



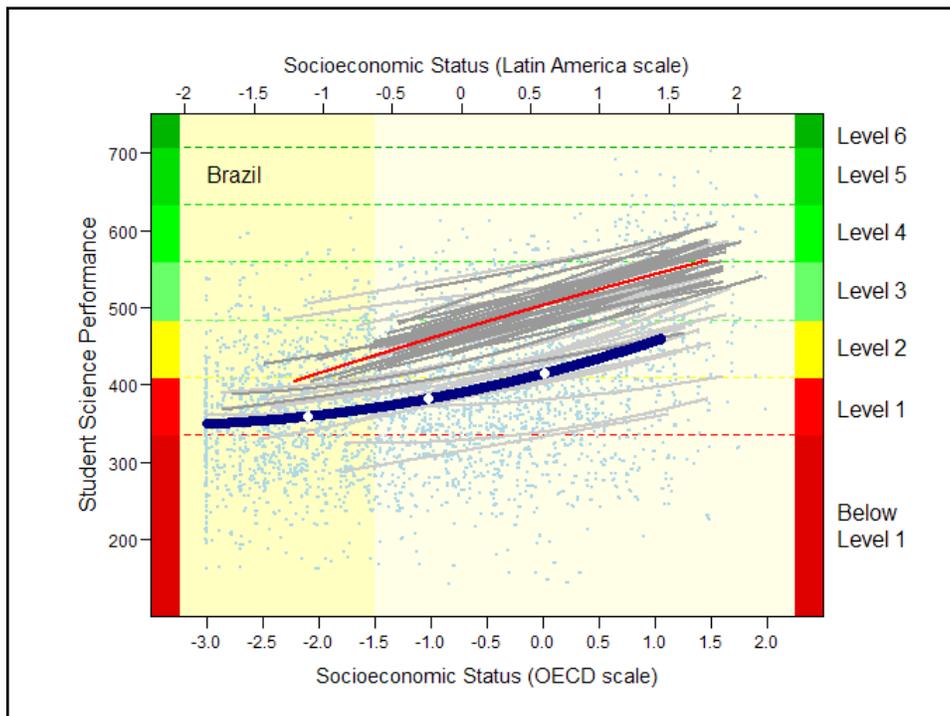
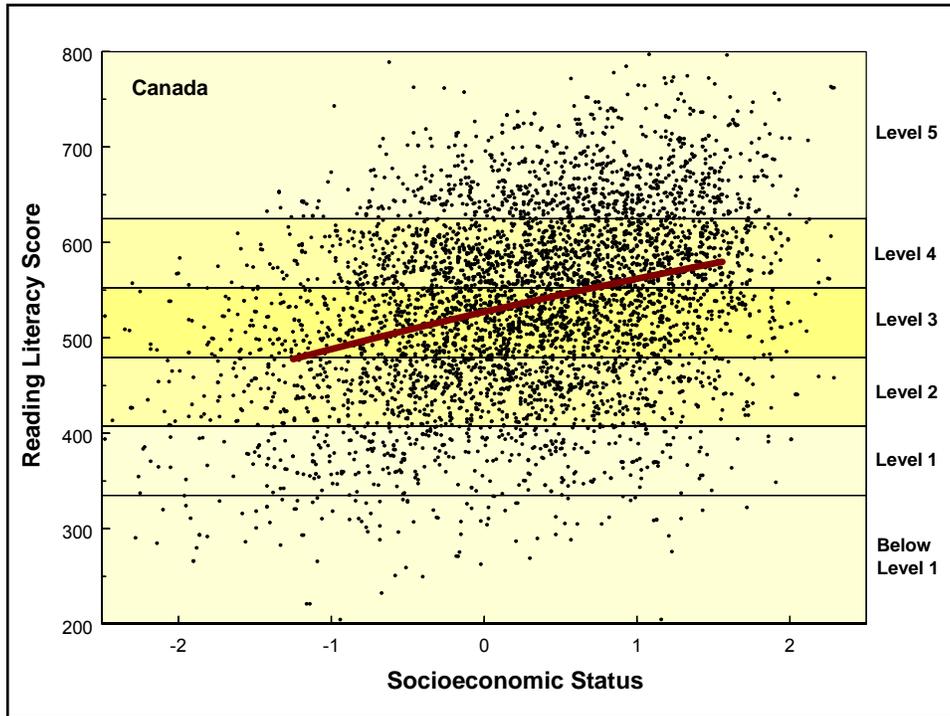
**La
desigualdad
en el
aprendizaje**

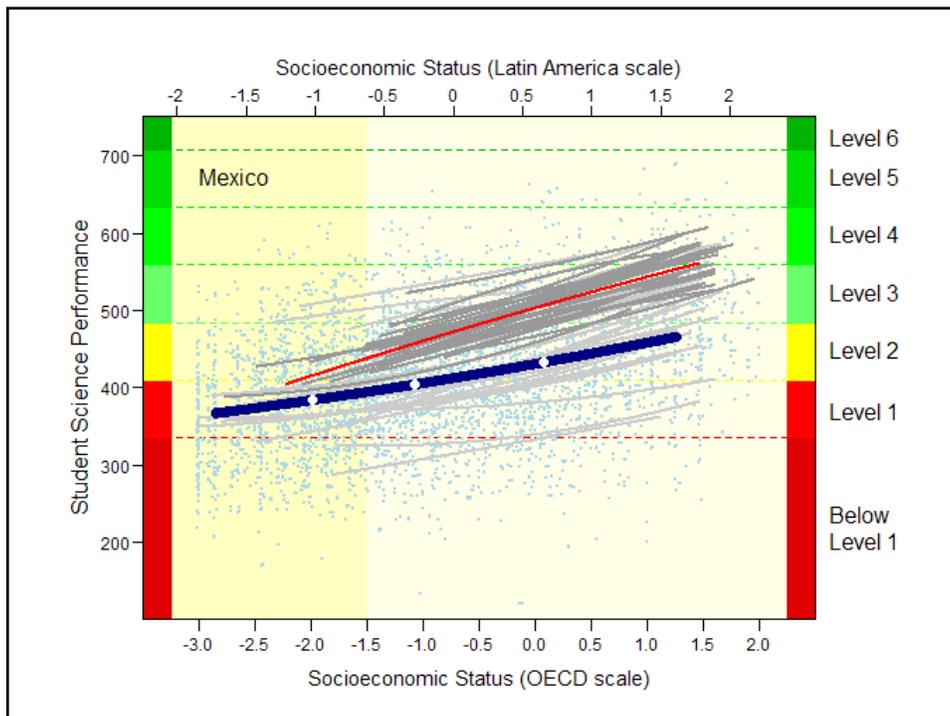
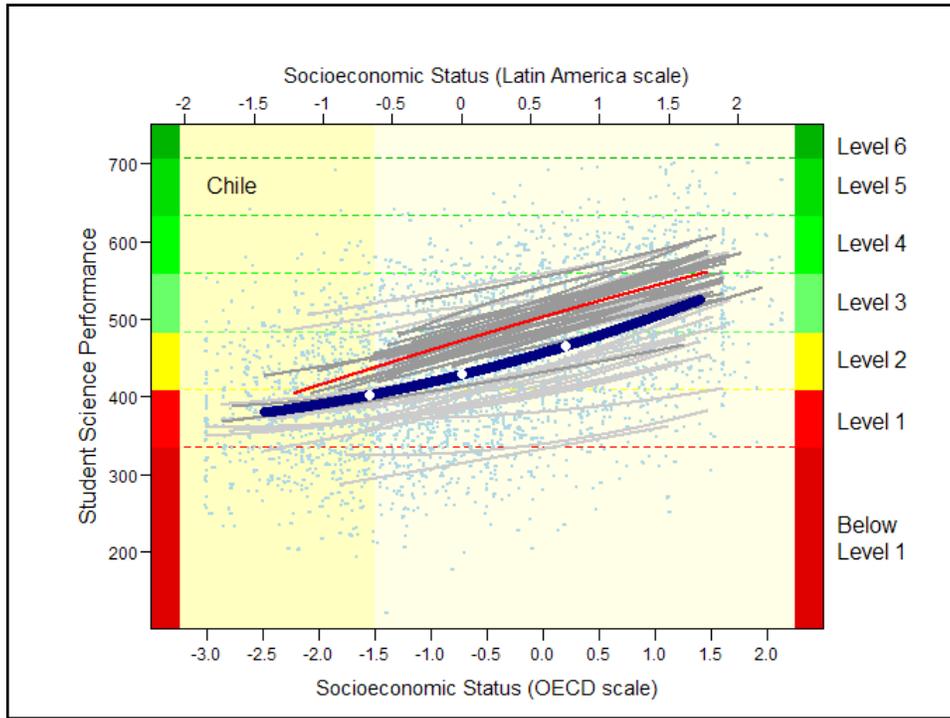
**Learning
Divides**

