

Investigating Documentation and Assessment Practices of Early Childhood Teachers

Okul Öncesi Öğretmenlerinin Dokümantasyon ve Değerlendirme Uygulamalarının İncelenmesi

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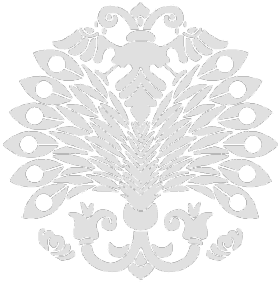


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ABSTRACT

This study aimed to investigate early childhood teachers' experiences of documentation and assessment practices. The study was conducted with 15 early childhood teachers. Semi-structured interview protocol was used for the data of study, in which the phenomenological design was utilized with an exploratory nature. The participant teachers' observation and documentation processes and practices, planning through assessment, and sharing assessment data were the major themes of the findings of this study. It was found that there were important differences in teachers' assessment practices. Teachers' use of assessment in their daily routines provided important messages about their professional understanding of teaching and learning. Although observation was a key aspect of teachers' practices, which they mostly conducted during free play times, teachers' use of observation and assessment data indicated differences. The study concluded with a discussion on suggesting developing teachers' documentation and assessment skills through effective professional learning.

Keywords: Early childhood education, assessment, documentation, formative assessment, data-driven planning

Öz

Bu çalışma, okul öncesi öğretmenlerinin dokümantasyon ve değerlendirme uygulamalarına ilişkin deneyimlerini araştırmayı amaçlamıştır. Araştırmaya 15 okul öncesi öğretmeni katılmıştır. Fenomenolojik desenin kullanıldığı bu çalışmanın verilerini yarı yapılandırılmış görüşmeler oluşturmuş ve keşifsel bir süreç izlenmiştir. Katılımcı öğretmenlerin gözlem ve dokümantasyon süreçleri ve uygulamaları, planlama ve değerlendirme ve değerlendirme verisinin paylaşımı bu çalışmanın bulgularının ana temalarını oluşturmuştur. Öğretmenlerin değerlendirme uygulamalarında önemli farklılıkların olduğu görülmüştür. Öğretmenlerin günlük uygulamalarında değerlendirmeyi kullanmaları, öğretme ve öğrenme anlayışları hakkında önemli bilgiler vermektedir. Gözlem, öğretmenlerin çoğunlukla serbest oyun zamanlarında uygulamalarının önemli bir boyutu olsa da, öğretmenlerin gözlem ve değerlendirme verilerini kullanma durumları farklılıklara işaret etmektedir. Bu çalışma ile etkili mesleki gelişim yoluyla öğretmenlerin dokümantasyon ve değerlendirme becerilerinin geliştirilmesine ihtiyaç duyulduğu çıkarımına ulaşılmıştır.

Anahtar Kelimeler: Erken çocukluk eğitimi, değerlendirme, dokümantasyon, biçimlendirici değerlendirme, veriye dayalı planlama

Introduction

Since early years cover a complex and rapid period, there has been a surge of practices and research exploring the value of assessment for learning while educating young children (Dunphy, 2008). The key reason for this situation is that it is not possible to carry out the assessment process in early childhood with traditional and summative methods (Epstein, et al. 2004; Karaman & Karaman, 2017). Children's development and learning processes are quite extensive and include different learning styles. Assessment of these different development and learning styles and processes necessitates an assessment process that is very systematic and intertwined with the teaching process (Aras, 2019).

Assessment of the development and learning processes of children constitutes an indispensable link in the teaching cycle in early childhood education. Traditional assessment methods in early childhood are not suitable for the developmental levels and needs of children, and therefore alternative assessment methods come to the fore. With this assessment method, the development and learning processes of children are continuously evaluated with process-oriented, multiple, and various observation recording tools (Dunphy, 2008). Well-designed formative assessment should be able to guide how learning environments and learning processes should be modified, as well as suggest to the teacher what children know and can do (Bennett, 2011). Formative assessment is asserted to be valuable in optimizing teaching practice in ways that support children's learning (Yan & Cheng, 2015). For this reason, it is valuable in terms of the quality of assessment to monitor and document children's progress, to determine how much of their educational needs are met, and to modify implementations (Epstein et al., 2004). While preparing the education program, it is the basis of the success of the program that the teacher provides children with qualified and supportive development and learning environments in line with the data driven from assessment data, considering the individual differences, and considering the development of the children in a holistic manner.

