

APPENDIX I, RESOURCES FOR ASSESSING PROGRESS AND ASSURING QUALITY

Websites

Ensuring Quality in Head Start: The FACES (Family and Children Experiences Survey) Study.

<http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/performance-measurement/ensuring-quality-in-head-start-the-faces-study>

Head Start has developed an outcome-oriented accountability system, which combines scientific research with program-level reporting and monitoring, and is based on a consensus-driven set of criteria for program accountability.

Evaluation Publications and Resources.

<http://www.hfrp.org/evaluation/publications-resources>

Part of the Harvard Family Research Project website, this section provides links to publications and resources covering topics such as Evaluation Methodology & Design, Evaluating Family Involvement, Evaluating Early Care and Education, and Results-Based Accountability.

National Network for Collaboration.

<http://crs.uvm.edu/ncco/>

This website provides information, activities, and links related to collaboration including: change process, identifying goals, assessing progress, communication skills, and community capacity building.

Program Development and Evaluation.

<http://www.uwex.edu/ces/pdande/>

This website from the University of Wisconsin-Extension provides detailed information on a program development model that includes situational analysis, priority setting, program action, the logical model, and evaluation.

The T.E.A.C.H. Early Childhood® National Technical Assistance & Quality Assurance Center.

http://www.childcareservices.org/ps/teach_ta_qac.html

This website addresses assuring quality. It provides built-in support and accountability for safeguarding your early childhood professional development investments.

The Urban Child Institute.

<http://www.theurbanchildinstitute.org/articles/research-to-policy/research/ensuring-quality-in-pre-k-classrooms-improves-outcomes-for-kids>

This website provides key initiatives, resources, and articles for ensuring quality in PreK as it relates to improved outcomes for children.

Articles & Reports

Schultz, Tom. Tackling PK-3 **Assessment & Accountability Challenges: Guidance from the National Early Childhood Accountability Task Force**. July 2008. The State Education Standard.

http://nasbe.org/index.php?option=com_content&view=article&id=159:additional-resources&catid=90:ecen-project-resources

Books

Boudett, K. P., City, E. A., & Murnane, R. J. **Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.** 2005. Harvard Education Press.

<http://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679>

This book presents a clear and carefully tested blueprint for school leaders. It shows how examining test scores and other classroom data can become a catalyst for important schoolwide conversations that will enhance schools' ability to capture teachers' knowledge, foster collaboration, identify obstacles to change, and enhance school culture and climate.

Frey, N. E. & Fisher, D. B. **The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning.** 2011. ASCD.

<http://www.ascd.org/publications/books/111013.aspx>

Two of ASCD's most popular authors, Nancy Frey and Douglas Fisher, reveal how to create a failsafe assessment system that covers all three essentials: 1) Ensure students understand the purpose of the assignment, task, or lesson, including how they will be assessed; 2) Provide students with information about their successes and needs; and 3) Capture the performance data that teachers need to guide student learning.

Snow, C. E. & Van Hemel, S. B., eds. **Early Childhood Assessment: Why, What, and How.** 2008. National Academies Press.

<http://www.amazon.com/Early-Childhood-Assessment-Why-What/dp/0309124654>

Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. The value of assessments requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

Tools

NCDPI Comprehensive Needs Assessment.

<http://www.ncpublicschools.org/schooltransformation/assessments/>

Within the District and School Transformation section of the Public Schools of North Carolina website, this sub-section provides information and resources for needs assessment. The Comprehensive Needs Assessment provides a framework which provides schools and districts with a clear view of their strengths, areas for improvement, challenges, and successes. It enables a systematic review of practices, processes, and systems and serves as the corner stone of continuous improvement.