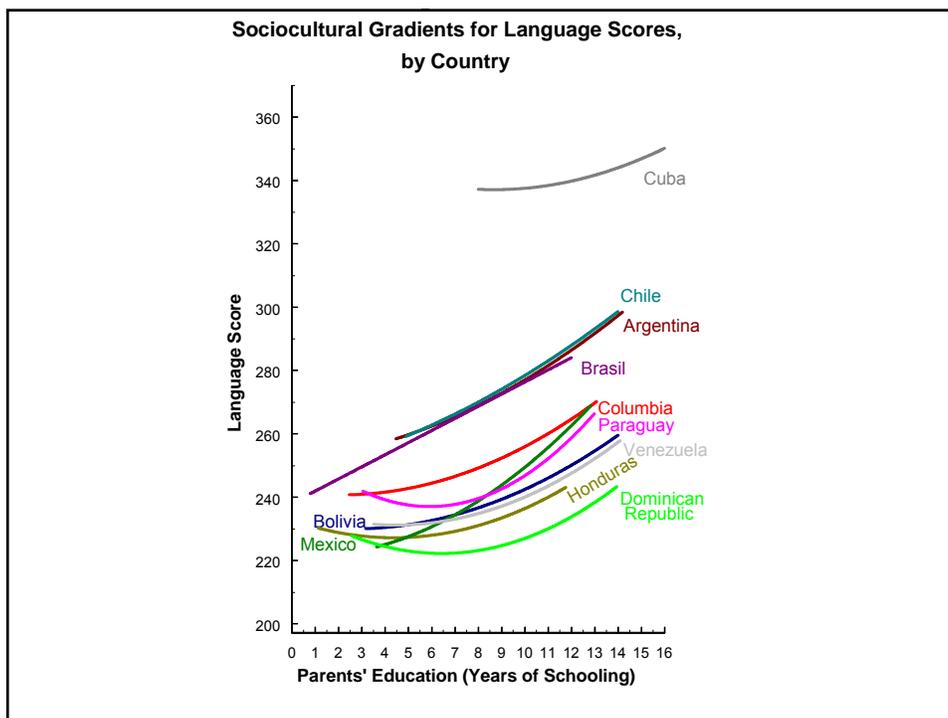
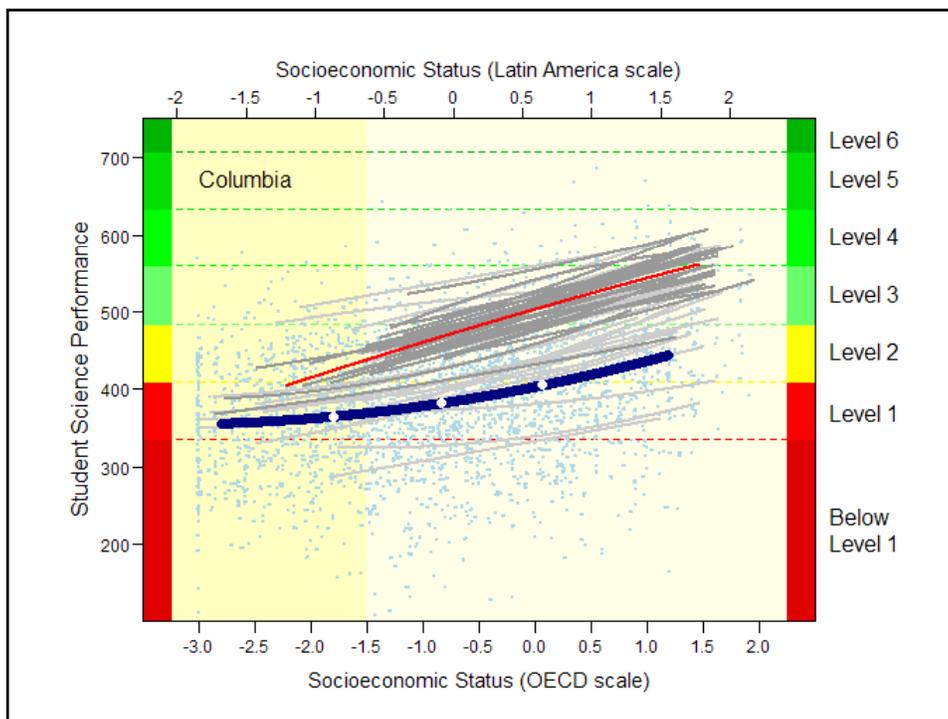
*J. Douglas Willms
University of New Brunswick*

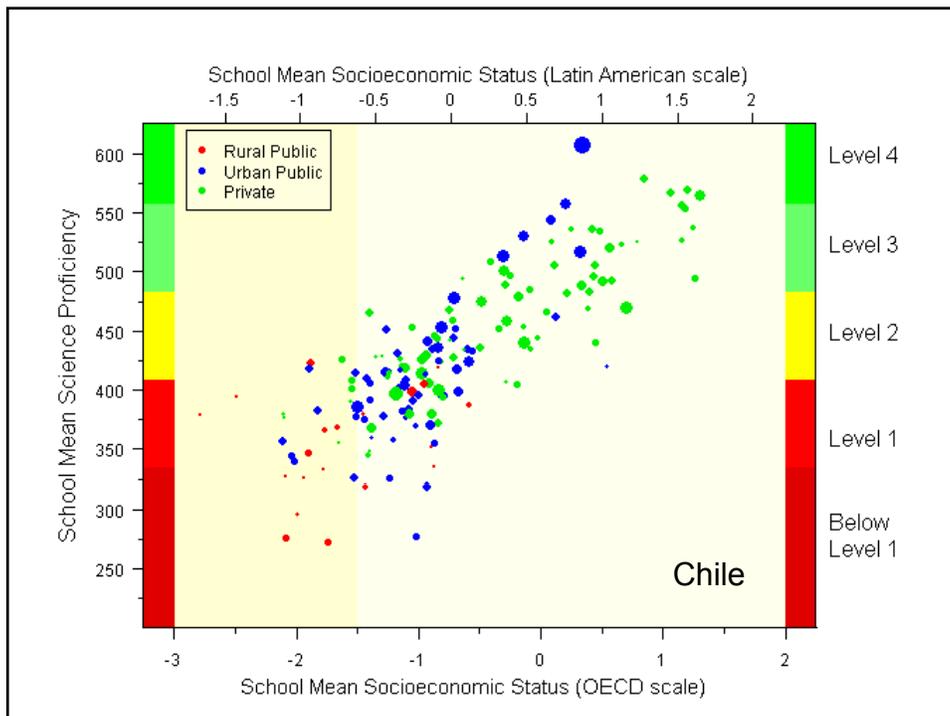
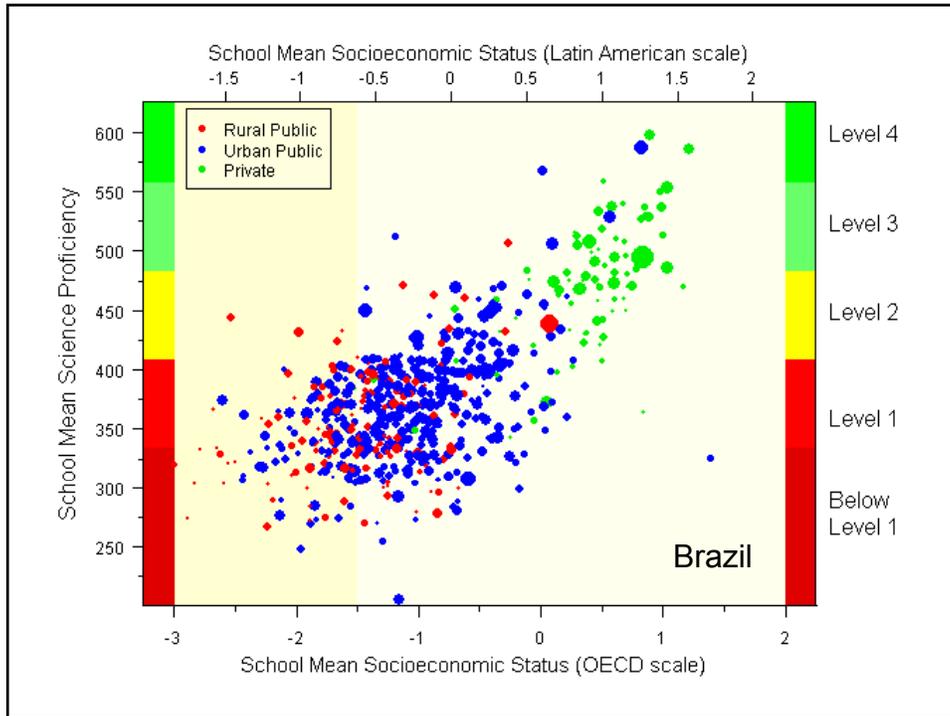
“How can we improve children’s cognitive, behavioral and health outcomes, while reducing inequalities associated with family background?”

