

# Administrative Data Use Self-Assessment Checklist

## Introduction

Effective use of administrative data—that is, information about children, families, and providers collected and maintained as part of program operations—is important to administrators and educators in understanding children’s developmental progress, assessing program effectiveness, and making programmatic and operational decisions. Yet, even when administrators and educators have access to quality administrative data, they can struggle with deciding how to use it to inform policy and practice.

The *Administrative Data Use Self-Assessment Checklist (Checklist)* is designed to support early childhood program staff interested in building their capacity to use data to inform, plan, monitor, and make decisions for program improvement. The checklist is aligned with other CDE tools designed to drive educators’ use of data, including the *Results Matter Self-Reflection Tools* and *The Colorado Educator Effectiveness System*. The *Data Use Self-Assessment Checklist* is intended for early childhood programs to foster appropriate use of administrative data. The Checklist is designed to support early childhood staff in understanding the foundational pieces of data use in an approachable format that makes the idea of using data less overwhelming. To this end, the Checklist is not intended to be used for high-stakes decisions but rather for self-reflection to guide professional growth and program improvement. Conducting a self-assessment is an opportunity to systematically reflect on a program’s strengths, identify gaps, and set priorities for ongoing improvement efforts for data use.

## Development of the Checklist

The checklist was developed through a review of literature on the topic of data use and applications of data use in the early childhood context. The checklist represents a compilation of items drawn from several tools developed for similar purposes and target audiences. The elements were modified to fit the needs of early childhood programs and can be used for quick reflection as well as more in-depth self-assessment. References consulted in the development of the Checklist can be found at the end of this document.

## What does the checklist contain?

The checklist is divided into three elements. Element 1 invites users to consider how their early childhood program plans for using data. Element 2 helps users consider how they use and communicate about data. Element 3 encourages users to consider the importance of self-reflection on data use and monitoring of data.

### *How is the checklist organized?*

Each element of the checklist includes indicators organized under four mastery levels for data use. It is important to note that mastery is not cumulative and each indicator is an important part of data use. For example, programs meeting indicators at Level 4 may not necessarily have met indicators at Levels 1-3.

- **Level 1. Foundational Knowledge:** Meeting indicators at this level reflects that staff have some knowledge of data use.
- **Level 2. Application:** Meeting indicators at this level demonstrates that administrators and staff have basic knowledge, and then are able to apply this knowledge through use, management, analysis, and decision-making.
- **Level 3. Established:** Meeting indicators at this level shows that administrators and staff are integrating and connecting what they know about data use and applying it to other practices.
- **Level 4. Exemplary:** Indicators at this level are reflective of greater engagement and excitement about data outcomes. At this level, meeting indicators indicates that staff and administrators have different but interactive roles in deciding to become great data teams. To meet indicators at this level reflects that staff are self-directed learners who also are intentional about collaborating around data to make an impact on children's outcomes.

### Using the Checklist

#### Users

The checklist is designed to be used by early childhood administrators and staff. Throughout the document, the term “administrator” is used to reference those individuals who operate in a supervisory, directorial, or managerial position. The term “staff” is meant to be inclusive of all staff (e.g., administrators, educators, paraprofessionals, support staff, etc.) in early childhood programs. The checklist may be used at many program and classroom levels from preschool to third grade.

The checklist assesses program rather than individual capacity, so the checklist should be used by a team. Team members might include educators, administrators, and paraprofessionals. It may also be appropriate to invite input from parents or community members with whom you work closely.

#### Data

When using the Checklist teams might consider different types of administrative data. Examples of administrative data include but are not limited to observational child assessments such as GOLD and COR Advantage, evaluation and screening data, family outcome data, or satisfaction surveys.

## Suggested Uses

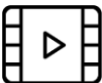



Below we provide some suggested uses for the Checklist, however we recommend that data teams decide what is most feasible and helpful.

- ☐ Self-reflection: Review the indicators to rapidly identify gaps and priority areas for improvement to develop improvement plans.
- ☐ Develop a deeper understanding of data use: As a team discuss each indicator in depth to reach a shared understanding of the indicators. Focus on the discussion and reflection prompted by the checklist.
- ☐ Coaching: The checklist can be used as a conversation starter between different staff members, such as instructional coaches and teachers.

Checkboxes are provided next to each indicator for programs to record and monitor implementation. Space is provided following each element for programs to set goals or identify priority indicators for improvement. Programs are encouraged to review the Resource Appendix at the end of this document for materials to support improvement goals.

## Using the Resource Appendix

At the end of the Checklist in this document is the Resource Appendix. This appendix contains a variety of resources related to the Checklist. There are four basic types of resources:

Resource Type	
	These resources are <b>videos</b> , primarily from the CDE Results Matter Video Library. Some additional videos are linked to provide support for elements that did not have specific Results Matter resources.
	These resources are <b>tools</b> that are available to support data use goals.
	These resources can be <b>reviewed</b> , most often in the form of a power point or poster.
	These are resources to be <b>read</b> . They range from easily interpretable practitioner briefs to scholarly journal articles.

Once you identify an element or indicator of interest if accessing the document electronically, you can click on the indicator and it will take you directly to the aligned resources for that indicator in the Appendix. If not using electronically, simply flip to the end of the Checklist and find the appropriate element in the Resource Appendix. For example, a program may set a goal to focus on Element 2.A. *Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements*. The figure below shows that clicking on the indicator 2.A. will bring users to the section of the appendix that lists resources for that indicator.

