



Understanding Curriculum & Assessment Implementation: New Mexico QRIS Evaluation

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How do we measure what really matters for teaching and learning?

New Mexico Authentic Observation Documentation Curriculum Planning (AODCP) Process



Required AODCP Documentation

New Mexico PreK Portfolio Collection Form

New Mexico PreK

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Essential Indicator: EI #4 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Child's Progress toward the Outcome: Circle the appropriate rating

Not Yet Demonstrating First Steps Making Progress Accomplishing Exceeds Expectations

Essential Indicator Quick Look Recording Sheet

New Mexico PreK

DOMAIN: LITERACY

ESSENTIAL INDICATOR

EI #24: Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters

First observed date gets entered into the database

CHILD'S NAME	1	2	3	4	5
1	Date Observed	Date Observed	Date Observed	Date Observed	Date Observed
2					
3					
4					
5					

1 Climbs familiar stairs and tries new stairs/badders, progressing to alternating feet and runs, walks and jumps easily

2 Climbs on age appropriate playground equipment with some adult assistance and walks, runs, jumps, marches and hops easily

3 Climbs on age appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily

4 Independently and confidently climbs on age appropriate playground equipment and walks, runs, jumps, marches, hops and gallops easily

5 Independently and confidently climbs on age appropriate playground equipment and skips with adult assistance and modeling

Family/Teacher Summary Report

Child's _____

Teacher: _____

Physical Development, Health and Well-Being (includes eye-hand coordination)

Growth and accomplishments:

We will continue to work on:

Literacy (includes listening skills, increasing spoken vocabulary, interest in books, story comprehension, using concepts of print, and early writing skills)

Growth and accomplishments:

New Mexico 3- & 4-Year-Old Early Learning Outcomes 2015

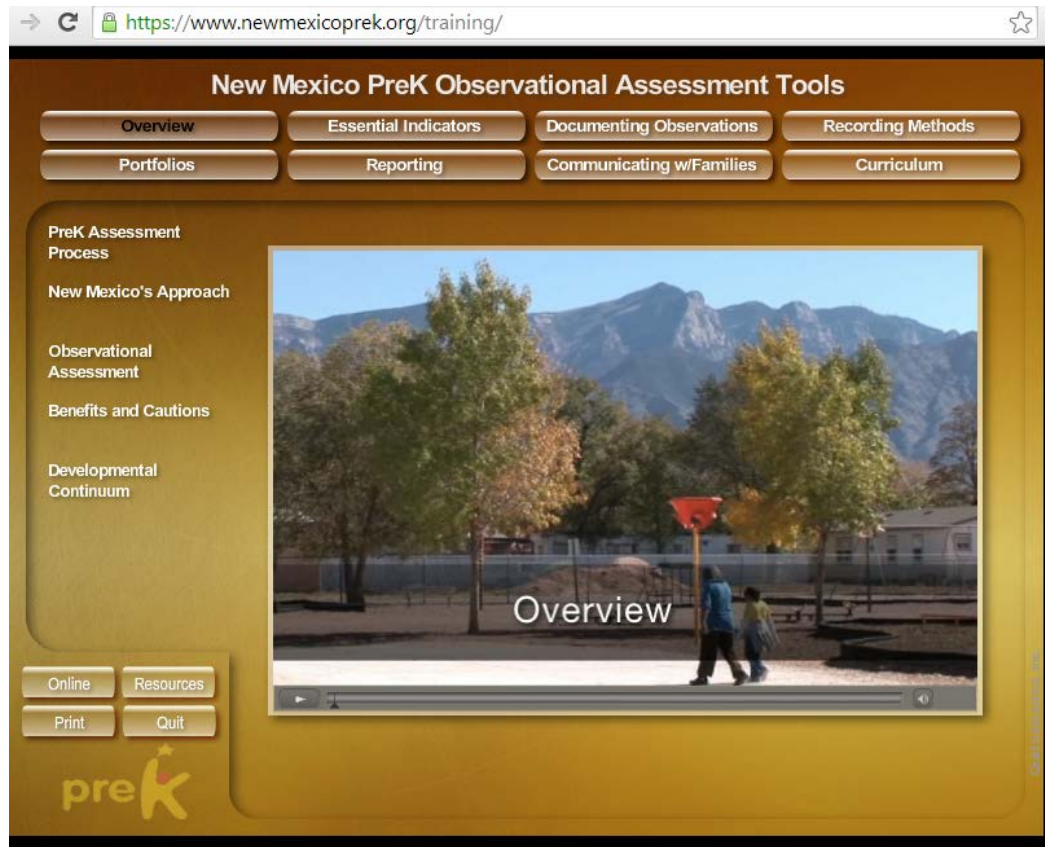
Essential Indicators with Rubrics

With Parent-Friendly Language

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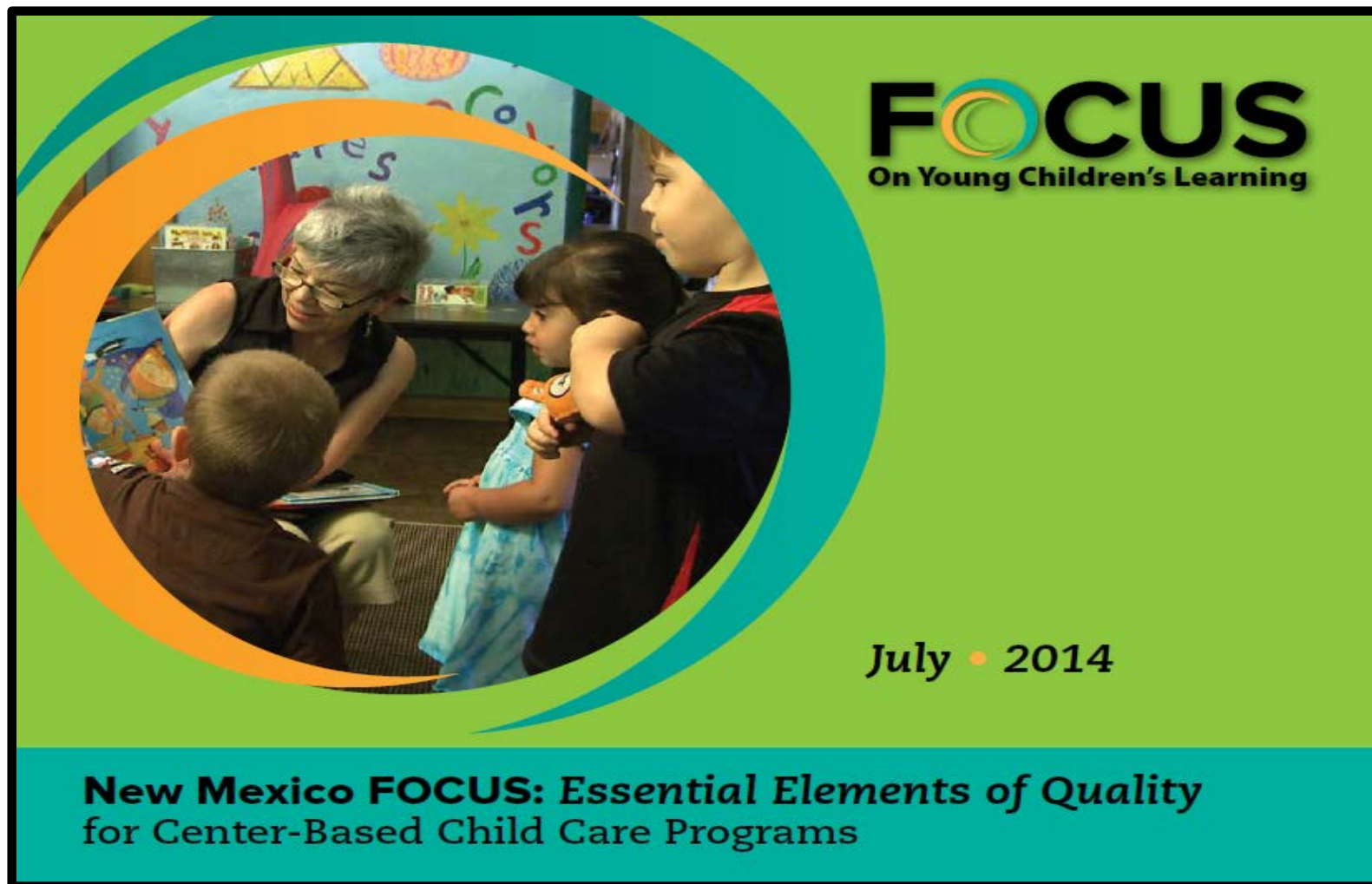
July 2012

On-site coaching and consultation



UNMCE, Early Childhood Services Center, NM PreK Professional Development and Consultation Program provides professional Development and on-site coaching and support for the successful implementation of the tools used in PreK.

