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Practical Application of the Evidence-Based Evaluation Teaching Model in Kindergartens

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ABSTRACT

This paper conducts research on the evidence-based evaluation teaching model in kindergartens, and analyzes its current application status. The findings indicate that video tools have become a core carrier for teachers' reflection and collaboration, the home-kindergarten collaborative evidence-based practice is gradually taking off with insufficient depth, and the evaluation system framework has been established without kindergarten-based and iterative mechanisms. On this basis, it proposes three practical paths, namely, leveraging video evidence to empower teachers' autonomous reflection, building a two-way collaborative and sharing platform for home-kindergarten evidence-based evaluation, and constructing a long-term mechanism for the dynamic iteration of kindergarten-based evidence-based evaluation system. The aim is to improve the evidence-based evaluation model, improve kindergarten teaching quality, facilitate the individualized development of young children, and provide practical reference for the reform of kindergarten education and teaching.

KEYWORDS

Kindergarten; Evidence-based evaluation; Teaching model; Evaluation system; Home-kindergarten collaboration

1 Introduction

As an evidence-centered educational evaluation model, evidence-based evaluation provides a scientific path for improving the quality of kindergarten education and fostering the personalized development of young children. Currently, the integration of video technology has driven the innovation of teacher reflection models, and the construction of home-kindergarten collaboration and kindergarten-based evaluation systems has increasingly gained attention. Nevertheless, deficiencies remain in practice, such as insufficient depth of home-kindergarten collaboration and the lack of dynamic iteration in the evaluation system. Therefore, according to the current practical situation of the evidence-based evaluation teaching model in kindergartens, this paper explores optimization paths from three dimensions of teachers' autonomous reflection, home-kindergarten collaboration, and system iteration, so as to help kindergartens build a scientific and efficient evidence-based evaluation system.

2 Practical Status of the Evidence-Based Evaluation Teaching Model in Kindergartens

2.1 Video Tools as the Core Medium: Empowering Teacher Reflection and the Construction of Collaboration Communities

Video image technology serves as a core supporting tool for the evidence-based evaluation teaching model in kindergartens, and its application by teachers has gradually been integrated into daily educational scenarios. Currently, most teachers can record unedited videos of collective teaching, teacher-child interaction, daily routine management and other activities as required, and use them as objective evidence carriers for evidence-based evaluation. During specific application processes, teachers review the recorded videos against the "Guidelines for the Assessment of Quality in Kindergarten Care and Education", and attempt to analyze their own teaching behaviors from an onlookers' perspective. For example, they identify explicit problems like speaking too rapidly or insufficient waiting time following questions. Teachers of different years of professional experience will also conduct collective discussions on video clips. For example, novice teachers accumulate teaching experience by observing lecture videos of backbone teachers; seasoned teachers draw inspiration from the innovative designs of novel teachers, and backbone teachers refine teaching techniques based on typical cases in the videos [1]. However, regarding the overall usage status of the video tool, teachers' application of this tool mostly remains limited to identifying surface problems in teaching behaviors, without delving into the reflection on teaching philosophies and the underlying logic of teacher-child interaction. Meanwhile, discussions based on video evidence often become perfunctory and fail to be transformed into effective ideas for optimizing teaching strategies. The transformation from empirical teaching to evidence-based teaching through video tools has not yet been truly achieved.

2.2 Initial Stage of Home-Kindergarten Collaborative Evidence-Based Practice: Insufficient Collaboration

Depth and Participation

Under the home-kindergarten collaborative evidence-based evaluation model, kindergartens have begun to attempt to utilize smart education platforms, home-kindergarten seminars and other channels to invite parents to participate in the collection and evaluation of evidence on young children's development[2]. For instance, through the platforms, children's behavioral data at kindergarten are shared with parents, and parents are invited to document their children's performance at home, forming an evidence loop for home-kindergarten co-education. Moreover, through the seminars, the evaluation results are fed back, and parents' opinions on teaching are solicited. However, the overall situation shows that the depth of home-kindergarten collaboration and the participation of parents are still inadequate. Most parents lack a deep understanding of the concept of evidence-based evaluation and fail to actively observe and record the actual development status of children. The evidence sharing between home and kindergartens is mostly one-way transmission: kindergartens transmit evaluation results to parents more frequently, while the family evidence provided by parents is insufficiently analyzed and utilized. Besides, a regular home-kindergarten joint research mechanism has not been established, and both parties are unable to conduct in-depth conversations about children's development evidence, resulting in the home-kindergarten collaborative evidence-based process being superficial and failing to form a genuine collaborative educational force.