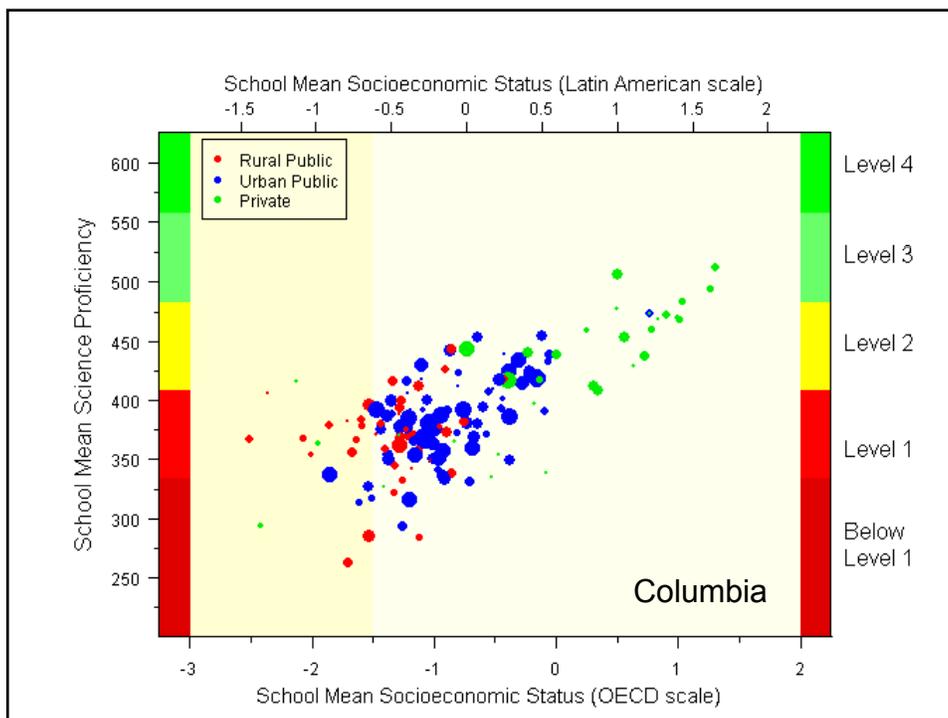
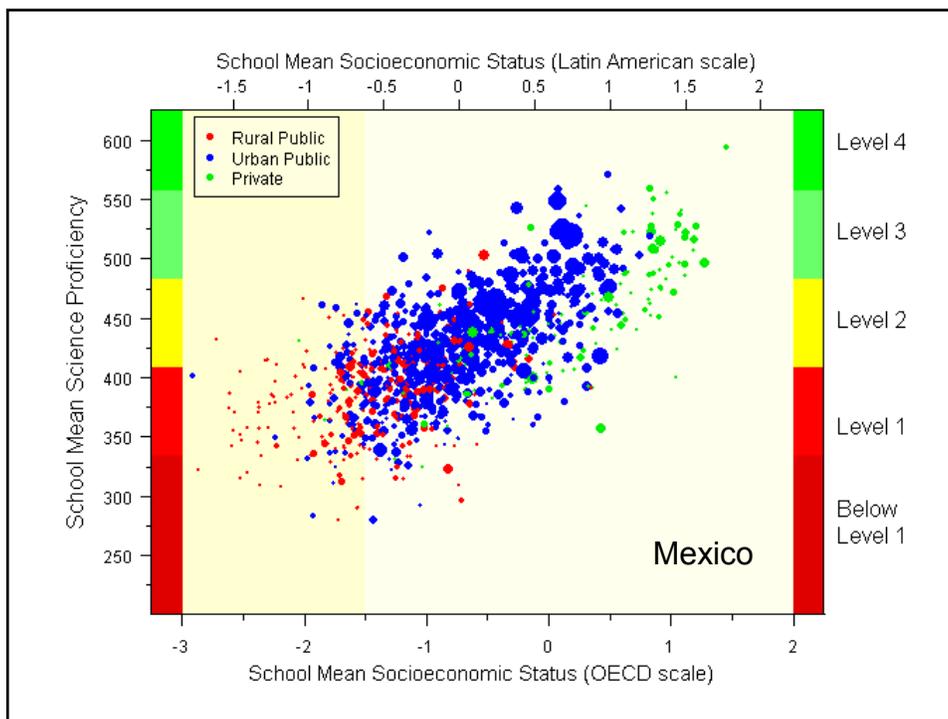


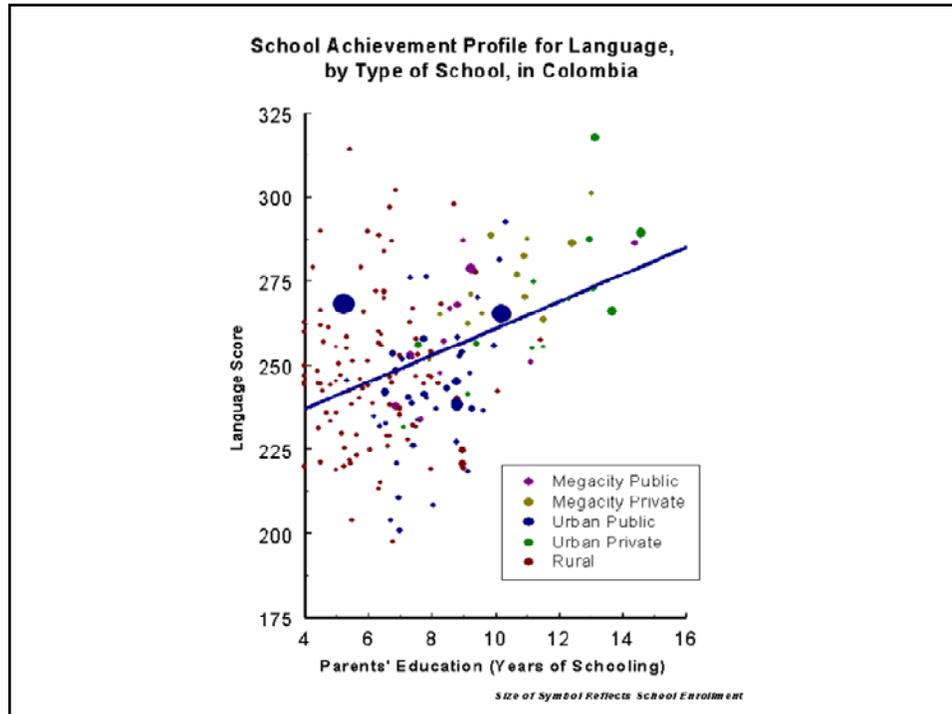












Socioeconomic gradients and school profiles are powerful evaluation tools for characterizing the performance of a school system.



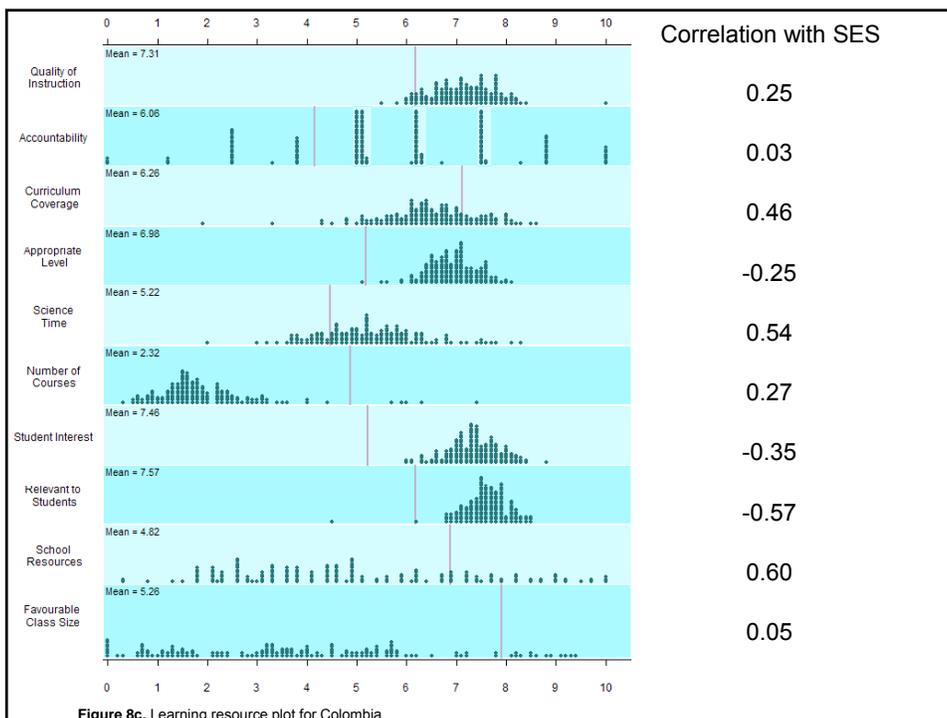
They cause us to think about how we might raise and level the learning bar.

