

15-minute In-Service Suite: Administrative Support

Narrator: This short presentation is on administrative support for ongoing child assessment. It's designed for directors, managers, and supervisors to remind you of the ways that administrators support teachers in gathering and using child assessment information. The National Center on Quality Teaching and Learning uses the House framework to talk about effective practices to support school readiness.

Ongoing child assessment is an essential feature. There are many ways that administrators help teachers implement all of the elements of ongoing child assessment. Administrators set the tone that tells teachers and all program staff that collecting and using assessment information is important.

Laura Iannazzo: Well, after reviewing data, a couple of years' worth of data, we found that language and literacy often was our weakest link. And we decided to adopt a program-wide daily message.

Students and Teacher: T!

Laura: This daily message was an intentional way to get that conversation started with children and to make them feel like readers and writers.

Administrator: I think you just might be on your way to writing your own books and drawing the pictures, too.

Narrator: One of the ways that administrators demonstrate this is by showing a real interest in the data as it's being collected and as it's being used.

Administrator: He was in housekeeping. He's sharing. He's taking turns. He's being a helper. He's doing everything. He's using inside voice. He's being gentle hands. So, I think she'll really be interested in sharing this with her and his mom.

Narrator: Administrators also support their teachers by providing time and training. Teachers may feel overwhelmed by the idea of gathering child assessment information on an ongoing basis. Administrators

can support teachers by providing enough time and by showing and sharing efficient ways to schedule regular data collection and ways to organize and use the information.

Administrator: The teachers put the kids' pictures on the front and their classrooms. And then, they also -- we use these particular forms for our ongoing observations. And during that time in October and November, the teachers set goals with the kids, with the parents. And so these are just a sample of what we do: Physical and arts and language and literacy.

Narrator: Some of the support for teachers comes in the form of both formal and informal training activities. Since it is sometimes difficult to take what is learned in a training activity and make it work in the classroom, administrators may provide coaches or opportunities for reflective supervision, so, that the support is individualized to the needs and concerns of the teacher. This also means that teachers get individualized feedback. Peer support is also available. Provide time for teachers to share and get this kind of support. Teachers have lots of good ideas that are worth sharing, and teachers can reinforce each other in the work of collecting and using child assessment information. Look at the data with your teachers. This can be program-level data, classroom data, or child data. Reflect on the data. Work together to make sense of the information that is collected. Show your teachers that it's important, it's interesting, and it's useful.

Thank you for listening to this module on administrative support for ongoing child assessment. Check out the helpful resources and tools. For more information, the National Center on Quality Teaching and Learning has developed a series of in-services on ongoing child assessment.