



KIDS Data Use workshop: Facilitator's guide



October 2018

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This facilitator's guide is available on the Regional Educational Laboratory Midwest website at
<https://ies.ed.gov/ncee/edlabs/regions/midwest>.

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Using this facilitator's guide and the KIDS Data Use workshop materials

This Facilitator's Guide contains materials to use in the facilitation of the Kindergarten Individual Development Survey (KIDS) Data Use workshop. A list of materials needed for this workshop are in table 1. The full workshop is designed to take 3.5 hours. It is recommended that you facilitate the full workshop to give participants enough time to learn and practice the KIDS assessment cycle and to reflect on learnings with colleagues. To accommodate district schedules with less time allotted for a professional development training, materials for a 2-hour and a 1-hour version of the workshop are also provided (see table 1 for a list of materials). Agendas, slides, and notes for the two shortened workshops are presented starting on page 51.

Table 1. KIDS data use workshop materials

Workshop version	File name	Description
All workshop versions	KIDS Data Use Workshop: Facilitator's Guide.docx	This guide contains all the information needed to facilitate the KIDS Data Use workshop.
	KIDS Data Use Workbook & Resources.docx	This workbook contains the handouts and resources for KIDS Data Use workshop participants.
	KIDS User Guide & Instrument.pdf	This document contains the full KIDS instrument, which may be helpful for participants to use when setting goals.
	KEA Video Replacement.pptx	This slide deck can be used as an alternative to the kindergarten entry assessments (KEAs) video, if necessary.
	ISBE Evaluation Form.docx	This is an example of an ISBE evaluation from workshops that you may use as a feedback form for the KIDS Data Use workshop.
Full workshop	KIDS Data Use Workshop Full.pptx	This slide deck can be used to facilitate the full 3.5-hour workshop. The slide deck includes two videos that are playable even if there is no access to Wi-Fi in the training space. You will need a video-capable room.
	KIDS Data Use Workshop Full No Video.pptx	This slide deck can be used if you anticipate technological difficulties that prevent the videos from playing.
2-hour workshop	KIDS Data Use Workshop 2-hour.pptx	This slide deck can be used to facilitate a shortened (2-hour) workshop. The slide deck includes two videos that are playable even if there is no access to Wi-Fi in the training space. You will need a video-capable room.
	KIDS Data Use Workshop 2-hour No Video.pptx	This slide deck can be used if you anticipate technological difficulties that prevent the videos from playing.
1-hour workshop	KIDS Data Use Workshop 1-hour.pptx	This slide deck can be used to facilitate a shortened (1-hour) workshop. The slide deck includes one video that is playable even if there is no access to Wi-Fi in the training space. You will need a video-capable room.
	KIDS Data Use Workshop 1-hour No Video.pptx	This slide deck can be used if you anticipate technological difficulties that prevent the video from playing.

These materials are available online at

https://ies.ed.gov/ncee/edlabs/regions/midwest/events/archived_events/2018/october-22.aspx

Agenda overview

An overview of the agenda for the full KIDS Data Use workshop is in table 2. Time frames are provided as estimates; activities may be shortened or lengthened based on participant familiarity with the content. A lunch break is optional and not included in this time frame.

Table 2. Agenda for full workshop

Agenda item	Time frame	Activities	Slides	Materials
Welcome and introductions	20 min	Participant introductions	1–5	Agenda
Kindergarten entry assessments and KIDS	20 min		6–13	<i>KIDS Data Use workbook and resources</i>
Using KIDS reports to inform practice	20 min	Activity: Review content	14–30	<i>KIDS Data Use workbook and resources</i>
Interpreting KIDS data and setting educational goals: An example	45 min	Activity: Interpreting a sample KIDS report	31–49	<i>KIDS Data Use workbook and resources</i>
Break	15 min		50	
Interpreting KIDS data and setting educational goals: Your KIDS data	60 min	Activity: Interpreting your KIDS report	51–60	<i>KIDS Data Use workbook and resources</i>
Thinking ahead and closing	30 min		61–65	<i>KIDS Data Use workbook and resources</i>

The full workshop is divided into six sections. Refer to each section for an overview of the section purpose. This guide includes a list of materials needed, timing information, an annotated agenda, and images of the slides with facilitation notes. Facilitation tips and optional activities are included in the slides and notes section as well as in the “Facilitation resources” section at the end of the guide.