**Element 2: Using and Communicating Data**





Foundational Knowledge	Application
<input type="checkbox"/> A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements.  <input type="checkbox"/> B. Staff reflect on quality including the accuracy and timeliness of the data.  <input type="checkbox"/> C. Staff respond to data requests in a timely manner.	<input type="checkbox"/> D. Data are kept current throughout an assessment period.  <input type="checkbox"/> E. Data are made available to users (teachers, administrators) in a timely manner to inform instruction and make site-level decisions.  <input type="checkbox"/> F. Staff incorporate data into family conferences.  <input type="checkbox"/> G. Staff use data to manage programs (professional development, curriculum, district-level policies, resource allocation) and inform decisions about programmatic elements.

Improvement Goals:

**Foundational Knowledge**

☐ A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements.

**Element 2: Using and Communicating Data**

Resource	Resource Type	Mastery Level
<b>2.A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements.</b>		
REL Northeast & Islands. (Producer). (2015). Data Collection and Use: An Early Childhood Perspective [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=P6FUL_kENlc">https://www.youtube.com/watch?v=P6FUL_kENlc</a>		Foundational Knowledge
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspay, K., Barton, L., & Reid, J. K. (2017). Local child outcomes measurement system (L-COMS). Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Foundational Knowledge
Mauzy, D., Miceli, M., Arzamendia, K., & Sellers, J. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Who's in Charge of My Data? Protecting Data with Effective Data Governance. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance/">https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance/</a>		Foundational Knowledge
USDE. (2016, October). Understanding the Confidentiality Requirements Applicable to IDEA Early Childhood Programs FAQ. Retrieved from Protecting Student Privacy: <a href="https://studentprivacy.ed.gov/sites/default/files/resource_document/file/idea-confidentiality-requirements-faq_0.pdf">https://studentprivacy.ed.gov/sites/default/files/resource_document/file/idea-confidentiality-requirements-faq_0.pdf</a>		Foundational Knowledge

## Element 1: Planning for Data Use

Foundational Knowledge	Application	Established	Exemplary
<p><u>A. Staff know what data are available, the purpose for collecting it, how to collect, and how it will be used.</u></p>	<p><u>B. Staff review and revise plans together for data analysis, product development, and dissemination as necessary.</u></p>	<p><u>C. Planning for data use and consistent reporting mechanisms across schools and programs is matched to the intended audience (school board, funder, parents, policymakers, community, etc.).</u></p> <p><u>D. Plans are in place to use data to inform decisions about accountability and program needs such as changes to instructional strategies, learning environment, teacher assignment, or professional development.</u></p> <p><u>E. Staff plan for use of multiple data sources to inform decisions.</u></p>	<p><u>F. Data collection, use, and analysis questions are planned through a mutual process of engaging program staff, families, and community partners.</u></p> <p><u>G. Formal written policies are in place regarding the collection, storage, and dissemination of data and use of data.</u></p>
Improvement Goals:			

## Element 2: Using and Communicating Data

Foundational Knowledge	Application	Established	Exemplary
<p><u>A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements.</u></p> <p><u>B. Staff reflect on quality including the accuracy and timeliness of the data.</u></p> <p><u>C. Staff respond to data requests in a timely manner.</u></p>	<p><u>D. Data are kept current throughout an assessment period.</u></p> <p><u>E. Data are made available to users (teachers, administrators) in a timely manner to inform instruction and make site-level decisions.</u></p> <p><u>F. Staff incorporate data into family conferences.</u></p> <p><u>G. Staff use data to manage programs (professional development, curriculum, district-level policies, resource allocation) and inform decisions about programmatic elements.</u></p>	<p><u>H. Dissemination of data products includes sufficient information, such as sample size or percentages, to interpret and use the data appropriately.</u></p> <p><u>I. Staff use data for individualizing instruction/interventions and classroom planning.</u></p> <p><u>J. Staff value data discussions in which data is used to guide staff professional development.</u></p>	<p><u>K. Staff demonstrate commitment to using data to identify and address achievement gaps by providing data disaggregated by student subgroups (e.g., geographic locality, race/ethnicity, disability type, age, gender, or other criteria) through framing of useful questions that inform data-driven decisions.</u></p> <p><u>L. Staff prepare a variety of data products (e.g., videos, webinars) or displays (e.g., tables, infographics) to enhance understanding of the data for a variety of audiences (families, community stakeholders, policymakers, etc.).</u></p> <p><u>M. Leaders conduct data discussions with all staff to monitor and improve individual student, school wide learning, and teaching practices.</u></p>
Improvement Goals:			

## Element 3: Self-Reflection and Monitoring

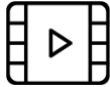
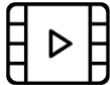




Foundational Knowledge	Application	Established	Exemplary
<p><u>A. Staff monitor assessment completion and make corrections in a timely manner.</u></p> <p><u>B. Teaching staff receive adequate oversight (protected time for data conversations, feedback loops around data quality) and support from leadership (administrators and principals) to use data.</u></p>	<p><u>C. Staff use data to monitor assessment completion, fidelity, quality, and training.</u></p> <p><u>D. Staff have established processes/routines for entering documentation in the online assessment tool (Gold or COR).</u></p> <p><u>E. Administrators ensure that professional development is informed by current research and student-based data, focused on effective instruction, and structured to build collaborative relationships among teachers.</u></p> <p><u>F. Staff participate in professional development that supports users' skills and competencies to understand, interpret, and use data effectively.</u></p>	<p><u>G. Multiple resources and tools (e.g., help desk, analytic and querying tools, web portal) are available for a variety of data users to facilitate access to data and to support data use.</u></p> <p><u>H. On a regular basis, staff have dedicated, structured time for collaborative review and data-use planning.</u></p> <p><u>I. Staff have documented data specifications (e.g., data elements, restrictions related to data elements, querying parameters, report criteria) to help answer specific questions, and documentation is updated as needed.</u></p>	<p><u>J. Staff hold data discussions across classes/grades to support children's transitions.</u></p> <p><u>K. Staff reflect on data-informed decision-making and hold organizational members accountable for results.</u></p>
Improvement Goals:			

