

**Kindergarten Individual Development Survey (KIDS)
Ins and Outs of Observation Training
for the Illinois School Board of Education
Early Childhood Education Division**

**Saturday, September 28, 2019
8:30 a.m.–2 p.m. CT
Chicago Public Schools
Garfield Park Office: 2651 W. Washington Blvd.
Chicago, IL 60612**

Agenda

- 8:30–8:40 a.m.** **Welcome, Introductions, and Agenda**
Katari Coleman, Jennie Jiang, Jill Marcus
Regional Educational Laboratory (REL) Midwest staff will welcome the group, introduce themselves, review logistics and plans for lunch, present the session agenda, and describe REL Midwest. Participants will introduce themselves, their roles, and what they want to get out of the workshop. Participants will engage in a warm-up activity.
- 8:40–8:55 a.m.** **Kindergarten Entry Assessments and KIDS Overview**
Jennie Jiang
REL Midwest staff will define kindergarten entry assessments (KEAs) by showing a short video that discusses the need for KEAs, offers an overview of KEAs, and explains the uses and benefits of KEAs. After the video, staff will review the misuses of KEAs. This review will lead into a KIDS overview, which includes the provision of a brief review on how data from KIDS can be used by teachers, other school staff, and administrators; review of the 14 Readiness Measures; a video of an Illinois teacher discussing her use of information from KIDS; a review of the KIDS assessment cycle with a focus on the workshop’s goal of participants gaining strategies to conduct observational assessments.
- 8:55–9:15 a.m.** **Developmental Assessments and Observations**
Katari Coleman
REL Midwest staff will define assessment and observational assessment based on early childhood education best practices using a slide deck and materials. Participants will engage an activity to reinforce the importance of observation and illustrate what information is gained through observation.

- 9:15–9:45 a.m.** **KIDS – Collecting Meaningful Evidence**
Jennie Jiang
REL Midwest staff will engage the participants in a discussion on what type of evidence should be collected during an observation. REL Midwest staff will provide a distinction between descriptive and interpretive information that should lead to the acquisition of meaningful, high-quality information. Participants will engage in an activity to review observational data examples to determine if the examples are interpretive or descriptive.
- 9:45–9:55 a.m.** **Break**
- 9:55–11:25 a.m.** **KIDS – Activities, Tasks & Tools for Data Collection**
Katari Coleman
REL Midwest staff will examine the concept of meaningful tasks in relation to KIDS observational data. Participants will engage in a classroom schedule review discussion that will allow them to align activities with times of the classroom day. Participants will watch classroom activity videos to identify meaningful observational moments and connect them to specific domains and measures. REL Midwest staff will facilitate an activity using classroom videos to identify meaningful observational activities and tasks. Staff will lead a discussion on KIDS data collection and present examples of how KIDS data collection can be integrated into daily classroom routines. Staff will introduce a logistics planning tool and lead participants in a discussion on KIDS data collection and how it can be integrated into daily classroom routines.
- 11:25 a.m.–12:15 p.m.** **Lunch**
- 12:15–1:45 p.m.** **Deep Dive & Practice**
Jill Marcus
REL Midwest staff will provide information specific to planning an observation for the domain/measure of Cognition: Math. Participants will complete observational practice activities that use the logistics planning tool and explores what tasks can be connected to specific indicators.
- 1:45–2:00 p.m.** **Wrap-Up**
Katari Coleman, Jennie Jiang, and Jill Marcus
REL Midwest staff will revisit the value of KIDS observational data for setting educational goals and share relevant resources to build participants’ knowledge and competency. Participants will complete a reflection activity.
- 2:00 p.m.** **Adjournment**