Engaging with data to empower action

Christine Hole

The Learning Bar

Speaking in the ‘after lunch’ spot

Photo reference: http://uberhumor.com/president-obama-caught-a-kid-sleeping

Data are exciting!

Photo reference: https://therestlesslegsblog.wordpress.com/excited/

Possible barriers to using data

- Negative or fearful attitude?
- Reduces child to a number?
- Reports are too complex?

What could some other possible barriers be to using data?

Photo reference: https://thelifebridgechurch.com/3-ways-to-not-make-christmas-morning-a-drag/

Learning to read

Critical challenge primary (grades K-3)

Grade 2/3 transition

Learning to read
to
Reading to learn

25-30% of children experience significant difficulty learning to read

Learning to read

Critical challenge primary (grades K-3)

25-30% of children experience significant difficulty learning to read

low literacy skills

Social impact beyond the school years

Offenders are three times more likely than the rest of the population to have literacy problems

Using data for **prevention**

What would the impact of early intervention be?

- Every $1 spent on early childhood education pays back $6 later

- Social impact of low literacy is severe and pervasive

Use data to inform your decision and make a difference that counts.

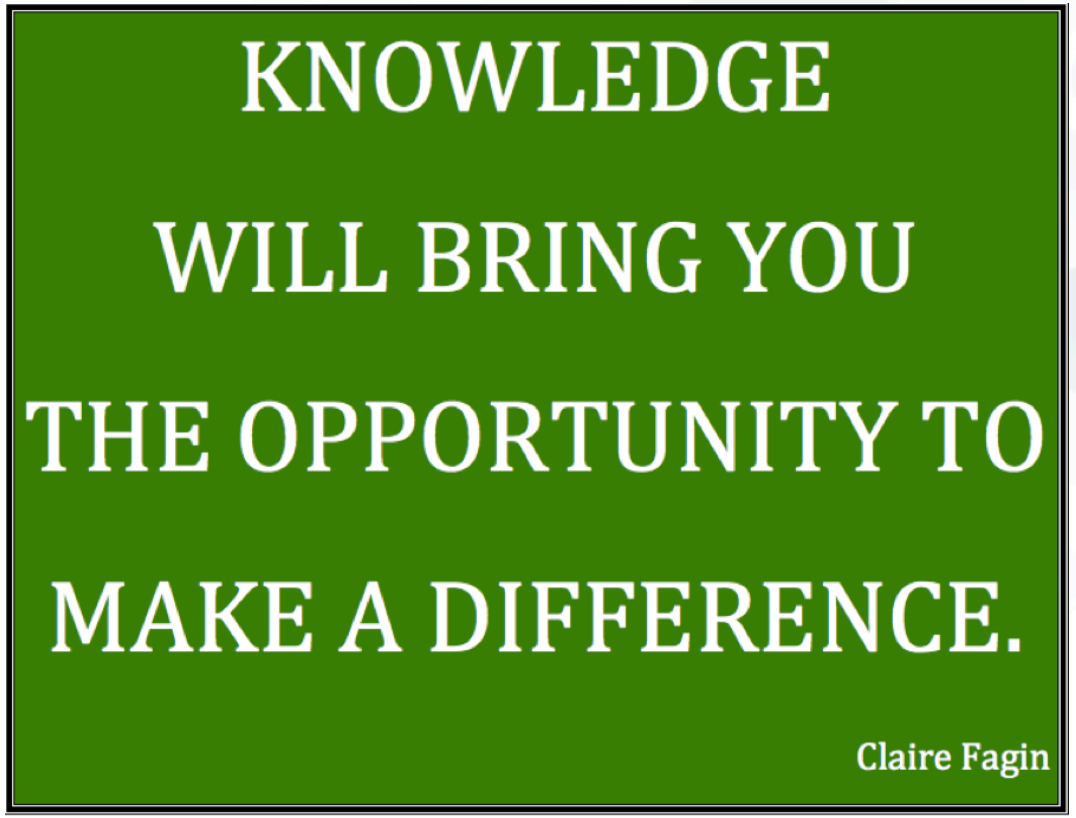
Inspired by data

Make a difference

What you do makes a difference…

However, what many of you want to know …

What the difference is that you are making.



Inspired by data

Make a difference

- What is the evidence that is informing my practice?
- What is the evidence of my practice?

Understand your impact

Make a difference that counts

When you understand your impact,

you can make decisions that

positively affect your children.