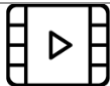
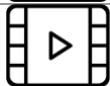


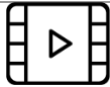
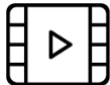
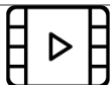

## Administrative Data Use Self-Assessment Checklist Development Sources

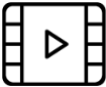
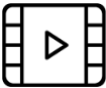
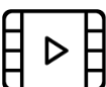

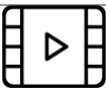



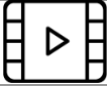
- The Center for IDEA Early Childhood Data Systems. (2014). Framework subcomponent: Data use. In DaSy Center, *DaSy data systems framework* (pp. 35–38). Menlo Park, CA: SRI International. Retrieved from [https://dasycenter.org/resources/dasy\\_framework/data-use/](https://dasycenter.org/resources/dasy_framework/data-use/)
- Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/12>
- National Center on Parent, Family and Community Engagement. (2013). *Measuring what matters: Using data to support family progress: Overview*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/measuring-what-matters-using-data-overview-eng.pdf>
- National Center on Program Management and Fiscal Operations. (2013). *What is quality data for programs serving infants and toddlers?* Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Retrieved from <https://eclkc.ohs.acf.hhs.gov/publication/what-quality-data-programs-serving-infants-toddlers>
- Strategic Data Project. (2014). *Strategic use of data tool*. Cambridge, MA: Harvard University, Center for Education Policy Research. Retrieved from <https://sdp.cepr.harvard.edu/strategic-use-data-tool>
- University of Massachusetts Donahue Institute, & Department of Health and Human Services, Administration for Children and Families. (2007). *Setting the stage for data analysis: Assessing program strengths and risks*. Hadley, MA: Author. Retrieved from <http://www.donahue.umassp.edu/documents/setting-stage-data-analysis-strength-weak.pdf>




# Resource Appendix

## Element 1: Planning for Data Use

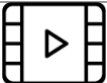



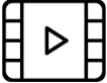


Resource	Resource Type	Mastery Level
<b>1.A. Staff know what data are available, the purpose for collecting it, how to collect, and how it will be used.</b>		
Blake's Story <a href="http://www.cde.state.co.us/resultsmatter/blakesstory-player">http://www.cde.state.co.us/resultsmatter/blakesstory-player</a>		Foundational Knowledge
Using technology to enhance instruction and family engagement <a href="http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player">http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player</a>		Foundational Knowledge
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspy, K., Barton, L., & Reid, J. K. (2017). <i>Local child outcomes measurement system (L-COMS)</i> . Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Foundational Knowledge
<b>1.B. Staff review and revise plans together for data analysis, product development, and dissemination as necessary.</b>		
The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2015). Planning, conducting, and documenting data analysis for program improvement. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_papers/DaSy_SSIIP_DataAnalysisPlanning_20150323_FINAL_Acc.pdf">https://dasycenter.sri.com/downloads/DaSy_papers/DaSy_SSIIP_DataAnalysisPlanning_20150323_FINAL_Acc.pdf</a>		Application
Schachner, A., Vinh, M., & Cox, M. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Data Informed Decision Makers: How to Use Data for Decision Making. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/data-informed-decision-makers-how-to-use-data-for-decision-making/">https://dasycenter.org/data-informed-decision-makers-how-to-use-data-for-decision-making/</a>		Application
The National Center on Program Management and Fiscal Operations. Office of Head Start National Centers. <i>Data in Head Start and Early Head Start: Tips for Embracing Data</i> . <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/tip-sheet.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/tip-sheet.pdf</a>		Application



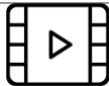
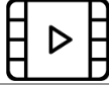


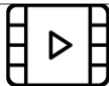
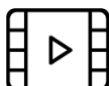

Resource	Resource Type	Mastery Level
<b>1.C. Planning for data use and consistent reporting mechanisms across schools and programs is matched to the intended audience (school board, funder, parents, policymakers, community, etc.).</b>		
Authentic Assessment in Early Intervention <a href="http://www.cde.state.co.us/resultsmatter/authenticassessmentinearlyintervention-player">http://www.cde.state.co.us/resultsmatter/authenticassessmentinearlyintervention-player</a>		Established
SEDL. (Producer). (2016). <i>Data Use Early Education</i> [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=JsqvQYke4ns">https://www.youtube.com/watch?v=JsqvQYke4ns</a>		Established
Belodoff, K., Gundler, D. Nicolas, A., & Wise, E. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2016). Demystifying the "D" Word: Making Data Meaningful for Families. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/">https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/</a>		Established
American Association of School Administrators. (2002). <i>Using Data to Improve Schools: What's Working</i> . Arlington, VA. Chapter 1. Retrieved from: <a href="http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf">http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf</a>		Established
<b>1.D. Plans are in place to use data to inform decisions about accountability and program needs such as changes to instructional strategies, learning environment, teacher assignment, or professional development.</b>		
Using videos for REALLY watching <a href="http://www.cde.state.co.us/resultsmatter/usingvideoforreallywatching-player">http://www.cde.state.co.us/resultsmatter/usingvideoforreallywatching-player</a>		Established
Using child assessment data to achieve positive outcomes <a href="http://www.cde.state.co.us/resultsmatter/usingchildassessmentdatatoachievepositiveoutcomes-player">http://www.cde.state.co.us/resultsmatter/usingchildassessmentdatatoachievepositiveoutcomes-player</a>		Established
Linking documentation and curriculum <a href="http://www.cde.state.co.us/resultsmatter/linkingdocumentationandcurriculum-player">http://www.cde.state.co.us/resultsmatter/linkingdocumentationandcurriculum-player</a>		Established
National Association of Elementary School Principals. (2009). <i>Using Student Achievement Data to Support Instructional Decision Making</i> . Best Practices for Better Schools. Retrieved from: <a href="http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf">http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf</a>		Established
<b>1.E. Staff plan for use of multiple data sources to inform decisions.</b>		


