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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Disabilities Services Newsletter

January 2018 | Issue No. 10

Using Data to Support Highly Individualized Teaching and Learning

The use of data is critical for serving all children, especially children with disabilities or suspected delays. Data is gathered to monitor and document developmental progress, and is collected through ongoing child assessment. In this issue, learn more about how ongoing assessment data guides decisions related to instructional supports.

Read About It

Ms. Cheng, a disabilities services coordinator, has observed children in Head Start and Early Head Start classrooms over the past several weeks. She's noticed that staff were regularly collecting data on children's progress. When she talked with staff about how they were using the data, they said they used it for their quarterly reports for families. Ms. Cheng wants to help staff use the data in a more intentional way to guide planning to support each child's learning. She scheduled a time to meet with education staff to share resources and information on interpreting and using data to individualize and inform instruction. Ms. Cheng plans to share videos, examples, and tools that the education staff can use for practice and then use in their classroom.

Learning from Assessment (LFA) Toolkit

Explore resources to help education staff learn strategies for gathering, interpreting, and using data. Ms. Cheng can use the LFA Toolkit's presentations, handouts, and guided practice exercises to support her staff in all aspects of ongoing child assessment and to plan for ongoing professional development in this area.

Take a Look

Using Data to Inform Teaching

Learn how to use ongoing child assessment data to inform and adjust teaching practices with this 15-minute in-service suite. Resources include a short video as well as handouts and presentations that Ms. Cheng can use with education staff. The in-service suite also has a list of tools for teachers and supervisors to use in making data-based instruction plans and decisions.

Try It Out

Tools for Supervisors: Assessment Review Form
Use this form to observe teachers who are engaged in child assessment activities in the classroom. The information Ms. Cheng collects will help her provide feedback to the teacher, both what the teacher did well and suggestions for improvement.

Improve Your Practice

Tools for Supervisors: Interpretation Form
Help teachers interpret the information they learn from anecdotal records. Ms. Cheng can use this form to gather information about how:

- Teachers use data they collect to improve children's learning
- She can use supervision to guide staff through their decision-making
- She can promote the use of data to adjust teaching practices

Tips for Teachers: Anecdotal Records in Your Classroom
Share these additional tips for using assessment information to inform instruction with education staff.

Families, Too!

Everyday Child-and-Family Activities
Families are an important source of information on children's everyday behavior and skills. This Practice Guide gives family members ideas for gathering information to share with teachers and other professionals to inform their planning. There are also links to resources where families can learn more about assessment.

Ongoing Features

Free Access to a Selected Article from Young Exceptional Children (YEC)
Read the YEC article, **A Team Approach to Data-Driven Decision-Making Literacy Instruction in Preschool Classrooms: Child Assessment and Intervention through Classroom Team Self-Reflection**. It is available through the link within this newsletter until Feb. 28, 2018.

Head Start Disability/Inclusion Network
Engage with Head Start disabilities/inclusion peers around the country in an online community hosted on the MyPeers platform. Our community now has more than 1,000 members who are sharing resources, engaging in conversations, and asking questions. **Register now** as a member of MyPeers. If you are already a member of MyPeers, find the Head Start Disability/Inclusion Network community under "All Communities" and select the blue "Join" button.

How to Subscribe

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We Want to Hear from You

The Disabilities Services Newsletter is produced monthly by the National Center on Early Childhood Development, Teaching, and Learning. Submit questions or suggestions for newsletter topics to **ecdtl@ecetta.info**.

Select this link to view previous **Head Start Disabilities Services Newsletters** on the ECLKC.

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