Assessment in early childhood is an important building block that affects children's agency and takes an important place in teachers' decision-making process for further plans and successful teaching strategies (Bowman et al., 2001; Karaman & Karaman, 2017). Formative assessment takes place in the development, learning, and teaching process and constitutes one of the basic steps of the program. Formative assessment is called as "a fundamental professional skill for teachers" (CCSSO, 2018). The National

Association for the Education of Young Children (NAEYC) calls for the effective implementation of formative assessment in early childhood settings and states that early childhood educators "understand that effective, evidence-based teaching is informed by thoughtful, ongoing systematic observation and documentation of each child's learning progress, qualities, strengths, interests, and needs" (p. 15). While children are on task, teachers provide effective feedback to children in light of their observations, and support children's learning by asking appropriate questions (Black & William, 1998). These observation processes are documented with multiple and various tools. The information and evidence obtained from the children are interpreted and in line with these comments, the teacher has the opportunity to determine the development and learning levels of the children, to design appropriate teaching plans, to evaluate the teaching processes, and to inform the family about their children's development and learning with concrete data (Buldu, 2010; McAfee & Leong, 2004).

It is a key practice for teachers to make systematic observations, to listen to children effectively, to document the data obtained from listening and observations, to analyze these records at certain intervals, and to guide their future planning. Teachers' observation and documentation skills in these processes determine how effective assessment practices are. The decisions are expected to be made regarding the follow-up and documentation of children's development and learning processes, the sharing of learning experiences with children, teachers, and families with documentation tools, and the decisions taken about what children learn and how they learn to guide teachers in their practices (Aras, 2019; Buldu, 2010; Buldu et al., 2018). To reinforce children's learning, teachers focus on the constructive and directive aspects of the assessment process. A well-implemented formative assessment represents one of the most powerful teaching tools (Stiggins & DuFour, 2009). In the light of the sources reached, although there are studies on formative assessment in our country in the literature, there are not enough studies on assessment in early childhood education (Erdiller & McMullen, 2003; Turupcu, 2014). Studies in the literature draw attention to the fact that teachers do not use the formative assessment used to improve the learning process at a sufficient level (Wininger & Norman, 2005).

Although formative assessment is frequently emphasized theoretically in teacher education programs; the literature points out that teachers have difficulties applying formative assessment to support development and learning (Black &

William, 2005; Yin & Buck, 2019). Opportunities for the development and learning of the child may be missed if formative assessment is not used in the early childhood period (Navarrete, 2015). It is seen that there is a need for studies that will describe teachers' assessment practices, especially in Turkish literature. The national programs on preschool education put critical emphasis on the assessment of young children's development and learning. Research on documentation and assessment in early years has a short history in Türkiye. It is asserted within this research that more studies are needed to narrate teachers' practices regarding assessment and documentation (Aras, 2019; Özkan-Yıldız & Yılmaz, 2021). Therefore, it is important to investigate the documentation and assessment practices of teachers and to examine these practices in depth. This research, which is carried out with a phenomenological design, is important in terms of contributing to the literature at this point.

With this study, it is aimed at investigating early childhood teachers' documentation and assessment practices. To conclude the early childhood teachers' experiences, the following questions guided the research: (1) What are the early childhood teachers' experiences with documentation and assessment? (2) How and to what extent do early childhood teachers include formative assessment in their practices?

Methods

This study was carried out with the phenomenology design, which is one of the qualitative research methods. The phenomenology design aims to study a phenomenon in which an idea is given in detail (Creswell, 2002). This study design explains how participants with a common essence have both subjective and objective experiences in common with other people. The main purpose of the phenomenology study is to make inferences from the individual experiences of the participants (Creswell, 2002; Van Manen, 1990). The researcher makes a general description with the data collected from the individual experiences of the participants. In this description, it consists of experiences that correspond to the questions of "what" and "how" (Creswell, 2002; Moustakas, 1994).