Section 1—Welcome and introductions

Purpose

This section provides context for the workshop, time for participant introductions, the workshop agenda overview, and the logistics overview. The goal of this section is to get to know your participants and to ensure everyone is familiar with the goals and expectations of the workshop.

Materials

- Slides 1–5


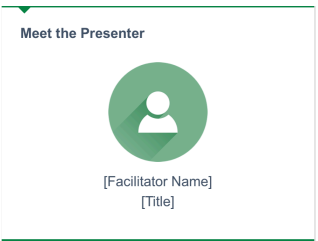
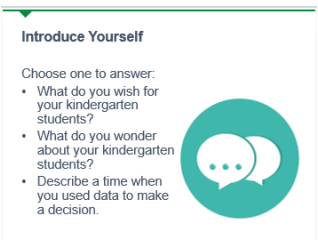
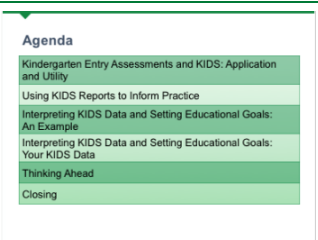
Duration: 20 minutes

Annotated agenda

Table 3. Section 1: Welcome and introductions

Agenda Item	Description	Slides	Materials
Welcome and introductions (10 minutes)	Welcome participants to the workshop and facilitate introductions.	1–2	
Warm-up activity (7 minutes)	Facilitate a short activity that helps participants get to know each other and/or reflect on their most recent KIDS data collection experiences.	3	
Agenda and logistics (3 minutes)	Share the purpose of the workshop and present the agenda and logistics.	4–5	

Slides and notes

No.	Slide	Content overview	Tips and notes
1		<ul style="list-style-type: none"> Welcome participants to the KIDS Data Use workshop and thank them for coming. Remind participants to sign in if they have not done so already. 	<p>Add your name and the date to this slide.</p>
2		<ul style="list-style-type: none"> Introduce yourself. Ask participants to share their names, titles, and districts/schools. 	<p>Add your name, title, and picture to this slide.</p>
3		<ul style="list-style-type: none"> Facilitate a warm-up activity by asking participants to answer one of the questions listed on the slide. 	<p>Warm-up activity: We have populated this slide with an optional warm-up activity. Find examples of other warm-up activities you can facilitate in “Introductions and warm-up activities” on p. 38.</p>
4		<ul style="list-style-type: none"> Review the day's agenda. Highlight key takeaways from the day, including educational goals and action steps to guide classroom planning. 	<p>Tip: If the workshop takes place between data collection periods or in the spring, participants may leave with a process for interpreting their data and setting goals for their next data collection period.</p>

No.	Slide	Content overview	Tips and notes
5	<p>Logistics and Expectations</p> <ul style="list-style-type: none">• Restroom locations• Professional development credit• Wi-Fi connectivity• Please silence your electronic devices.	<ul style="list-style-type: none">• Review logistics and expectations for the day.• Explain where the restrooms are located and if/how participants can access Wi-Fi.• If applicable, explain how participants can receive professional development credit for attending the workshop.	<p>Tip: Refer to “Handling difficult situations” on p. 44 for examples of ground rules to consider setting for the workshop.</p>

Section 2—Kindergarten entry assessments and KIDS: Application and utility

Purpose

This section provides an overview of kindergarten entry assessments and a brief refresher of the KIDS assessment. The goal of the section is to first situate the KIDS assessment in the context of kindergarten entry assessments overall and then refresh participants on the content of KIDS.