The power of data

To make a powerful change

When data go from numbers on a page …
to a comprehensive data story

- fosters understanding
- motivates action

Photo Reference:
#1
https://media2.popsugar-assets.com/files/2013/02/06/1/192/1922398/netimgJGOgeL.xxxlarge/i/How-Prep-Parent-Teacher-Conferences-Preschool.jpg
#2
https://student.societyforscience.org/sites/student.societyforscience.org/files/main/blogposts/DSC_6506.png
#3 http://wvir.images.worldnow.com/images/6646351_G.jpg

~~Data~~ Reports are exciting!

Photo Reference: https://franklintn.macaronikid.com/articles/5825d93fdafd905530a0c550/kids-eat-cheap-or-free

Developmental Domains

Developmental Domains

School readiness indicators

Children are holistic learners

- Awareness of Self and Environment
- Social Skills and Approaches to Learning
- Cognitive Skills
- Language and Communication
- Physical Development
    - Fine Motor
    - Gross Motor

The Individual Child Report

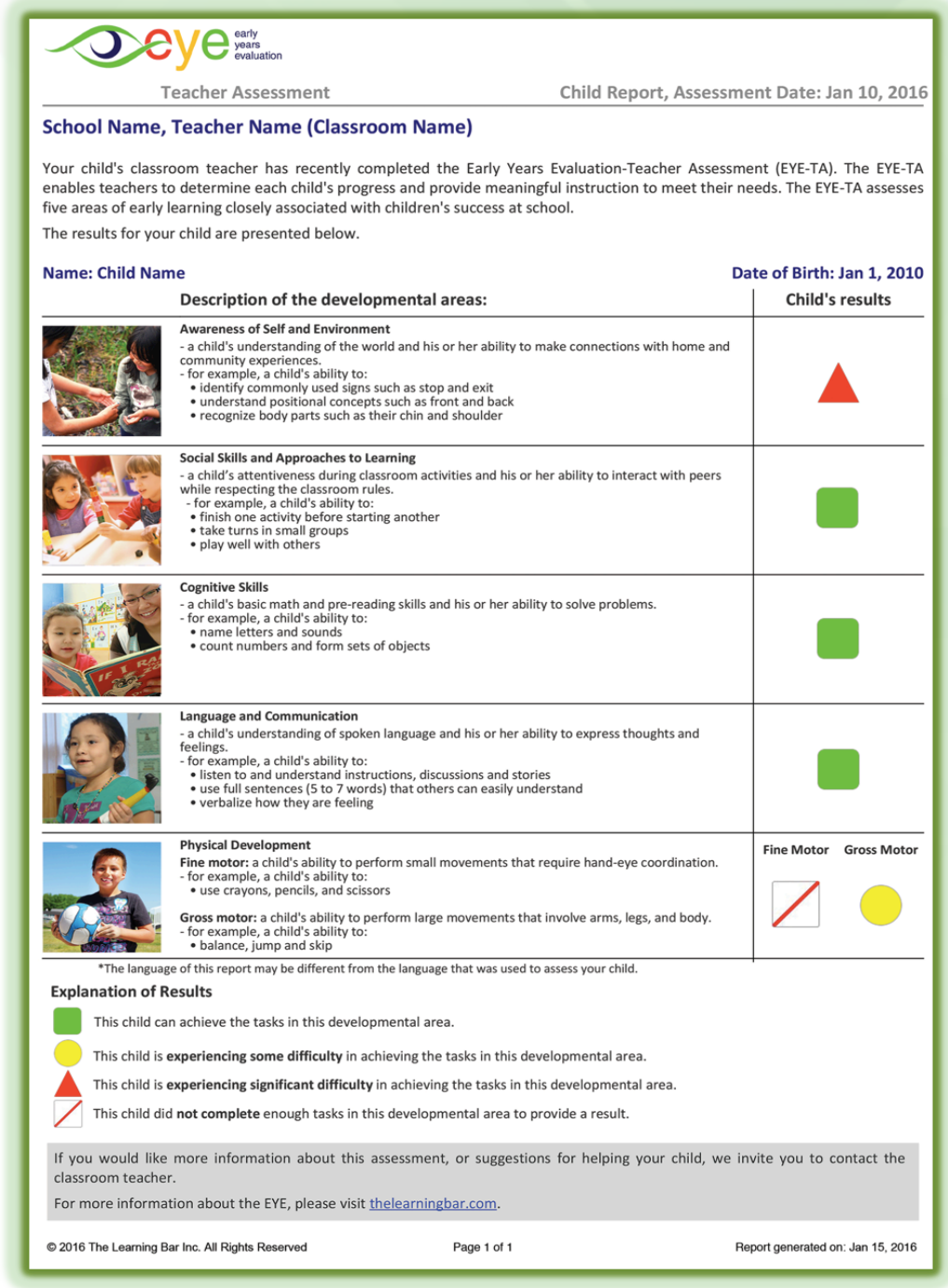
Individual Child Report

Engaging Families

- Traffic lights – intuitive
- Shows areas of strength

  = opportunities for enrichment
- Shows areas requiring more experiences

  = opportunities for growth



eye early years evaluation

Teacher Assessment — Child Report, Assessment Date: Jan 10, 2016

School Name, Teacher Name (Classroom Name)

Your child's classroom teacher has recently completed the Early Years Evaluation-Teacher Assessment (EYE-TA). The EYE-TA enables teachers to determine each child's progress and provide meaningful instruction to meet their needs. The EYE-TA assesses five areas of early learning closely associated with children's success at school.

The results for your child are presented below.

Name: Child Name — **Date of Birth: Jan 1, 2010**

Description of the developmental areas:	Child's results
Awareness of Self and Environment - a child's understanding of the world and his or her ability to make connections with home and community experiences. - for example, a child's ability to: • identify commonly used signs such as stop and exit • understand positional concepts such as front and back • recognize body parts such as their chin and shoulder	▲
