

# K-3 FAP Research Update



# Effects of District Specific Professional Development on Teacher Perceptions of a Statewide Kindergarten Formative Assessment

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# Overview

- ▶ Assessment Background and Implementation Structure
- ▶ Study Structure
- ▶ Findings
  - ▶ Professional development
  - ▶ Teacher perceptions of assessment utility
  - ▶ External factors affecting perceptions of utility and overall implementation support
- ▶ Looking forward, what's next?

# K-3 Formative Assessment Process: Kindergarten Entry Assessment

- ▶ First 60 days of the 2015-2016 academic year
- ▶ Teachers gathered evidences of student learning, then uploaded those evidences to an online platform to monitor progress and inform their instruction
- ▶ Districts created their own implementation plans based on their unique capacities with guidance from state consultants assigned to each state board of education region.

# K-3 Formative Assessment Process: Kindergarten Entry Assessment (KEA)

Domain	Construct Progression
Approaches to Learning	Engagement in Self-selected Activities
Emotional and Social Development	Emotional Literacy
Health and Physical Development	Grip and Manipulation
	Hand Dominance
	Crossing Midline
Cognitive Development	Object Counting
Language Development and Communication	Book Orientation
	Print Awareness
	Letter Naming
	Following Directions

# Study Structure

## ▶ Case Studies

- ▶ 6 schools in 3 districts
- ▶ Classroom observations
- ▶ Interviews
  - ▶ 19 teachers, 5 principals, 2 district administrators, 2 instructional coaches

## ▶ Electronic Survey

- ▶ 736 responses
- ▶ Responses from 102 of the 115 NC districts

# Findings - Professional Development

- ▶ A number of teachers did not receive training prior to implementation (12.9% of survey respondents, 20 districts)
- ▶ Districts took different approaches to professional development
  - ▶ Duration between 30 minute meeting and full multi-day workshops
  - ▶ Trainers included district administrators, curriculum specialists, pilot and demonstration teachers, and technology specialists
  - ▶ Methods included online webinar modules, centralized taught training courses, and/or training during grade level/PLC planning meetings
    - ▶ Minimal hands-on exposure to the platform (35.9% of survey respondents)

Please choose the best fit for each of the following statements. After training I...	2015 Implementation			2014 Pilot
	% D & SD	% N	% A & SA	% A & SA
understood the purpose of the KEA.	35.2	21.3	43.5	60.3
understood the formative nature of this assessment.	24.6	22.7	52.7	66.2
could identify current instruction or assessment practices that can act as evidence for the construct progressions.	26.2	20.1	53.7	57.4
felt confident in my ability to upload evidences to the electronic platform.	45.9	20.4	33.7	30.9
understood how to pull reports from the electronic platform to assist with instructional planning.	63.1	18.8	18.5	27.9
felt prepared to use KEA data to inform instructional decisions for my students.	49.0	23.8	27.3	38.3



# Findings - PD continued

- ▶ Districts where teachers reported positive training experiences:
  - ▶ While their length varied, all included multiple district level workshops
  - ▶ Training was developed and conducted by a district implementation team (DIT)
  - ▶ Teachers given opportunity to visit demonstration classrooms
  - ▶ Teachers provided support to attend a state educators' association conference where KEA process was discussed

# Effects of PD Inconsistencies

- ▶ Electronic platform

It is a database to “house multiple sources of assessment data for the state’s use.”

- ▶ Teacher understanding of FAP purpose and process

“We decided the only way to accomplish the KEA was to not teach reading groups for one week in order to test each child one-on-one. That model is the only realistic way and its testing does not help our students learn.”

# Perceptions of Assessment Utility

## ▶ Book Orientation and Print Awareness

- ▶ 58.5% of teachers felt they could make meaningful instructional decisions based on data from these progressions.

## ▶ Object Counting

- ▶ 66.4% of teachers felt they could make meaningful instructional decisions based on data from this progression.

# External Influences

## ▶ High-stakes Accountability

“[Other assessments] are used as part of our teacher quality evaluation...so we must attend to them to have a continued career in education [in this state].”

## ▶ Administrator Support

“We use [another assessment’s] data for instructional planning in this school, and we will only discuss how to incorporate the KEA assessment into lesson plans so that it does not disrupt teaching or learning and negatively affect our school’s test scores.”

~Principal’s words as reported  
by a kindergarten teacher

# What's Next?

- ▶ Implementation Case Study
  - ▶ October 2016 - June 2017
  - ▶ Focusing on facilitators and barriers to implementation at the state, region, district, and school level
    - ▶ State Steering Committee
    - ▶ State Implementation Design Team
    - ▶ Regional, District, and Building Implementation Teams
    - ▶ Communication and Feedback Loops

# Contact Us

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