



**Massachusetts  
Department of  
Early Education and Care**

# **Child Assessment Institute 2009**

**Promoting Positive Outcomes for Children**

**Royal Plaza Hotel and Trade Center  
Marlborough, MA  
March 20, 2009  
8:30AM – 4:15PM**

## **INSTITUTE GOALS**

**To enhance administrator and practitioner skills in:**

- Organizing and implementing a child assessment system
- Utilizing technology to collect and store data
- Sharing assessment information with families
- Creating connections between assessment results and program quality
- Using assessment results to inform instructional practice
- Using assessment data to plan effective programming
- Aligning assessment frameworks with preschool standards and curriculum
- Assessing and addressing the needs of children with disabilities
- Including children who are English language learners in a child assessment system

# CHILD ASSESSMENT INSTITUTE 2009

## Promoting Positive Outcomes for Children

### Agenda

#### 8:30-9:15 AM REGISTRATION

Continental Breakfast

#### 9:30-10:50 AM PLENARY SESSION - Ballroom

##### 9:30-9:40: Welcome and Institute Overview

Amy Kershaw, Massachusetts Department of Early Education and Care  
Peg Sprague, United Way

##### 9:40-10:20: Keynote Presentation

**Facing the Challenge: The Role of Early Childhood Assessment in Promoting School Readiness of All Children**

**Keynote Speaker:** Marsha Miller, Northwest Michigan Community Action Agency

Well planned and effective assessment can inform teaching and program improvement and contribute to better outcomes for children. Research demonstrates that high quality preschool programs result in better child outcomes and promote school readiness. In this presentation, we will explore the conditions that influence school readiness and strategies that contribute to children's long term school success.

##### 10:20-10:50: Panel

**Promoting School Readiness: Voices from the Field**

**Panel Facilitator:** Amy Checkoway, Massachusetts Department of Early Education and Care

**Panelists:** Robin Nickerson, Commonwealth Family Child Care  
Tina Slavick, Family Child Care Provider, Commonwealth Family Child Care  
Marie Cheney, Principal, Fort Meadow School Early Childhood Center  
Doreen Dubique, Program Director, Associated Early Care and Education/Castle Square  
Gladys Rivera, Educational Coordinator, Holyoke Chicopee Springfield HeadStart  
Carol Campbell, Vice President of Quality Assurance, Associated Early Care and Education

Panelists will share their experiences in implementing a child assessment process and discuss the role of assessment in promoting school readiness.

## 11:00-12:15 PM MORNING SESSIONS

### **Collecting Child Assessment Information Systematically Across Typical Routines and Activities** – Marlborough Room

**Presenter:** Marilyn Favreau, Independent Consultant

What does it mean to be systematic in our observations and data collection? In this session, you will learn different strategies for systematically collecting samples of children's behavior that are representative of the entire range of behavior and skills children exhibit and for drawing appropriate conclusions from child assessment data.

### **Recording and Organizing Observational Data** – Sterling Room

**Presenter:** Carol Campbell, Associated Early Care and Education/Boston

Good analysis of child assessment data requires considerable knowledge about children's development and expectations for children's learning. In this session, you will examine different ways of documenting and recording child assessment data and will gain new insights on organizing and making sense of the assessment documentation obtained.

### **Analyzing and Interpreting Assessment Data** – Princess Room

**Presenters:** John Crapps, Wheelock College  
Patricia Devine, Early Childhood Associates, Inc.

When we analyze and interpret we think about what a child's behavior means. Different people often interpret the same data differently. In this session, you will be introduced to frameworks that ensure consistent data interpretation.

### **Assessing English Language Learners: Challenges and Strategies** – Westborough Room

**Presenter:** Dr. Julie Hirschler, Education Development Center, Newton MA

In this session, you will examine methods and procedures for ensuring that all children served by your program are assessed fairly regardless of language or culture. You will review the NAEYC recommendations for aligning child assessment tools with cultural and linguistic characteristics of children.

### **What Administrators Can Do to Support the Use of Child Assessment Data to Improve Practice** – Salon E

**Presenter:** Marsha Miller, Northwest Michigan Community Action Agency

Administrators play a major role in supporting staff as they plan for assessment, collect information, analyze results, design instruction and improve practice. In this session, you will examine effective ways to support teachers in analyzing and summarizing assessment information, sharing and reflecting on practices, managing time and resources, and improving the quality of assessment practices.

## **How Ongoing Assessment Supports Children's Engagement in Inclusive Settings – Southborough Room**

**Presenter:** *MaryLu Love & Lisa Van Thiel, UMASS/Boston, Inclusion Institute*

Observing and gathering assessment information for each child is the starting point for successfully engaging every child. In this session you will gain insights on how to use assessment information to address the universal, targeted and individualized needs of young children in inclusive settings.