Participants

With this research, it was aimed to examine the formative assessment practices of early childhood teachers. The study group of the research consists of 15 early childhood teachers. In determining the study group of the research, convenient sampling, one of the purposive sampling methods, was preferred (Creswell & Poth, 2016). Purposeful sampling methods allow for in-depth investigation of rich

sources of information and take place by selecting from the researcher's close environment and accessible (Patton, 2014). Demographic information related to participant teachers is provided in Table 1.

Table 1.
Demographic Characteristics of the Participants

	Educational Background	Professional Experience	Number of the Children	Age Group Worked
T1	Undergraduate	20	22	60-72 Months
T2	High School	3	13	60-72 Months
T3	Undergraduate	5	11	48-60 Months
T4	Open University	9	10	60-72 Months
T5	Undergraduate	4	16	60-72 Months
T6	Undergraduate	8	20	60-72 Months
T7	Undergraduate	27	25	60-72 Months
T8	Undergraduate	15	13	36-48 Months
T9	Undergraduate	2	13	48-60 Months
T10	Undergraduate	7	17	60-72 Months
T11	High School	12	8	24-36 Months
T12	Undergraduate	7	25	60-72 Months
T13	Undergraduate	5	12	48-60 Months
T14	Undergraduate	11	14	Multi Age
T15	Undergraduate	15	12	48-60 Months

Data Collection and Analysis

While examining documentation and assessment practices of early childhood teachers, the data were obtained through semi-structured interviews (Merriam, 2009). A semi-structured interview form prepared by the researchers was used as a data collection tool. To be answered by the teachers, the first four questions in the interview form are about demographic information and the remaining nine questions are about assessment, and thirteen open-ended questions are formed. Before starting the interview, permission was requested from the participants for the audio recording, and it was recorded with an audio recorder.

Content analysis with an exploratory nature was utilized to underly philosophical presuppositions of the phenomenological approach (Creswell, 2002). The data was allowed to understand the teachers' sense of assessment and their ways to practice in their classrooms. The interviews were audiotaped and transcribed verbatim. The researchers read the transcripts several times to make sense of the data and make interpretations based on data. The readings continued until no further points were noted. After reading each transcript and taking notes on the right margin, the transcripts of each participant were reunited to generate a list of themes that emerged and make connections between the themes.

Validity and Reliability of the Study

There were some strategies used in this study for credibility and trustworthiness. Rich descriptions suggested by Lincoln and Guba (1985) and Creswell (2002) were included in the study in order to increase the readability of the data. The experiences of the teachers participating in the research were tried to be presented in detail. With this regard, the statements of the teachers who participated in the study were frequently included. A pilot study was also conducted for the research with the participation of three early childhood teachers. The pilot study was conducted to investigate the suitability of the interview questions in the research, and a change was made in one question in the light of the data obtained from the pilot study. In addition ethics committee approval was received for this study from the ethics committee of Baškent University (05.01.2018-17162298.600-139). The consent of the participants was also sought for the research, which was conducted within the framework of the principle of volunteerism.

Results

Teachers' observation and documentation practices, planning through assessment, and sharing assessment data were the major themes of the findings of this study.

Observation and Documentation Practices

As a result of the interviews with the teachers, important findings were obtained regarding the observation and documentation practices of the teachers. Observation and documentation have a critical phase during formative assessment practices, so there were some questions regarding this issue. When the interviews of the teachers were analyzed, it was determined that a bare majority of them conducted systematic observations during free play time. It was evident from the interviews that teachers prefer free play hours to observe children. The use of free play

times was their way of monitoring children's development and learning. Examples of teacher statements regarding this finding are as follows:

"We have the chance to observe more children in free play time. Because at that time, children actually reveal themselves completely. Where is he playing, who is he playing with, is he playing alone, is he playing together with a friend, how is he sharing?" (T3).

"We do it more naturally with children. We have the chance to observe a lot in the free-play time activities because that's where children are most natural." (T12).

In addition, a few of the teachers who stated that they observed in the free play time emphasized that they encountered difficulty in observing all the children in other times within the daily schedule. These teachers stated that they had little chance of making observations in the complexity of the day. Sample teacher statements on this subject are as follows:

"In free time, it's a terrific observation. Apart from that, since we do not have an assistant and we include each child in individual classes, even if the number of classes is small, a hundred percent observation area is not formed while performing the activity." (T3).

