

Building School Readiness in Arizona

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Clear and Urgent Mandate

- * Improve learning outcomes for all children
- * Close the learning Gap

Desired Outcome

More than survive; **THRIVE**

School Readiness Framework

1. Common definition
2. Use of effective instruction, standards, curriculum, and assessment
3. Family engagement and partnerships
4. Quality transitions into kindergarten

School Readiness Definition

Arizona's young children will demonstrate school readiness through the Essential Domains of:

- * Language and literacy development
- * Cognition and general knowledge (including early math and science)
- * Approaches to learning (curiosity, initiative, persistence, creativity, problem-solving, confidence)
- * Physical well-being and motor development
- * Social and emotional development

Introduction to “Approaches to Learning” in the Arizona Early Learning Standards

- * Strand 1: Initiative and Curiosity
- * Strand 2: Attentiveness and Persistence
- * Strand 3: Confidence
- * Strand 4: Creativity
- * Strand 5: Reasoning and Problem-Solving

Statewide KDI Assessment

- * Provide a state overview of children's readiness for kindergarten
- * Systematic and consistent use of effective, intentional instruction
- * Provide families with consistent information
- * Guide professional development
- * Support effective, purposeful partnerships

Arizona's KDI Context

To provide a kindergarten developmental inventory tool that allows parents, teachers and administrators to understand the extent of a child's learning and development at the beginning of kindergarten to provide instruction that will lead to the child's academic success. The tool that is developed will align with the Arizona Early Learning Standards and ACCRS, cover all essential domains of school readiness and be reliable and valid for its intended use.

KDI - EAG

- * Federal grant - \$6.2 million awarded in Sept. '13
- * 10 state collaboration – North Carolina, Arizona, Delaware, District of Columbia, Iowa, Maine, North Dakota, Oregon, Rhode Island, South Carolina
- * 3 research partners – SRI International, BUILD Initiative, Child Trends
- * Focus – development of K-3 formative assessment system that reflects essential domains
- * Cognitive Learning Labs – Spring 2015

A New Vision for K-3 Assessment

- * ECE Assessment Systems
- * ECE Assessment Manual
- * Early Childhood Quality Improvement Process

Multiple Purposes

- * Screening
- * Evaluation
- * Inform Instruction
- * Improve instructional programs
- * Track student progress
- * Target school/district resources
- * Inform professional development
- * Inform policy

Why should teachers want to assess?

* Research shows that when ...
teachers regularly assess what children know
and can do

AND

they use that information to guide instruction
... children achieve at higher levels.

Good assessment is good instructional practice.

Link to NC Vision

* https://www.youtube.com/v/FoXOAVMpoEM?version=3&f=videos&app=youtube_gdata

Opportunities

- * March 2015 K-3 Cognitive labs
- * August 2015-March 2016 Full K-3 Assessment Pilot
- * August 2015- May 2017 Full K-3 Assessment Field Test



Questions
or
Comments