Learning is a function of:

- I. Context
- II. Quality Instruction
- III. Engagement
- IV. Time



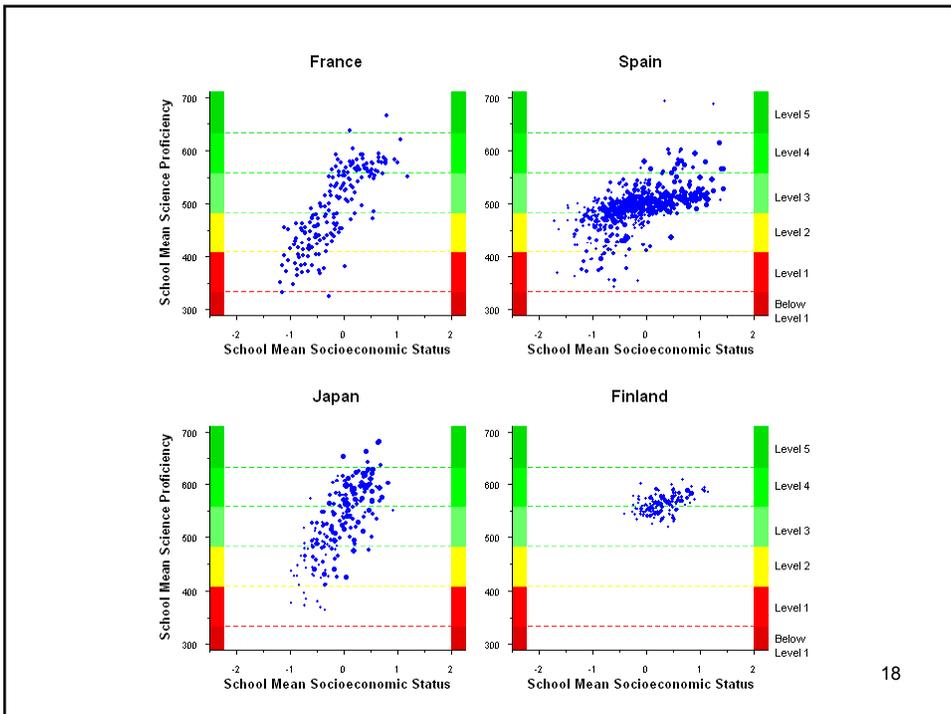
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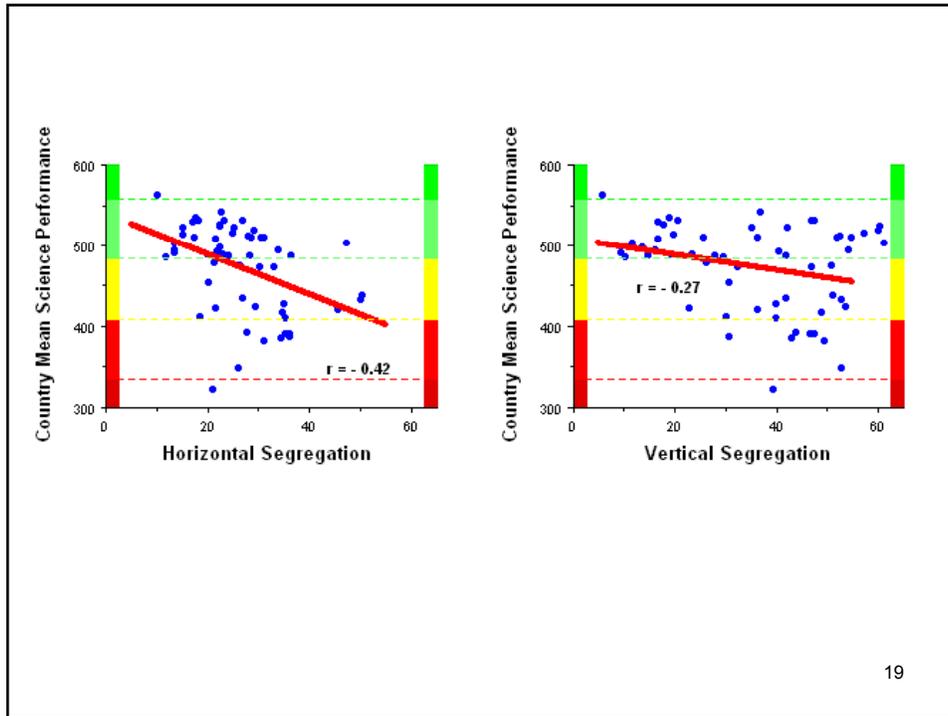