2.3 Preliminary Framework of Evaluation Systems Established: Lacking Kindergarten-Based Adaptation and Iteration Mechanisms

Currently, the framework of the evidence-based evaluation system for kindergartens has taken shape initially. Kindergartens can establish an evaluation indicator system in accordance with relevant policy documents and educational theories, providing basic guidance for routine teaching improvement. However, in terms of practical effects, there are two major shortcomings in the evaluation system: insufficient kindergarten-based adaptation and the absence of an evidence iteration mechanism, which seriously constrained the long-term development of evidence-based evaluation. On the one hand, most existing evaluation indicators are directly copied from general documents such as the "Guidelines for the Assessment of Quality in Kindergarten Care and Education", without personalized adjustments tailored to the kindergarten's educational characteristics and the development features of children. Taking a nature education-oriented kindergarten as an example, it still adopts conventional evaluation indicators that cannot accurately assess the implementation effectiveness of outdoor exploration courses, resulting in a serious disconnection between evaluation and teaching practice. On the other hand, a routine evidence iteration mechanism has not been established. Most kindergartens limit their evidence-based evaluation to improving individual teaching activities, fails to transform the results and evidence of this evaluation into the starting point for the next round of curriculum design and teaching implementation. As a result, the guiding value of evidence-based evaluation is difficult to be fully released.

3 Practice Paths of the Evidence-Based Evaluation Teaching Model in Kindergartens

3.1 Leverage Core Video Evidence to Empower Teachers' Autonomous Reflection

To promote the transformation of teachers' roles and lay a solid foundation for their self-directed growth, kindergartens can build a regular reflection platform based on core video evidence to ensuring the precise implementation of teaching reflection[3]. For example, teachers can be encouraged to regularly record unedited and unmodified videos of daily educational activities, which capture authentic educational scenarios such as collective teaching, teacher-child interaction, daily routine management, and learning center guidance, and preserve the most raw and vivid teaching practice materials, in order to provide objective and traceable basis for teachers' self-reflection.

The value of video materials lies in offering teachers a "third-party" perspective to examine their own teaching. Teachers can repeatedly review the videos in their spare time, break free from the limitations of being immersed in the moment, and objectively examine every detail of their teaching behavior against the kindergarten education assessment standards and domain-specific teaching guidelines. They can dissect and analyze each element one by one—from the appropriateness of classroom speech rate, the hierarchy of question design, the and control of waiting time after posing questions to response strategies in teacher-child interaction, the use of body language, and the ability to handle children's spontaneous inquiries, as well as guidance techniques for fostering children's habit in daily routine management, and the degree of attention given to individual differences in children—to accurately identify their strengths and weaknesses in teaching.

In response to the issues identified in the videos, teachers first conduct in-depth self-reflection to trace the root causes, and then initially formulate improvement strategies based on their own teaching experience[4]. Subsequently, they share video clips and reflection insights in teaching research group discussions, refine improvement plans drawing on the diverse perspectives of their peers, and propose more targeted optimization ideas. For instance, a classroom speech rate

reminder checklist can be formulated to address the problem of too fast speech, and clear pause duration standards can be established to remedy insufficient waiting time for student responses. After determining the improvement strategies, teachers integrate them into subsequent teaching practice, and record new videos for later review. Through the comparison of the previous and subsequent materials, teachers visually track the improvement effectiveness, and continuously adjust and optimize teaching behavior. This approach can not only help teachers achieve incremental growth in teaching ability, but also create a pragmatic and reflection-focused teaching research atmosphere throughout the kindergarten, thus promoting the overall iterative upgrading of the kindergarten's teaching quality, and providing more targeted and high-quality educational services for young children.

3.2 Establish a Two-Way Collaborative Sharing and Communication Platform for Home-Kindergarten Evidence-Based Evaluation

Home-kindergarten collaboration constitutes the core synergistic force in early childhood education. However, there are several issues in the current home-kindergarten collaboration, such as insufficient depth, low parental involvement, and inconsistent understanding of evaluation, which restrict the maximum effectiveness of evidence-based evaluation in guiding children's development [5]. To address theses pain points precisely, it is necessary to establish a two-way collaborative sharing and communication platform for home-kindergarten evidence-based evaluation to enable both the home and kindergarten to use evidence as a bond to achieve synchronized educational cognition and coordinated actions, and to build a comprehensive and three-dimensional evaluation system for children's development.

The primary task in platform construction is to break down cognitive barriers among parents and stimulate their initiative for participation. According to cases of children's development, it illustrates the significance of family-collected evidence in accurately judging children's developmental trajectories and optimizing educational methods, so as to correct parents' misconceptions. Meanwhile, through various channels such as tiered and classified parent classes, illustrated brochures, and online science popularization short videos, it systematically disseminates the concept of evidence-based evaluation to parents. Using simple and understandable language, it interprets the core points of evidence collection, and explain the key points of evidence collection in accessible language, thus enabling parents to become participants and collaborators in evidence-based evaluation. To lower the threshold for parental involvement, kindergartens should focus on the characteristics of family scenarios and design simple and highly practical family evidence collection tools. The core tool is an observation record form for children's at-home behavior, which is designed to be scientific and convenient. This form clearly defines key dimensions including living habits, interests, emotional expression, peer interaction, and independent exploration, with flexible columns for parents to document personalized behavior. At the same time, it come with completion guidelines and examples to avoid parents' abandonment due to complex operations, and guide parents to easily capture children's authentic performance during daily companionship and preserve vivid family-side evidence.