## **Linking Preschool Curriculum, Instruction and Child Assessment – Salon A**

**Presenter:** *Dr. Linda Warren, Early Childhood Associates, Inc.*

Assessment is not an isolated process. It must be integrated with good teaching. This session presents frameworks for aligning curriculum, instruction and assessment with early learning standards and preschool experiences.

## **12:15-1:30 PM LUNCH - Ballroom**

**Speaker:** *Paul Reville, MA Secretary of Education*

## **1:30-2:45 PM ROUNDTABLE FACILITATED DISCUSSIONS**

### **Linking Assessment and Curriculum-The Ongoing Cycle**

These facilitated discussions offer a unique opportunity to network with colleagues from similar programs; to share strategies for implementing similar assessments and for linking the assessment framework to your program's goals and vision. As you share successes and strategies you will be encouraged to develop action plans for continuous program improvement.

**Ages and Stages – Creating Connections between Assessment Results and the Curriculum - Sudbury Room**

**Facilitator:** *Linda Schumacher, Institute for Education and Professional Development*

**Creative Curriculum – Creating Connections between Assessment Results and the Curriculum – (See room assignments below)**

**Facilitators:** *Carol Campbell, Associated Early Care and Education/Boston - Sterling Room*

*Patricia Devine, Early Childhood Associates, Inc. - Princess Room*

*Dr. Linda Warren, Early Childhood Associates, Inc. - Salon A*

*Marsha Miller, Northwest Michigan Community Action Agency - Salon A*

*Karen Rose, Westborough Public Schools - Marlborough Room*

**Work Sampling** – *Creating Connections between Assessment Results and the Curriculum-*  
Westborough Room

**Facilitator:** *Dot Marsden, Independent Early Childhood Consultant, Author of the **Work Sampling System***

**High Scope COR** – *Creating Connections between Assessment Results and the Curriculum -*  
Southborough Room

**Facilitator:** *Judy Figuerido, Institute for Education and Professional Development*

### **3:00-4:15 PM AFTERNOON SESSIONS**

**Using Technology to Manage and Implement the Child Assessment Process** - Princess Room

**Facilitators:** *Stan Schwartz, Independent Consultant  
Dr. Julie Culhane, Independent Consultant (remotely by phone)  
Panelists*

Panelists will discuss their successes and challenges in building and strengthening a technology infrastructure to support the successful management of child assessment data and explore solutions to technology issues and application.

**Involving Parents in the Child Assessment Process** – Sterling Room

**Presenter:** *Debby Rawson, South Shore Day Care Services*

Families provide a unique perspective on a child's functioning yet few assessment tools have procedures for incorporating the parent perspective. In this session, you will identify ways to help parents become active participants in the assessment process including involving parents in conversations about their children and tips for sharing assessment results.

**Using Assessment Results to Guide and Differentiate Instruction** – Salon A

**Presenter:** *Dr. Linda Warren, Early Childhood Associates, Inc.*

Without ongoing assessment, practitioners lack the information needed to make learning experiences work well for each and every child. In this session you will be introduced to different frameworks for answering questions about children's access to activities, adaptations that could be made to increase access, ways to actively and intentionally interact with all children and how to redesign opportunities for learning.

**Drawing Conclusions and Using Checklists to Summarize a Child's Progress in Meeting Goals** – Marlborough Room

**Presenter:** *Karen Rose, Westborough Public Schools*

Best practices in assessment require that we do more than just observe children and write notes. Periodically, we must review all of the data that we have collected and draw some conclusions about a child's current level of understanding or skill with respect to several domains of interest. This session will examine the ways your program can use organizational tools such as rating scales and other rubrics for summarizing each child's progress and sharing assessment information.

***I Have a Concern about Roger – What Do I Do Next? (Case Study Approach) – Sudbury Room***

**Presenter:** *Claire Brady, Massachusetts Department of Early Education and Care*

Assessment plays a central role in the provision of services to young children with disabilities. Using a case study approach, you will have the opportunity in this session to discuss screening and assessment procedures, learn how eligibility for special education is determined and ways assessment information is used to create individualized intervention services.

***Using Child Assessment Data to Inform Strategic Planning - Salon E***

**Presenter:** *Maureen McDonald, Early Learning Content Specialist, Head Start Quality Initiative*

Child assessment data are pieces of a system that help us to achieve overarching goals for children. Assessment yields evidence that helps us to make inferences about program improvement including instruction, resource allocation and professional development. During this session, you will reflect on and learn new ways to use assessment data for continuous program improvement and strategic planning.

***Promoting Assessment Quality through Professional Development: Bring an Example, Leave with a Plan – Southborough Room***

**Presenters:** *Jody Figuerido and Judy Battista, Institute for Education and Professional Development*

There are many steps to ensure that the assessment data you collect is of high quality. Attend this session and you will leave with some concrete ideas for enhancing the quality of current and future professional development to support child assessment including building opportunities to link child assessment data to program quality.