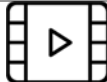

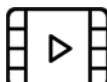





Resource	Resource Type	Mastery Level
The benefits of using authentic assessment in a childcare program <a href="http://www.cde.state.co.us/resultsmatter/thebenefitsofusingauthenticassessmentinachildcareprogram-player">http://www.cde.state.co.us/resultsmatter/thebenefitsofusingauthenticassessmentinachildcareprogram-player</a>		Established
Linking documentation and curriculum <a href="http://www.cde.state.co.us/resultsmatter/linkingdocumentationandcurriculum-player">http://www.cde.state.co.us/resultsmatter/linkingdocumentationandcurriculum-player</a>		Established
The essential role of observation and documentation <a href="http://www.cde.state.co.us/resultsmatter/theessentialroleofobservationanddocumentation-player">http://www.cde.state.co.us/resultsmatter/theessentialroleofobservationanddocumentation-player</a>		Established
National Association of Elementary School Principals. (2009). <i>Using Student Achievement Data to Support Instructional Decision Making</i> . Best Practices for Better Schools. Retrieved from: <a href="http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf">http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf</a>		Established
<b>1.F. Data collection, use, and analysis questions are planned through a mutual process of engaging program staff, families, and community partners.</b>		
Family Engagement with TS Gold <a href="http://www.cde.state.co.us/resultsmatter/familyengagementwithtsgold-player">http://www.cde.state.co.us/resultsmatter/familyengagementwithtsgold-player</a>		Exemplary
Aiden's parent teacher conference <a href="http://www.cde.state.co.us/resultsmatter/aidensparentteacherconference-player">http://www.cde.state.co.us/resultsmatter/aidensparentteacherconference-player</a>		Exemplary
Preschool home visits: Making the time to build relationships <a href="http://www.cde.state.co.us/resultsmatter/preschoolhomevisitsmakingthetimetobuildrelationships-player">http://www.cde.state.co.us/resultsmatter/preschoolhomevisitsmakingthetimetobuildrelationships-player</a>		Exemplary
Means, B., Padilla, C., & Gallagher, L. (2010). Use of Education Data at the Local Level: From Accountability to Instructional Improvement. <i>US Department of Education</i> . Section 1. Retrieved from: <a href="https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf">https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf</a>		Exemplary
<b>1.G. Formal written policies are in place regarding the collection, storage, and dissemination of data and use of data.</b>		
Roback, K., Sandweg, G., & Cobo-Lewis, A. Early Learning Challenge Collaborative. (2012). <i>OnlineQRIS Application and Data Tracking Systems</i> . Boston, MA: Build Initiative.		Exemplary

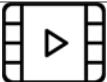






Resource	Resource Type	Mastery Level
<a href="http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/603/Online-QRIS-Application-and-Data-Tracking-Systems.aspx">http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/ArticleId/603/Online-QRIS-Application-and-Data-Tracking-Systems.aspx</a>		
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspy, K., Barton, L., & Reid, J. K. (2017). <i>Local child outcomes measurement system (L-COMS)</i> . Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Exemplary
Mauzy, D., Miceli, M., Arzamendia, K., & Sellers, J. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017), Who's in Charge of My Data? Protecting Data with Effective Data Governance. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance">https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance</a>		Exemplary
Wayman, J. C., & Cho, V. (2008). Preparing educators to effectively use student data systems. Handbook on data-based decision-making in education, 89-104. Retrieved from: <a href="http://www.waymandatause.com/wp-content/uploads/2013/11/Wayman_and_Cho.pdf">http://www.waymandatause.com/wp-content/uploads/2013/11/Wayman_and_Cho.pdf</a>		Exemplary

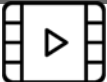



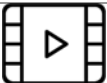



## Element 2: Using and Communicating Data

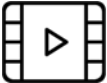
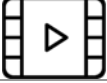
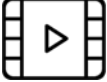




Resource	Resource Type	Mastery Level
<b>2.A. Data reports comply with ensuring personally identifiable information (PII) is protected in accordance with federal and state requirements.</b>		
REL Northeast & Islands. (Producer). (2015). Data Collection and Use: An Early Childhood Perspective [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=P6FUI_kENlc">https://www.youtube.com/watch?v=P6FUI_kENlc</a>		Foundational Knowledge
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspay, K., Barton, L., & Reid, J. K. (2017). Local child outcomes measurement system (L-COMS). Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Foundational Knowledge
Mauzy, D., Miceli, M., Arzamendia, K., & Sellers, J. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017), Who's in Charge of My Data? Protecting Data with Effective Data Governance. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance/">https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance/</a>		Foundational Knowledge
USDE. (2016, October). Understanding the Confidentiality Requirements Applicable to IDEA Early Childhood Programs FAQ. Retrieved from Protecting Student Privacy: <a href="https://studentprivacy.ed.gov/sites/default/files/resource_document/file/idea-confidentiality-requirements-faq_0.pdf">https://studentprivacy.ed.gov/sites/default/files/resource_document/file/idea-confidentiality-requirements-faq_0.pdf</a>		Foundational Knowledge
<b>2.B. Staff reflect on quality including the accuracy and timeliness of the data.</b>		
Using Video for Self-Reflection <a href="http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player">http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player</a>		Foundational Knowledge
Using Video to Celebrate Progress <a href="http://www.cde.state.co.us/resultsmatter/usingvideotocelebrateprogress-player">http://www.cde.state.co.us/resultsmatter/usingvideotocelebrateprogress-player</a>		Foundational Knowledge
Early Childhood Learning and Knowledge Center. (2018) <i>Data in Head Start and Early Head Start: Digging Into Data</i> . U.S. Department of Health and Human Services, Administration for Children and Families. <a href="https://eclkc.ohs.acf.hhs.gov/program-planning/article/data-head-start-early-head-start-digging-data">https://eclkc.ohs.acf.hhs.gov/program-planning/article/data-head-start-early-head-start-digging-data</a>		Foundational Knowledge

