Measuring Curriculum & Assessment Implementation in QRIS

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About Child Trends

Child Trends is a nonprofit, nonpartisan research center that improves the lives and prospects of children and youth by conducting high-quality research and sharing the resulting knowledge with practitioners and policymakers.

We . . .

1. take a whole child approach
2. study children in the real world
3. want children to flourish
4. value objectivity and rigor
5. pursue knowledge development and knowledge transfer

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# National Context: QRIS with Curriculum and Assessment Indicators

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<th>Indicators</th>
<th>2010 # of QRIS (n = 26)</th>
<th>2014 # of QRIS (n = 40)</th>
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Curriculum Indicator Examples

• Required use of a specific curriculum
• Use of a curriculum from an approved list
• Use of a curriculum that demonstrates alignment with the state Early Learning Guidelines
• Curriculum approved by a review committee
• Written narrative describing curriculum practices
• Submission of documentation (i.e., lesson plans)
• Onsite assessment and/or support from a coach
Assessment Indicators

- Required use of a specific assessment tool/list
- Use of an assessment that meets specific requirements (aligns with the curriculum, valid, culturally, linguistically, developmentally appropriate)
- Embedded in NAEYC requirements
- Written narrative describing the method, frequency of assessment is conducted with each age group, and or how it aligns with the ELGS and/or the curriculum in use, what domains it covers
- Coaching or assessor review of documentation
Are we measuring (and supporting) what really matters for teaching and learning?

Most indicators and their associated verification processes are related to the *tool* itself, not the *process* of implementing high quality curriculum & assessment practices.
New Mexico PreK
Invest Little
Get a Lot
New Mexico PreK

New Mexico’s statewide PreK began in 2005

- Mixed-delivery system
- Jointly administered by Children Youth and Families Department (CYFD) and Public Education Department (PED)
- Includes curricular planning standards for all children in the program
- In 2012-2013, funded at $19M, divided evenly between PED and CYFD programs
Where we started……..

The Assessment Observation Documentation and Curriculum Process

- Planning
- Observation
- New Mexico Outcomes & Indicators
- Individualization
- Assessment
- Reflection
Authentic Observation Documentation and Curriculum Planning Process (AODCP)

New Mexico PreK curricular planning framework:

• Based on the NM Early Learning Guidelines and Essential Indicators

• Children’s outcomes and indicators for growth and learning give criteria for teachers to refer to regarding what children should know and be able to do

• AODCP is an ongoing cycle of assessment and lesson planning supported by consultation, training, and professional development
New Mexico’s Observation Documentation and Curriculum-Planning Process

Observe & Document

Plan

Implement

Reflect

New Mexico’s Early Learning Guidelines

The Result: Happy, Healthy Children!
What is the NM PreK Observational Assessment Cycle?

Teachers gather information through **observation** and **authentic assessment** of children based on essential Pre-K outcomes and indicators for growth and learning:

- Listening, language, reading and writing
- Science
- Counting, shapes, sorting and measuring
- Coordination, hygiene, health and well-being
- Art, music, and movement
- Independence, problem-solving, thinking, and perseverance
- Appropriate behavior, social skills, and being a part of a group
Child Assessment Documentation

New Mexico PreK Portfolio Collection Form

Essential Indicator Quick Look Recording Sheet

Family/Teacher Summary Report

New Mexico 3- & 4-Year-Old Early Learning Outcomes 2015
Essential Indicators with Rubrics

Onsite coaching and support are a key component of New Mexico’s PreK

- Early Childhood Services Center Office at UNM Continuing Education provides T & TA, consultation and coaching, and maintains training and organizational materials.

- Each NM PreK site receives regular visits from Pre-K Consultants
NIEER PreK Evaluation from 2005 to 2009 found:

• Positive impacts in language, literacy, and math, plus economic impact rate of return estimated at 18.1%

• Impacts attributable to Pre-K based on the study’s regression-discontinuity design

• However, the NIEER study did not specifically examine the AODCP curricular approach

• Because of these positive results New Mexico has been working to expand the use of the AODCP to Head Start classrooms
AODCP & FOCUS TQRIS

New Mexico FOCUS: Essential Elements of Quality for Center-Based Child Care Programs

July • 2014
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AODCP Verification Process in FOCUS

Curriculum sources of evidence:

- **Lesson plans** for the previous 3 months reviewed for evidence of how program educators are using multiple sources, such as assessments, ongoing child observations, and family input using FOCUS Guides for Lesson Planning Procedures.

- **Weekly Lesson Plan forms** reviewed to ensure it is complete and made available for families, e.g. (dates for current week, and are for the correct classroom).

- Documentation of **reflections** for the previous 3 months

- Evidence of on-going **weekly planning time**
AODCP Verification Process in FOCUS

Assessment Practices sources of evidence:

• 25% of portfolios reviewed with the FOCUS Rubrics for Portfolios

• A minimum of 25% of the NM Quick Look Recording Sheets for the children enrolled during the last collection period reviewed, per classroom

• Documentation of family conferences

• Evidence of on-going participation in IFSP/IEP process
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