

# 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 10<sup>th</sup>, 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 1<sup>st</sup> and 2<sup>nd</sup> 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. <b>Exceeds</b> the required performance.			
3	Proficient	Student <b>consistently</b> demonstrates an understanding of concepts, skills and processes taught in this reporting period, <b>independently</b> .			
2	Developing	Student is <b>not yet consistent</b> in demonstrating an understanding of concepts, skills, and processes taught in this reporting period, <b>even with support</b> .			
1	Emerging	Student <b>does not</b> demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period, <b>even with support</b> .			
	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					
TN 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**

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



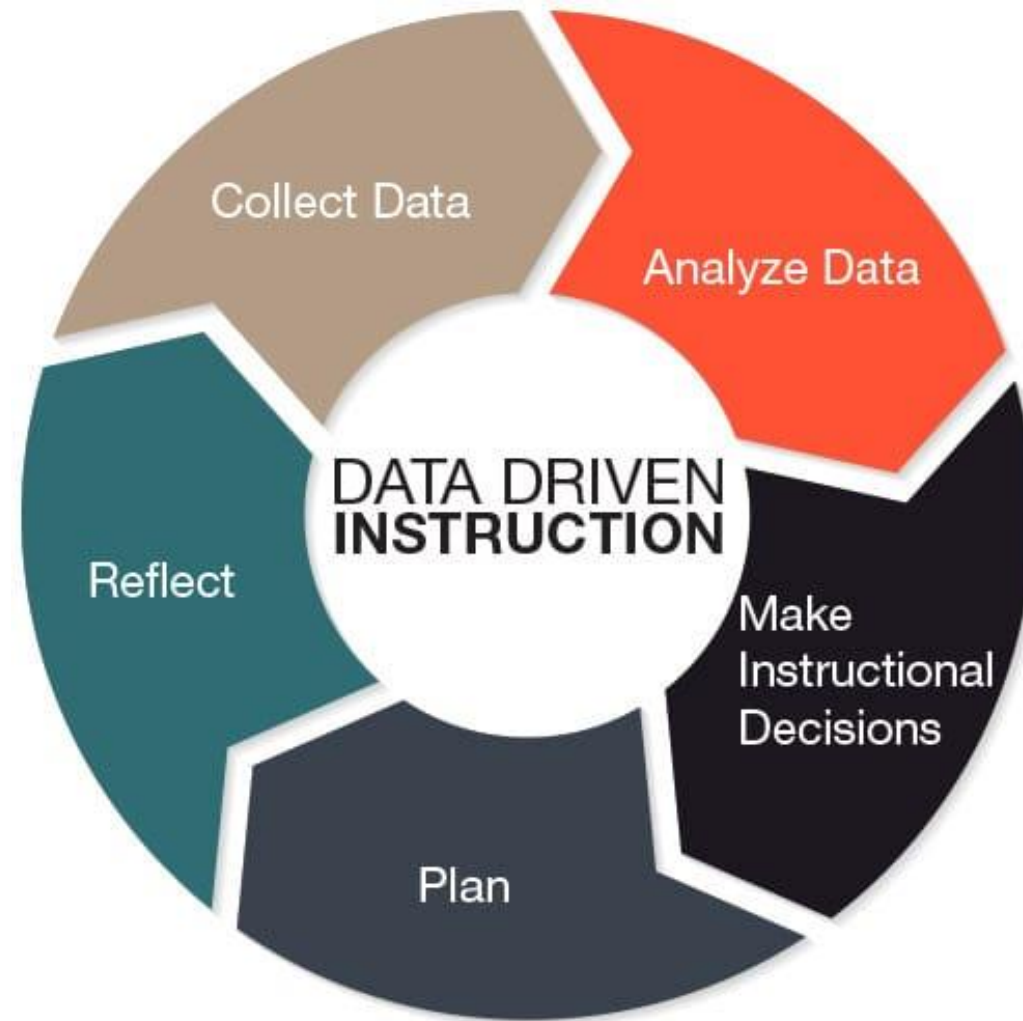
**What evidence do you have to  
illustrate how the students  
performed?**



**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 five diverse students are gathered around a table, looking at a laptop screen. From left to right: a Black female with long braids wearing a blue and white plaid shirt; a white male with short brown hair wearing a grey sweater; an Asian female with long dark hair wearing a pink shirt; a white male with short brown hair wearing a red polo shirt; and a Hispanic female with long brown hair wearing a blue shirt. They are all smiling and appear to be working together on a project.

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

**Your Turn!**

What questions  
do you have?



# Upcoming PD



## February 17<sup>th</sup>

*MSCS Pre-K District Learning Day*

8am-3pm, virtual

## February 18<sup>th</sup>

*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 25<sup>th</sup>, 2025

4-6pm

3030 Jackson Ave.

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