

Welcome!



We will begin at 4pm.

Until then, please answer this question in the chat:

What do you hope to take away from today's session?

We are excited to get started!

Moving Students Forward: Using Data to Plan and Guide Instruction

“New Teacher Mondays”
Monday, February 10th, 2025





Session Norms

- Engage.
- Collaborate.
- Focus on solutions.
- Demonstrate a growth mindset.

Agenda

- ✓ Pulse Check
- ✓ Opportunities to Gather Data
- ✓ Steps in the Lesson Planning Process
- ✓ Q&A
- ✓ Professional Development Opportunities



Outcomes

As a result of today's session, you will be able to:

- Identify opportunities to collect performance and mastery data in your classroom.
- Analyze and use this data when planning and preparing lessons and activities.
- Impact student growth through differentiated, intentional, skill-focused instruction.



New Teacher Mondays



The “Why”

- Crafted for 1st and 2nd year Pre-K Teachers.
- Designed to provide foundation for key elements of a successful classroom and school year.
- Opportunity to ask questions and get answers from experts.

Pulse Check



How well do you use your data in your classroom?



Place a word, emoji, or image in the chat to answer this question!

**How and when is data gathered
in a Pre-K classroom?**



Data Gathering



- ✓ Standardized Assessments
- ✓ Report Cards
- ✓ Anecdotal Notes
- ✓ Small/Whole Group Assessments
- ✓ Behavior Logs
- ✓ Rubrics and Checklists
- ✓ Informal Observations



Standardized Assessments



- ✓ Brigance Screener
- ✓ Brigance IED-III
- ✓ E-Deca
- ✓ Follow all instructions
- ✓ Conduct as scheduled
- ✓ Use to determine current levels/needs

Report Cards



- ✓ Follow all instructions
- ✓ Conduct as scheduled
- ✓ Used to determine current **performance level** and **growth**
- ✓ Collaborate with parents to show growth and set goals



Memphis-Shelby County Schools
2024-2025
Pre-K Report Card



School: _____ Principal/Director _____

Student: _____ Teacher(s): _____

KEY PERFORMANCE LEVELS		
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period, independently .
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period, even with support .
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period, even with support .
	Not Assessed	Absence of a score indicates an area not yet assessed.

ACADEMICS	REPORTING PERIOD			
LITERACY SKILLS	Q1	Q2	Q3	Q4
Draws a person				
Draws a recognizable picture and dictates a sentence				
Prints first name				
Print last name				
Prints uppercase letters in sequence				
Claps out syllables				
Asks/Answers questions about stories				
Identifies front and back of the book				
Identifies character, events, and setting of a story				
Tracks print from left to right and top to bottom				
Recites alphabet (names letters only)				
Visual discrimination: same and different				
Identifies uppercase letters				
Identifies lowercase letters				
Reads sight words				
Recites new song, rhyme, or poem				
ITN FOUNDATIONAL LITERACY SKILLS	Q1	Q2	Q3	Q4
Rhyme Recognition- recognizes rhyming words				
Rhyme Production- produces new rhyming words				
Blending Syllables- blends two words to form compound words				
Segmenting Syllables- segments compound words into two words				
Adding/Deleting Word Parts- adds and deletes word parts from compound words				
Segmenting Syllables- segments two-syllable non-compound words				
Blending Syllables- blends two syllable non-compound words				
Blending Phonemes to Form Words				
Adding/Deleting Syllables/Phonemes- adds/deletes syllables from non-compound two-syllables words				
Discriminating Initial Sound- recognizes if the initial sounds of two words are the same or different				
Discriminating Final Sound- recognizes if the final sounds of two words are the same or different				
Discriminating Medial Sound- recognize if the medial sounds of two words are the same or different				

Anecdotal Notes



- ✓ Gather anecdotal notes on each student **monthly**
- ✓ Capture successes and growth
- ✓ **Not** used solely to monitor behavior or non-compliance
- ✓ Include quotes and **specifics**

MEMPHIS SHELBY COUNTY SCHOOLS

PRE-K
STUDENT ACADEMIC ANECDOTAL RECORD
2024-2025
Student _____ Teacher _____ TA _____ Location _____

Directions: Teacher and TA will note observations about the needs of the whole child in the 10 key areas shown below. Observer should initial under the date.