Social Skills and Approaches to Learning - a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules. - for example, a child's ability to: • finish one activity before starting another • take turns in small groups • play well with others	■
Cognitive Skills - a child's basic math and pre-reading skills and his or her ability to solve problems. - for example, a child's ability to: • name letters and sounds • count numbers and form sets of objects	■
Language and Communication - a child's understanding of spoken language and his or her ability to express thoughts and feelings. - for example, a child's ability to: • listen to and understand instructions, discussions and stories • use full sentences (5 to 7 words) that others can easily understand • verbalize how they are feeling	■
Physical Development **Fine motor:** a child's ability to perform small movements that require hand-eye coordination. - for example, a child's ability to: • use crayons, pencils, and scissors **Gross motor:** a child's ability to perform large movements that involve arms, legs, and body. - for example, a child's ability to: • balance, jump and skip	Fine Motor: ⊘ Gross Motor: ●

*The language of this report may be different from the language that was used to assess your child.

Explanation of Results

- ■ This child can achieve the tasks in this developmental area.
- ● This child is **experiencing some difficulty** in achieving the tasks in this developmental area.
- ▲ This child is **experiencing significant difficulty** in achieving the tasks in this developmental area.
- ⊘ This child did **not complete** enough tasks in this developmental area to provide a result.

If you would like more information about this assessment, or suggestions for helping your child, we invite you to contact the classroom teacher.

For more information about the EYE, please visit thelearningbar.com.

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Report generated on: Jan 15, 2016

