

K-3 FAP Research Update



An Examination of the Implementation of a Statewide Kindergarten Electronic Portfolio Assessment

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Overview

- Background Information
- Research Questions
- Methodology
- Results
- Conclusion

Background

- The purpose of this study was to gather administrator and teacher feedback regarding the professional development received during K-3 FAP: KEA implementation, and practitioner perceptions of the assessment content and its utility for driving instruction.

K-3 FAP Process

- Evidences were used to denote the ‘learning status’ of students along 3 different construct progressions:
 - Book orientation
 - Object Counting
 - Print awareness

K-3 FAP Process

- Teachers were tasked with gathering and entering 'evidences' related to child development
 - Anecdotal notes
 - Photographs
 - Videos
 - Student work samples
 - Audio recordings

Research Questions

- 1) How does the quantity of collected evidences and children's placement on the progressions differ based children's demographics, and resources provided by districts?
- 2) How do teachers' resources and perceptions about KEA affect their implementation of the assessment?

Electronic Evidences Overview

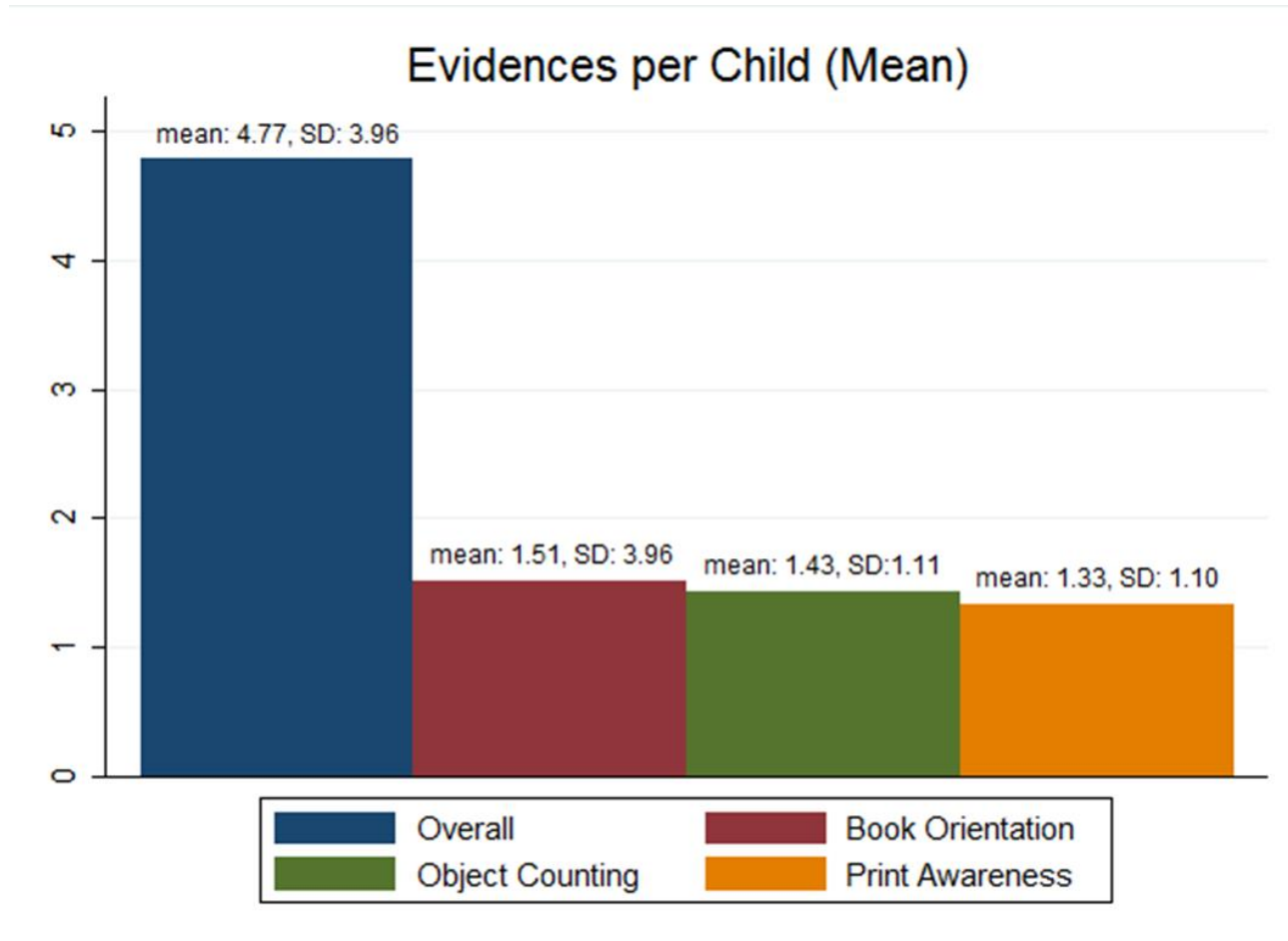
Original Study

- 5,252 teachers
- 86,913 children
- 1,105 schools
- 113 districts

This Study

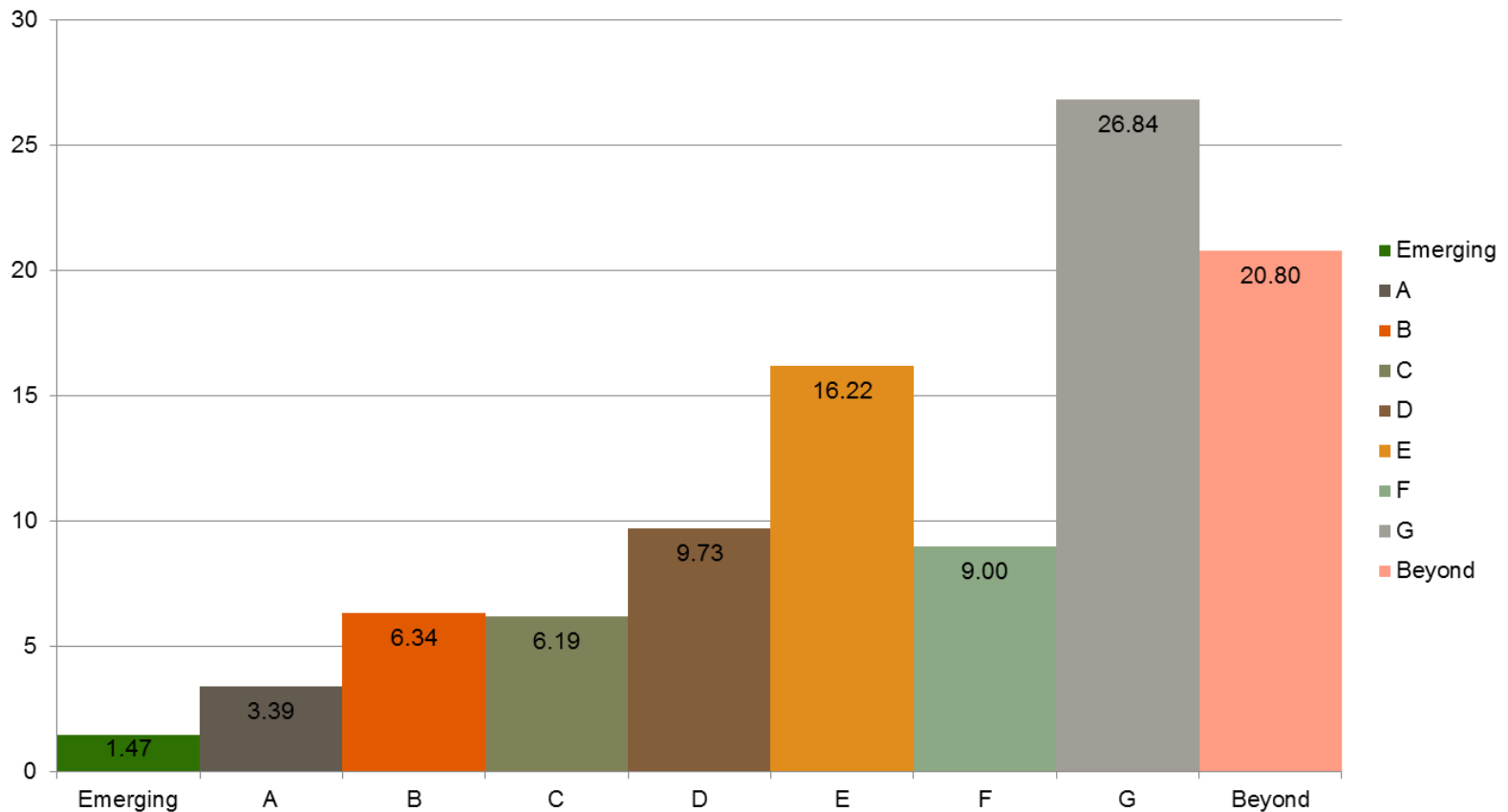
- 36 teachers
- 678 children
- 35 schools
- 22 districts

