

Together We Will



Assessment:

It's Not Just a "Tool"

Friday, April 9, 2010

8:00 a.m. to 3:30 p.m.

Crowne Plaza, Cromwell, CT

Together We Will

Together We Will is an annual conference focusing on children age birth to 5 with developmental delays. It is a collaborative effort among the Connecticut Accreditation Facilitation Project (AFP); Connecticut Birth to Three System; Connecticut Division for Early Childhood (DEC); Connecticut Parent Advocacy Center (CPAC); Connecticut State Department of Children and Families (DCF); Connecticut State Department of Education (CSDE); Connecticut State Department of Public Health (DPH); Connecticut State Department of Social Services (DSS); and the State Education Resource Center (SERC).

Agenda

- 8:00 a.m. **Registration, Continental Breakfast, Networking, and Exhibits Open**
- 9:00 a.m. **Welcome/Opening Remarks**
Linda Goodman, Director
Connecticut Birth to Three System
Maria Synodi, Consultant
Bureau of Special Education
CT State Department of Education
- 9:15 a.m. **Keynote Address**
- 10:15 a.m. **Break, Exhibits, and Networking**
- 10:30 a.m. **A.M. Concurrent Sessions**
- 12:30 p.m. **Lunch (provided), Exhibits, and Networking**
- 1:30 p.m. **P.M. Concurrent Sessions**
- 3:30 p.m. **Closing and Evaluation**

Welcoming Families...

Registration fee waivers are available, if needed, for parents and other family members. A \$40.00 stipend, available through the CT Parent Advocacy Center, also is available to help defray the cost of child care and transportation. Please indicate your need in the area provided on the application form.

CT Parent Advocacy Center staff will be available at the registration table for parents who would like to meet other parents.

Please Join Us!

Exhibitors

An Exhibit of vendors and resource organizations will be available from 8:00 a.m. to 3:00 p.m. A variety of learning materials, books, and toys will be on display for purchase.

Keynote Address

Preventing the MisMeasure of Young Children: Focus on Professional Standards for Evidence-based Practice

Educators and other professionals continue to use conventional tests and testing practices in early childhood intervention, even without evidence that these tests and practices are fully effective for assessing young children with developmental delays. The presenter, **Stephen J. Bagnato, Ed.D.**, will discuss alternatives that have emerged in the field. Evidence-based standards from the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) promote "authentic assessment" and prevent what Dr. Bagnato calls the "MisMeasure" of young children with disabilities.

Stephen J. Bagnato, Ed.D., specializes in authentic curriculum-based assessment and applied program evaluation research of infants, toddlers, and preschoolers at developmental risk and with neurodevelopmental disabilities and neurobehavioral disorders. A Developmental School Psychologist and Professor of Pediatrics and Psychology at the University of Pittsburgh School of Medicine, Dr. Bagnato is the Director of Early Childhood Partnerships (ECP) at Children's Hospital of Pittsburgh, a community-based consultation, training, technical assistance, and research collaborative. He has received numerous professional research awards from the National Brain Injury Research Association and the American Psychological Association and was the 2001 recipient of the University of Pittsburgh Chancellor's Distinguished Public Service Award for his activities in ECP. Dr. Bagnato's published books and instruments include: "Authentic Assessment for Early Childhood Intervention: Best Practices" (Guilford, 2007); the 4th edition of "LINKing Authentic Assessment and Intervention: Best Measures for Best Practices" (Paul Brookes, 2010); and the "Temperament and Atypical Behavior Scale (TABS): Early Childhood Indicators of Development Dysfunction" (Paul Brookes, 1999).

NAEYC Accreditation

The influence of National Association for the Education of Young Children (NAEYC) Accreditation is felt in programs throughout Connecticut. Whether programs seek accreditation to meet funder requirements, to achieve public and professional recognition, or to provide parents with the assurance of this mark of high quality, early childhood programs are using NAEYC Accreditation as the guidepost by which they plan and implement their programs.

A specific subset of criteria from the NAEYC Standard Assessment of Child Progress that is relevant to today's workshop content has been identified. These data, along with guidance on how to access the complete *NAEYC Assessment Standard*, will be included in information packets that will be provided to attendees on the day of the conference. Additionally, presenters have been asked to incorporate the *NAEYC Standard Assessment of Child Progress* and its criteria into their session in ways that best relate to the conference and workshop content.

For more information on NAEYC Accreditation, visit www.naeyc.org/academy or contact Deb Flis, Accreditation Facilitation Project, 800-832-7784, ext. 3908 or debflisafp@aol.com. Information on workshops provided by the Accreditation Facilitation Project is available at www.ctcharts-a-course.org (in the left margin, click on "Accreditation Support," then "Services and Supports").

Concurrent Sessions

Concurrent Sessions will be offered in the morning from 10:30 a.m. to 12:30 p.m. and will be replicated in the afternoon from 1:30 p.m. to 3:30 p.m.

Session 1 Location: Avon-Berkshire-Cheshire

LINKing Authentic Assessment for Early Childhood Intervention: Best Measures for Best Practices

This session is a follow-up to the keynote presentation. Dr. Stephen Bagnato will expand on why interdisciplinary fields must finally abandon decontextualized testing practices and champion the use of measurement techniques that capture the inherent competencies of young exceptional children in their everyday settings and routines. He will present the "authentic assessment alternative" to the "MisMeasure" of young children and review the purposes of this assessment in early childhood intervention, issues related to conventional testing, eight standards for professional best practices, examples of the contexts and methods for linking authentic assessment and early childhood intervention, methods to monitor child progress and program impact and outcomes, and guide-points for implementing authentic assessment in action.

PRESENTER: Stephen J. Bagnato, Ed.D. Refer to the keynote information on the previous page.