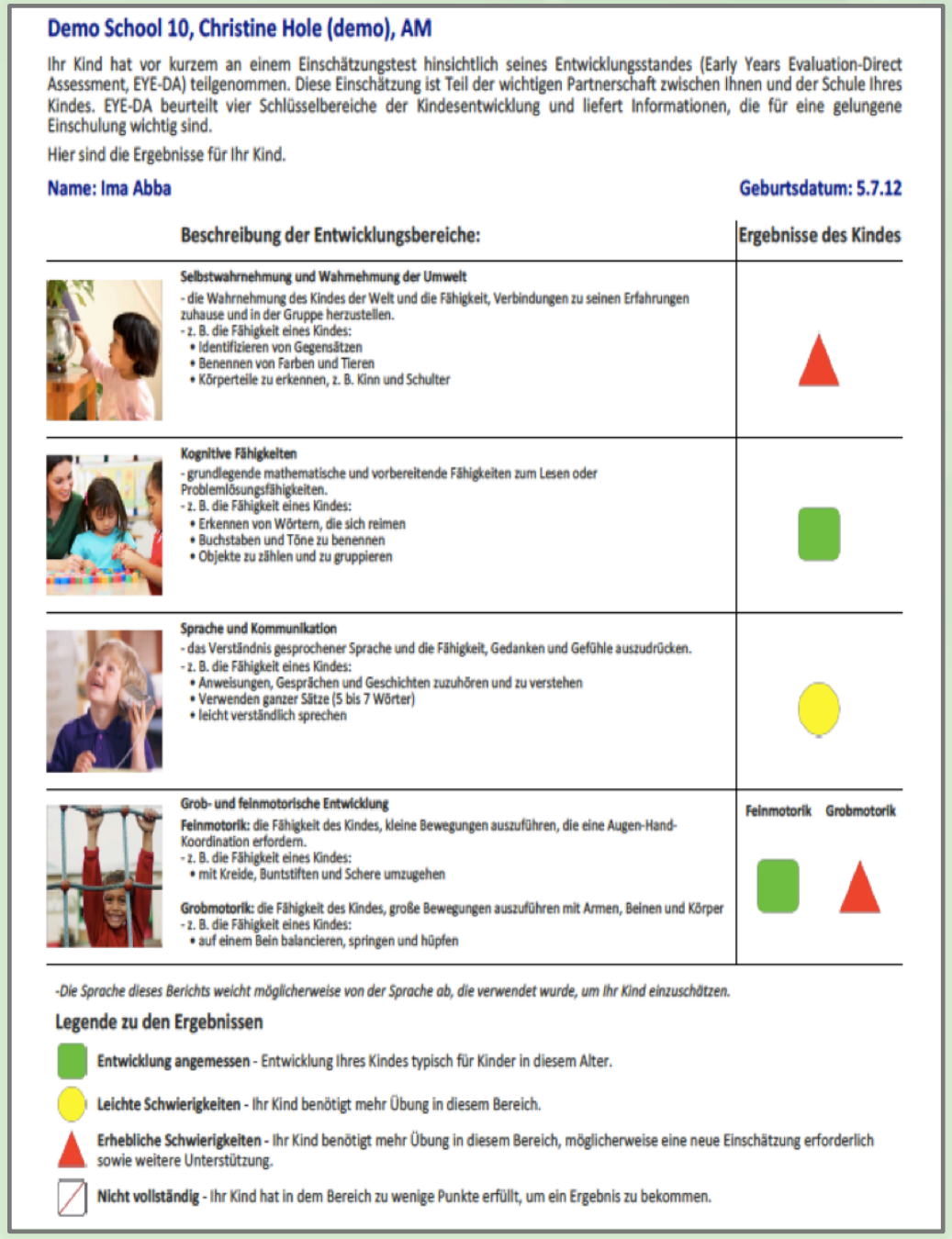
Individual Child Report

Engaging Families

Getting all stakeholders:

- Educators
- Families
- Communities

on the same page, quickly.



Demo School 10, Christine Hole (demo), AM

Ihr Kind hat vor kurzem an einem Einschätzungstest hinsichtlich seines Entwicklungsstandes (Early Years Evaluation-Direct Assessment, EYE-DA) teilgenommen. Diese Einschätzung ist Teil der wichtigen Partnerschaft zwischen Ihnen und der Schule Ihres Kindes. EYE-DA beurteilt vier Schlüsselbereiche der Kindesentwicklung und liefert Informationen, die für eine gelungene Einschulung wichtig sind.

Hier sind die Ergebnisse für Ihr Kind.

Name: Ima Abba **Geburtsdatum: 5.7.12**

	Beschreibung der Entwicklungsbereiche:	Ergebnisse des Kindes
	Selbstwahrnehmung und Wahrnehmung der Umwelt - die Wahrnehmung des Kindes der Welt und die Fähigkeit, Verbindungen zu seinen Erfahrungen zuhause und in der Gruppe herzustellen. - z. B. die Fähigkeit eines Kindes: • Identifizieren von Gegensätzen • Benennen von Farben und Tieren • Körperteile zu erkennen, z. B. Kinn und Schulter	
