

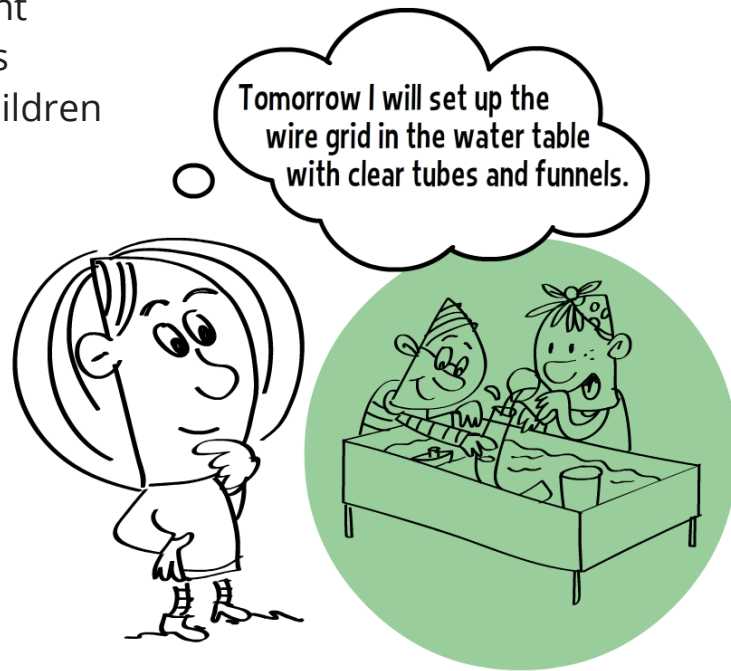
Assessment for Decision Making: ***Making Decisions***

WHAT'S IN THIS PD2GO PACK?

Teachers and caregivers make many decisions every day in their work with children. Ongoing assessment helps them make decisions that support children's learning and development. In this pack we explore in-the-moment and long-term decisions adults make while interacting with children and planning future learning experiences.

Your Participants Will...

increase their capacity to use assessment to make short-term and long-term decisions in early childhood settings.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on Making Decisions including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

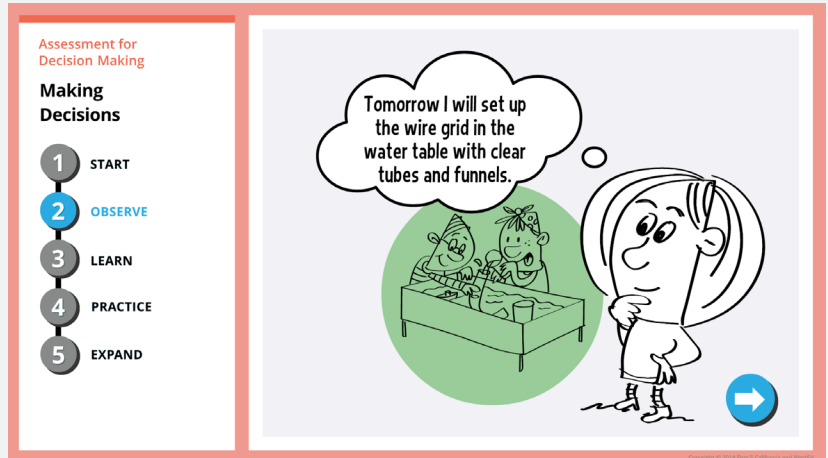
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.





EXPANDING ON THIS PD2GO PACK

This presentation on *Making Decisions* can be used individually or in conjunction with related packs in the bundle, including *Everyday Evidence*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(3.3 MB\)](#)

-  [Facilitator's Guide \(3.4 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Making Decisions, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(120 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Moments in Alma's Day \(120 KB\)](#)
-  [Handout: Making Decisions \(98 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

-  [Digging Deeper \(120 KB\)](#)
-  [Family Connections \(170 KB\)](#)

**STEP 1:
START**

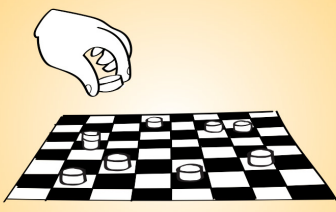
PRESENTATION SEQUENCE

Step 1




Checkers anyone?





