

PreK-3 Literacy for School Leaders
Module 8:
Administrator's Role: Using Assessment Data to Inform Instruction



Module Description

Administrator's Role: Using Assessment Data to Inform Instruction discusses the purpose of assessment in early childhood literacy, the types of literacy data available to educators, and the role of data in informing instructional and intervention decisions. The module also explores the vital link between the school leader and the literacy coach, and explains how coaching can be made more effective with the support of the school principal. The module briefly discusses the importance of collecting and using assessment data to drive instructional and program improvement.

About the Series

The *PreK-3 Literacy for School Leaders* Blended Learning Series comprises 9 modules and prepares school leaders and coaches to better understand, promote, and improve early literacy learning in their schools. The introductory module for the series explores the importance of early literacy development to reading success, introduces important documents related to PreK and K-3 literacy guidelines and policies in New Mexico, and explains to what extent these documents form a continuum. The module also describes what school leaders can do to ensure communication between PreK and K-3 teachers and alignment in PreK and K-3 curriculum and instruction.

Module 2 is focused on the unique strengths and needs of English Language Learner students with regard to early literacy. Modules 3, 4, and 5 dig into the nuts and bolts of reading instruction: research, best practices, and classroom vignettes. Module 6 addresses the same topics as Modules 3, 4, and 5, with a special focus on English Language Learners. Modules 7, 8, and 9 turn to the school administrator's role in supporting and improving PreK-3 literacy practices and reading proficiency.

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Participant Outcomes

After completing this module, participants will be able to:

- Use data to inform school-wide programmatic decisions and the integration of a school-wide assessment plan.
- Support teachers in their use of data to inform instructional decisions for all students.
- Identify types of early literacy assessments and describe their appropriate uses.
- Explain how classroom assessment data can be used effectively to make valuable instructional and intervention decisions that target early literacy skills leading to student success.
- Apply resources relevant to implementing assessment practices in a comprehensive reading program.

Module Outline

Section 1: Welcome and Introduction

Section 2: Review of Early Literacy Goals and Strategies

Section 3: Assessments to Inform Teaching and Learning of Early Literacy Skills

Section 4: Using Assessment Data to Inform Teaching and Learning of Early Literacy Skills

Section 5: Using Assessment Data to Set Priorities for Improved Early Literacy Instruction

Section 6: Conclusion

Estimated Completion Time

75 Minutes

Prerequisite(s)

Module 1: *Setting the Context for PreK-3 Literacy*

It is also highly recommended that participants complete all modules in the *PreK-3 Literacy for School Leaders* series sequentially.