Materials

- Slides 6–13
- Chart paper

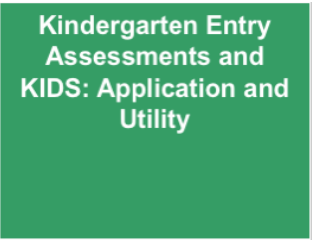

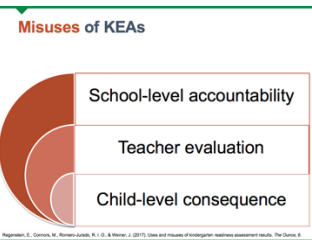
Duration: 20 minutes


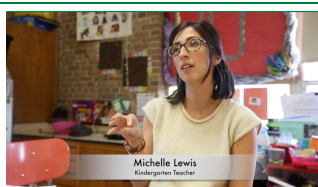
Annotated agenda

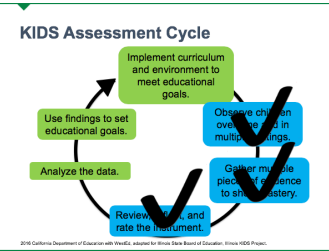
Table 4. Section 2: Kindergarten entry assessments and KIDS: Application and utility

Agenda item	Description	Slides	Materials
Kindergarten entry assessments (10 minutes)	Give an overview of kindergarten entry assessments and the purpose of the KIDS assessment.	6–8	Chart paper
KIDS overview (5 minutes)	Review the three views of the KIDS assessment and the information each view can provide. Then review the 14 State Readiness Measures and associated domains.	9–11	
Teacher video (3 minutes)	Present a West Chicago kindergarten teacher's reflections on her experiences with KIDS.	12	
KIDS assessment cycle (2 minutes)	Introduce the KIDS assessment cycle.	13	

Slides and notes

No.	Slide	Content overview	Tips and notes
6		<ul style="list-style-type: none"> Introduce the section by framing the context for the KIDS assessment. 	Note: See the Notes section of the KIDS Data Use slide deck for appropriate framing.
7		<ul style="list-style-type: none"> Introduce the video. Before you play it, tell participants you will be asking them to be prepared to state one piece of information in the video that was surprising or new to them. Play the video: https://youtu.be/Q4sYThlYXmY Ask participants to state one thing they learned from the video. 	Tip: For help playing the video, please refer to the Notes section of the slide deck. If the video does not play for any reason, the PowerPoint file titled "KEA Video Replacement" contains the same information. You can switch to that file, relay the information, and then switch back to this deck. Write participants' reflections on the video on chart paper. Note: If you know that you will not be able to play videos during the workshop due to technology constraints, use the PowerPoint without videos (refer to table 1 for more information). Note: If closed captioning is needed, use this link to play the video: https://youtu.be/Q4sYThlYXmY
8		<ul style="list-style-type: none"> Explain the misuses of KEAs. 	Note: See the Notes section of the slide deck for explanations.