When playing checkers, how do you decide where to move your pieces?




We continually observe children and keep their developmental progress in mind.



Go to step 2: OBSERVE

FACILITATOR'S NOTES

[30 sec.]

CLICK  Step 1 - Start

Facilitator: *Checkers anyone?*

CLICK 

Facilitator: *When playing checkers, how do you decide where to move your pieces?*

Invite participants to share ideas. Give time for responses.

The list below offers some expected answers:

- I look at what my partner is doing and plan my moves accordingly.
- I look at the path to getting a king. I try to take as many of my partner's pieces as possible.

Facilitator: *You continually observe the board to make a decision about how to move next. You keep in mind your long-term objectives and the moves of the other player.*

In many ways, teachers and caregivers are just like checkers players.

CLICK 

Facilitator: *As adults who work with children, we continually observe children. We use evidence from observations to decide our next moves, keeping in mind our long-term learning objectives for individual children and their progress toward these goals.*

CLICK 

STEP 2:
OBSERVE

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



[2 min]

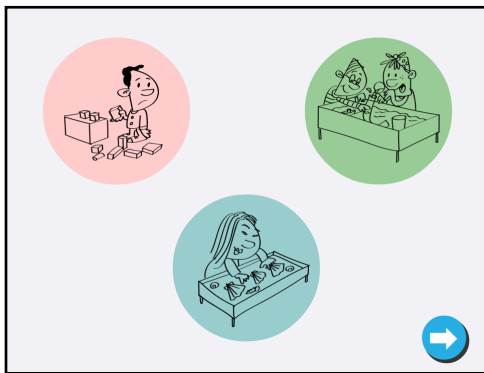
CLICK **Step 2 - Observe**

Refer to handout.

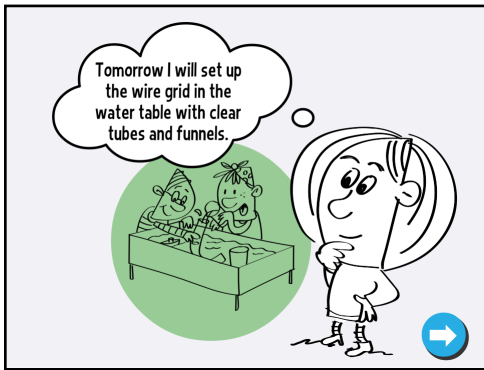
"Moments in Alma's Day"

Facilitator: *Alma is a preschool teacher. Let's take a look at how she uses assessment to make short-term and long-term decisions.*

CLICK

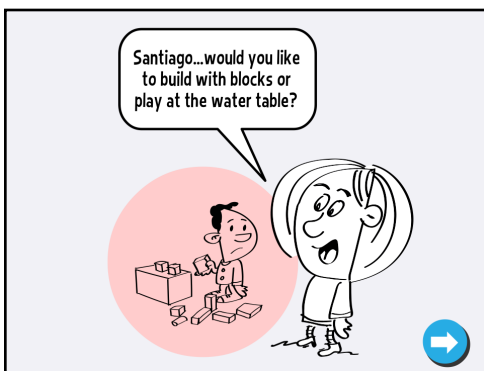


CLICK



Facilitator: *Near the water table, Alma observes attentively as the children repeatedly pour water into a clear tube and watch the water go down the tube. She thinks to herself: "Tomorrow I will set up the wire grid in the water table with clear tubes and funnels attached to it in different positions. Children will have more opportunities to explore how to move water in different directions."*

