

2018-2019 TEACHER TIME FOR INFANTS AND TODDLERS— USING ONGOING CHILD ASSESSMENT TO SUPPORT EFFECTIVE INFANT TODDLER TEACHING PRACTICES

VIEWERS GUIDE

This viewer's guide summarizes the key ideas for using ongoing assessment to support effective infant and toddler teaching practices. This includes knowing the difference between developmental screening and ongoing child assessment, understanding the steps to conducting ongoing child assessment, and engaging with families in the ongoing assessment process. Helpful resources and information presented in the webinar can be found in the Resources section of this guide.

WE ENCOURAGE TEACHERS AND FAMILY CHILD CARE PROVIDERS TO:

KNOW: Learn effective strategies to help you observe and document children's behaviors;

SEE: Reflect on a teacher aggregating and analyzing her data to promote a child's learning;

DO: Practice writing anecdotal notes by observing and trying a few of the documentation strategies in your own programs;

IMPROVE: Reflect on your use of ongoing assessment to inform your teaching practices.

KNOW

- 1. Developmental Screening and Ongoing Assessment.** Developmental screening is a snapshot of the child's development at a specific point in time. In Early Head Start programs that operate more than 90 days, screenings are done within the first 45 days of a child's enrollment. Programs operating fewer than 90 days complete screenings within the first 30 days. Developmental screenings are conducted with family members and are used to determine whether children might be at risk for delay and need additional evaluation. Ongoing child assessments may be direct or observation-based. Observation-based assessments require a continuous process of observing, documenting, and interpreting children's knowledge, skills, and interests. Ongoing child assessments are used by staff to make decisions about learning environments, experiences, and interactions so each child's individual needs are met.
- 2. Ongoing Assessment Cycle.** It's helpful to think of ongoing assessment as a cycle that has no beginning or end. The cycle includes:
 - Preparing to use ongoing assessment,
 - Collecting and documenting your assessment information,
 - Aggregating and analyzing to understand what children know and are able to do, and
 - Using the information to make decisions about children's developmental progress and learning needs and sharing that information with families and others.
- 3. Engaging with Families.** Parents and families play a very important role in the ongoing assessment process because they know their child best. They have valuable information and perspectives to share. This informs teachers' and family child care providers' understandings of each child. And when they understand the child in the context of his or her family, they are better prepared to offer culturally and linguistically appropriate learning experiences that support each child's development, learning, and progress.



SEE



Write your anecdotal notes for this video.

In this video, how did this teacher aggregate and analyze her observations of Javier in order to help promote his learning?

DO

A. We talked about the difference between screening and ongoing assessment. List one screening and one ongoing assessment tool that your program uses to document children’s growth and development.

1. Screening:

2. Ongoing Assessment:

B. Practice your observation skills! **Preparing** for ongoing assessment is the first step because the most effective ongoing child assessment is planned ahead of time! Planning involves deciding ahead of time what you will assess, how, who, when, and where. Choose a day where you can observe one child. Fill in the components below before you do your observation.

1. What skills/behaviors are you assessing?	2. How will you document your observation?
3. Who are you going to assess?	4. When will you collect and document your observation?
5. Where will you conduct your observation?	6. Additional notes

IMPROVE

REFLECT ON THESE QUESTIONS BASED ON YOUR STRATEGIES IN THE "SEE" AND "DO" SECTION.

1. After observing and documenting, write down your reactions. How was your data collection experience? How did it feel observing and taking notes at the same time? What are some ways to make the observation and documentation process easier? More accurate?

2. Think about how you engage families in the ongoing assessment process. What are some strategies you learned or what supports do you need to engage with families in the ongoing assessment process?

3. Are there areas in the ongoing assessment cycle that are challenging for you? What supports do you need to be successful at using ongoing assessment with your infants and toddlers?

RESOURCES

<p>Online Resources</p>	<ul style="list-style-type: none"> ▪ 15-minute In-service Suite, Ongoing Child Assessment: Overview https://eclkc.ohs.acf.hhs.gov/video/ongoing-child-assessment-overview ▪ Authentic Assessment in Infant & Toddler Care Settings: Review of Recent Research- https://muskie.usm.maine.edu/Publications/CYF/Authentic-Assessment-Child-Care.pdf ▪ Clearing your View: Staying Objective in Observation- https://eclkc.ohs.acf.hhs.gov/video/clearing-your-view-staying-objective-observation ▪ Look at Me! Using Focused Child Observation with Infants and Toddlers- https://eclkc.ohs.acf.hhs.gov/video/look-me-using-focused-child-observation-infants-toddlers ▪ Observation, Documentation, and Reflection- https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/observation-documentation-and-reflection ▪ Ongoing Assessment Resources for Infants and Toddlers: https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment-resources-infants-toddlers ▪ <i>Text4Teachers</i> - https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers <p>Head Start Early Learning Outcomes Framework (ELOF) https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework</p> <ul style="list-style-type: none"> ▪ There's the ELOF for That (video) ▪ ELOF Interactive Framework ▪ ELOF2GO Mobile App ▪ Effective Practice Guides <p>MyPeers - https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community</p> <ul style="list-style-type: none"> ▪ Teacher Time- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=876521 ▪ Safe Foundations, Healthy Futures Campaign- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1351739
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Information in this episode reflects the following Head Start Program Performance Standards:

1302.33 Child screenings and assessments.

(a) Screening. (1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

- (2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.
- (3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:
 - (i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
 - (ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.
- (4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.
- (5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:
 - (i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
 - (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.
 - (A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.
 - (B) A program may use program funds for such services and supports when no other sources of funding are available.

**Head Start
Program
Performance
Standards**

- (b) Assessment for individualization. (1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.
- (2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.
- (3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.
- (c) Characteristics of screenings and assessments. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.
- (2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:
- (i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
 - (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
 - (iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
- (3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (2)(i) through (iii) of this section.
- (4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.
- (d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

1302.34 Parent and family engagement in education and child development services.

(a) Purpose. Center-based and family child care programs must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

(b) Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:

- (1) The program's settings are open to parents during all program hours;
- (2) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
- (3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;
- (4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
- (5) Parents and family members have opportunities to volunteer in the class and during group activities;
- (6) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;
- (7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child's learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff; and,
- (8) Teachers that serve migrant or seasonal families make every effort to conduct home visits to engage the family in the child's learning and development.

1302.50 Family Engagement

(b) Family engagement approach. A program must:

- (1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement;
- (2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

1302.51 Parent activities to promote child learning and development

(a) A program must promote shared responsibility with parents for children's early learning and development and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies must include:

- (1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
- (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.