holds his arms out to her, crawls over and sits next to her, takes ball from her hands, shakes it. Mom goes to Umar, kisses him, says goodbye, walks out. Umar starts to cry (tears).

- Describes rather than interprets behaviors
- Clearer picture of what Umar actually does during arrival time

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### Collect

Observe and document during interactions with children

#### Documentation

- Anecdotal notes
  - Objective
  - Subjective
- Checklists
- Work samples
- Photo, video, audio recordings




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### Aggregate & Analyze




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 **Aggregate & Analyze**

- Analyze assessment data regularly
- Ask questions about what the data show you
- Think about what the data tell you about each child's interests and needs



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 **Share & Use**



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 **Share & Use**

<p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Exchange information with families</li> <li>• Talk with team members, program leaders, supervisors, etc.</li> </ul>	<p><b>Use</b></p> <p>Change the:</p> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Environment/learning experiences</li> <li>• Teaching practices</li> </ul>
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 Engaging with Families



Developmental screening & ongoing child assessment



Ongoing assessment cycle



Engaging with families

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 Engaging with Families



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 Engaging with Families

- Discuss goals for children
- Use information to help you understand children's patterns of behavior, development, and learning



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**Teacher Time** Review

Developmental screening & ongoing child assessment

Ongoing assessment cycle

Engaging with families

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**myP MyPeers**

ECEDTL

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**Teacher Time** Helpful Resources

**Resources:**

- T4T
- ELOF2GO

**Upcoming Teacher Time Episodes:**

**May 17** – Using Ongoing Child Assessment to Support Effective Preschool Teaching Practices

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