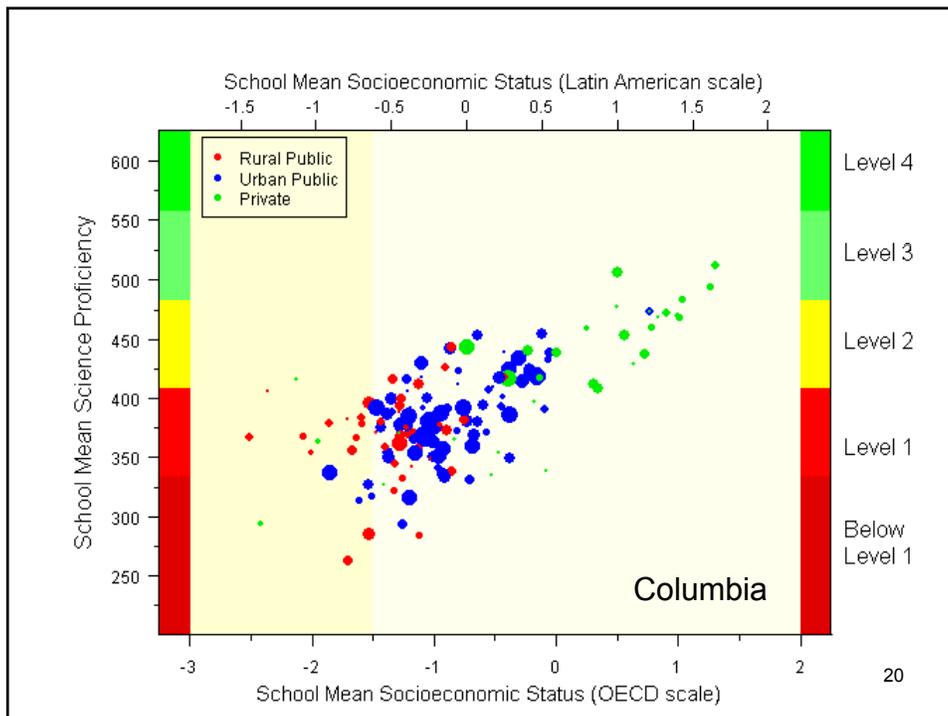
I. Context Matters

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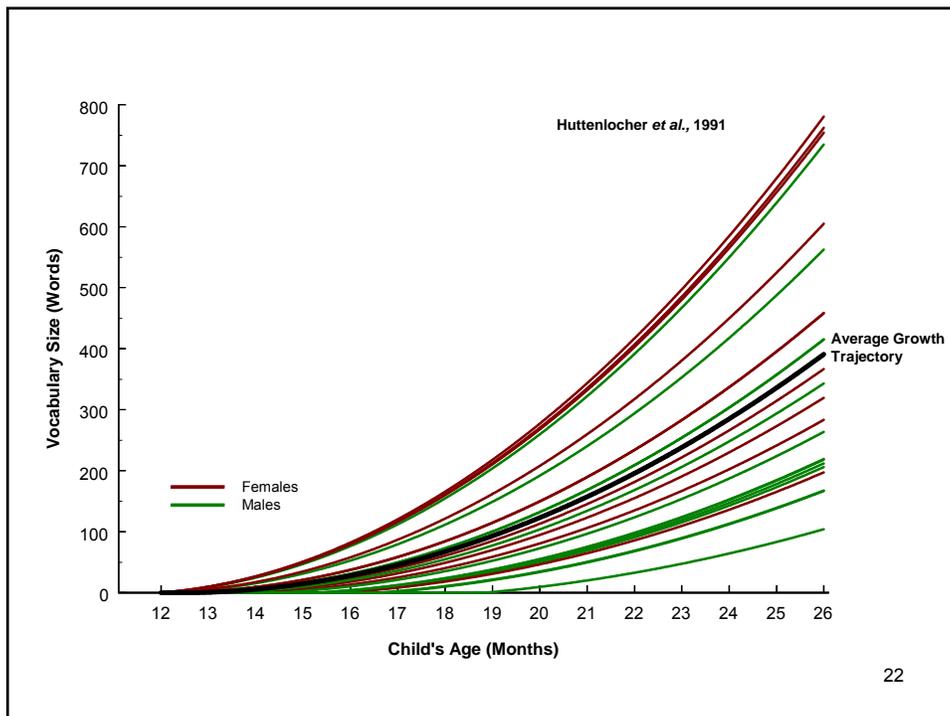
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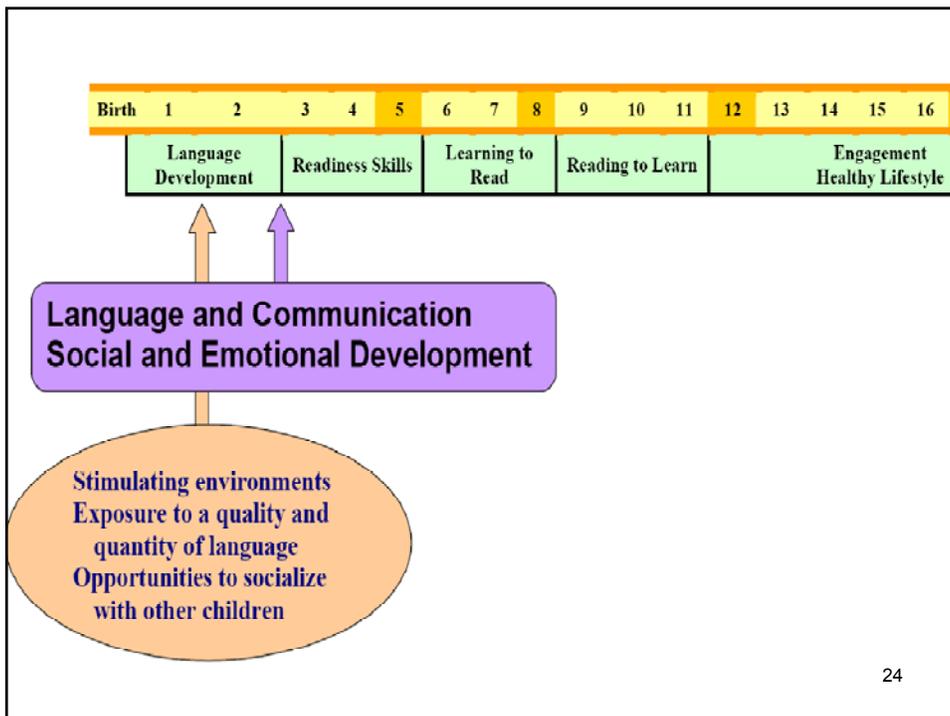
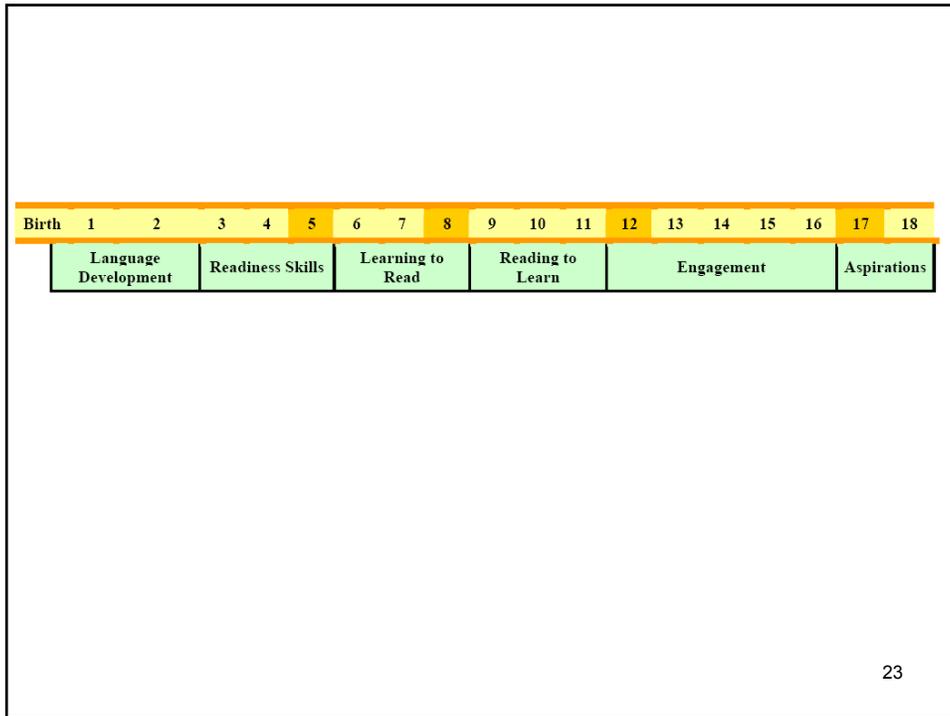
II. Building Success with Quality Instruction



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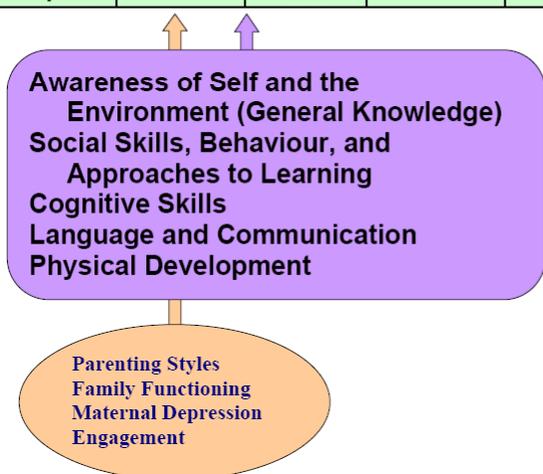
Birth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Language Development		Readiness Skills		Learning to Read			Reading to Learn		Engagement				Aspirations				

Children make better progress in school if they enter kindergarten with strong language and communication skills

Language development depends on an exposure to a quality and quantity of language

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Birth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Language Development		Readiness Skills		Learning to Read			Reading to Learn		Engagement Healthy Lifestyle								



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Children acquire **skill-based assets** as they mature, and these assets are the **building blocks** for future successful development.

We need to change our focus from demographic risk factors to the outcomes that are critical for successful child development



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Evaluator Direct Assessments

The primary aim is to provide an assessment of children's developmental outcomes before they enter kindergarten or grade 1.

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The results can be used to:

provide results for a 'response-to-intervention' framework;
identify students who need extra support;
involve parents in meaningful ways;
identify issues relevant to particular students or groups of students;
assess the impact of district or province-wide policies and interventions;
track changes in outcomes at the school, district, and community levels.



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A row of colorful wooden toy cars with numbers on them, arranged in a line. The numbers are 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. The cars are made of light-colored wood and have small wheels. The numbers are in various colors: 0 is orange, 1 is green, 2 is dark grey, 3 is red, 4 is green, 5 is yellow, 6 is red, 7 is yellow, 8 is red, 9 is orange.

**Early
Years
Evaluation:**

Direct Assessment

<http://www.ksiresearch.com>

The EYE-DA assesses the following four developmental areas:

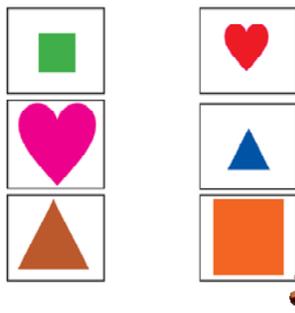
- Awareness of Self and the Environment;
- Cognitive Skills;
- Language and Communication; and
- Gross and Fine Motor Development.

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Cognitive Skills

This area refers to children's abilities to:

- recognize words that rhyme
- name some letters and sounds
- name numbers and count sets of objects
- recognize same and different



Evaluator says:

"Now we are going to do some matching with shapes. I'm going to point to a shape on this side, and I would like you to show me which one on the other side matches the shape."