CLICK

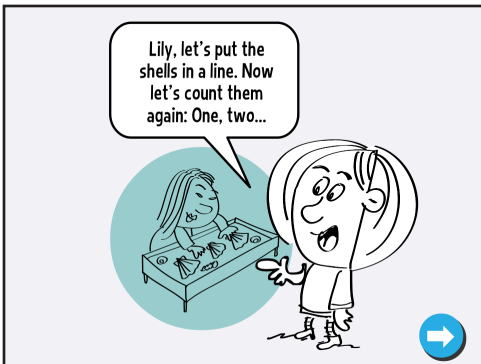


Facilitator: *In the block area, Alma sees Santiago moving around haphazardly and throwing blocks. She steps in and says, "Santiago, the blocks aren't for throwing because they might hurt someone or break something. It looks like you need some help finding something to do. Would you like to build with blocks or play at the water table?"*

CLICK

STEP 2:
OBSERVE *Continued*

PRESENTATION SEQUENCE



Alma continually assessed and made different types of decisions.

Go to step 3: LEARN

FACILITATOR'S NOTES

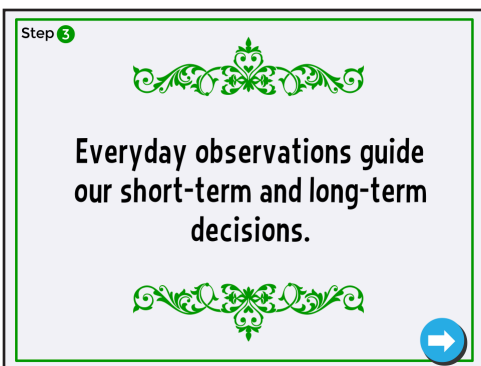
Facilitator: *Near the small manipulative table, Alma notices that Lily is counting shells, "One, two, three, four..." but is double counting some shells. She decides to scaffold Lily's counting skills. "Lily, let's put the shells in a line. Now let's count them again: One, two..."*



Facilitator: *Think through these scenarios. Alma continually assessed and made different types of decisions. She observed and made "next move" decisions and long-term planning decisions.*

STEP 3:
LEARN

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[6 min]



Step 3 - Learn

Facilitator: *Let's explore how everyday observations guide our short-term and long-term decisions. As a teacher/caregiver, you are a decision maker. Everything you do in your classroom requires you to make decisions.*

In this pack, we focus on decisions that create effective and supportive learning experiences for children. How do we make decisions that are relevant and effective for the group and for individual children?

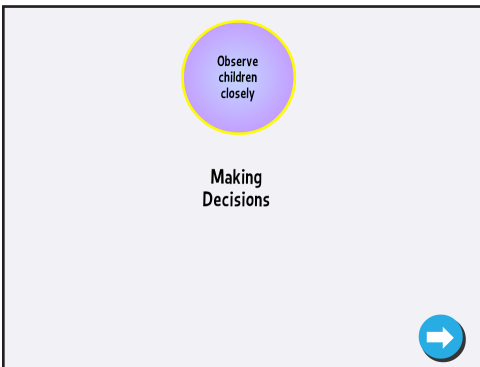
We use evidence from assessment.



STEP 3: *Continued*
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Click for each bullet point to appear as you discuss each.

Facilitator:

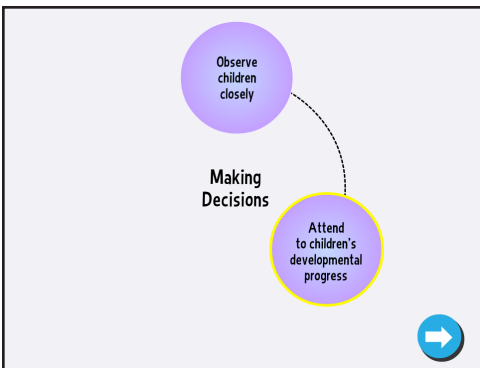
As early childhood educators, we:

- *Observe children closely to learn about individual interests and needs;*

CLICK

Facilitator:

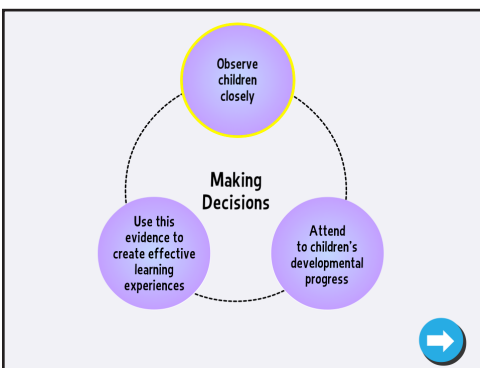
- *Attend to children's progress in different areas of development and learning;*



CLICK

Facilitator:

- *Use this evidence to create effective learning experiences.*



Facilitator:

This is how we use assessment to make decisions. Evidence guides us in making long-term planning decisions and short-term, in-the-moment decisions.