Date	Approaches to Learning	Date	Approaches to Learning
Click or tap to enter a date.	Emergent Reading	Click or tap to enter a date.	Emergent Reading
	IEP Goal (IA)		IEP Goal (IA)
Click or tap to enter a date.	Oral Development	Click or tap to enter a date.	Mathematics
	IEP Goal (IA)		IEP Goal (IA)
Click or tap to enter a date.	Physical Development	Click or tap to enter a date.	Science/Health
	IEP Goal (IA)		IEP Goal (IA)
Click or tap to enter a date.	Social Studies	Click or tap to enter a date.	Social-Emotional Development
	IEP Goal (IA)		IEP Goal (IA)
Click or tap to enter a date.	Technology/Media	Click or tap to enter a date.	Fine Arts
	IEP Goal (IA)		IEP Goal (IA)

IA=If Applicable

Small/Whole Group Assessments



- ✓ **Recommended** but not required
- ✓ Used to gather specific performance and mastery data
- ✓ Can support other data needs
- ✓ Provides ongoing monitoring of skill growth

Name: _____

Literacy Small Group Observations & Notes	
Date:	

Behavior Logs



- ✓ Used to record behavior concerns
- ✓ Establishes history
- ✓ Helps to determine antecedent behaviors and triggers
- ✓ Supports the need for additional observations and/or support

 Memphis-Shelby County Schools Early Childhood Division Child Behavior Log			
Student's Name: _____		School/Center: _____ Teacher: _____	
Date: _____ Time: _____ Location where behavior occurred: _____ Teacher observing the incident: _____	Behavior(s): <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disrespect/Defiance <input type="checkbox"/> Running from teacher <input type="checkbox"/> Excessive tantrums <input type="checkbox"/> Verbal aggression/yelling <input type="checkbox"/> Physical aggression/Fighting <input type="checkbox"/> Abusive language/Profanity <input type="checkbox"/> Throwing objects <input type="checkbox"/> Destroying property <input type="checkbox"/> Other: _____	What have you tried to date to indicate teacher expected behaviors? <input type="checkbox"/> Reminders about expected behavior <input type="checkbox"/> Clarified rules and expectations <input type="checkbox"/> Practiced/modelled the expected behaviors <input type="checkbox"/> Other: _____	Plan of Action: <input type="checkbox"/> Notified parent <input type="checkbox"/> Notified supervisor <input type="checkbox"/> Requested classroom observation <input type="checkbox"/> Other: _____ Teacher Comments: _____ _____
Date: _____ Time: _____ Location where behavior occurred: _____ Teacher observing the incident: _____	Behavior(s): <input type="checkbox"/> Non-compliance <input type="checkbox"/> Disrespect/Defiance <input type="checkbox"/> Running from teacher <input type="checkbox"/> Excessive tantrums <input type="checkbox"/> Verbal aggression/yelling <input type="checkbox"/> Physical aggression/Fighting <input type="checkbox"/> Abusive language/Profanity <input type="checkbox"/> Throwing objects <input type="checkbox"/> Destroying property <input type="checkbox"/> Other: _____	What have you tried to date to indicate teacher expected behaviors? <input type="checkbox"/> Reminders about expected behavior(s) <input type="checkbox"/> Clarified rules and expectations <input type="checkbox"/> Practiced/modelled the expected behavior(s) <input type="checkbox"/> Other: _____	Plan of Action: <input type="checkbox"/> Notified parent <input type="checkbox"/> Notified supervisor <input type="checkbox"/> Requested classroom observation <input type="checkbox"/> Other: _____ Teacher Comments: _____ _____
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This form is to be completed if a child displays problematic behaviors. The Behavior Log and Anecdotal Records are to be included in the behavioral health referral packet. (REVISED 07/2024)