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Administration of the EYE-DA

- Teachers and educational support personnel who are experienced in working with young children administer the EYE-DA
- Training is required
- The assessment takes about 30 minutes
- Children love doing the EYE!

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How are the results used?

- *For parents...*

Once a child has completed the EYE-DA, the parent receives a report entitled “Early Years Evaluation – Direct Assessment (EYE-DA) Report.”

The report lists each of the developmental areas and uses a colour-coded box to indicate the child’s results.

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How are the results used?

- *For teachers...*

Information on each child's developmental strengths and weaknesses gives teachers the necessary feedback to help each child make a positive transition to school.

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How are the results used?

- *For district and Department staff...*

Assessment results can be aggregated to the school and district levels and presented with community-level maps to help administrators discern where resources are most needed.

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The critical transition from learning-to-read to reading-to-learn

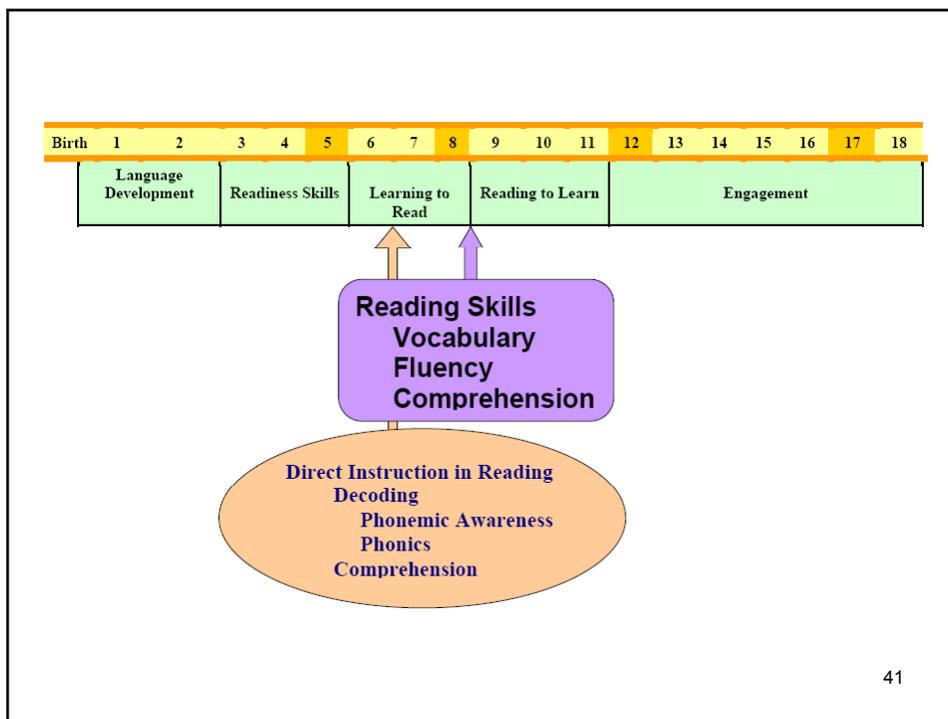
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The ability to read is a fundamental skill for children's success at school, and ultimately for their long-term health and well-being.

The most critical transition is from *learning-to-read* to *reading-to-learn*. For most students this occurs at about age 8 or 9, or about the end of grade 3.

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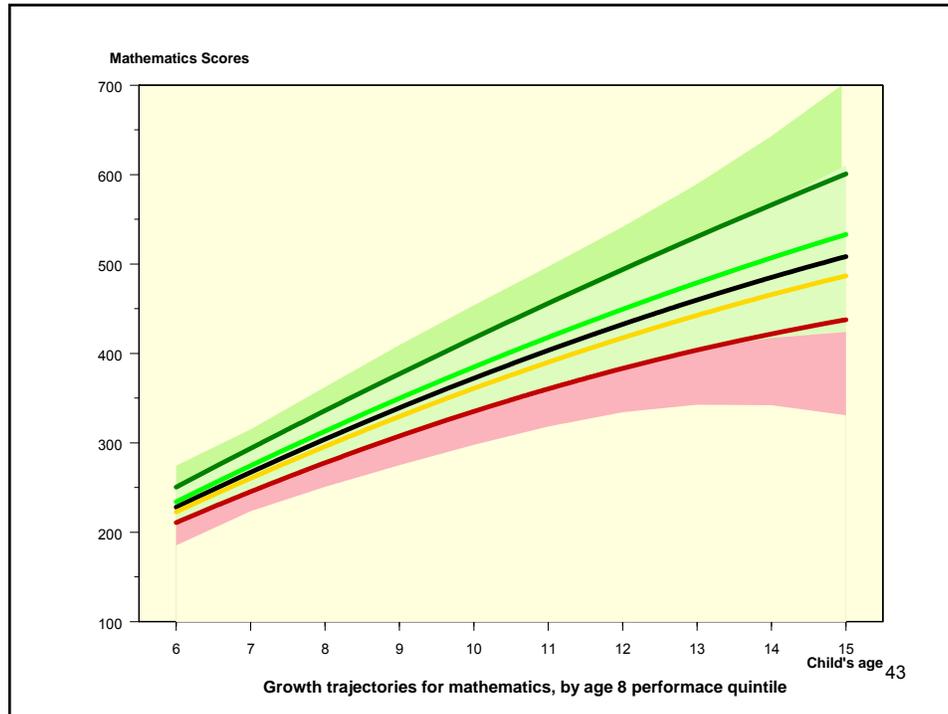


‘The simple view of reading’ (Rose, 2006) has two critical, complementary dimensions:

word recognition – the ability to recognize and understand particular words, and

language comprehension – being able to understand and interpret spoken and written language.

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Don't Wait to Fail

- Literacy trajectories are established early.
- Children on a low trajectory tend to stay on that trajectory and fall further and further behind.
- The later children are identified as needing support, the more difficult it is to catch up.

