BUILDING AN EFFECTIVE EARLY CHILDHOOD SYSTEM IN NORTH CAROLINA

NC DEPARTMENT OF PUBLIC INSTRUCTION
Vision: Each child is honored, respected, and empowered to achieve success in school and life.

Mission: The Office of Early Learning believes a strongly aligned, high-quality early learning experience increases success for all children in school and life. Therefore, we exist to collaboratively reform and support a coherent and aligned approach to teaching and learning from early care and education to the primary grades and beyond.
NC RTT-ELC Projects and Goals

K-3 Formative Assessment Process

• **Goal:** Support school success by developing and implementing a valid and reliable Kindergarten Entry Assessment within a broader K-3 Assessment that measures the five domains of development and is used by teachers to guide instruction

• **Project End date** - December 2016
K-3 ASSESSMENT - KEY ACCOMPLISHMENTS

KEA

K-3 Formative Assessment
K-3 Assessment - Key Accomplishments

- Social/Emotional Development
- Language Development and Communication
- Approaches to Learning
- Health and Physical Development
- Cognitive Development
K-3 ASSESSMENT - KEY ACCOMPLISHMENTS

Purpose of the K-3 Assessment is...

to inform teaching and learning.
K-3 Formative Assessment Process: A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

AERA/APA/NCME, 2014
CCSSO, 2006
<table>
<thead>
<tr>
<th>Domain</th>
<th>K-3 Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to Learning</td>
<td>Engagement in Self-Selected Activities Perseverance in Assigned Activities</td>
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<tr>
<td>Cognitive Development</td>
<td>Object Counting Problem Solving</td>
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<tr>
<td>Emotional-Social Development</td>
<td>Emotional Literacy Emotion Regulation</td>
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<tr>
<td>Health &amp; Physical Development</td>
<td>Fine Motor Development Midline Motor Development Gross Motor Development</td>
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<tr>
<td>Language Development &amp; Communication</td>
<td>Following Directions Letter Naming Book Orientation &amp; Print Awareness Vocabulary Writing Reading Comprehension</td>
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K-3 ASSESSMENT - FUTURE WORK

• Full K-3 Pilot - January - March, 2016
• Usability Testing - January - June, 2016
• Full Kindergarten Implementation - Fall, 2016
• Initial K-3 Implementation - Fall, 2016
HOW PROJECTS FIT INTO THE BROADER EARLY CHILDHOOD SYSTEM BUILDING EFFORTS

• Supports a Birth-3rd Grade Continuum
  – Leverages gains made in B-5 programs
  – Influences instructional practices across the span
  – Provides information at kindergarten entry that can inform professional development and support provided for B-5 programs
SUSTAINABILITY EFFORTS

- Module Development
- Collaboration with IHEs on pre-service courses
- Excellent Public Schools Act
- Statewide System of Support
AUDIENCE Q&A AND REFLECTION

• Questions?

• Reflections?
  – How does this relate to your ongoing early childhood system efforts?
  – Are there learnings that could inform your work?