Evidences per Child



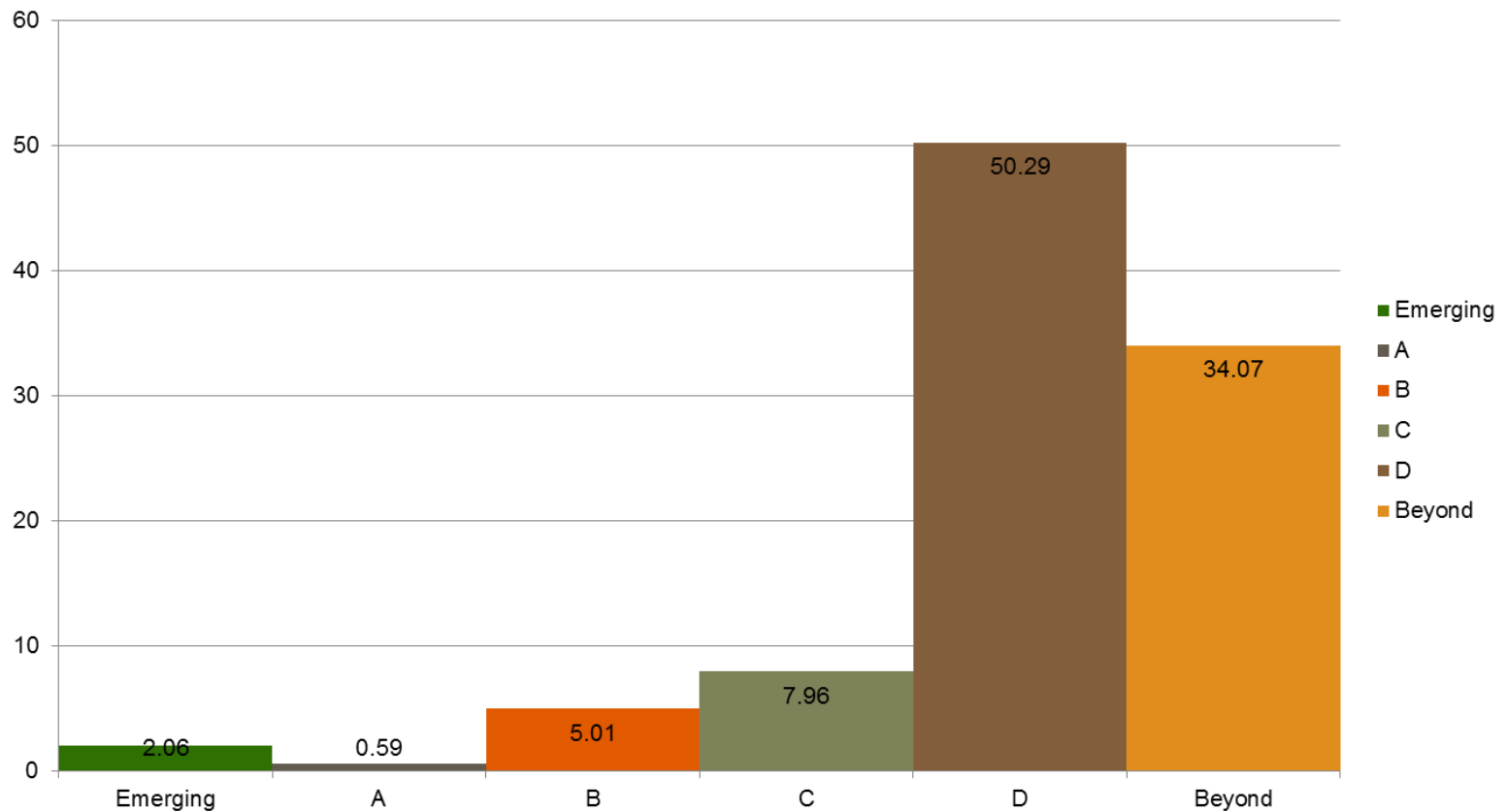
Object Counting - Children's Placement

Object Counting - Children's Placement



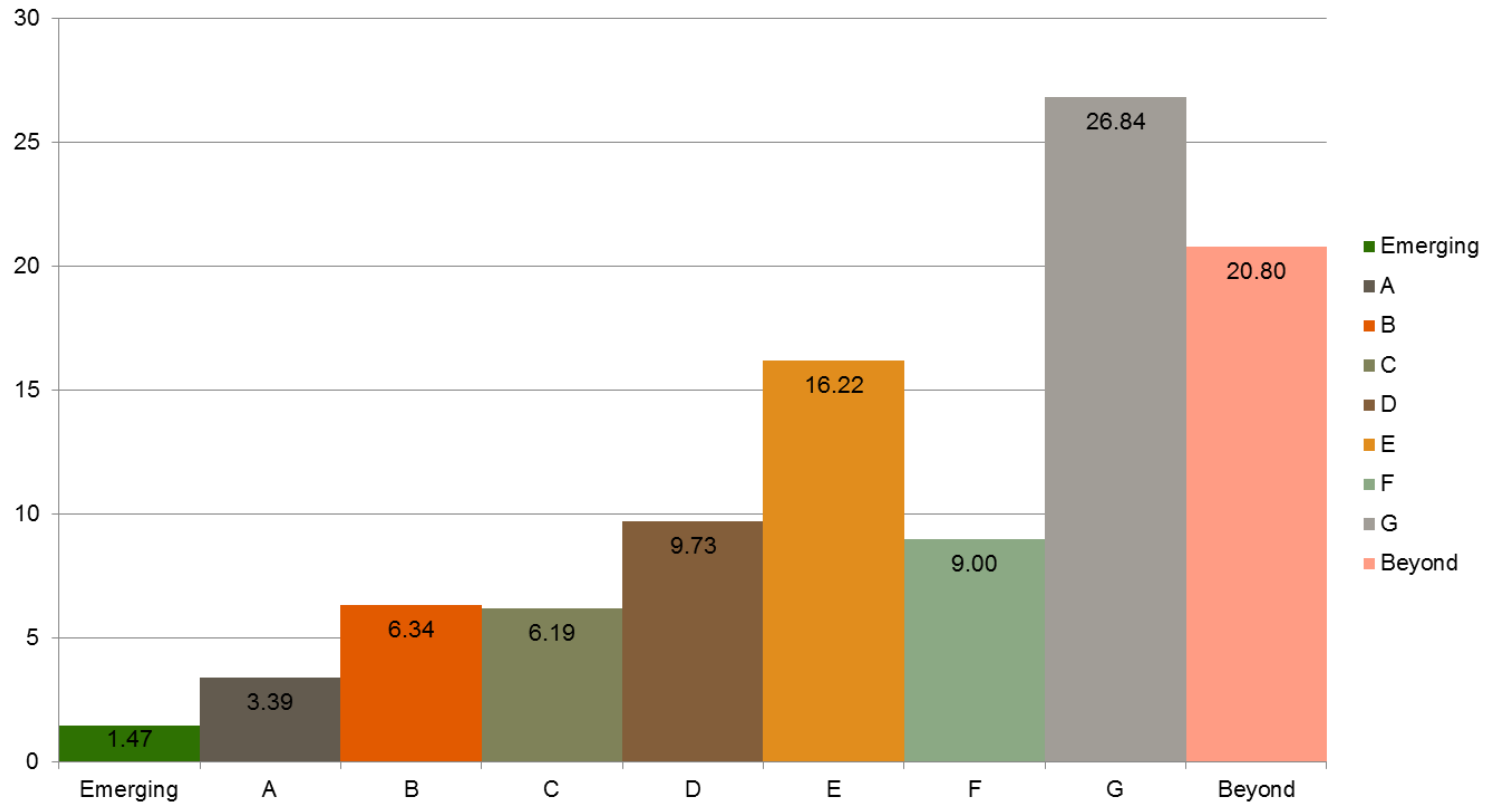
Book Orientation – Children’s Placement

Book Orientation - Children's Placement



Print Awareness– Children's Placement

Print Awareness - Children's Placement



HLM Model

- Dependent Variables:
 - Evidences per child (overall and for each progression)
 - Children's placement in each progression

