

Blueprints for Instruction and Assessment

November 3, 2016

Our Partnership

The AZ CTE Curriculum Consortium is working in collaboration with the Arizona Department of Education to help administrators and teachers manage recent changes in CTE.



Why a blueprint?

Why not a Curriculum Guide?

- Senate Bill 1525 has changed the game.

- Although it's exciting to be recognized by business and industry leaders – even to be in the TV news – with recognition comes accountability!

Our funding sources, both state and federal, require CTE students to pass Arizona Technical Skills Assessments. In addition, CTE may factor into the A-F Letter Grade Accountability System. As a result, we must perform in a data-driven world.

Why Change?

Change is hard!

Assessment accountability has changed

ADE has put in tremendous work to meet the requirements of SB 1525 in a very short amount of time.

The field is concerned because the testing stakes are high and some of the tools they used are going away

As your consortium, we asked how can we help teachers adhere to the “new phase of the assessments” comply with the validity of the test and SB 1525, yet still provide resources.

Today we are seeking your feedback on resources that we believe have the potential to help teachers improve the quality of their instruction and guide assessment development.

What is a blueprint?

This blueprint is a tool designed to guide:

Instruction and assessment

Shows the relationship between program standards, instructional time, and student success on Arizona's Technical Skills Assessments.

Teachers will be instrumental in the development of the blueprints

Content domains are bodies of knowledge, skills, or abilities to be taught or assessed.

Standards grouped together in similar topics such as:

Engineering Sciences

Domain 1- Sample

Standard 2.0- Apply a structured problem-solving process to create solutions

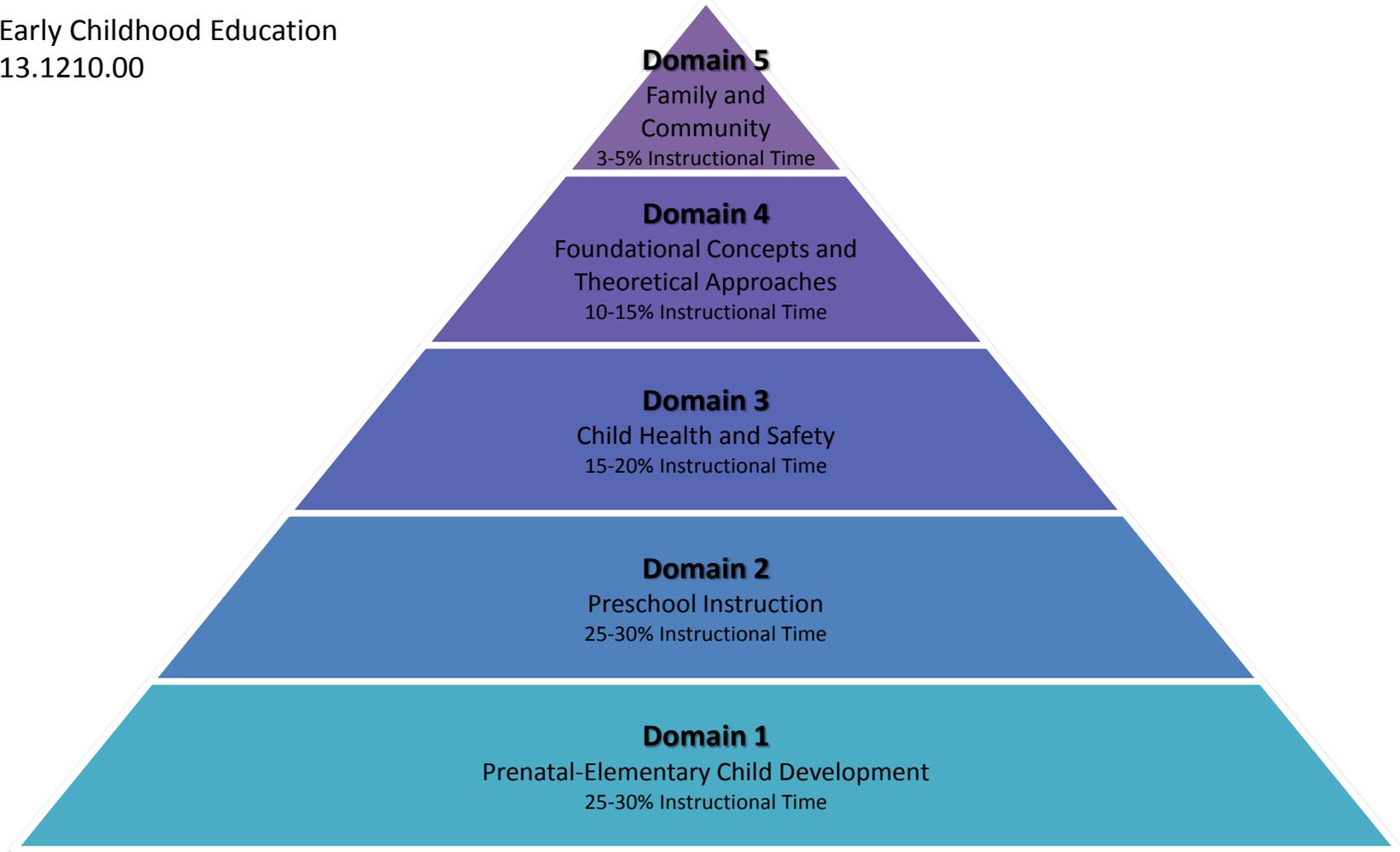
Standard 7.0-Develop a project management plan to implement a solution

