

Georgia Department of Education Frequently Asked Questions About Pre-K Student Learning Objectives

Pre-K teachers do not give “assessments” to their students. How do we implement SLOs and also meet the expectations of Pre-K?

The SLO expectation is for teachers to have pre- and post-assessment information which will document student growth over time. No new assessment will be created or be used in place of Work Sampling Online (WSO). The SLOs will be pulled from the WSO Indicators. Therefore, the documentation for the WSO and SLOs will be the same. The SLOs identified for Literacy and Numeracy will serve as the pre and post assessment. The method of documentation for each indicator is not through an on-demand assessment, but rather through observation and documentation in the form of notes, matrices, photos, and/or work samples within a natural classroom environment.

How do teachers record SLO data and what will be the criteria for expected growth and for high growth?

	FALL	SPRING
Teacher	<ol style="list-style-type: none"> Teachers will rate all five indicators using <i>Not Yet</i>, <i>In Process</i>, or <i>Proficient</i> for the pre assessment. Teacher enters student pre assessment score of 0 into SIS for all students. 	<ol style="list-style-type: none"> Teachers will rate all five indicators using <i>Not Yet</i>, <i>In Process</i>, or <i>Proficient</i> for the post assessment. In the final column on the Assessment Data Form found in the SLO assessment teachers will indicate whether a child demonstrates growth using “yes” or “no.” Teacher will record in the SIS the number of indicators in which each child showed growth, 1-5. (A child with 4 “yes” would be recorded as a 4 in the SIS.)

LEA	<p>LEA will enter Pre-K SLO growth targets into their local SIS as follows: Score 1-2: Low Score 3: Expected Score 4-5: High **Students will increase 2 levels to show expected growth (moving from 1 to 3) and 3 or more levels to show high growth (moving from 1 to either 4 or 5).</p>
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Do teachers use numerical or letter descriptors to report SLO data?

Teachers will use *Not Yet*, *In Process*, or *Proficient* for the pre and post assessment. In the final column of the Assessment Data Form located in the SLO assessment teachers will indicate whether a child demonstrates growth using “yes” or “no.” The information will be transferred as a score of zero to five for numeracy and zero to five for literacy.

Where can I find the SLOs that were approved by Bright from the Start?

They are housed in the secured section of SharePoint and access is only granted to district identified personnel.

What should Pre-K teachers be doing with the students during the first five weeks of school and how is this information used as a pre assessment?

During the first five weeks of school, teachers are establishing routines, teaching procedures, and organizing instructional activities. This includes large group, small group, center time, outside time, and other activities. By making observations and gathering documentation for the SLOs during the first five weeks of school, teachers are able to assess student knowledge prior to instructional activities. This provides teachers with a plan for student growth.

What documentation should be used for the Literacy and Numeracy SLOs?

It is recommended that the documentation for the literacy and numeracy SLOs be gathered within the first five weeks of school. The indicators are selected from Work Sampling Online (WSO). The documentation gathered using WSO serves as the pre assessment. No additional assessments should be used for Pre-K.

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Will Pre-K teachers be evaluated by someone other than the administrators at their local school?

All certified teachers in the state of Georgia are required to be evaluated using Teacher Keys Effectiveness System (TKES). All components of the TKES are completed by credentialed evaluators, school administrators and/or their credentialed designees.

Georgia's Pre-K consultants implement the program and provide site level monitoring to support directors and teachers. Georgia's Pre-K directors utilize the Grant Requirement Checklist and IQ Guides for planning, instruction, environment, and assessment to monitor their programs.

CLASS observations completed by Georgia's Pre-K consultants are assigned randomly each year. The purpose of the CLASS observations is to provide feedback related to the student interactions that impact social and academic growth. The CLASS observation is not an evaluation and is not part of the TKES.

There are five numeracy and five literacy "Performance Indicators," but teachers were not provided matrices for each indicator. How do we use the matrices?

The matrices were provided as examples to gather documentation. The indicators without an example matrix might be documented more easily using an observational note, photo, or work sample.

Are teachers allowed to make any substitutions to the examples given for collecting documentation? (May a song other than "Willoughby Wallaby Woo" be used in assessing "substituting different beginning sounds"?)

Yes. The matrices and activities are provided as examples and can be edited. Teachers should focus on what they know about the interests and academic needs of the children in their classroom.

Pre-K teacher WSO documentation is entered online. Should teachers make copies of notes, matrices, photos, and work samples to file them in SLO folders?

No, the documentation will be stored within WSO. The SLO documentation looks specifically at the ratings given, not at the documentation gathered. Principals have access to WSO and can screen the documentation gathered for each student or an entire classroom.

Should Pre-K teachers have portfolio type folders for each child as documentation for SLOs?

No, not necessarily. Teachers using WSO have the option of either uploading the work sample and descriptor or keeping the actual work sample in a portfolio and recording only the descriptor online. If a teacher chooses not to upload student work samples to WSO, a portfolio should be maintained