

Using Assessment to Extend Learning During Teacher-Child Interactions



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MKEA Fall Conference
November 14, 2014
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Relationships matter more than anything else. Human beings need to be nurtured. Teachers must nurture in ways that tap into the genius in each child. Asa Hilliard



Relationships and Learning

The quality of teacher child relationships influences children's achievement in school. (Bowman, Donovan, and Burns, 2001)



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Outcomes

- Use the 3 steps of Powerful Interactions.
- Use "Mirror Talk", a Powerful Interactions strategy, to assist with observing & documenting learning.
- Integrate teaching and assessment by using teacher-child interactions to observe and document children's learning and make responsive decisions about instruction.



Teacher-Child Interactions

- Vygotsky: the vital connection between interactions and learning
- NSCDC: relationships affect virtually all aspects of children's development
- Hamre and Pianta: the quality of classroom interactions moderates the risk of early school failure



Powerful Interactions



In a Powerful Interaction you intentionally connect with a child in order to extend that child's learning.



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Powerful Interactions



Be Present Connect Extend Learning

Step 1: Be Present

- **Pause to prepare.**
- *This important step is about self-awareness and allows for intentional decision-making.*




Intentionality...

What gets in the way?

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Can I quiet the static?
Do I need to adjust to connect?



Do A "me check"

Step 2: Connect

- Make a personal connection.
- Let the child know that you see him, are interested in what he's doing, and that you want to spend some time with him.

The greatest opportunity for learning lies in moments of teacher-child interaction, when the teacher crafts learning experiences that stretch children just beyond their current skill level.

(Munro 2008)

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Step 3 – Extend Learning

- Stay present.
- Maintain the connection.
- Encourage the child's engagement in learning.
- Powerful does not mean perfect!

Let's think about how Powerful Interactions and assessment go hand-in-hand!





OBSERVATION

What do they learn?
What do we learn?


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Observing shapes the interaction.



Assessment During Interactions

- As you watch...
- Focus on Aldo, age 5.
- Record facts: just what you see and hear.




Assessment During Interactions


- Construct an observation note.
- Just facts.

Aldo 11/14 Drawing and Writing
What did he do?
What did he say?
What did I find new and/or interesting?


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Evidence of Learning 

- Evidence:
 - an outward sign or indication of something.
 - facts about children's learning and development.
- To turn documentation into evidence, link to your assessment instrument.

Let's Review ~ 

- Facts and evidence.
- Why facts matter.
- Interactions are a powerful assessment opportunity.

Mirror Talk 

Gives children specific, detailed information about what they are doing and saying

Raises children's awareness of their own actions, words, thinking, and learning

Encourages children to repeat and practice learning behaviors, leading to deeper engagement

Exposes children to new language and vocabulary

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Mirror Talk: How do you do it?

1. Pause to be present and observe.
2. Resist quiz or praise.
3. Tell the child what you see him do: "I see that you..."
4. Pause to see if/how the child responds.
5. Decide what to say and/or do next.

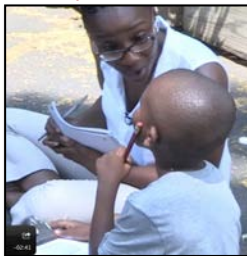


Use what you learn in the moment to give feedback.

- Tell the child what you see or hear.
- This is meaningful, informative feedback.



Be ready to document!



I don't want to forget this. I'm going to write it down.



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Record what you see and hear.



Zaria 4/6
Playing matching shapes game
Z: I'll go first. Puts 2 red traps, says I'm putting 2 reds.
T: I see you put 2 red trapezoids.
T: I'm putting 3 blue diamonds under the 2 red trapezoids.
Z: My turn - puts and says 2 green under blue diamonds.
Z. Continues taking turns- Z. says orange square next to blue diamond.

Make it work for you!

- Use the $5 \times 5 = 25$ approach (or # of children \div 5 days)
- Work as a team.
- Plan and organize!
- Create a system that is manageable for you.

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