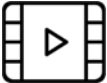
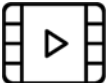

Resource	Resource Type	Mastery Level
The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Using Your State's Data to Develop and Answer Critical Questions. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/using-your-states-data-to-develop-and-answer-critical-questions/">https://dasycenter.org/using-your-states-data-to-develop-and-answer-critical-questions/</a>		Foundational Knowledge
The National Center on Program Management and Fiscal Operations. Office of Head Start National Centers. <i>Data in Head Start and Early Head Start: Tips for Embracing Data</i> . <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/tip-sheet.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/tip-sheet.pdf</a>		Foundational Knowledge
<b>2.C. Staff respond to data requests in a timely manner.</b>		
Using Child Assessment to Achieve Positive Outcomes <a href="https://www.youtube.com/watch?v=PtR24V8z9_w">https://www.youtube.com/watch?v=PtR24V8z9_w</a>		Foundational Knowledge
SEDL. (Producer). (2016). Data Use Early Education [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=JsqvQYke4ns">https://www.youtube.com/watch?v=JsqvQYke4ns</a>		Foundational Knowledge
Belodoff, K., Gundler, D. Nicolas, A., & Wise, E. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2016). Demystifying the "D" Word: Making Data Meaningful for Families. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/">https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/</a>		Foundational Knowledge
American Association of School Administrators. (2002). <i>Using Data to Improve Schools: What's Working</i> . Arlington, VA. Chapter 1. Retrieved from: <a href="http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf">http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf</a>		Foundational Knowledge
<b>2.D. Data are kept current throughout an assessment period</b>		
Using Video to Celebrate Progress <a href="http://www.cde.state.co.us/resultsmatter/usingvideotocelebrateprogress-player">http://www.cde.state.co.us/resultsmatter/usingvideotocelebrateprogress-player</a>		Application
Using the iPod Touch and dragon dictations to record observation notes <a href="http://www.cde.state.co.us/resultsmatter/usingipodtouchanddragondictationtorecordobservationnotes-player">http://www.cde.state.co.us/resultsmatter/usingipodtouchanddragondictationtorecordobservationnotes-player</a>		Application
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspay, K., Barton, L., & Reid, J. K. (2017). Local child outcomes measurement system (L-COMS). Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Application

Resource	Resource Type	Mastery Level
Means, B., Padilla, C., & Gallagher, L. (2010). Use of Education Data at the Local Level: From Accountability to Instructional Improvement. US Department of Education. Section 1. Retrieved from: <a href="https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf">https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf</a>		Application
<b>2.E. Data are made available to users (teachers, administrators) in a timely manner to inform instruction and make site-level decisions.</b>		
Using documentation to become a better teacher <a href="http://www.cde.state.co.us/resultsmatter/usingdocumentationtobecomeabetterteacher-player">http://www.cde.state.co.us/resultsmatter/usingdocumentationtobecomeabetterteacher-player</a>		Application
The essential role of observation and documentation <a href="http://www.cde.state.co.us/resultsmatter/theessentialroleofobservationanddocumentation-player">http://www.cde.state.co.us/resultsmatter/theessentialroleofobservationanddocumentation-player</a>		Application
Alliance for Excellent Education. (Producer). (2013). Using Data? Here's What Might Surprise You [Video Webinar]. Retrieved from: <a href="https://all4ed.org/webinar-event/using-data-heres-what-might-surprise-you/">https://all4ed.org/webinar-event/using-data-heres-what-might-surprise-you/</a>		Application
Means, B., Padilla, C., & Gallagher, L. (2010). Use of Education Data at the Local Level: From Accountability to Instructional Improvement. US Department of Education. Section 1. Retrieved from: <a href="https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf">https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf</a>		Application
<b>2.F. Staff incorporate data into family conferences.</b>		
Engaging families with video at parent teacher conferences <a href="http://www.cde.state.co.us/resultsmatter/engagingfamilieswithvideopatparentteacherconferences-player">http://www.cde.state.co.us/resultsmatter/engagingfamilieswithvideopatparentteacherconferences-player</a>		Application
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspay, K., Barton, L., & Reid, J. K. (2017). Local child outcomes measurement system (L-COMS). Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Application
Belodoff, K., Gundler, D. Nicolas, A., & Wise, E. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2016). Demystifying the "D" Word: Making Data Meaningful for Families. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/">https://dasycenter.org/demystifying-the-d-word-making-data-meaningful-for-families/</a>		Application
American Association of School Administrators. (2002). Using Data to Improve Schools: What's Working. Arlington, VA. Chapter 1. Retrieved from: <a href="http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf">http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf</a>		Application