When making long-term planning decisions, we decide:

- *what materials to offer children*
- *what activities to plan for small group or whole group*
- *how to support individual children in the group*

CLICK

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

What did she notice in this scenario?

What aspects of children's development was Alma paying attention to?

What decision did she make?

Facilitator

Think about the scenario of teacher Alma by the water table:

📄 Refer to Scenario 1 in the handout "Moments in Alma's Day."

- *What did she notice in this scenario?*
- *What aspects of children's development was Alma paying attention to?*
- *What decision did she make?*

Ask participants to share their ideas. Focus your comments on how Alma observes and makes an intentional long-term planning decision.



Facilitator

Alma made a long-term planning decision about adding materials at the water table in order to facilitate children's exploration of water.

Evidence guides long-term decision making when planning learning experiences.



Facilitator:

Now let's think about how evidence guides us in making short-term in-the-moment decisions while interacting with children, such as:

- *when to interact*
- *what to say*
- *how to extend a child's learning*

📄 Refer to Scenario 2 in the handout "Moments in Alma's Day."

Let's revisit the scenario of Santiago in the block area:

- *What did she notice in this scenario?*
- *What aspects of children's development was Alma paying attention to?*
- *What decision did she make?*


Ask participants to share their ideas. Focus your comments on how Alma observes and makes intentional in-the-moment decisions about her "next move."




STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE

Evidence guides in-the-moment decisions while interacting with children.



Santiago...would you like to build with blocks or play at the water table?



FACILITATOR'S NOTES

Facilitator: *During her day, Alma intentionally observed children and learned about their abilities and needs. She made decisions based on her observations. For example, she observed Santiago at the block area and made in-the-moment decisions to help him regulate his behavior.*

Invite participants to revisit the third scenario of Lily counting shells and answer the questions in the handout. (What did Alma notice? What aspects of children's development was Alma paying attention to? What decision did she make?)



Facilitator: *As teachers/caregivers, we use evidence to make intentional decisions both moment-to-moment and long-term.*



We use evidence to make intentional decisions both moment-to-moment and long-term.



Go to step 4: PRACTICE

STEP 4:
PRACTICE

PRESENTATION SEQUENCE

Step 4



Let's Practice!




FACILITATOR'S NOTES

[5 min]



Step 4 - Practice

Refer to the handout "Making Decisions Using Evidence."

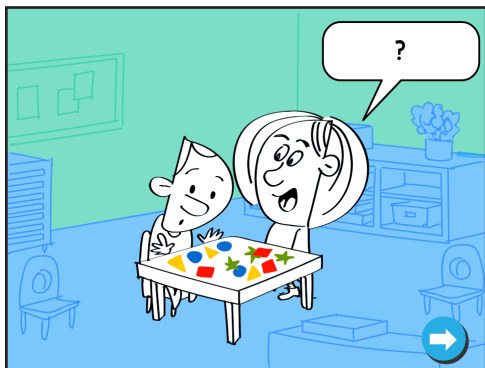
Facilitator: *Now you will be the decision maker. Let's practice making decisions using evidence.*



STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



CLICK

Facilitator:

Have participants divide into pairs. For each example in the handout “Making Decisions Using Evidence,” ask one person to discuss in-the-moment decisions (question 2) and the other person talk about decisions in planning future learning experiences (question 3). Partners will switch roles when discussing the second example.