Session 2 Location: Fife-Gwent-Highland

Alternative Assessment Approaches: Assessment for Learning

Traditional assessment methods often do not meet the needs of young children who are culturally, linguistically, or developmentally diverse. This session will provide strategies to build on existing assessment skills by offering a conceptual framework for alternative assessment including embedded, authentic, and mediated approaches. Cultural issues regarding assessment will be discussed along with how to use data collection to inform instructional decision making.

PRESENTER: Angela Losardo, Ph.D., is a Professor at Appalachian State University in Boone, North Carolina, with over 30 years of experience specializing in early intervention and communication disorders. She has worked as an administrator and practitioner in inclusive programs for young children in a variety of environments: home-based programs, center-based preschools, public schools, residential facilities, hospitals, and private agencies. Dr. Losardo has coordinated model demonstration programs, conducted research projects, and directed interdisciplinary personnel preparation programs. She is the co-author of "Alternative Approaches to Assessing Young Children" (Paul Brookes, 2001).

Session 3 Location: Jersey

Nuts & Bolts: Selecting Appropriate Assessments & Integrating Information

This session will focus on a review of currently available assessment tools for infants, toddlers, and preschoolers, and the challenges of evaluating young children. The presenter will identify strategies to help evaluators select appropriate tools for specific purposes and assess the validity of assessment methods. She will focus on the importance of gathering assessment information from multiple sources and how interventionists, teachers, and clinicians can use these additional data.

PRESENTER: Marianne Barton, Ph.D., is a Clinical Associate Professor and the Director of the Psychological Services Clinic at the University of Connecticut. She received her graduate training in clinical psychology at UConn, then spent several years at Brown University conducting research with infants and providing clinical services to children. As a child clinical psychologist, her expertise is in infancy and early childhood, including developmental psychopathology, attachment patterns in children and adults, and treatment of relationship disorders. She is one of the authors of the "Modified Checklist for Autism in Toddlers (M-CHAT)" (Robins, Fein, & Barton, 1999).

Session 4 Location: Crowne 1-2-3

Powerful Interactions: The Key to Effective Assessment

Assessment is the process of getting to know children extremely well in order to customize the guidance, instruction, and interventions they need. Observation provides a great deal of information about children, but combining powerful interactions with observation communicates even more. In this session, participants will learn a powerful interaction strategy that will enhance their approach to assessment.

PRESENTER: Charlotte Stetson was a teacher of young children for 25 years in diverse settings such as Head Start, a college-based child development center, and public schools. For over 15 years, as an early childhood consultant, she has supported many teachers in implementing *The Work Sampling System* and *The Creative Curriculum*. Her clients have included public school systems in Chicago, Philadelphia, West Palm Beach, and Milwaukee. Ms. Stetson is a co-author of "Observation: The Key to Responsive Teaching" (Teaching Strategies, Inc., 2008), "Winning Ways to Learn" (Goddard Press, Inc., 2000) and "The Creative Curriculum Study Starters" (Teaching Strategies, Inc., 2008).



Planning Committee

- CT Accreditation Facilitation Project - *Deb Flis*
- CT Birth to Three System - *Linda Goodman, Deb Resnick*
- CT Division for Early Childhood/Danbury Public Schools - *Claudia Anderson*
- CT Parent Advocacy Center - *Sally Huck, Nancy Prescott*
- CT State Department of Children and Families - *Kathleen Bradley*
- CT State Department of Education, Bureau of Teaching and Learning - *Andrea Brinnet*
- CT State Department of Education, Bureau of Special Education - *Maria Synodi*
- CT State Department of Public Health - *Amy Mirizzi*
- CT State Department of Social Services - *Amparo Garcia*
- SERC - *Anne Marie Davidson, Yolanta Garcia, Tricia Godfrey, Stacy Rosay*

Registration Information

Registration will be on a first-come, first-served basis, with consideration for regional distribution. There is a registration fee of **\$60.00** per person for the Conference. Lunch will be provided. Purchase orders will be accepted, but payment **MUST** be received prior to April 9, 2010. The closing date for submitting applications is **March 26, 2010**. Checks and/or purchase orders must be made payable to **Rensselaer at Hartford**. Registration fee waivers and stipends are available, if needed, for parents and other family members. Please see the interior of this brochure for more information. You may indicate your need in the appropriate areas on the application form.

Please direct questions regarding registration to Yolanta Garcia, Project Assistant, at SERC, (860) 632-1485, ext. 264.

CEU Information

SERC will award **.7 CEUs**.

To be eligible for CEUs, participants must be preregistered, receive written confirmation from SERC, attend the full Conference, complete a participant evaluation form, and provide evidence of post-conference application/reflection. Evaluation forms and information about the post-conference application/reflection will be available at the Conference. *Certificates of Attendance* also will be available.

It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs or activities on the basis of race, color, religion, age, marital or civil union status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, or sexual orientation.

Together We Will Conference Application Form 2010

Registration Deadline: March 26, 2010 (10-46-250) TWW/yg-brochure (Please print clearly.)

Name: _____ SERC Member #: _____

Home Address: _____ City/State: _____ Zip Code: _____

District: _____ School/Agency: _____

Position/Role: _____ Daytime Phone: (____) _____

E-mail Address: _____ Home Phone: (____) _____

Please check if needed: Vegetarian Lunch Interpreter (please specify) _____

Parents/Family Members (check as many as apply): I request: a fee waiver a stipend form from the CT Parent Advocacy Center

Please note any other needs: _____

Please indicate the population with whom you work: (check all that apply) B-3 3-5 K Families

Only one individual per form, please. Duplicate form as necessary.

Please complete the application fully and return with fee to:
TWW, SERC, 25 Industrial Park Road, Middletown, CT 06457.