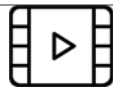
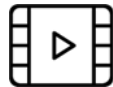
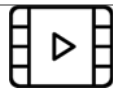
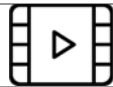
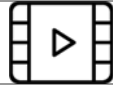
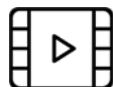
Resource	Resource Type	Mastery Level
<b>2.G. Staff use data to manage programs (professional development, curriculum, district-level policies, resource allocation) and inform decisions about programmatic elements.</b>		
Using Child Assessment to Achieve Positive Outcomes <a href="https://www.youtube.com/watch?v=PtR24V8z9_w">https://www.youtube.com/watch?v=PtR24V8z9_w</a>		Application
Nelson, R., Kelley, G., Hebbeler, K., Vinh, M., Gillaspay, K., Barton, L., & Reid, J. K. (2017). Local child outcomes measurement system (L-COMS). Chapel Hill, NC, Early Childhood Technical Assistance Center. Retrieved from <a href="http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf">http://ectacenter.org/eco/assets/pdfs/L-COMS_Framework.pdf</a>		Application
Mauzy, D., Miceli, M., Arzamendia, K., & Sellers, J. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017), Who's in Charge of My Data? Protecting Data with Effective Data Governance. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance">https://dasycenter.org/whos-in-charge-of-my-data-protecting-data-with-effective-data-governance</a>		Application
Means, B., Padilla, C., & Gallagher, L. (2010). Use of Education Data at the Local Level: From Accountability to Instructional Improvement. US Department of Education. Section 1. Retrieved from: <a href="https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf">https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf</a>		Application
<b>2.H. Dissemination of data products includes sufficient information, such as sample size or percentages, to interpret and use the data appropriately.</b>		
Edutopia. (2015). Demystifying Student Data for Parents. San Rafael, CA: George Lucas Educational Foundation. <a href="https://www.edutopia.org/practice/sharing-data-create-stronger-parent-partnerships">https://www.edutopia.org/practice/sharing-data-create-stronger-parent-partnerships</a>		Established
Gould, T., Nicholas, A., Ruggiero, T., Blandford, W., Thayer, S. & Bull, B. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2015). Types of Data Systems. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_papers/DSL_Brief_2_Types_of_Data_Systems_FINAL_2015_0122_Acc.pdf">https://dasycenter.sri.com/downloads/DaSy_papers/DSL_Brief_2_Types_of_Data_Systems_FINAL_2015_0122_Acc.pdf</a>		Established
U.S. Department of Education Laws & Guidance. Information Quality Guidelines. (2005). Washington, DC. <a href="https://www2.ed.gov/policy/gen/guid/iq/iqg_4a.html">https://www2.ed.gov/policy/gen/guid/iq/iqg_4a.html</a>		Established
<b>2.I. Staff use data for individualizing instruction/interventions and classroom planning.</b>		

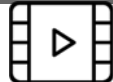
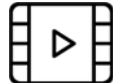

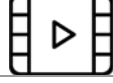





Resource	Resource Type	Mastery Level
Using documentation to become a better teacher <a href="http://www.cde.state.co.us/resultsmatter/usingdocumentationtobecomeabetterteacher-player">http://www.cde.state.co.us/resultsmatter/usingdocumentationtobecomeabetterteacher-player</a>		Established
Indiana Early Learning Advisory Committee. (2017). ELAC Early Learning Data Informed Decision-Making Toolkit. Retrieved from: <a href="http://www.elacindiana.org/elacindiana/wp-content/uploads/2018/01/ELAC-Early-Learning-Data-Toolkit-Final-Dec-2017-2.pdf">http://www.elacindiana.org/elacindiana/wp-content/uploads/2018/01/ELAC-Early-Learning-Data-Toolkit-Final-Dec-2017-2.pdf</a>		Established
Gundler, D. Nicolas, A., & Belodoff, K. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Data-Informed Stakeholders: Building Family Capacity to Understand and Use EI/ECSE Program Data. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_presentations/DEC2017_FamilyCapacity.pdf">https://dasycenter.sri.com/downloads/DaSy_presentations/DEC2017_FamilyCapacity.pdf</a>		Established
The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2018). Telling Your SSIP Story in an Infographic: Strategies, Tips, and Examples. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_papers/SSIPY511_InfographicGuide.pdf">https://dasycenter.sri.com/downloads/DaSy_papers/SSIPY511_InfographicGuide.pdf</a>		Established
<b>2.J. Staff value data discussions in which data is used to guide staff professional development.</b>		
Using Child Assessment to Achieve Positive Outcomes <a href="https://www.youtube.com/watch?v=PtR24V8z9_w">https://www.youtube.com/watch?v=PtR24V8z9_w</a>		Established
Indiana Early Learning Advisory Committee. (2017). ELAC Early Learning Data Informed Decision-Making Toolkit. Retrieved from: <a href="http://www.elacindiana.org/elacindiana/wp-content/uploads/2018/01/ELAC-Early-Learning-Data-Toolkit-Final-Dec-2017-2.pdf">http://www.elacindiana.org/elacindiana/wp-content/uploads/2018/01/ELAC-Early-Learning-Data-Toolkit-Final-Dec-2017-2.pdf</a>		Established
Hendricks, D., Bernstein, H., & Ruggiero, T. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Developing Local Data Teams: Moving Toward Data Informed Decision Making. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/developing-local-data-teams-moving-toward-data-informed-decision-making/">https://dasycenter.org/developing-local-data-teams-moving-toward-data-informed-decision-making/</a>		Established
Means, B., Padilla, C., & Gallagher, L. (2010). Use of Education Data at the Local Level: From Accountability to Instructional Improvement. US Department of Education. Section 1. Retrieved from: <a href="https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf">https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf</a>		Established
<b>2.K. Staff demonstrate commitment to using data to identify and address achievement gaps by providing data disaggregated by student subgroups (e.g., geographic locality, race/ethnicity, disability type, age, gender, or other criteria) through framing of useful questions that inform data-driven decisions.</b>		