AODCP & FOCUS



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Insights from the AODCP validation study for measuring curriculum and assessment practices in TQRIS

Study goals

Are the AODCP tools (portfolios, rubric ratings, lesson plan templates, NM ELGs) and processes (consultation, trainings, AODCP cycle) working for teachers and children the way they were intended?

Are the AODCP tools and processes associated with a change in classroom quality and child outcomes?

Participants

Sample
78 programs
129 classrooms
99 teachers
17 consultants
525 children
332 parents

Methods

- Document Review:
 - Portfolios, quick checks, and lesson plans; all from fall and spring
- Teacher Survey
- Consultant and parent interviews
- Child assessments: Fall/Spring
- Classroom observations: PreK CLASS

Assessing AODCP Implementation

Coding process for reviewing the documentation of teachers' curriculum and assessment practices:

Curriculum & Instruction	Observation & Assessment
Large group activity and indicator match	Quick Looks
Small group activity and indicator match	Portfolio indicator match
Variety of activities	Rubric rating match
Planning	Detail
Modification	Objectivity
Reflection	Embedded EIs

Key Findings

Curriculum:

- Teachers infrequently documented their plans, modifications, and/or reflections.

Assessment:

- Teachers had a difficult time assigning the correct rubric rating to the observed skill or competency level

“Quality” of curriculum & assessment implementation varies by:

- years of experience in NM PreK;
- domain of instruction (i.e., reading, numeracy)
- among children within the same classroom

Teacher Characteristics

Teacher Characteristics by Quality Groups

	N	Mean	SD	Min	Max
Low Quality of Implementation Group					
Experience in ECE field, in years	40	10.43	2.92	0.5	12
NM PreK experience, in years	40	5.06	4.31	0.5	12
Percent with 4-year college degree	34	0.74	0.45	0	1
Some Spanish instruction ¹	41	0.59	0.50	0	1
Mid-Quality of Implementation Group					
Experience in Field in years	201	9.67	2.90	0.5	12
NM PreK experience in years	201	5.32	4.16	0.5	12
Percent with 4-year college degree	201	0.73	0.44	0	1
Some Spanish instruction ¹	205	0.64	0.48	0	1
High-Quality of Implementation Group					
Experience in Field in years	15	10.33	2.55	6	12
NM PreK experience in years	15	7.00	3.69	2.5	12
Percent with 4-year college degree	15	0.47	0.52	0	1
Some Spanish instruction ¹	15	0.93	0.26	0	1

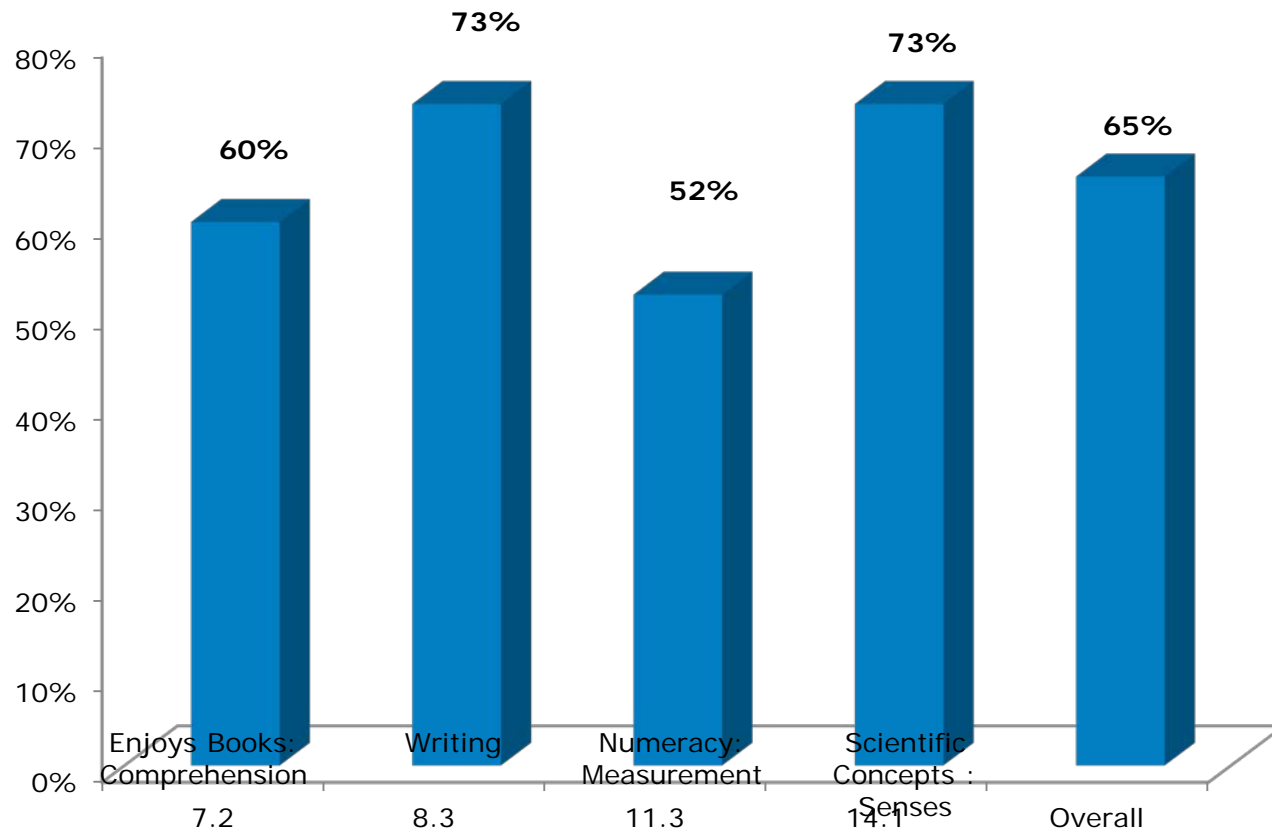
Note. ¹Spanish instruction was coded as 0 = no Spanish Instruction; 1 = some Spanish Instruction.