Rubrics and Checklists



- ✓ Recommended but not required
- ✓ Used to gather specific data for skills
- ✓ Created as needed
- ✓ Used for progress monitoring
- ✓ Can be shared with parents for collaborative support

Name: _____ Date: _____

Uppercase Letters				
B	F	A	D	G
Score: _____				

Lowercase Letters				
b	f	a	d	g
Score: _____				

Letter Sounds				
B	F	A	D	G
Score: _____				

Date: _____

Uppercase Letters				
B	F	A	D	G
Score: _____				

Lowercase Letters				
b	f	a	d	g
Score: _____				

Letter Sounds				
B	F	A	D	G
Score: _____				

Informal Observations



- ✓ Always observe and be prepared to take notes!
- ✓ These observations may be used for other data needs
- ✓ Real-time, authentic assessment
- ✓ Opportunity to monitor and adjust



How do you use this data
in your classroom?



What did your highest group do
in literacy small groups today?



**What evidence do you have to
illustrate how the students
performed?**



**How do you know what to
focus on next?**



Lesson Planning Process



Collect Data



- ✓ *Facilitator vs. Teacher*
- ✓ Make real time notes
- ✓ Use available tools and resources
- ✓ Gather specific data
- ✓ **Set targets for mastery**



Analyze Data



- ✓ How did the students perform relative to the skill, objective, and standard?
- ✓ What does the data indicate?
- ✓ **What did you learn from the data?**



Make Instructional Decisions



- ✓ Use data in conjunction with curriculum Teaching Guide and curriculum maps
- ✓ What is the student/group in need of next?
- ✓ What is the best setting and approach for practicing this skill?
- ✓ It is time to *re- reteach*, *focus on more specific skills*, or *move forward*?



Plan



- ✓ Develop next lesson objectives and expectations
- ✓ What materials will be used?
- ✓ What will students be expected to do?
- ✓ How will students show their mastery?
- ✓ **What is the mastery goal?**



Reflect



- ✓ Do my standard, objective, and activity connect?
- ✓ Are my students set up for success?
- ✓ Am I meeting the learning styles and needs of my students?
- ✓ Is the lesson appropriate?



But...



- ✓ I have 3-year-olds in my classroom.
- ✓ What about my English Language Learners?
- ✓ My kids won't sit still and listen!
- ✓ I have a lot of diagnosed and/or undiagnosed students.
- ✓ My kids are struggling to "get it."
- ✓ What do I do with my kids who have "learned everything?"



**lead
inclusion.**

A group of diverse students, including a Black woman with braids, a white man, an Asian woman, a white man, and a Hispanic woman, are gathered around a table in a classroom, looking at a laptop screen. They appear to be engaged in a collaborative learning activity.

Inclusive educators make instructional decisions based on classroom assessment data, not labels.

Your Turn!

What questions
do you have?



Upcoming PD



February 17th

MSCS Pre-K District Learning Day

8am-3pm, virtual

February 18th

Making Math Matter: Engaging Math Experiences

4:15-5:45pm

3030 Jackson Ave.

Available PD



- ✓ Progress Monitoring (found in the Fall DLD Booklet)
- ✓ Inclusive Instructional Strategies (found in the Fall DLD Booklet)
- ✓ Classroom and Activity Modifications for Students with IEPs or Autism (found in the Fall DLD Booklet)
- ✓ Creative Curriculum and Small Group Lesson Planning Process
- ✓ Effective and Engaging Small Group Instruction
- ✓ Strengthening Small Group Literacy Instruction
- ✓ Collecting and Using Anecdotal Records
- ✓ Being Data Driven
- ✓ Data-Driven Planning

Pre-K Share Show



Pre-K Share Show

Studies in Action

Tuesday, March 25th, 2025

4-6pm

3030 Jackson Ave.

Come and see hands-on demonstrations of Pre-K classroom activities connected to *The Creative Curriculum* studies.