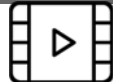



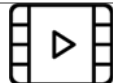


Resource	Resource Type	Mastery Level
Institute of Education Sciences. (Producer). (2016). Teacher Data Use Survey Webinar Series: Webinar 4: Communicating Results [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=gFC5C0LHV8s">https://www.youtube.com/watch?v=gFC5C0LHV8s</a>		Exemplary
SEDL. (Producer). (2016). Data Use Early Education [Video Webinar]. Retrieved from: <a href="https://www.youtube.com/watch?v=JsqvQYke4ns">https://www.youtube.com/watch?v=JsqvQYke4ns</a>		Exemplary
<b>2.L. Staff prepare a variety of data products (e.g., videos, webinars) or displays (e.g., tables, infographics) to enhance understanding of the data for a variety of audiences (families, community stakeholders, policymakers, etc.).</b>		
Using technology to enhance instruction and family engagement <a href="http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player">http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player</a>		Exemplary
The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Longitudinal Summary Statements Graphing Templates. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/longitudinal-summary-statements-graphing-templates/">https://dasycenter.org/longitudinal-summary-statements-graphing-templates/</a>		Exemplary
Gundler, D. Nicolas, A., & Belodoff, K. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Data-Informed Stakeholders: Building Family Capacity to Understand and Use EI/ECSE Program Data. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_presentations/DEC2017_FamilyCapacity.pdf">https://dasycenter.sri.com/downloads/DaSy_presentations/DEC2017_FamilyCapacity.pdf</a>		Exemplary
The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2018). Telling Your SSIP Story in an Infographic: Strategies, Tips, and Examples. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_papers/SSIPY511_InfographicGuide.pdf">https://dasycenter.sri.com/downloads/DaSy_papers/SSIPY511_InfographicGuide.pdf</a>		Exemplary
<b>2.M. Leaders conduct data discussions with all staff to monitor and improve individual student, school wide learning, and teaching practices.</b>		
Early Childhood Learning and Knowledge Center. (2018). How to Use Excel to Manage Data to Improve Teaching and Learning. U.S. Department of Health and Human Services, Administration for Children and Families. <a href="https://eclkc.ohs.acf.hhs.gov/video/lets-talk-about-data-leading-cultures-inquiry">https://eclkc.ohs.acf.hhs.gov/video/lets-talk-about-data-leading-cultures-inquiry</a>		Exemplary







Resource	Resource Type	Mastery Level
Early Childhood Learning and Knowledge Center. (2018). Preparing and Collecting Data. U.S. Department of Health and Human Services, Administration for Children and Families. <a href="https://eclkc.ohs.acf.hhs.gov/video/aggregating-analyzing-using-sharing-data">https://eclkc.ohs.acf.hhs.gov/video/aggregating-analyzing-using-sharing-data</a>		Exemplary
Early Childhood Learning and Knowledge Center. (2018) Let's Talk About Data! Leading Cultures of Inquiry. U.S. Department of Health and Human Services, Administration for Children and Families. <a href="https://eclkc.ohs.acf.hhs.gov/video/preparing-collecting-data">https://eclkc.ohs.acf.hhs.gov/video/preparing-collecting-data</a>		Exemplary
Early Childhood Learning and Knowledge Center. (nd). Tip Sheet: Asking the Right Questions. U.S. Department of Health and Human Services, Administration for Children and Families. <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/asking-right-questions-tip-sheet.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/asking-right-questions-tip-sheet.pdf</a>		Exemplary

## Element 3: Self-Reflection and Monitoring

Resource	Resource Type	Mastery Level
<b>3.A. Staff monitor assessment completion and make corrections in a timely manner</b>		
Using Video for Self-Reflection <a href="http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player">http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player</a>		Foundational Knowledge
<b>3.B. Teaching staff receive adequate oversight (protected time for data conversations, feedback loops around data quality) and support from leadership (administrators and principals) to use data.</b>		
The Results Matter Expansion Project step by step <a href="http://www.cde.state.co.us/resultsmatter/theresultsmatterexpansionprojectstepbystep-player">http://www.cde.state.co.us/resultsmatter/theresultsmatterexpansionprojectstepbystep-player</a>		Foundational Knowledge
Example of using video for coaching at SD27 J preschool <a href="http://www.cde.state.co.us/resultsmatter/exampleofusingvideoforcoachingatsd27jpreschool-player">http://www.cde.state.co.us/resultsmatter/exampleofusingvideoforcoachingatsd27jpreschool-player</a>		Foundational Knowledge
<b>3.C. Staff use data to monitor assessment completion, fidelity, quality, and training.</b>		
Using Video for Self-Reflection <a href="http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player">http://www.cde.state.co.us/resultsmatter/usingvideoforselfreflection-player</a>		Application
Teaming on the use of the Gold Documentation app <a href="http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player">http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player</a>		Application
Using the Gold documentation app to better understand children's communication <a href="http://www.cde.state.co.us/resultsmatter/usingthegolddocumentationapptobetterunderstandchildrenscommunication-player">http://www.cde.state.co.us/resultsmatter/usingthegolddocumentationapptobetterunderstandchildrenscommunication-player</a>		Application
<b>3.D. Staff have established processes/routines for entering documentation in the online assessment tool.</b>		

Resource	Resource Type	Mastery Level
First Look teaching strategies with the Gold documentation app <a href="http://www.cde.state.co.us/resultsmatter/firstlookteachingstrategiesgolddocumentationapp-player">http://www.cde.state.co.us/resultsmatter/firstlookteachingstrategiesgolddocumentationapp-player</a>		Application
Using the iPod Touch and iPhone to Record Video and Photographic Documentation <a href="http://www.cde.state.co.us/resultsmatter/usingtheipodtouchandiphonetorecordvideoandphotographicdocumentation-player">http://www.cde.state.co.us/resultsmatter/usingtheipodtouchandiphonetorecordvideoandphotographicdocumentation-player</a>		Application
Watching video documentation with children <a href="http://www.cde.state.co.us/resultsmatter/watchingvideodocumentationwithchildren-player">http://www.cde.state.co.us/resultsmatter/watchingvideodocumentationwithchildren-player</a>		Application
Using documentation at Emerald Preschool <a href="http://www.cde.state.co.us/resultsmatter/usingdocumentationatemeraldpreschool-player">http://www.cde.state.co.us/resultsmatter/usingdocumentationatemeraldpreschool-player</a>		Application
<b>3.E. Administrators ensure that professional development is informed by current research and student-based data, focused on effective instruction, and structured to build collaborative relationships among teachers.</b>		
Cowan, D. (2009). <a href="#">Creating a community of professional learners: An inside view</a> . <i>SEDL Letter</i> , 21(1), 20–25.		Application
Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a>		Application
Tobia, E. (2007). <a href="#">The Professional Teaching and Learning Cycle: Implementing a standards-based approach to professional development</a> . <i>SEDL Letter</i> , 19(1), 11–15.		Application
Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>		Application
<b>3.F. Staff participate in professional development that supports users' skills and competencies to understand, interpret, and use data effectively.</b>		
Using technology to enhance instruction and family engagement <a href="http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player">http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player</a>		Application