Teachers then decide what percentage of instruction should be committed to these domains. Testing items are developed to meet those percentages

What are Content Domains?

Content Domains

Early Childhood Education
13.1210.00



The technical standards for the Early Childhood Education program are clustered in five domains. The greatest percentage of instructional time will be spent on Domains 1 and 2 with less time spent on Domains 3-5. Students who complete the program should be able to demonstrate a thorough knowledge of each of these categories.

Content Domains, Standards and Instruction

Early Childhood Education
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Domain	Related Standards	Instructional Time
Domain 1 Prenatal-Elementary Child Development	Standard X.X Standard X.X Standard X.X Standard X.X Standard X.X	25-30%
Domain 2 Preschool Instruction	Standard X.X Standard X.X Standard X.X Standard X.X	25-30%
Domain 3 Child Health and Safety	Standard 7.0 Examine procedures and regulations that promote health and safety in early childhood environments Standard 8.0 Examine health and nutrition in young children	15-20%
Domain 4 Foundational Concepts and Theoretical Approaches	Standard 1.0 Examine the foundational concepts and theoretical approaches of early childhood education	10-15%
Domain 5 Family and Community	Standard X.X Standard X.X	3-5%

Content domains are bodies of knowledge, skills, or abilities to be taught or assessed. They are clustered here as related technical standards for instruction. The suggested percentage of instructional time is listed for each domain. Instructional time corresponds to the percentage of assessment items included on the Technical Skills Assessment.

How Will We Create Blueprints?

Teachers will be invited to participate in professional development opportunities possibly including:

- Super Saturdays
- CTE Assessment Institutes
- ACTE Summer Conference
- Consortium Events

Teachers will recommend content domains for their CTE programs and will cluster program standards in the appropriate domains.

Teachers will suggest a recommended percentage range for instructional time based on the importance of the standards in that domain.

The Blueprint and Supporting Documents

You will receive a sample blueprint and supporting documents.

- These materials are *samples in draft form*.
- Teachers have *not* had the opportunity to provide feedback.

We want your feedback to ensure that we build a product that maintains the reliability, validity, and integrity of the Technical Skills Assessments and offers help for administrators and teachers.

We
need
your
help.

Activity

- Choose a recorder.
- Choose a reader to lead the team through the questions.
- Each document has one or more questions that need your response. Your table discussion should result in a quick responses to each question.
- We will ask you to move on after 2-3 minutes. If time permits, you can go back to add to your notes.
- Additional comments or questions can be added at the bottom of the recorder's note page. Please write your name next to your question in case we need clarification.
- We will share 1-2 of your comments for each page.
- Recorders' notes will be collected at the end of the session.
- An email sign-up sheet is on each table. If you would like the feedback from today's session emailed to you, **please write legibly.**

Blueprint for Instruction and Assessment

Early Childhood Education (ECE)