"Because other activities are mostly structured activities, we have less chance to observe the child's behavior." (T4).

Participants reported a wide range of areas on which they focused during their observations. Participant teachers stated that they focus on children's friendship relations, behaviors, and attitudes more clearly. While some of the teachers conducted their observations mostly to profile the behavior of the children, some of them said that their attention was on the children's developmental progress. In addition to teachers who indicate that observation should guide them on how to proceed, there are also teachers who observe the child's social relations and see whether the child understands the learning process.

"While observing, we pay attention to their cognitive, physical, social-emotional development." (T2).

"We mostly observe the behavior of children because we are trying to correct their behavior." (T4).

When the interviews with the teachers were examined, it was determined that there were differences in the practices of the teachers regarding the observation processes. Some of the teachers stated that they took notes on their observations. Most of the teachers who took notes emphasized that they mostly noted the problematic behaviors of the children.

"I fill out the observation form twice during the semester.

Sometimes I also take notes on different papers. But if it's something that breaks the routine, if I'm observing an extra situation. Other than that, I don't write anything that goes normally." (T3).

"During the observation process, I sometimes write very important things in the notebook at that moment. It's very extreme." (T7).

It is one of the important findings that a few of the teachers stated that they did not record their observations in any way.

"I don't take notes. Because when the parent hears this, he objects. When they notice, they cause trouble." (T8).

"I don't take a lot of notes. There are those format files, frankly, I don't like them." (T15)

Planning through Assessment

Early childhood teachers were asked questions about how they use assessment data for their practices. The teachers' descriptions of their use of formative assessment provided an insight into their planning and data-driven decision-making practices. There have been some teachers who have stated that they use assessment to have information about children's development and learning processes and to incorporate this information into their next plans. The above extract portrays a structured approach to the use of formative assessments in decision making, representing the use of assessment data:

"The assessment shows us where the child is. Where is it missing? If this is an assessment of a cognitive process, which concept has what is missing, what gains and indicators did he not understand, and what could he not complete? If this is something that needs to be supported individually, we try to help him by supporting individually. But if not, we usually look at the aggregate in the cognitive process. We are putting it into the next plan, making an activity by including it as an indicator, and re-evaluating it." (T3).

Some of the teachers stated that they use assessment data in order to follow and assess the development and learning of children and to have information about teaching practices. In the extracts above, there is a sense of the teachers' transformation of data into a decision. It is evident that teachers make decisions to analyze children's needs and adjust practices using assessment data:

"After an assessment process, whether that activity is suitable for the child, whether it attracts his attention, I write notes to see if he/she has completed it, below or above that achievement. Then, if he has achieved less than the gains of that day, I do not pass up, I transfer that gain to the next day." (T1).

"When we take a note of what the child can do at least at the beginning to see his progress, I use it to see what he has learned, what he has not learned, and where we hang out." (T13)

Based on the pattern of the assessment data, teachers determine what instructional strategies are needed for the children who need help, as well as the next steps for those who have demonstrated understanding of the topic. Some of the teachers revealed a similar concern when transforming assessment data, explaining the way they evaluate their teaching approaches as they reflect on through formative assessment:

"I determine how far the child's capacity can go and what they can do. If he took it, I leave it there, no problem. If not, I go to repetitions and continue that way. In other words, I plan according to the interests and needs of the children." (T8).

There were also teachers who did not use assessment data for their further plans and prepared their own instructional plans. Some of these teachers stated that they used the plans they obtained from previous years or the internet. There were teachers who used ready-made plans offered by various publishers and introduced them with small changes. A few of the teachers stated that their education coordinators or principals prepared their plans. The fact that teachers are not involved in planning is among the striking findings. Examples of teacher statements are given below:

"We usually adjust our plans in the seminar process at the beginning of September. We assess according to the physical environment. We download several plans from the Internet. We combine them and plan together. We download some publishers' plans. We combine and discard our plans, which have accumulated over the years." (T7).

"Usually, our training coordinators plan the process. They send us the plans one week in advance. We also practice. We don't have much of an impact on the plan." (T10).