	Kognitive Fähigkeiten - grundlegende mathematische und vorbereitende Fähigkeiten zum Lesen oder Problemlösungsfähigkeiten. - z. B. die Fähigkeit eines Kindes: • Erkennen von Wörtern, die sich reimen • Buchstaben und Töne zu benennen • Objekte zu zählen und zu gruppieren	
	Sprache und Kommunikation - das Verständnis gesprochener Sprache und die Fähigkeit, Gedanken und Gefühle auszudrücken. - z. B. die Fähigkeit eines Kindes: • Anweisungen, Gesprächen und Geschichten zuzuhören und zu verstehen • Verwenden ganzer Sätze (5 bis 7 Wörter) • leicht verständlich sprechen	
	Grob- und feinmotorische Entwicklung **Feinmotorik:** die Fähigkeit des Kindes, kleine Bewegungen auszuführen, die eine Augen-Hand-Koordination erfordern. - z. B. die Fähigkeit eines Kindes: • mit Kreide, Buntstiften und Schere umzugehen **Grobmotorik:** die Fähigkeit des Kindes, große Bewegungen auszuführen mit Armen, Beinen und Körper - z. B. die Fähigkeit eines Kindes: • auf einem Bein balancieren, springen und hüpfen	Feinmotorik Grobmotorik

