



Results Matter Guidance for Remote Learning in Preschool 2020-2021

Introduction

The use of authentic assessment data to improve child outcomes and inform instruction has been at the core of Results Matter since its inception in 2005. With the onset of the COVID-19 pandemic, the disruptions in family, work, and school life for children, educators, administrators, and stakeholders have been substantial. The education and safety of Colorado's youngest learners is of greatest concern and the impact of this public health crisis on our community's childcare and early learning programs has been significant. In this context, it is important to provide the best care and make well-informed decisions for our communities, programs, and children. The implementation of Results Matter during this time using data collected through a variety of means will continue to help inform instruction to provide consistent, intentional, high quality early learning experiences for every child. Authentic assessment and the Results Matter assessment system are important components in understanding *what* children are learning and how developmental skills are progressing, whether they are in remote or in-person learning environments.

Programs are expected to make a good faith effort to ensure that whatever combination of in-person and/or remote learning they implement during the year allows teachers to cover the same academic content as they would have covered under the in-person schedule. Districts will need to determine the equivalent amount of teacher-pupil instruction and contact time associated with the remote learning being delivered.

Both federal and state laws support the implementation of Results Matter. Preschool programs receiving state or federal education funds are required to use a high-quality early childhood assessment to support the learning of children served by the program and to communicate progress to families. Reporting on the effectiveness of preschool is also required at a state and federal level, as denoted in C.R.S 22-28-112 and the Individuals with Disabilities Education Act (IDEA) of 2004.

Expectations of Programs

Implementation with fidelity of the Results Matter system leads to improved child outcomes using authentic assessment data to not only inform instruction but also guide policy and decision making. Health orders may require preschool services to move between in-person and remote learning at times during the 2020-2021 school year. During the different phases of health orders and preschools' response, the expectation of high-quality early learning experiences for every child in publicly funded preschools in Colorado will not change. Progress monitoring through Results Matter will continue to inform the instruction of our youngest learners as the reopening of schools occurs.

General Principles for Assessment

Partner with families.

Be mindful of burdens on families, but partnerships with families remain an evidence-based strategy with positive impacts on student outcomes.

Start right away.

Begin gathering evidence right away, with special attention to planning for areas that may benefit from in-person or face to face interactions.

Strengthen the connection between assessment and instruction.

Intentionally plan instruction, assignments, and activities as opportunities to learn more about what young children know and are able to do.

Do more with less.

Expand instruction, assignments, and activities to layer opportunities to gather evidence across learning and development domains.

Provide multiple opportunities.

Continue providing varied opportunities for students to demonstrate their skills and knowledge.

Remember the purpose of assessment.

Assessment is a process of supporting each child's learning by identifying needs and monitoring trends.



Districts and programs should adhere to the Colorado Department of Education Preschool Team’s existing standards:

- Teachers will continue to be certified as inter-rater reliable in their district chosen approved assessment tool by the time of the first checkpoint.
- Although [Individual Learning Plans](#) do not need to come entirely from the Results Matter assessment, they are informed by data that has been observed through authentic assessments.
- Follow the established [checkpoint timelines](#).
- Ensure complete, finalized data for all children at the end of each checkpoint period.
- Teachers participate in ongoing collection of data and analyze documentation for inclusion in the student portfolio.
- Documentation and student progress informs instruction during in-person learning, remote learning and any hybrid of the two environments.

For further information, please see the [Results Matter Handbook](#).

Implementation with Hybrid or Remote Learning

Choosing the learning environment for the start of the 2020-2021 school year remains a district responsibility in collaboration with local health departments and Colorado Preschool Program (CPP) District Advisory Councils. For districts who move to a remote or hybrid option, many data collection and documentation strategies are available. Resources from the vendors of each of the approved assessment tools have suggested options geared toward programs that are implementing a hybrid or remote program but may benefit all programs in strengthening family engagement through the collection of data. Please see a [list of vendor specific resources here](#).

Additional Ways to Collect Child Data in a Remote Setting

Family interviews. Intentional and thoughtful engagement with families has always been recognized as a characteristic of high-quality early learning programs. Programs and families mutually benefit from sharing resources and information. Routinely talking with families allows for program staff to learn about what children know and can do and what families may need to help support their child’s growth and learning. Time spent engaging with families may also count as part of the program’s [required instructional hours](#). These regular interactions with families to discuss how children are responding to the instructional materials and strategies that have been provided by the program during the routines and activities at home provides important and reliable information for the teacher to collect and attribute to parent report in the anecdotal note. These notes may also serve as a contact log to document the [time spent on preschool instruction](#) with the family.