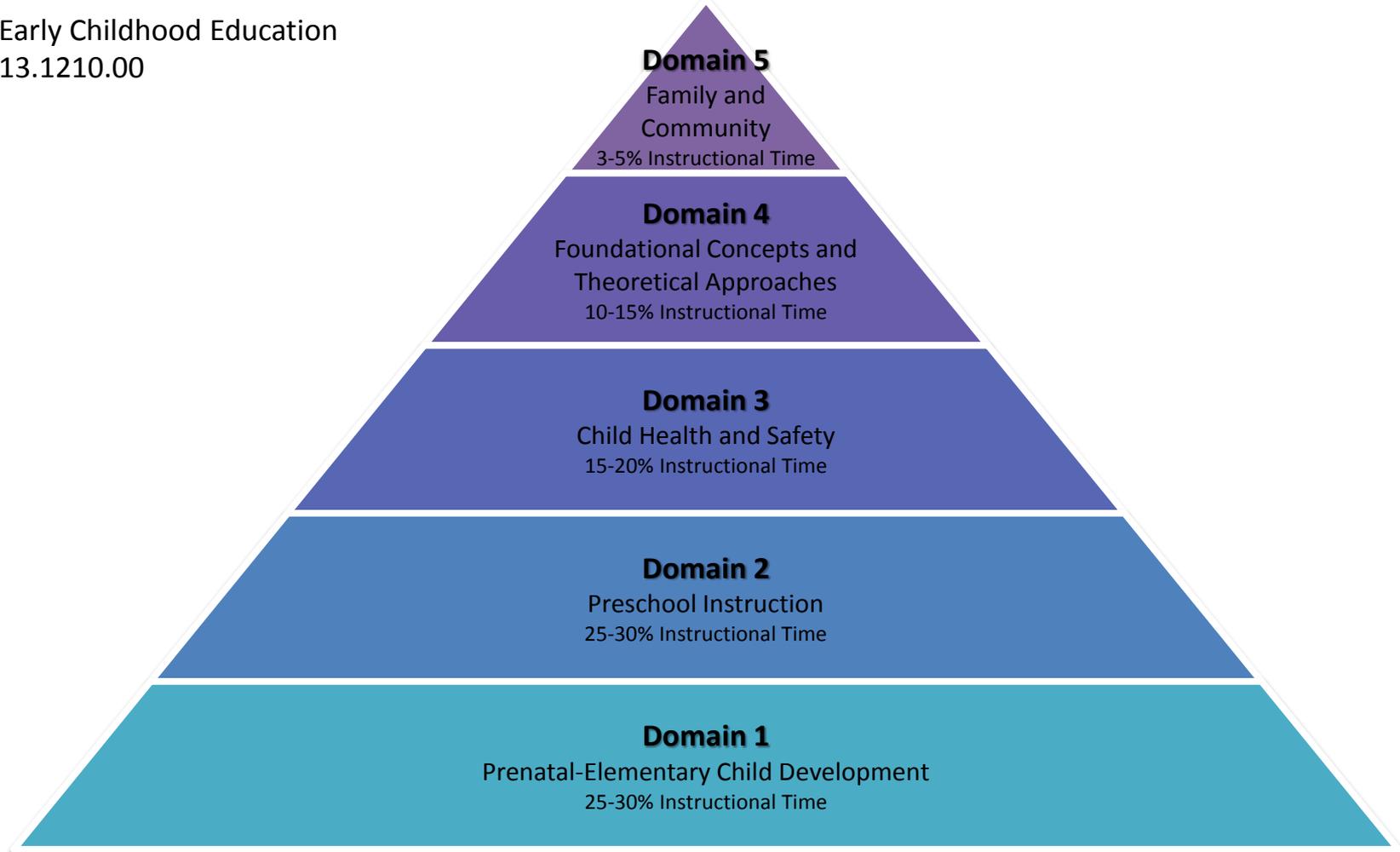
The Arizona Skills Standards Assessment System



