Learning Table: Session 2 Landing Pad

How Are We Measuring Quality for Young Children Who Are Culturally, Linguistically, and Ability Diverse?

This landing pad offers research (Just the Facts, Ma'am), publications (Read All About It), and web resources (Find It Online) that can be used to guide thinking about Quality Rating and Improvement Systems and the ways in which they are (or aren't) measuring quality for children who are culturally, linguistically, and ability diverse. An additional section offers some specific options for measurement (Measuring Quality). The featured resources highlight the ways in which states are currently gathering information about child outcomes and quality and consider options for future improvements.

Just the Facts, Ma'am

Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8
The position statement from the National Association for the Education of Young Children (NAEYC) and National Association for Early Childhood Specialists in State Departments of Education (NAECS/SDE) delineates the features of assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes.
http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf

Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)
The joint position statement defines inclusion, explains the defining features, and highlights recommendations for using the position statement to guide individuals, programs, and agencies in developing high quality inclusive programs. The full position and a one-page summary are available to download in English, Spanish, and large type. An English-language recording of the full position is also available.
http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Observations of Teacher–Child Interactions in Classrooms Serving Latinos and Dual Language Learners: Applicability of the Classroom Assessment Scoring System in Diverse Settings
This article summarizes findings from a study that examined the extent to which the Classroom Assessment Scoring System (CLASS) demonstrated similar psychometric properties in classrooms serving ethnically and linguistically diverse children as it does in other classrooms.
http://www.sciencedirect.com/science/article/pii/S0885200611000615

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation
The Division for Early Childhood's position was developed as a companion to the statement from NAEYC/NAECS-SDE. It highlights effective approaches to conducting a child- and family-centered, team- based, and ecologically valid assessment that is designed to address each child's unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.

http://www.dec-sped.org/uploads/docs/
about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education
NAEYC's position statement offers recommendations for working with children, families, and programs in ways that support young children who are linguistically and culturally diverse.
http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF

Read All About It

Quality Measurement in Early Childhood Settings
Martha Zaslow, Ivelisse Martinez-Beck, Kathryn Tout, & Tamara Halle have assembled a rich resource to support QRIS decision makers with interest in how we measure quality. Chapters of particular interest may include: Family-Sensitive Caregiving: A Key Component of Quality in Early Care and Education Arrangements (8); Measuring Culturally Responsive Early Care and Education (9); Measuring Quality of ECE Programs for Children with Disabilities (10); and Defining and Measuring Quality in Early Childhood Practices that Promote Dual Language Learners' Development and Learning (11). Available from Brookes Publishing.
http://www.brookespublishing.com/store/

Screening and Assessment of Young English-Language Learners

NAEYC and NAECS/SDE published the joint position statement *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8* in 2003 to explain what effective assessment looks like for all young children. The document specified that good assessment is linguistically and culturally responsive for all children, including children whose home language is not English. The aim of this companion document is to explain and expand on the meaning of "linguistically and culturally responsive" and to make specific recommendations so that all young language learners will have the benefit of appropriate, effective assessment.
http://www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf

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Find It Online

Compendium of Quality Rating Systems and Evaluations

The purpose of the Compendium is to provide definitions, description, and an analytic framework for assessing the critical elements of QRS and QRS evaluations. The Compendium highlights programmatic and evaluation elements and provides matrices to facilitate comparison of these elements. The Compendium also offers an analytic assessment of certain QRS elements. Some specific attention is focused on the ways in which states address issues of culture, language, and ability within their determinations of quality.
http://www.childcareresearch.org/childcare/resources/18554/pdf

Crafting Early Learning Standards for a Multi-Ethnic Society: Lessons Learned from Washington and Alaska

Early learning standards are at the core of society's defining how and what children need to learn, what is expected of them at different developmental stages, and what caregivers and educators are expected to do to help them learn. Child learning involves cultural learning; it is essential that early learning standards be developed responsively--with diverse cultural and language groups in mind. This brief provides information about the experiences in Washington and Alaska so that other states can learn from and build upon their pioneering efforts to address language and cultural issues through their early learning standards.
http://www.buildinitiative.org/files/Build%20Initiative%20-%20Benchmarks%200909.pdf

Culture and Language Elements within Nine State Early Learning Standards Documents

Michelle Stover Wright and Abby Copeland describe how states are developing early learning standards that seek to define expectations for children's growth and development in the pre-school years (birth to school age), with a goal that these be aligned with learning standards in the K-12 years. This paper provides a content analysis of some state early learning standards and challenges and encourages those developing early learning standards to think beyond a dominant culture paradigm to a multi-cultural perspective.
http://www.buildinitiative.org/files/ContentAnalysisEarlyLearning.pdf

Developing Kindergarten Readiness and Other Large Scale Assessment Systems: Necessary Considerations in the Assessment of Young Children

The Center for Applied Research at the National Association for the Education of Young Children (NAEYC) has developed this guidance to support states' development and implementation of kindergarten readiness assessment systems. It provides a few general statements about ways in which to support young children who are culturally, linguistically, and ability-diverse within state assessment systems.
http://www.naeyc.org/files/naeyc/file/research/Assessment_Systems.pdf

Moving to Outcomes: Approaches to Incorporating Child Assessments into State Early Childhood Quality Rating and Improvement Systems

The RAND Corporation paper discusses five strategies for states to consider for incorporating child assessments into Quality Rating and Improvement Systems (QRISs) and offers guidance about when and how to use these approaches.
http://www.rand.org/pubs/occasional_papers/OP364.html

State Pre-K Assessment Policies: Issues and Status

This report from the Educational Testing Service (ETS) describes state-funded Pre-K assessment policies and programs operating in 2012. The lack of attention to culture, language, and ability reinforces the need for guidance and models to address these aspects of assessment.
http://www.ets.org/Media/Research/pdf/PIC-PRE-K.pdf