Sharing Assessment Data

Teachers stated that they shared their observation notes with the stakeholders. Especially the teachers who took note of the problematic behaviors reported that they shared their observations with their families, counselors, and education coordinators.

"We take notes of our observations. We also inform the family about this, we write every month, we send it somehow." (T2).

"I only record observations by writing. Then I call and discuss my observations with the family. If necessary, I

refer them to guidance when there are problems in some issues.” (T7).

“We take note of the situations we observe. We share our observations with our coordinators.” (T10).

Some of the participant teachers stated that they shared the assessment practices with the families and involved them in their practices in this way. By providing family participation, teachers have included activities in order to support the development of children by families. The expressions of the teachers that will serve as an example for this finding are as follows:

“Instead of keeping the family away as much as possible, I try to involve the family. By having them spend a pleasant and quality time together, both with homework and with different activities, by reading books. Sometimes they come here too. Or, at some event, we send the children home to see how much they can do.” (T15)

The findings revealed that teachers only share assessment data with families when they deem it necessary. Especially in the question about what they did with the assessment data, there was no finding about maintaining the interaction with the families.

Discussion

The findings obtained from this research, which aims to examine the experiences of early childhood teachers towards documentation and assessment with a qualitative research design, indicated that all teachers include assessment in their practices, albeit in different processes. A closer look at the teachers' experiences of documentation and assessment reveals a detailed picture of their observation and documentation practices, data use for further plans, and practice of sharing data. Participant teachers use observation during their daily routines. While assessing young children, they think that observing the natural state of children in free play time is the most productive and rich source of information. Similar to this finding, Buldu (2010) stated in his study that children's unique characteristics and individual differences emerge during play. Diffly (1994), on the other hand, in his research on early childhood teachers' beliefs and opinions about assessment based on teacher statements, concluded that observation is the primary assessment method used by teachers and can provide valuable information about children.

Although the teachers were aware of the critical side of free play for observing young children, their focuses of observation were quite limited, which mostly included

children's behaviors, developmental characteristics, and peer relationships. It is a key point for teachers to focus on what they will assess first, choose the learning outcome, and plan by exemplifying (McAfee & Leong, 2004; Stiggins & Conklin, 1992). Determining the focus of observation while making systematic observations turns the observation into a purposeful and systematic observation. Some of the teachers stated that they did not record their observations in any way. Recording assessment data supports the developmental process of the child, the desired goals in education, and a successful teaching focus (McAfee & Leong, 2004). This finding supports the research results of Trepanier-Street, McNair, and Donegan (2001), Turupcu (2014), and Buldu (2010). When Trepanier-Street et al. (2001) examined teachers' views on assessment, they stated that, as a different finding, early childhood teachers recorded their observations. They also emphasized the necessity of involving families in the assessment. After the teachers interpreted the observation data, they shared it with other teachers, families, and psychologists and stated that they should exchange ideas (Turupcu, 2014).

What comes to the fore in the analysis of teachers' experiences with data-driven decision making is that there are differences in teachers' data use. It is among the findings that teachers have different practices using assessment data. Most of the teachers stated that they use assessment data while planning for next steps. A vast body of research nowadays discusses the power of data use for effective teaching (Dunn et al., 2013). Whereas there were also teachers who stated that they use ready plans of integrated lessons offered by various publishers. Another striking finding is that some teachers have no connection with planning, or they cannot intervene in the planning process. They stated that the education coordinators or school principals provide them with the instructional plans. Similar to this finding, Burgazlı-Osanmaz and Akman (2018) examined the assessment dimensions in the plans used by early childhood teachers in their education programs. Although it was found that the teachers' statements were applied by making arrangements on ready-made plans, when the teachers' plans were examined by the researchers, no adjustments were found on the ready-made plans. While some of the teachers stated that they plan by taking into account the interests and needs of the children, only one teacher stated that they included the children in the planning and paid attention to choosing the areas that interested the children during the circle time. In the research of Yılmaz-Topuz and Erbil-Kaya (2016), a small number of teachers stated that they use the assessment data to organize the activities. Unlike this finding, Özkan-

Yıldız and Yılmaz, (2021) stated in their research that teachers adjust in their plans according to the feedback they receive from the children while planning the activities.