DRAFT

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Instructional Framework

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Domain 3 Child Health and Safety 15-20% Instructional Time	
STANDARD 7.0 EXAMINE PROCEDURES AND REGULATIONS THAT PROMOTE HEALTH AND SAFETY IN EARLY CHILDHOOD ENVIRONMENTS	
7.1 Identify and wear appropriate clothing and shoes to ensure personal safety	<ul style="list-style-type: none"> • Appropriate dress for preschool teacher
7.2 Identify possible safety hazards in and around childcare settings (Indoor and outdoor)	<ul style="list-style-type: none"> • Daily safety checks • Fall zones
7.3 Describe basic health practices and prevention procedures related to childhood illnesses and communicable diseases	<ul style="list-style-type: none"> • Handwashing • Communicable diseases • Protocol for ill children at school • Diaper changing
7.4 Describe water, sun, and heat precautions and safety practices	<ul style="list-style-type: none"> • Child hydration • Sunscreen • Shade mandates
7.5 Describe proper storage and maintenance of toys, equipment, supplies, and hazardous materials	<ul style="list-style-type: none"> • Storing medication • Storing cleaning supplies • Toy safety
7.6 Describe cleaning and sanitation procedures, including maintaining the facility and equipment, laundry procedures, and dishwashing procedures	<ul style="list-style-type: none"> • Toy, diaper area, cots and bedding sanitation • Snack table preparation
7.7 Explain compliance with the Arizona Department of Health Services Child Care Licensing Regulations	<ul style="list-style-type: none"> • Fire drills • Ratios • Sign-in/sign-out
7.8 Explain compliance with OSHA (Occupational Safety and Health Administration) standards	<ul style="list-style-type: none"> • Bloodborne pathogens • Workplace safety
7.9 Implement a plan for emergency procedures	<ul style="list-style-type: none"> • Lockdown procedures • Fire drills
	CHILDREN
	<ul style="list-style-type: none"> • When and how hands should be washed
	<ul style="list-style-type: none"> • Soiled diapers • Sanitation for bathroom accidents • Feeding schedules
	<ul style="list-style-type: none"> • Head accidents • Health checks • Signs of abuse
	<ul style="list-style-type: none"> • MyPlate • Empower Standards (AZ Dept of Education) • Child and Adult Care Food Program (CACFP)
	<ul style="list-style-type: none"> • Bottle feeding • Factors leading to obesity
	<ul style="list-style-type: none"> • Participation through a food experience • Sanitation
	<ul style="list-style-type: none"> • Benefits of family style meals • Manners • Literacy
	<ul style="list-style-type: none"> • Meal schedule • Allergies
	<ul style="list-style-type: none"> • Choking hazards
	<ul style="list-style-type: none"> • Safe food service • FIFO • Cross-contamination • Bottle feeding

The instructional framework on the following pages lists each concept domain at the top and the technical standard(s) and measurement criteria for this CTE program in the left-hand column. A sampling of concepts related to each measurement criterion are listed in the right-hand column. The list of related concepts is not intended to be all-inclusive.

Sample Assessment Items

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What indicates that a child might be choking?

- a. **The child stops breathing.**
- b. The child is coughing.
- c. The child is screaming.
- d. The child has a seizure.

Which method is BEST for preparing a table at snack time?

- a. **Clean with soapy water, then spray with a sanitizing solution, and allow to air dry.**
- b. Clean with soapy water, then with vinegar solution, and towel dry.
- c. Clean with sanitizing spray, then allow to air dry.
- d. Clean with sanitizing solution, then dry with dish cloth.

Which skill improves as toddlers' strength and balance progress?

- a. **Jumping in place**
- b. Pouring liquid
- c. Stacking blocks
- d. Grasping a crayon

Children are playing “grocery store” in a dramatic play center. The teacher models how to create a grocery list by looking through ads and gives appropriate prompts as they are needed. This is an example of which teaching strategy?

- a. **Scaffolding a play sequence**
- b. Child-directed learning
- c. Cause-and-effect scenarios
- d. Transition techniques

Facilitated teacher committees write, review, edit, and format assessment items aligned with standards and measurement criteria. Multiple-choice questions can 1) assess content at a variety of Bloom’s Taxonomy levels, 2) lower the probability of guessing the correct answer, 3) be scored quickly and reliably, and 4) be used for statistical item analysis that leads to improved test quality. Sample questions illustrate the mechanics of multiple choice items while demonstrating different types of test questions. Although item options are randomized on the actual tests students take, “option a” is the correct answer for these items.