No.	Slide	Content overview	Tips and notes										
9	<div><h3>KIDS Overview</h3><p>The information you can gain about students varies depending on how many measures are collected and the frequency of the assessment.</p></div>	<ul style="list-style-type: none">Transition from broader kindergarten entry assessments to KIDS specifically.Explain that districts across the state are using KIDS in multiple ways that can influence the information they gain from the data.											
10	<div><h3>KIDS Overview</h3><table><thead><tr><th>Measures and domains</th><th>Information gained</th></tr></thead><tbody><tr><td>14 State Readiness Measures</td><td>State snapshot</td></tr><tr><td>29 measures (5 Readiness Domains)</td><td>5 domain reports</td></tr><tr><td>55 measures (11 Domains)</td><td>Comprehensive picture of kindergarten readiness</td></tr></tbody></table></div>	Measures and domains	Information gained	14 State Readiness Measures	State snapshot	29 measures (5 Readiness Domains)	5 domain reports	55 measures (11 Domains)	Comprehensive picture of kindergarten readiness	<ul style="list-style-type: none">Provide an overview of the three views of KIDS.Explain the value of each view and the type of information teachers and schools can gain from each view.Ask participants to raise their hands if they:<ul style="list-style-type: none">Collected 14 measures this fall.Collected more than 14 measures.Plan to collect more data this school year (if the workshop takes place in the fall or winter).	<p>Tip: “View” refers to the ways you can use the KIDS assessment. You can collect just 14 measures to get a snapshot of readiness, you can collect 29 measures to get information about five readiness domains, or you can collect all 55 measures to get a complete picture. For more information about these three views, refer to p. ii of the <i>KIDS instrument & user guide</i> (California Department of Education, 2017).</p> <p>Tip: If the workshop takes place in the spring or summer, ask participants about their plans for data collection in the fall.</p>		
Measures and domains	Information gained												
14 State Readiness Measures	State snapshot												
29 measures (5 Readiness Domains)	5 domain reports												
55 measures (11 Domains)	Comprehensive picture of kindergarten readiness												
11	<div><h3>14 State Readiness Measures</h3><table><thead><tr><th>Readiness Domains</th><th>14 State Readiness Measures</th></tr></thead><tbody><tr><td>Approaches to Learning and Self-Regulation (ATL/RES)</td><td><ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL/RES1)Self Control of Feelings and Behavior (ATL/RES2)Engagement and Persistence (ATL/RES3)</td></tr><tr><td>Social and Emotional Development (SED)</td><td><ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED4)Relationships and Social Interactions with Peers (SED5)</td></tr><tr><td>Language and Literacy (LLD)</td><td><ul style="list-style-type: none">Communication and Use of Language (Expressive) (LLD6)Receptual Communication and Comprehension (LLD7)Comprehension of Age-Appropriate Text (LLD8)Phonological Awareness (LLD9)Letter and Word Knowledge (LLD9)</td></tr><tr><td>Cognitive Math (COG/MATH)</td><td><ul style="list-style-type: none">Classification (COG/MATH1)Number Sense of Quantity (COG/MATH2)Number Sense of Math Operations (COG/MATH3)Shapes (COG/MATH4)</td></tr></tbody></table></div>	Readiness Domains	14 State Readiness Measures	Approaches to Learning and Self-Regulation (ATL/RES)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL/RES1)Self Control of Feelings and Behavior (ATL/RES2)Engagement and Persistence (ATL/RES3)	Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED4)Relationships and Social Interactions with Peers (SED5)	Language and Literacy (LLD)	<ul style="list-style-type: none">Communication and Use of Language (Expressive) (LLD6)Receptual Communication and Comprehension (LLD7)Comprehension of Age-Appropriate Text (LLD8)Phonological Awareness (LLD9)Letter and Word Knowledge (LLD9)	Cognitive Math (COG/MATH)	<ul style="list-style-type: none">Classification (COG/MATH1)Number Sense of Quantity (COG/MATH2)Number Sense of Math Operations (COG/MATH3)Shapes (COG/MATH4)	<ul style="list-style-type: none">Briefly review the 14 State Readiness Measures and corresponding domains.	
Readiness Domains	14 State Readiness Measures												
Approaches to Learning and Self-Regulation (ATL/RES)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL/RES1)Self Control of Feelings and Behavior (ATL/RES2)Engagement and Persistence (ATL/RES3)												
Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED4)Relationships and Social Interactions with Peers (SED5)												
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Cognitive Math (COG/MATH)	<ul style="list-style-type: none">Classification (COG/MATH1)Number Sense of Quantity (COG/MATH2)Number Sense of Math Operations (COG/MATH3)Shapes (COG/MATH4)												
12	<div><p>Michelle Lewis Kindergarten Teacher</p><p>https://go.edc.org/kidsvideo</p></div>	<ul style="list-style-type: none">This video shows interview footage from the McCormick Foundation. A kindergarten teacher in West Chicago reflects on her experiences implementing KIDS. Introduce the video before playing it, and ask participants to think about how what they hear aligns to their own experiences.Play the video.Ask for reflections on how participants’ experiences align (or do not align) to the West Chicago teacher’s.	<p>Tip: For help playing the video, please refer to the Notes section of the slide deck.</p> <p>Note: If closed captioning is needed, use this link to play the video https://youtu.be/Gij9RShvkyY</p>										