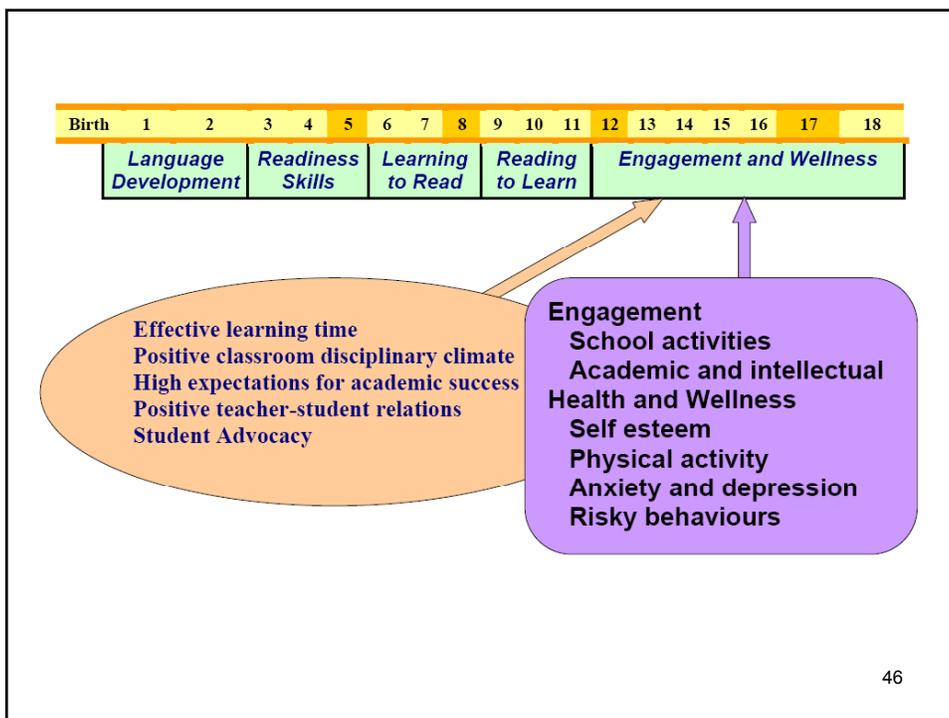


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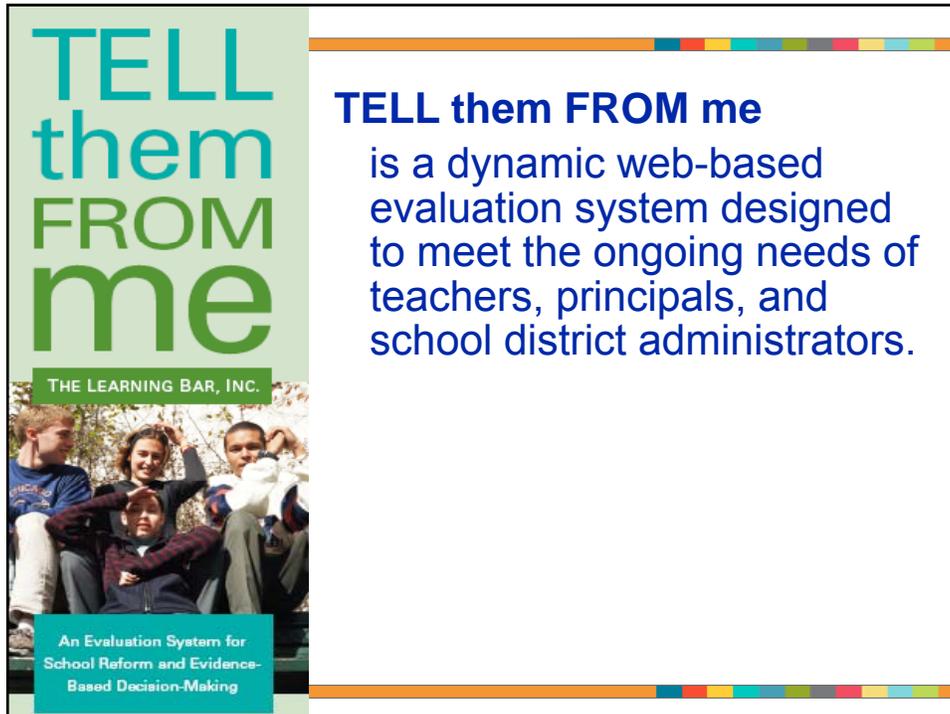


III. Increase Student Engagement

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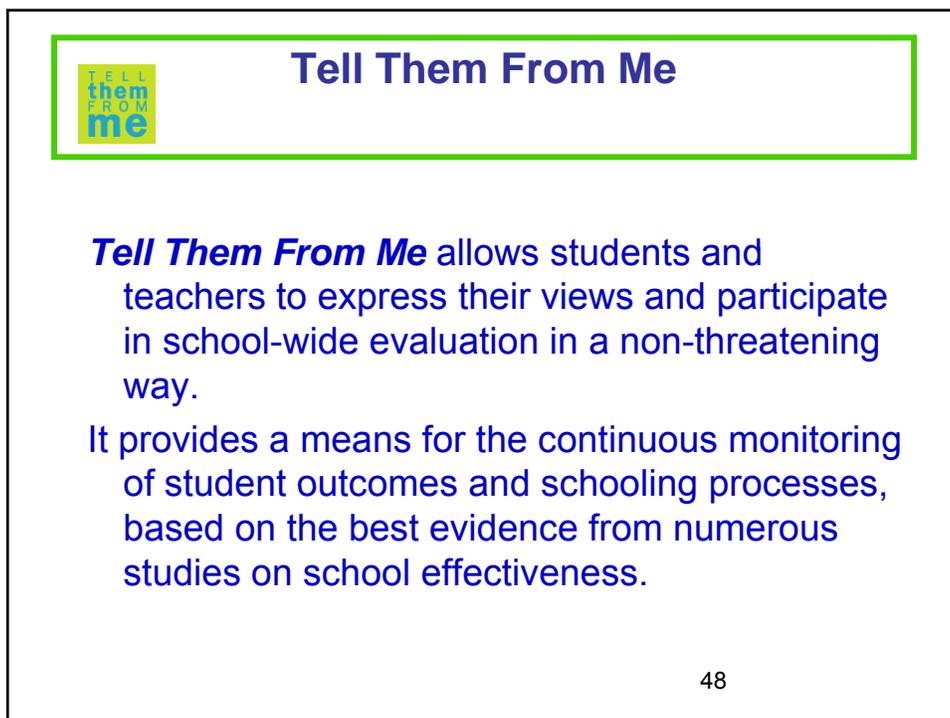


TELL them FROM me

THE LEARNING BAR, INC.

An Evaluation System for School Reform and Evidence-Based Decision-Making

TELL them FROM me is a dynamic web-based evaluation system designed to meet the ongoing needs of teachers, principals, and school district administrators.



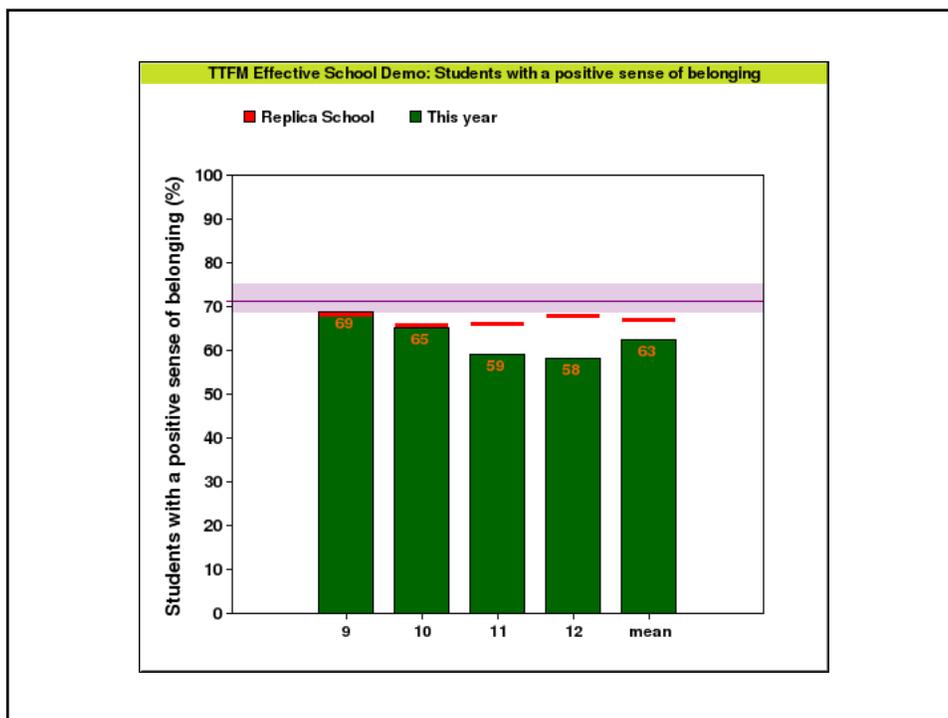
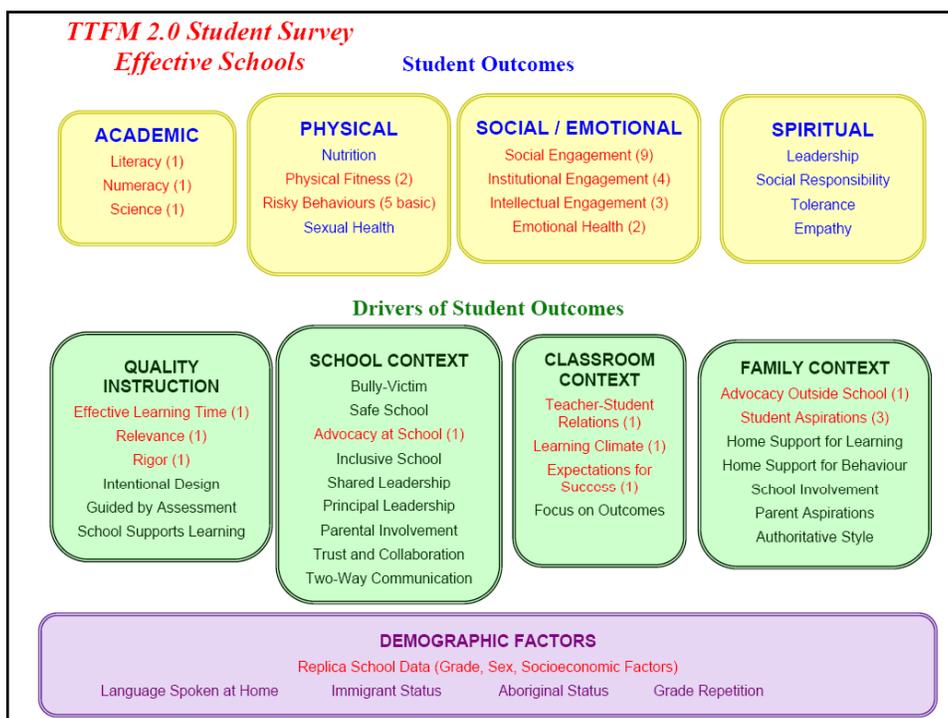
TELL them FROM me