Bloom's Taxonomy

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The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remembering Retrieve knowledge from long-term memory (recognizing, recalling)	2. Understanding Construct meaning from instructional messages using oral, written, and graphic communication (interpreting, exemplifying, classifying, summarizing, inferring, comparing)	3. Applying Carry out or use a procedure in a given situation (executing, implementing)	4. Analyzing Breakdown material into its constituent parts and determine how the parts relate to one another and to the overall structure or purpose (differentiating, organizing, attributing)	5. Evaluating Make judgments based on criteria and standards (checking, critiquing)	6. Creating Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure (generating, planning, producing)
A. Factual Knowledge The basic elements students must know to be able to solve problems, i.e., terminology, specific details, and elements.	List	Summarize	Respond	Select	Check	
B. Conceptual Knowledge The interrelationships among basic elements within a larger structure that enable them to function together, i.e., classifications and categories; principles and generalizations; theories, models, and structures.	Recognize	Classify	Provide	Differentiate	Determine	
C. Procedural Knowledge How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods, i.e., subject-specific skills and algorithms; subject-specific techniques and methods; and criteria for determining when to use appropriate procedures.	Recall	Clarify	Carry out	Integrate	Judge	
D. Metacognitive Knowledge Knowledge of cognition in general as well as awareness and knowledge of one's own cognition, i.e., strategic knowledge, contextual and conditional knowledge, and self-knowledge.						
KEY:	YELLOW – CAUTION Necessary foundational knowledge and understandings		GOLD – GO FOR THE GOLD Target area for item development/summative assessments		GRAY – OUT OF BOUNDS Exceeds limitation of multiple-choice assessment items	

Note: The verb in each block is provided as an aid to help individualize and differentiate each classification, i.e., A1 vs. B1 vs. C1, and so forth.

Adapted from: *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, edited by Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard, E. Mayer, Paul R. Pintrich, Jams Rath, and Merlin C. Wittrock. Addison Wesley Longman, Inc., New York, 2007. (ISBN 0-8013-1903-X)

Multiple-choice test questions are written to assess any content at a variety of knowledge and cognition levels, e.g., recall, application, analysis, and evaluation. Each item is assigned a Bloom's level based on its complexity such as A1 (remembering factual knowledge), B2 (understanding concepts), or C4 (analyzing a process).

Vocabulary List

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A

Accessible- able to be reached or approached, able to be used or obtained, easy to appreciate or understand

Accommodations-generally thought of as a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provides access for a student with a disability to participate in a course, standard or test, it does not fundamentally alter or lower the standard or expectation of the course/test

Activity mat- a mat that features some sort of activity i.e. vibrant colors, allows infants to crawl and explore safely on floor

Age appropriate- suitable for a particular age or age group and home language of a child

B

Babble - a stage in child language acquisition during which an infant appears to be experimenting with uttering articulate sounds, but does not yet produce any recognizable words. Babbling begins shortly after birth and progresses through several stages as the infant's repertoire of sounds expands and vocalizations become more speech-like.

Babinski- when the soles of the foot are stroked, the toes will fan out and curl and the foot twists in

Balance daily schedule-Limit transitions. Offers a variety of DAP learning activities that are child-directed. Includes both indoor and outdoor time

Birth defect- an abnormality present at birth that affects the structure or function of the body. At birth, 75 percent of brain's wiring will be completed. Bleeding, detached retinas leading to blindness, mental retardation, and death.

C

Cause and effect- Infants develop an understanding of cause and effect, the idea that one action results in another action or condition. Ex. sucking cause milk to flow. If the baby stops sucking, the milk stops characteristics determined by heredity charged with the enforcement of safety and health legislation.

Child initiated activities- Children select and initiate their own activities from a variety of learning areas prepared by the teacher

Chromosome- tiny, threadlike structures in the nucleus of every cell that carry hereditary information

Cognitive Development- Thinking skills, problem-solving, mental processes

Communicable diseases- an infectious disease transmissible (as from person to person) by direct contact with an affected individual

Concrete operations- children can think logically but still learn best through experience

Concussion- a traumatic brain injury that alters the way your brain functions. Effects are usually temporary but can include headaches and problems with concentration, memory, balance and coordination

Confidentiality- The keeping of private or sensitive personal information involving other people

Cooperative play- Type of play in which two or more children interact with one another, at this stage socio-dramatic play begins, preschool play

Creative expression- Participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama, engaging children's minds, bodies, and senses as well as inviting children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression

The use of a content-specific vocabulary list helps increase comprehension of program content. Teachers can use word lists to provide practice with new vocabulary words and review previously learned terms. Differentiated vocabulary lists can be created for students based on their abilities. Vocabulary games help students build better understanding of key concepts and vocabulary needed to increase general content area reading comprehension.

Comments

- Report out from tables if time permits.
- Please leave your table comments with us as you leave the session.

Contact

For more information, to ask a question, or to provide additional feedback, please contact:

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