When teachers facilitate conversations through open-ended questions and provide prompts for more detail, families gain deeper insight into what skills their children are learning and their important role as a member of the team in providing learning experiences for their child. Example questions for facilitating conversations with families about different areas of development are provided below:

- Social-Emotional:
 - How does your child meet some of his/her own needs?
 - Does your child sometimes notice when someone else is angry, sad, or happy? How does he/she explain why the person feels that way when you ask him/her questions to help him/her figure it out?
 - How often does your child offer to share toys, markers, or other materials when he/she is playing with other children?
 - How is your child beginning to suggest solutions when faced with a problem with a friend or sibling?
- Physical and Motor Development:



- How well can your child control his/her body when he/she moves around?
- What small movements can your child make using his/her hands, wrists, fingers?
- How does your child hold a pencil, pen, or crayon?
- Language:
 - What things around the house does your child name and talk about the uses of?
 - With your help, how is your child able to tell stories about other times and places? What logical order do you notice in the stories? What details are included?
 - How well does your child have back-and-forth conversations?
- Cognitive Development:
 - When your child has a problem, how does he/she figure out a solution, sometimes with your help?
 - How is your child beginning to think about and try activities that are challenging for him/her?
 - How is your child beginning to show interest in learning about different topics and ideas?
 - How does your child use his/her imagination or think of creative ideas while he/she plays or during his/her daily routines?
 - When have you noticed your child beginning to take what he/she has learned during his/her everyday experiences and use the information another time?
- Literacy:
 - How well does your child notice that some words begin the same way?
 - How many letters can your child recognize and name?
 - How often does your child show you where to start reading and/or the direction to follow on the page?
 - What questions is your child beginning to ask and answer when you read together? How does he/she use the pictures to understand the story?
 - With your help, how does your child pretend to read familiar books?
- Mathematics:
 - With your help, how well does your child count all or count on to find out how many?
 - What numbers can your child recognize and name? How well can he/she connect each number to a set of counted objects?
 - With your help, what positional words does your child understand and respond to?
 - Does your child know the purpose of standard measuring tools?
 - How does your child use numbers to compare?

Collaboration with other professionals. Preschool services should strive for equitable access to instruction for every child. Children with disabilities will continue to be included in programming whether it is in-person, remote or a hybrid. Documentation from regular meetings that occur between the classroom teaching team and the special education team assure that Individualized Education Programs are considered during planning, instruction and documentation.

Videos, images and work samples. Families can be encouraged to provide digital documentation for the teacher to use in analyzing the child's progress. This digital documentation can be in the form of a video or picture of the child or of a work sample. As a reminder, the teacher or teaching team must take the initiative and be intentional in offering activity suggestions for producing the work sample or documentation, as well as in making the request for work samples that are meaningful and relevant to the child's learning goals. Members of the teaching team must also provide assistance and instruction for families and caregivers on how to appropriately upload or transmit documentation for inclusion in the child's portfolio. Some examples of this follow:

- When going outside to play today, would you be willing to take a picture or video of your child playing, paying specific attention to whether the child skips, jumps, or runs around?



- Would you mind taking some time to draw with your child today and upload a picture of your child's drawing?

Learning Management System. Programs may be using a Learning Management System (LMS), approved by their district in their local opening of school plans and protocols for preschool remote learning. Documentation from these tools can be made by entering a note in the RM system interpreting the child's level. (e.g. "a writing sample is included in the LMS, it shows the child is writing all the letters in her first name".).

Eligibility information. Programs are encouraged to use eligibility information collected at the time of enrollment into a preschool program as pieces of documentation for inclusion in the child's portfolio. This information may be more applicable for the Fall checkpoint, as that is typically when enrollment takes place. Programs are encouraged to use any data from the following, particularly when they represent children's knowledge and skills **at or around the time** of the child beginning preschool services, whenever that may occur:

- Program application
- Initial family interviews during the enrollment process
- Developmental screenings
- Assessments that may have occurred for Child Find or service notes from the end of Early Intervention services, as appropriate

Inclusive Family Engagement

Equitable access to publicly funded preschool is of utmost importance, not only in establishing outreach methods for identifying eligible children, but also once a family has enrolled, in terms of ensuring that programs support all families' sense of dignity and belonging throughout the preschool experience. Inclusive practices are also a characteristic of high-quality early learning programs. Inclusion not only means blending classrooms and funding, but also supporting families' specific needs in the learning environment and process. Every family has unique needs for communication, access to resources, as well as varied amounts of time for engagement. When engaging families, programs are encouraged to be mindful to communicate using a variety of methods:

- Face to face interactions with physical distancing that happen naturally when materials and activities are distributed
- Written materials in print and electronic formats
- Phone conversations to check in and answer questions
- Home visiting over the course of the phase of remote or hybrid learning, using an agenda and instructional goals, by video conferencing or meeting families where safe physical distancing and safe conversations can take place (e.g. parks, back yards, school playgrounds)

These connections will build relationships with families who have varied access to resources, the Internet, or cell phone service. It is important to use a cultural mediator or family school liaison for non-native English speakers. Programs are encouraged to be mindful of other commitments families may have; including work, other obligations such as the care or supervision of older or younger siblings, or other family situations that impact opportunities to engage with their preschool-aged children. Some children may be in the care of extended family members who have different priorities in their home and have separate communication needs than the child's parents. These are just a few considerations for family engagement strategies during this time where children may be moving between in-person and remote learning.

Programs should not solely place the responsibility on the caregiver to reach out to the teacher with information and data about how the child is engaging in preschool activities that are sent home. The teaching team works in partnership with the child's family in multiple ways. When the teaching team collects and analyzes documentation for Results Matter and creates the activities, questions, and experiences for families that naturally draw out the skills and abilities of the child, high quality implementation of Results Matter can occur.