Resource	Resource Type	Mastery Level
Teaming on the use of the Gold Documentation app <a href="http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player">http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player</a>		Application
<b>3.G. Multiple resources and tools (e.g., help desk, analytic and querying tools, web portal) are available for a variety of data users to facilitate access to data and to support data use.</b>		
Using Child Assessment to Achieve Positive Outcomes <a href="https://www.youtube.com/watch?v=PtR24V8z9_w">https://www.youtube.com/watch?v=PtR24V8z9_w</a>		Established
Teaming on the use of the Gold Documentation app <a href="http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player">http://www.cde.state.co.us/resultsmatter/teamingontheuseofthegolddocumentationapp-player</a>		Established
Using technology to enhance instruction and family engagement <a href="http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player">http://www.cde.state.co.us/resultsmatter/usingtechnologytoenhanceinstructionandfamilyengagement-player</a>		Established
<b>3.H. On a regular basis, staff have dedicated, structured time for collaborative review and data-use planning.</b>		
Collaborating to support Aiden <a href="http://www.cde.state.co.us/resultsmatter/collaboratingtosupportaiden-player">http://www.cde.state.co.us/resultsmatter/collaboratingtosupportaiden-player</a>		Established
<b>3.I. Staff have documented data specifications (e.g., data elements, restrictions related to data elements, querying parameters, report criteria) to help answer specific questions, and documentation is updated as needed.</b>		
Gould, T., Nicholas, A., Ruggiero, T., Blandford, W., Thayer, S. & Bull, B.; The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2015). Types of Data Systems. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_papers/DSL_Brief_2_Types_of_Data_Systems_FINAL_20150122_Acc.pdf">https://dasycenter.sri.com/downloads/DaSy_papers/DSL_Brief_2_Types_of_Data_Systems_FINAL_20150122_Acc.pdf</a>		Established
U.S. Department of Education Laws & Guidance. Information Quality Guidelines. (2005). Washington, DC. <a href="https://www2.ed.gov/policy/gen/guid/iq/iqg_4a.html">https://www2.ed.gov/policy/gen/guid/iq/iqg_4a.html</a>		Established
<b>3.J. Staff hold data discussions across classes/grades to support children's transitions.</b>		

Resource	Resource Type	Mastery Level
Fain, A. & Eason, D. (2016). Collaborating for Seamless Transitions from Early Childhood Education into Elementary Schools in Tulsa Oklahoma. Voices in Urban Education Journal (43). Annenberg Institute for School Reform at Brown University. Retrieved from: <a href="http://vue.annenberginstitute.org/issues/43/collaborating-seamless-transitions-early-childhood-education-elementary-schools-tulsa">http://vue.annenberginstitute.org/issues/43/collaborating-seamless-transitions-early-childhood-education-elementary-schools-tulsa</a> .		Established
Peters, S., Hartley, C., Rogers, P., Smith, J., & Carr, M. (2009). Supporting the transition from early childhood education to school: Insights from one Centre of Innovation project. Teaching and Learning (3), 4-10. <a href="http://www.nzcer.org.nz/system/files/journals/set/downloads/set2009_3_04_0.pdf">http://www.nzcer.org.nz/system/files/journals/set/downloads/set2009_3_04_0.pdf</a>		Established
Little, M. H., et al. (2016). "Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now." AERA Open 2(3): 2332858416655766. <a href="http://journals.sagepub.com/doi/full/10.1177/2332858416655766">http://journals.sagepub.com/doi/full/10.1177/2332858416655766</a>		Established
<b>3.K. Staff reflect on data-informed decision-making and hold organizational members accountable for results.</b>		
Anketell, M., Stipetic, D., Hudson, L., & Belodoff, K. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Going from Questions to Answers: Using Data at the Local Level. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/DaSy_presentations/DaSyECTAPoster_DEC2017_OutcomesData_Final.pdf">https://dasycenter.sri.com/downloads/DaSy_presentations/DaSyECTAPoster_DEC2017_OutcomesData_Final.pdf</a>		Established
Hebbler, K., Kasprzak, C., & Taylor, C. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Using Child Outcomes Data to Improve Programs for Children and Families. Menlo Park, CA: SRI International. <a href="https://dasycenter.sri.com/downloads/2017/July2017_Posters_Handouts/OSEPLoad2017_DataUse.pdf">https://dasycenter.sri.com/downloads/2017/July2017_Posters_Handouts/OSEPLoad2017_DataUse.pdf</a>		Established
Hendricks, D., Bernstein, H., & Ruggiero, T. The Center for IDEA Early Childhood Data Systems, & The Early Childhood Technical Assistance Center. (2017). Developing Local Data Teams: Moving Toward Data Informed Decision Making. Menlo Park, CA: SRI International. <a href="https://dasycenter.org/developing-local-data-teams-moving-toward-data-informed-decision-making/">https://dasycenter.org/developing-local-data-teams-moving-toward-data-informed-decision-making/</a>		Established

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