Establishing an efficient and smooth two-way channel for evidence sharing is the key to the effective functioning of the platform. Leveraging the kindergarten's smart education platform, a dedicated sharing module is built. Teachers regularly upload evaluation evidence, development reports, and personalized guidance suggestions regarding children's performance in kindergartens, including classroom performance, highlights of teacher-child interaction, and ability demonstrations in center-based activities. Parents simultaneously submit home observation records along with evidence such as video clips of typical child behavior at home and photos of children's work, thereby achieving real-time intercommunication and comprehensive integration of family and kindergarten evidence. On this basis, regular home-kindergarten collaborative research meetings are organized to conduct in-depth discussions centered on the evidence collected by both parties. At the meetings, teachers and parents jointly analyze children's development advantages and areas for improvement, precisely identify educational needs, and fully integrate parents' reasonable feedback and educational suggestions into teaching evaluation improvement plans and personalized education programs, so as to form a scientific and systematic home-kindergarten cooperation model [6].

3.3 Construct a Long-term Dynamic Iteration Mechanism for the Kindergarten-based Evidence-based Evaluation System

The vitality of an evidence-based evaluation system lies in its alignment with the actual situation of kindergartens and its adaptation to the development needs. However, at present, some kindergartens have problems such as inadequate kindergarten-based adaptation of evaluation systems, the absence of a dynamic iteration mechanism, and disconnection from teaching practice, all of which prevent the sustained release of evaluation effectiveness. Therefore, kindergartens should clearly define their own positioning and build a long-tern dynamic iteration mechanism for the kindergarten-based evidence-based evaluation system, enabling the evaluation system to take root in practice and advance with the times.

Kindergarten-based revision is the core prerequisite for system construction. Kindergartens should carry out localized

and personalized optimization of general evaluation indicators in light of kindergarten-running characteristics, curriculum concepts, and actual development features of young children, and supplement with characteristic evaluation contents that align with the kindergarten-based curriculum [7]. For example, kindergartens focusing on nature education can add evaluation dimensions such as children's outdoor exploration ability and natural observation literacy, and refine specific indicators including observation records, problem-solving, and team collaboration during the exploration process. Kindergartens with a specialty in art education can strengthen the evaluation of dimensions like children's artistic creative expression and aesthetic perception, so that the evaluation system can precisely align with the core of kindergarten-based teaching.

Establishing a regular review and iteration mechanism is the key to ensuring the vitality of the system. A kindergarten-based evidence-based evaluation resource library should be established, together with a regular review mechanism for evaluation results. Following the completion of evaluation work, key teachers, teaching research group leaders, and front-line teachers should be organized to hold special review meetings to comprehensively examine the standardization of the evaluation implementation process, the effectiveness of evidence collection, the implementation effect of improvement strategies, and the guiding value of the evaluation results, summarize strengths and shortcomings, and produce a review report to be stored in the resource library. System optimization seminars can be held once a semester. Based on the data accumulated in the resource library, teachers' practical feedback, and emerging development needs of children, it can dynamically adjust evaluation indicators, optimize evaluation tools, and improve implementation procedures, so as to ensure that the evaluation system aligns with the kindergarten-based teaching practice and the laws of children's development.

By promoting the integration of evaluation system iteration and local curriculum construction, it can make evidence-based evaluation the core driving force for curriculum optimization. By leveraging evaluation data to accurately capture problems and shortcomings in curriculum implementation, it can provide a scientific basis for curriculum content adjustment and teaching method innovation. Ultimately, it can build a characteristic evidence-based evaluation system that is in line with the actual situation of kindergartens, strengthen the systematicity and targeting of kindergarten-based teaching research, and thus create kindergarten-based education brands with core competitiveness.

4 Conclusion

The evidence-based evaluation teaching model provides a scientific and feasible path for improving the quality of kindergarten education. Video tools empower teachers' autonomous reflection, home-kindergarten collaboration platforms consolidate educational synergy, and the kindergarten-based dynamic iteration mechanism ensures the long-term operation of the system. The coordinated advancement of the three effectively solve many pain points of traditional evaluation. This model is rooted in the development laws of children and the actual situation of kindergartens, and make evaluation truly serve the optimization of teaching. In the future, it is essential to further deepen the practical application of the evidence-based concept, and promote the in-depth integration of evaluation with curriculum and teaching, so as to lay a solid foundation for the all-round development of children, and provide a replicable practice paradigm for the high-quality development of preschool education.

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