Differences by domain of learning

Child	Gender	Age	Developmental level	Language
Jay	Male	4yr. 3mo.	Typically	English
Chloe	Female	4yr. 6mo.	Typically	English
Ana	Female	4yr. 8mo.	Typically	Dual language

- ✓ 8 vignettes: 2 for each of the portfolio Essential Indicators
- ✓ Teachers rated each vignette according to appropriate rubric
- ✓ Rubric ratings scored against set of master codes

Percent of vignettes scored correctly



Within classroom differences

Intraclass Correlation Coefficient for Portfolio Collection Forms

Variable	ICC (Fall)	ICC (Spring)
Indicator Match for EI 7.2	0.28	0.35
Indicator Match for EI 8.3	0.37	-0.16
Indicator Match for EI 11.3	0.19	0.39
Indicator Match for EI 14.1	0.11	0.38
Rubric Rating Match for EI 7.2	0.33	0.28
Rubric Rating Match for EI 8.3	0.39	0.14
Rubric Rating Match for EI 11.3	0.26	0.21
Rubric Rating Match for EI 14.1	0.07	0.38
Detail for EI 7.2	0.10	0.28
Detail for EI 8.3	0.82	0.46
Detail for EI 11.3	0.15	0.79
Detail for EI 14.1	0.11	0.04
Objectivity Match for EI 7.2	0.56	0.37
Objectivity Match for EI 8.3	0.49	0.40
Objectivity Match for EI 11.2	0.26	0.31
Objectivity Match for EI 14.1	0.13	0.29

Note. Bolded numbers indicate ICC scores above .50.

Discussion: Applications for QRIS implementation

Understanding curriculum implementation is *process* oriented – it happens over time, across children and domains of learning.

- How can coaches/TA providers maximize the use of lesson plans to understand how well teachers are operationalizing ELGS in the classroom and planning activities?
- What tools or skills do coaches/TA providers need to best understand how teachers are individualizing instruction for each child?
- What tools and strategies do state systems need to best understand how curriculum practices are being implemented to inform continuous quality improvement?

Discussion: Take aways for research

- When trying to understand the implementation of curriculum and assessment we have to learn more about the interaction of teacher characteristics, content, and the characteristics of the children in the classroom.
- We need more specific measures to understand what is happening in the classroom around curriculum and instruction, and how teachers process assessment/observation data to tailor their instruction.

Discussion: Emerging measures

The Classroom Learning Activities Checklist

Preschool Classroom CLAC Scores, Overall and by Program Star Rating

	CLAC		
	n	Mean	SD
New Mexico Programs Overall	53	5.04	0.93
Programs by FOCUS Star Ratings			
3 Star	11	4.31	0.86
4 Star	7	4.83	0.84
5 Star	13	5.26	0.91
PED	20	5.36	0.88

Source: Classroom observation data 2016, Child Trends

Candee, A. J. (2016). The classroom learning activities checklist: Validity evidence of an observation tool in preschool (Doctoral dissertation, University of Minnesota).

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