Conclusion and Recommendations

With this study, it was aimed to examine the experiences of early childhood teachers towards documentation and assessment. When the findings of the study are examined, it is revealed that there are differences in teachers' practices. Teachers mostly observe children during free play; however documenting the observations is not a common practice. Teachers also encounter difficulties while observing children during activity times. It is revealed that there is a need to increase the tendency of teachers to use observation recording tools suitable for children's developmental levels, to manage documentation processes, to use assessment data in planning and teaching processes, and to use assessment as a guide for their implementation. It is important to raise awareness about the use of assessment in practice, to analyze the needs of teachers in this area, and to provide the necessary professional support. In this respect, it is important to provide the necessary professional support to teachers so that assessment is included in the teaching process and integrated into their daily routines.

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Genişletilmiş Özet

Giriş

Okul öncesi öğretmenlerinin değerlendirme uygulamaları son araştırmalarda önemli bir yer tutmaktadır. Biçimlendirici değerlendirme, öğretmenlerin planlama ve öğretim uygulamalarına rehberlik eden süreç odaklı ve programa gömülü bir değerlendirme yaklaşımıdır (Black & William, 2005; Shepard ve ark., 1998). Biçimlendirici değerlendirme, çocukların gelişimini ve öğrenme sürecini tanımak, ileri planlar için veriye dayalı karar vermek, bir öğretmen olarak öz değerlendirme yapmak ve çocukların kaydettiği ilerlemenin somut kanıtları aracılığıyla ailelerle bağlantı kurmak için yararlı bir kılavuздur (Black & William, 2009; Buldu, 2010; McAfee & Leong, 2004). Küçük çocukların gelişim ve öğrenme ihtiyaçlarının değerlendirilmesi, çocuklara anlamlı öğrenme deneyimleri sağlamak için gelişimsel olarak uygun, amaçlı ve sistematik bir süreçtir (Aras, 2019). Çocukların gelişiminin çoklu kayıt araçları ve veriye dayalı karar verme süreci aracılığıyla dokümantasyonu, biçimlendirici değerlendirmenin kritik bileşenleridir. Bu nedenle, okul öncesi öğretmenlerinin biçimlendirici değerlendirmeyi nasıl kullandıklarını anlamak için değerlendirme ve dokümantasyon uygulamalarının incelenmesi gerekmektedir. Biçimlendirici değerlendirme, öğretme ve öğrenme sürecinin temel birimi olarak kavramsallaştırılmaktadır. Öğretmenlerin günlük rutinlerinde değerlendirmeyi kullanmaları, daha sonraki etkinlikleri planlama konusunda mesleki anlayışları hakkında önemli mesajlar vermektedir. Güncel araştırmalarda biçimlendirici değerlendirmenin yararları önemli bir şekilde vurgulansa da öğretmenlerin bu konudaki uygulamaları Türkiye'de henüz yeterince araştırılmamış bir alandır. Okul öncesi öğretmenlerinin değerlendirme uygulamalarını tanımlayan ve gösteren daha fazla çalışmaya ihtiyacı duyulmaktadır. Bu bağlamda, bu çalışma okul öncesi öğretmenlerinin biçimlendirici değerlendirme uygulamalarına ilişkin deneyimlerini araştırmayı amaçlamıştır.

Yöntem

Araştırma kapsamında, bireylerin bir olgu veya öze ilişkin bakış açılarını ve deneyimlerini incelemeye uygun olan fenomenolojik araştırma deseni kullanılmıştır (Merriam, 2009). Bu çalışmada okul öncesi öğretmenlerinin söyleme dayalı deneyimleri ayrıntılı olarak araştırılmıştır. Veriler okul öncesi öğretmenleri ile gerçekleştirilen yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırmanın çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden biri olan kolay ulaşılabilir durum örnekleme tercih edilmiştir (Patton, 2014). Bu çalışmanın katılımcılarını 15 okul öncesi öğretmeni oluşturmaktadır. Görüşme soruları öğretmenlerin sınıflarında biçimlendirici değerlendirmeyi nasıl kullandıklarına ilişkin deneyimlerine odaklanmıştır. Katılımcıların deneyimlerini analiz etmek için içerik analizi kullanılmıştır. Verilerin güvenilirliğini ve inanılabilirliğini sağlamak amacıyla Lincoln ve Guba (1985) ve Merriam (2009) tarafından önerilen akran sorgulaması, araştırmacı çeşitlemesi ve zengin betimleme stratejileri kullanılmıştır. Özellikle katılımcıların deneyimleri ile ilgili görüşleri ayrıntılı olarak kayıt altına alınmıştır. İlgili üniversitenin etik kurulu onayı alınmıştır.