-Die Sprache dieses Berichts weicht möglicherweise von der Sprache ab, die verwendet wurde, um Ihr Kind einzuschätzen.

Legende zu den Ergebnissen

Entwicklung angemessen - Entwicklung Ihres Kindes typisch für Kinder in diesem Alter.

Leichte Schwierigkeiten - Ihr Kind benötigt mehr Übung in diesem Bereich.

Erhebliche Schwierigkeiten - Ihr Kind benötigt mehr Übung in diesem Bereich, möglicherweise eine neue Einschätzung erforderlich sowie weitere Unterstützung.

Nicht vollständig - Ihr Kind hat in dem Bereich zu wenige Punkte erfüllt, um ein Ergebnis zu bekommen.

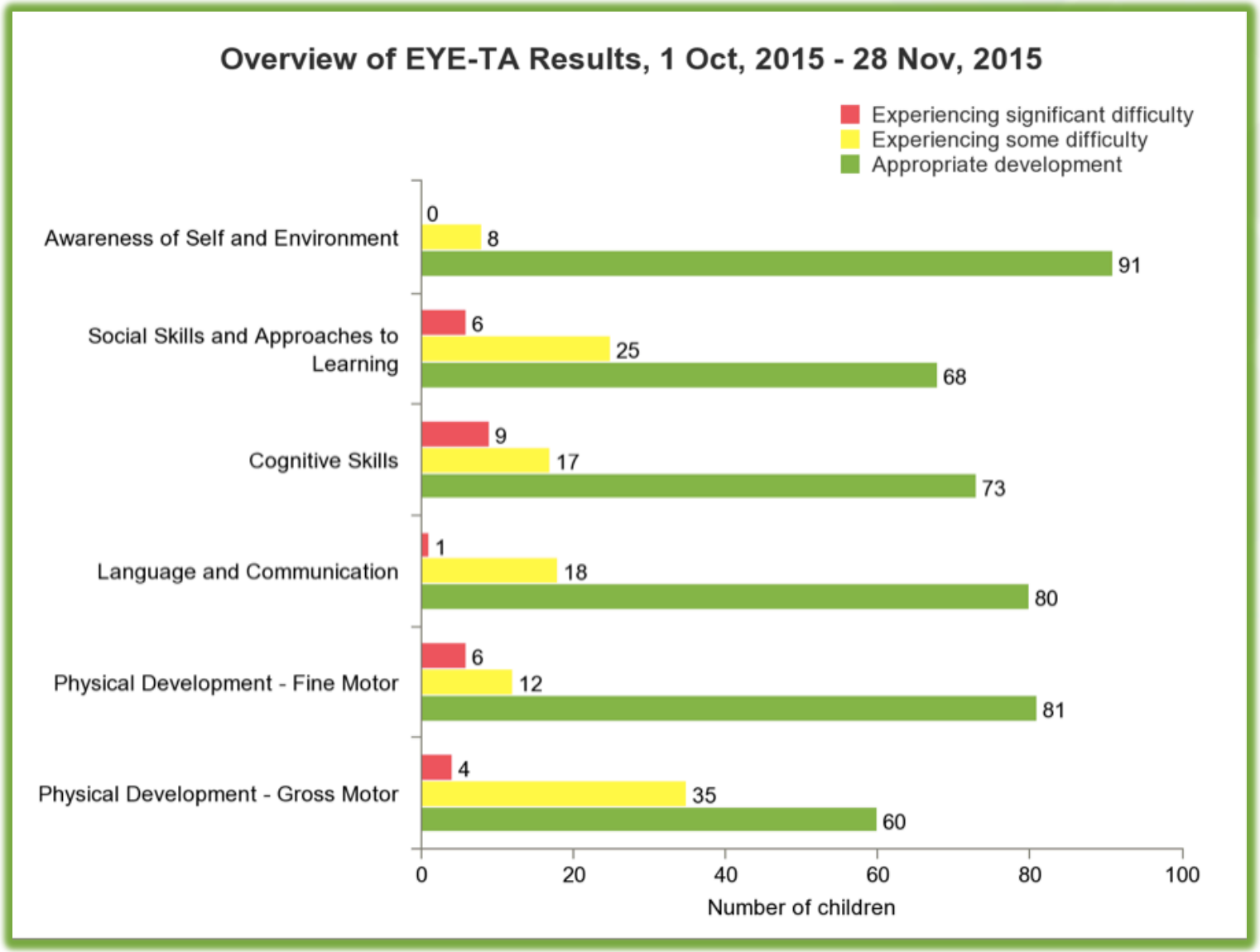
Class Report

Informing and guiding Instruction

Child	Domain					
	Awareness of Self and Environment	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development	
					Fine Motor	Gross Motor
Child 01	2.63	3.00	2.38	2.63	2.60	1.80
Child 02	3.00	2.75	2.75	2.88	2.80	1.20
Child 03	2.25	1.63	0.63	2.25	1.80	1.80
Child 04	2.63	2.88	3.00	2.63	1.80	2.20
Child 05	2.25	1.88	2.25	1.88	2.20	0.20
Child 06	2.75	1.00	2.13	2.38	1.40	1.60
Child 07	2.50	2.50	2.13	2.63	2.00	1.60
Child 08	2.63	2.75	1.88	2.25	2.40	2.60
Child 09	2.63	1.50	1.75	2.25	0.80	1.80
Child 10	2.75	2.63	2.50	2.75	2.40	2.60
Child 11	2.13	2.50	0.75	2.38	2.00	1.20
Child 12	2.00	2.63	1.13	2.50	1.40	1.00
Child 13	2.63	2.75	2.38	2.50	3.00	2.80
Child 14	2.63	2.38	1.50	2.63	2.00	2.80
Child 15	2.50	2.50	2.00	2.50	2.20	2.60
Child 16	2.63	2.88	2.75	2.75	2.80	2.20