At the small manipulative table, Alma notices that Nicolay is sorting out yellow triangles and blue circles, saying, “Look! I have a circle, a triangle, a circle, a triangle, and now I need a circle.”

1. *What evidence do you observe? What aspect of children’s development is evident in this example?*
2. *What decisions would you make in-the-moment?*
3. *What decisions would you make when planning future learning experiences?*

After participant pairs have discussed the questions related to Example 1, invite them to switch roles and observe and discuss Example 2.

Facilitator:

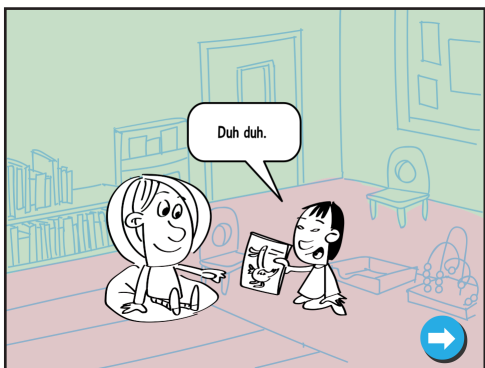
Now let’s take a look at an example with Jenna, a toddler in the book area.

CLICK

Facilitator:



Jenna walks to the book area and grabs her favorite animal book. She looks at pictures as she turns the pages, points to a duck and says, “Duh duh.” She then hands the book to Alma and says, “Duh duh,” again.

1. *What evidence do you observe? What aspect of children’s development is evident in this example?*
2. *What decisions would you make in-the-moment?*
3. *What decisions would you make when planning future learning experiences?*







CLICK

STEP 4: *Continued*
PRACTICE

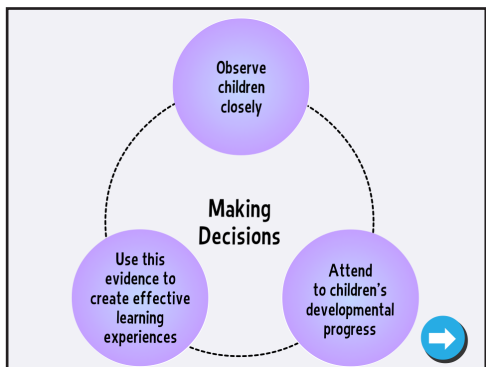
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid red; padding: 10px; text-align: center;">  <p>We gather and use evidence to create meaningful learning experiences.</p>  <p style="font-size: small; color: blue; background-color: #4a7ebb; padding: 2px 5px; border-radius: 5px; display: inline-block;">Go to step 5: EXPAND</p> </div>	<p>Facilitator: <i>We gather and use evidence to create meaningful learning experiences. The decisions we make impact children's learning and development.</i></p>

STEP 5:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid green; padding: 10px;"> <p style="font-size: x-small; color: green;">Step 5</p>  <p>We use evidence from our everyday experiences with children to guide our decisions.</p>  <div style="text-align: right; color: blue; font-size: 2em; border: 1px solid blue; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-top: 5px;">→</div> </div>	<p>[1 min] CLICK  Step 5 - Expand</p> <p>Facilitator: <i>To recap, we use evidence from our everyday experiences with children to guide our decisions.</i></p> <p><i>Think about the interests and skills of children in your care. What are some examples of evidence of children's interests and skills you observed recently?</i></p> <p><i>What is one decision you can make today about future learning experiences based on children's interests and skills?</i></p> <p><i>Write down your decision and share it with the person sitting next to you.</i></p> <p><i>In the next day or two, put this decision into practice and plan a learning experience based on the interests and skills of the children.</i></p> <p style="text-align: center;">CLICK </p>

STEP 5: *Continued*
EXPAND

PRESENTATION SEQUENCE




Assessment helps us make decisions that support children's learning and development.


FACILITATOR'S NOTES

Facilitator: *Remember, your daily observations of children provide you the evidence you need to make good decisions:*

- *observe individual children closely,*
- *attend to children's developmental progress,*
- *and use this evidence to create effective learning experiences.*



Facilitator: *Assessment helps us make decisions that support children's learning and development.*