Bulgular, Tartışma ve Sonuçlar

Katılımcı öğretmenlerin gözlem süreçleri ve uygulamaları, sınıflarında kullandıkları gözlem ve değerlendirme araçları, değerlendirmenin sonraki planlara rehberlik etmesi için kullanılması ve değerlendirme verilerinin paylaşımı, araştırmanın bulgularının ana temaları olmuştur. Öğretmenlerin çoğunun serbest oyun süresi boyunca sistematik gözlem yaptığı bulgusuna ulaşılmıştır. Öğretmenlerden bazıları gözlemlerini not aldıklarını belirtmişlerdir. Katılımcı öğretmenler, programın önerdiği gözlem formu ve gelişim raporunu doldurduklarını belirtmişlerdir. Bazı öğretmenler, çocukların gelişimi ve öğrenme süreçleri hakkında bilgi sahibi olmak ve bu bilgileri sonraki planlara dahil etmek için değerlendirmeyi kullandıklarını belirtmişlerdir. Öğretmenlerin çoğu hazır plan kullandıklarını ifade etmiştir. Öğretmenlerin bir kısmı ise çocukların gelişimlerini ve öğrenmelerini izlemek, değerlendirmek ve öğretim uygulamaları hakkında bilgi sahibi olmak için biçimlendirici değerlendirme uygulamalarını kullandıklarını belirtmişlerdir.

Bu çalışmanın sonuçları, öğretmenlerin gözlem uygulamaları ve öğretmenler tarafından kullanılan gözlem kayıt araçları, biçimlendirici değerlendirmenin ileri planlardaki rolü, gözlem ve değerlendirme verilerinin paydaşlarla paylaşılması ile ilgili önemli bulgular ortaya koymuştur. Ayrıca, tüm öğretmenlerin farklı süreçlerde de olsa uygulamalarında biçimlendirici değerlendirmeye yer verdiklerini ortaya koyulmuştur. Okul öncesi öğretmenlerinin gözlem ve dokümantasyon teknikleri farklılıklar göstermiştir, ancak öğretmenlerin çoğu ulusal programın gerekliliklerini takip ettikleri edinilen bulgular arasındadır. Öğretmenlerin öğretimsel uygulamalarında değerlendirme uygulamalarının rolü, farklı bağlamlarda derinlemesine araştırılması gereken kritik bir bulgudur. Bu çalışmanın bulguları, okul öncesi öğretmenlerinin biçimlendirici değerlendirme uygulamaları açısından profesyonel desteğe ihtiyaçları olduğunu göstermiştir. Öğretmenlerin biçimlendirici değerlendirmenin uygulamadaki

yeri konusunda farkındalıklarının artırılması, bu alanda ihtiyaç analizi yapılması, öğretmenlerin ihtiyaçlarının belirlenmesi ve gerekli profesyonel desteğin sağlanması önemlidir. Bu doğrultuda öğretmenlere değerlendirmeyi öğrenme sürecine dahil etmeleri ve günlük rutinlerine yerleştirmeleri için gerekli profesyonel desteğin sağlanması önerilebilir. Uluslararası literatürde öğretmenlerin biçimlendirici değerlendirmede sınıf temelli mesleki gelişime önem verilmesi gerektiği vurgulanmıştır. Okul öncesi öğretmenlerinin değerlendirme uygulamaları detaylı olarak araştırılması gereken bir araştırma konusudur. Öğretmen uygulamalarının detaylı bir şekilde betimlenmesi amacıyla ülkemizin farklı bağlamlarından daha fazla veriye ihtiyaç duyulmaktadır. Bu çalışmaların sonuçlarının öğretmenlere mesleki destek sağlarken faydalı olacağı düşünülmektedir.