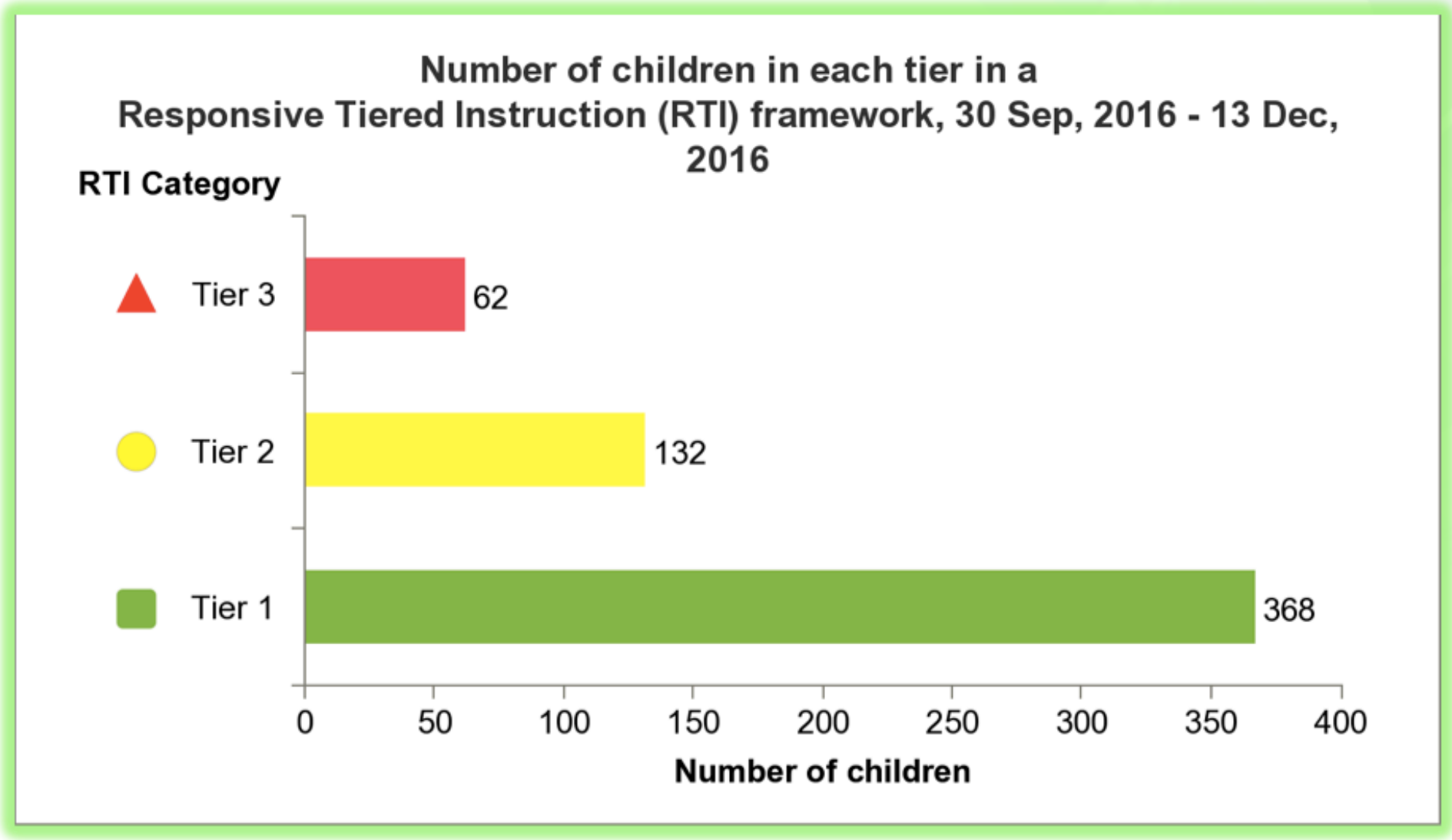
School Report

Informing school development planning



Division Report

Engaging community partners



How are you engaging with data to <u>empower</u> action?

Photo reference: http://d1marr3m5x4iac.cloudfront.net/images/original/I0-001/038/832/028-5.jpeg_/pediatric-symposium-28.jpeg

Engaging with data to empower action

Sunrise School Division

"The regional parent-child coalition re-allocated budget dollars to provide pre-school programming in an under-served community. EYE-Teacher Assessment(EYE-TA) results helped inform this decision.

Schools used EYE-TA information to build profiles to plan for supporting students in Grade One.

Even though initially a teacher was not concerned about a specific child's progress, the EYE-TA report highlighted an area where there was the opportunity for growth. This lead to the child receiving additional support."

Engaging with data to empower action

Interlake School Division

"We use the EYE-Teacher Assessment (EYE-TA) data to support progress conversations with families of our Kindergarten children.

The data conveys our areas of focus for teaching and learning and provides an opportunity for teachers, children, and families to build individualized plans for supporting the youngest members of our school community."

Engaging with data to empower action

Southwest Horizon School Division

"We need to gather information about each child's development to successfully plan for each learner. Southwest Horizon School Division implemented the EYE Direct Assessment (EYE-DA) and the EYE-Teacher Assessment (EYE-TA) in the 2014/15/16/17. Our focus is:

- ***Identifying and meeting each child's learning needs;***
- ***The data collected informs our educator's plans for instruction and inform our parents about their child's well-being and development;***
- ***Both instruments assist school teams when planning tier 2 and 3 interventions.***
- ***We also utilize the divisional data to set priorities in early years programming."***

Engaging with data to empower action

Evergreen School Division

"Evergreen school division uses a variety of data to inform decision-making and instruction. We use the EYE-Direct Assessment (EYE-DA - pre-school instrument) to help identify children's areas of strength as well as areas where the child would benefit from further experiences.

Our team looks at each child's profile to ensure that we design instruction that will enhance each child's specific learning needs. We also use the data from the EYE-DA to connect with other service providers to offer support based on the EYE-DA results.

We meet with parents to share the child's EYE-DA results and provide the families with examples of what they can do at home to promote their child's development. "

How are you engaging with data to <u>empower</u> action?

Photo reference: http://d1marr3m5x4iac.cloudfront.net/images/original/I0-001/038/832/028-5.jpeg_/pediatric-symposium-28.jpeg

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“Vulnerability is our most accurate measurement of courage.”

Dr. Brené Brown