State Program Quality Standards about Child Assessment

This brief by the National Center on Child Care Quality Improvement provides an analysis of the extent that state program quality standards include requirements or criteria pertaining to assessing children's development. Three sets of states' program standards were examined – state-funded preschool program requirements, quality rating and improvement system (QRIS), graduated program quality standards, and child care licensing regulations. Included is a matrix that shows the types of programs standards (preschool, QRIS, or licensing) that contain specific criteria about child assessment.
http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2012-03-19%2013:32/Report.pdf

Unlocking the Potential of QRIS: Trends and Opportunities in the Race to the Top/Early Learning Challenge Applications

Louise Stoney's brief highlights ideas states have put forward vis-à-vis reconceptualizing how they measure quality. Look, in particular, at New Mexico's approach, described on page 3.

**http://www.qrisnetwork.org/sites/all/files/resources/gscobb/2012-03-07%2008%3A29/
LouiseStoneyMemo.pdf**

Watching Teachers Work: Using Observation Tools to Promote Effective Teaching in the Early Years and Early Grades

The authors of this report from the New America Foundation's Early Education Initiative describe how valid and reliable observation tools could be used to promote effective teaching in PreK-3rd grade programs. Additionally,

for states that have or are developing Quality Rating and Improvement Systems (QRIS) for publicly-funded early childhood programs, the report recommends the inclusion of observation tools that focus on how professionals interact with the infants, toddlers and preschoolers in those programs. The report offers 17 recommend-ations to leaders at all levels of government, as well as to educators and teacher-preparation programs.
http://education.newamerica.net/publications/policy/watching_teachers_work

Measuring Quality

Inclusive Classroom Profile
In response to a lack of available, validated instruments designed specifically to measure the quality of classroom support provided for children with disabilities in inclusive settings, the Inclusive Classroom Profile (ICP), a structured observation rating scale, was designed to assess the quality of inclusive classroom practices in pre-k programs. The development of the ICP was modeled after the ECERS-R and was informed by national research and professional recommended practices within the field of early childhood inclusion. It has been validated in the UK and found to have good reliability, factor structure and construct validity (Soukakou & Sylva, 2010). It is currently being validated in North Carolina for use in the US.
http://build.fpg.unc.edu/resources/measuring-classroom-quality-pre-k-inclusive-programs-development-inclusive-classroom
(Measuring Classroom Quality in Inclusive Programs**)**
http://build.fpg.unc.edu/resources/inclusive-classroom-profile
(Inclusive Classroom Profile sample)

Indicators for Quality Inclusive Practice
Maine's Quality Rating System (QRS) called *Quality for ME* includes global program indicators that define and promote quality in care and education settings. This checklist expands on the current QRS document with explicit indicators that focus on evidence-based practices that support the inclusion of children with disabilities and varied cultural and linguistically diverse populations. The checklist was developed to be consistent with *Early Childhood Inclusion: A Joint Position Statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*, using the defining features of access, participation and support to identify indicators for high quality inclusive programs and services.
http://build.fpg.unc.edu/resources/indicators-quality-inclusive-practice-maine-checklist
(checklist)

The Snapshot
The Snapshot is a time sampling observation instrument designed to describe children's exposure to instruction and engagement in academic activities as well as to describe activities and adult responsive involvement. This instrument was developed in settings serving children from diverse ethnic/racial and home language backgrounds, enrolled in various child care settings (e.g., family child care, center based care, PreK, kindergarten). The Snapshot focuses on teacher engagement of the children and children's engagement with academic activities.
http://build.fpg.unc.edu/resources/snapshot-overview (overview of the Snapshot)
http://build.fpg.unc.edu/resources/snapshot-multistate-snapshot-code-sheet (code sheet for Snapshot)
http://build.fpg.unc.edu/resources/snapshot-template-codebook (code book for Snapshot)

This Just In (Updates from the Previous Live Session)

Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice
This fascinating article encourages moving beyond practices that are "relevant" and "responsive" and into the deeper application of culturally sustaining pedagogy.
http://build.fpg.unc.edu/sites/build.fpg.unc.edu/files/culturally_sustaining_pedagogy.pdf

Dual Language Learners in State Early Learning Guidelines and Standards
This resource includes an at-a-glance table that provides a snapshot of where DLLs are referenced in state and territory guidelines, standards, and supporting documents, as well as a table that includes portions of text referring to dual language learners from the guidelines and standards.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/state-guidelines/dll_guidelines.html

Policy Brief on the Use of Ethographic Knowledge
This policy brief provides an innovative means to understand culture at local levels and to use the information gained to make decisions at greater levels (county, state, national).
http://build.fpg.unc.edu/sites/build.fpg.unc.edu/files/ehtnogrpahicKnowledgefor%20EarylChildhoodpdf.pdf

Using the CLASS in Family Child Care Settings
Washington state has used a modified version of the Classroom Assessment Scoring System (CLASS) called the Combined CLASS in field tests with family child care facilities. The attached documents summarize describe the field tests and findings. A third attachment highlights changes to the QRIS based on findings from the field test. For additional information, contact Adie Fatur, Manager of Seeds to Success, Thrive by Five WA at Adie.Fatur@del.wa.gov.

- Seeds to Success Final Evaluation June 2011Technical Report
  http://build.fpg.unc.edu/resources/seeds-success-field-test-year-two-final-technical-report
- Seeds to Success FY 11 annual report
  http://build.fpg.unc.edu/resources/seeds-success-field-test-%E2%80%93-year-2-final-report
- Summary of changes to QRIS based on findings
  http://build.fpg.unc.edu/resources/qris-quality-standards-overview-modifications