HLM Model

- Independent Variables – Level 1 (Child Level)
 - New student, Age, Repeated Preschool or Kindergarten, Girl, African American, Latino, and Free/ Reduced Lunch Eligibility

HLM Model

- Independent Variables – Level 2 (Teacher Level)
 - Micropolitan, computer/ laptop, iPad/ tablet, coach/ mentor, administrative support, peer support, teaching assistant, livebinder, unprepared trainer, two questions from survey:
 - BP Decision: Were you able to make instructional decisions for your students based on the data generated from the Book Orientation and/ or Print Awareness progressions?
 - OC Decision: Were you able to make instructional decisions for your students based on the data generated from the Object Counting progression?

Results – Evidences per Child

- Overall
 - BP Decision: 2.358***
 - Having a coach or mentor: -1.894**
 - Using livebinder: 3.188***
 - Having a Teaching Assistant: -4.549**

Results – Evidences per Child

- Object Counting
 - Micropolitan: 0.618**
 - Having a computer or laptop: -1.057
 - Having an iPad or tablet: -1.771
 - Using livebinder: 0.860***

Results – Evidences per Child

- Book Orientation
 - Girl: 0.085**
 - BP Decision: 0.567**
 - Computer/ Laptop: -1.012**
 - iPad/ Tablet: 0.573**
 - Having a coach or mentor: -0.544***
 - Having Administrative Support: 1.119***
 - Using livebinder: 0.526***
 - Having a Teaching Assistant: -0.945**

Results – Evidences per Child

- Print Awareness
 - BP Decision: 0.626***
 - Computer/ Laptop: -1.071**
 - Having a coach or mentor: -0.629***
 - Having Administrative Support: 1.119***

Results – Children’s Placement

- Object Counting
 - Age: 0.085***
 - Latino: -0.513**
 - Micropolitan: -1.505***
 - BP Decision: 1.293
 - Having a coach or mentor: -0.769***
 - Having an unprepared trainer: -0.960***

Results – Children's Placement

- Book Orientation:
 - Age: 0.025***
 - Girl: 0.162
 - Having a coach or mentor: -0.476***

Results – Children's Placement

- Print Awareness:
 - Micropolitan: -1.112^{**}

Qualitative Methods

- Resources teachers received:
 - Training
 - Online resources
 - Manual
 - Livebinder
 - Instructional Resources Person
 - Technical Support

Qualitative Methods

- Issues teachers experienced:
 - Unclear information
 - Purpose of KEA
 - Who had access to the website
 - How KEA can be a helpful tool
 - How to place children in the progressions

Qualitative Methods

- Issues teachers experienced:
 - Wrong information
 - How many evidences to collect
 - When to collect evidences
 - Purpose of KEA
 - Issues with the platform
 - Could not upload evidences
 - Could not access uploaded evidences

Qualitative Methods

- Teachers perception depended largely on:
 - Training
 - Clear understanding of KEA’s purpose
 - Local support
 - “My advice for better training would be that it's very important to have the support of the supervisors and the directors (...) We have a superintendent that was willing to let us take a day and get subs to make it easy for the teachers to be trained.”

Conclusion

- The main variables that affected evidences collection and how teachers placed children in the progressions are:
 - Urbanicity
 - Having a coach or mentor with a clear understanding of KEA
 - Using livebinder

Conclusion

- There is variance in training
 - Coaches, mentors, and teachers need to know:
 - Purpose of electronic portfolio
 - Who has access to uploaded evidences
 - How to use an electronic portfolio
 - Average number of evidences that they need to upload
 - How to use the progressions
- Team work
 - Active participation and support from administration
 - Collaboration among teachers