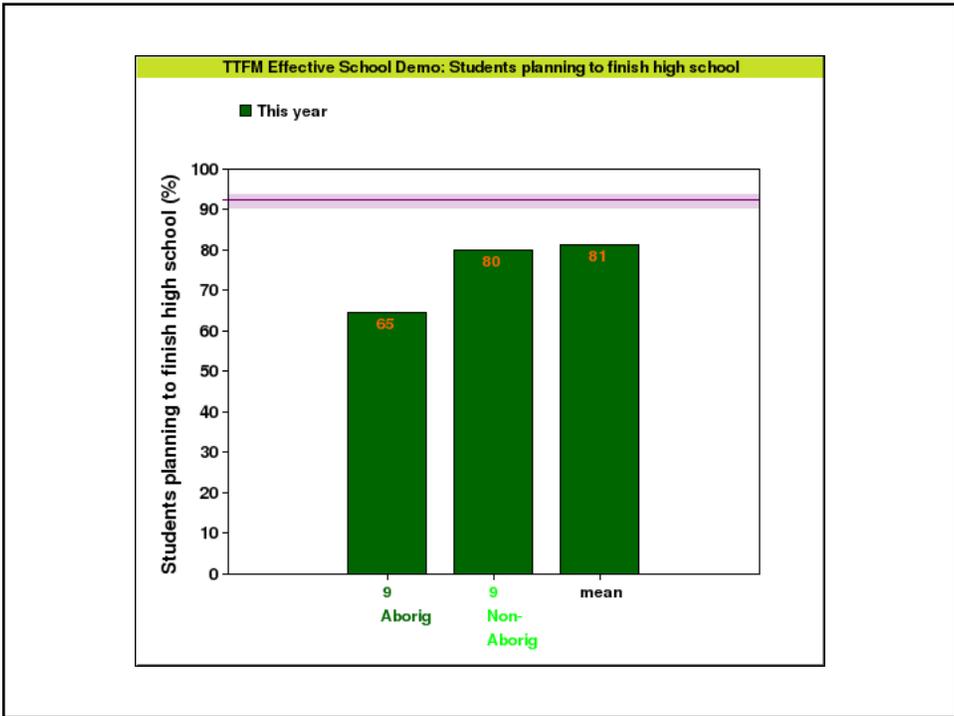
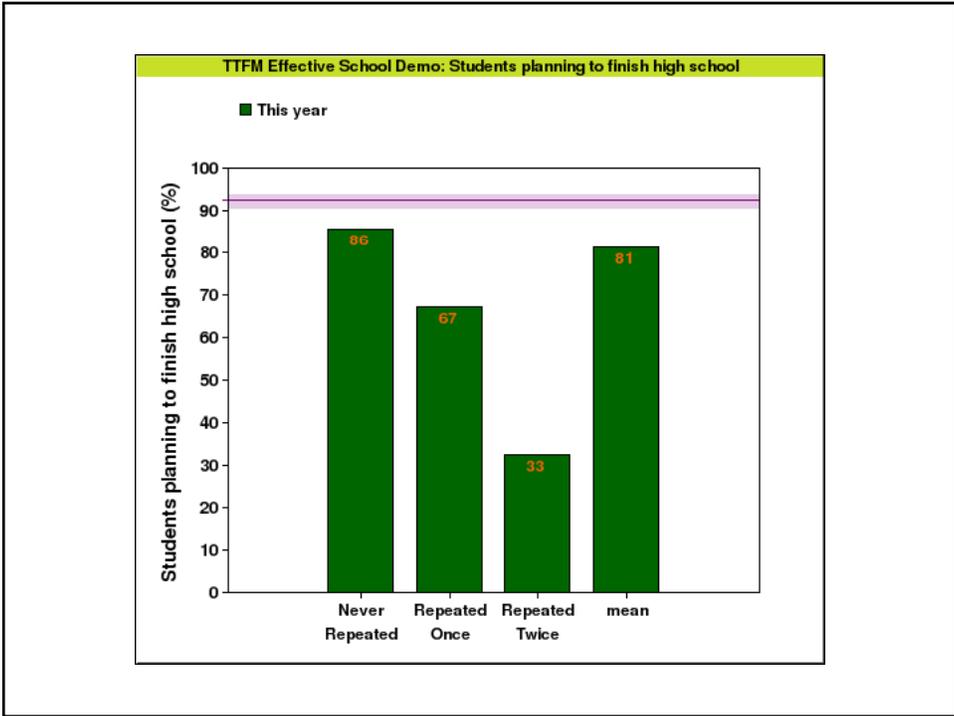
Tell Them From Me

Tell Them From Me allows students and teachers to express their views and participate in school-wide evaluation in a non-threatening way.

It provides a means for the continuous monitoring of student outcomes and schooling processes, based on the best evidence from numerous studies on school effectiveness.

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Learning time can be increased by:

- Increasing student engagement
- Decreasing absenteeism
- Using class time efficiently
- Authentic homework assignments
- Involving parents
- After-school programs
- Summer learning

Summer Drop-off

- About one half of the achievement gap between high and low SES students develops during the summer months

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After School Programs

- After school programs can afford the opportunity for struggling readers to receive 30-45 minutes of augmentative instruction three to four times per week.
- Combining them with rigorous physical activity can have help reduce childhood overweight and obesity.
- Transportation arrangements is not an impossible barrier.

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We need to change our focus from demographic risk factors to the outcomes that are critical for successful child development



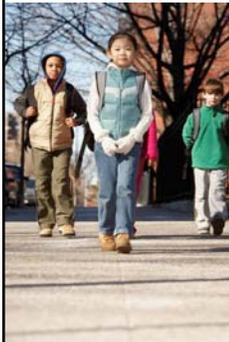
Develop *inclusive* interventions aimed at reducing the segregation of children from low socioeconomic status families.

Establish a Professional Development framework to create the 'special forces' team of teachers skilled in improving literacy



Support strategies for increasing learning time with:

- after-school programs
- making the most of June
- summer learning



Promote School Practices that Increase Student Engagement

Teach for Today's World

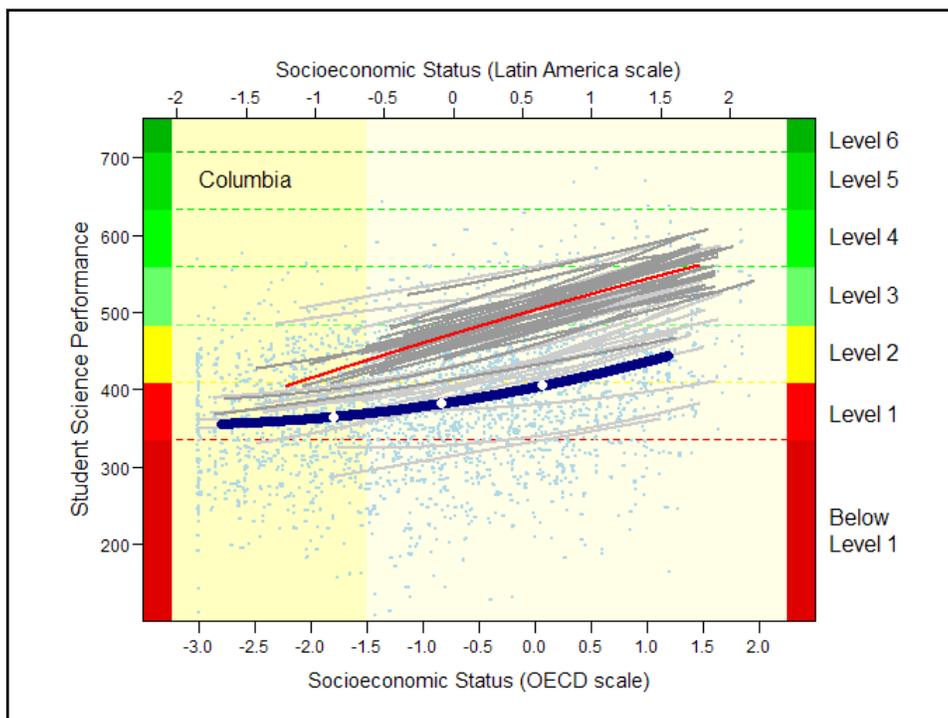
Make it Mean Something

Use Assessment as Feedback

Build Relationships

Improve Teaching Practices

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Societies establish certain tolerable equilibria for inequalities in social outcomes, which are maintained by powerful economic and political forces.

However, these can be altered through policy, practice, and reform.



<http://www.unb.ca/crisp>



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