No.	Slide	Content overview	Tips and notes
13	 <p>KIDS Assessment Cycle</p> <p>Implement curriculum and environment to meet educational goals.</p> <p>Observe children on everyday activities in multiple settings.</p> <p>Gather multiple pieces of evidence to show mastery.</p> <p>Review, and rate the instrument.</p> <p>Analyze the data.</p> <p>Use findings to set educational goals.</p> <p><small>©2018 California Department of Education with WDECA, adapted for Illinois State Board of Education, Illinois KIDS Project.</small></p>	<ul style="list-style-type: none"> Introduce the KIDS assessment cycle, which displays the steps kindergarten teachers take to implement, rate, and analyze KIDS data to set educational goals. Congratulate participants for completing the first three steps of the cycle, and explain that the workshop will walk through the subsequent three steps. 	<p>Tip: Check in with your participants to see how they feel about the content of this section. Refer to “Checking in with participants” on p. 43 for ideas.</p>

Section 3—Using KIDS reports to inform practice

Purpose

This section provides an overview of the purpose and uses of the three types of reports kindergarten teachers have access to when they enter ratings for the 14 State Readiness Measures in the KIDStech site.

Materials

- Slides 14–30
- *KIDS Data Use workbook and resources*


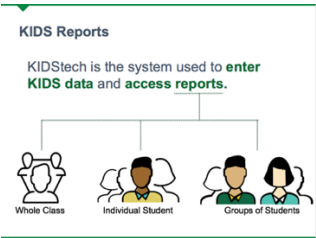
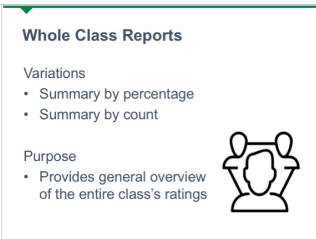

Duration: 20 minutes


Annotated agenda

Table 5. Section 3: Using KIDS reports to inform practice

Agenda Item	Description	Slides	Materials
Using KIDS reports to inform practice (10 minutes)	Review the three types of KIDS reports available in KIDStech.	14–19	<i>KIDS Data Use workbook and resources</i>
Activity: Content review (10 minutes)	Facilitate an activity that reviews the content of the workshop thus far (including kindergarten entry assessments, KIDS measures and domains, and KIDS reports).	20–30	See p. 42 for answers to the suggested activity.

Slides and notes

No.	Slide	Content overview	Tips and notes
14	 <p>Using KIDS Reports to Inform Practice</p>	<ul style="list-style-type: none"> Ask participants for a show of hands of how many people have generated a KIDS report prior to the whole-class report you asked them to bring to the workshop. If anyone raises their hand, ask which types of reports they selected to review and why they chose to review them. If no hands are raised, frame the section as a chance for them to learn how KIDS reports may help them better understand their classroom. 	
15	 <p>KIDS Reports</p> <p>KIDStech is the system used to enter KIDS data and access reports.</p> <p>Whole Class Individual Student Groups of Students</p>	<ul style="list-style-type: none"> Remind participants that they can access KIDS reports in KIDStech, the same site used to enter ratings. 	<p>Tip: If participants have trouble accessing KIDStech, ask that they contact their KIDS coach or staff at ISBE. Contact information can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i>.</p>
16	 <p>Whole Class Reports</p> <p>Variations</p> <ul style="list-style-type: none"> Summary by percentage Summary by count <p>Purpose</p> <ul style="list-style-type: none"> Provides general overview of the entire class's ratings 	<ul style="list-style-type: none"> Explain the two types of whole-class reports. Explain the purpose of whole-class reports. 	
17	 <p>Child Reports</p> <p>Purpose</p> <ul style="list-style-type: none"> Shows all ratings for a student <p>Uses</p> <ul style="list-style-type: none"> Parent-teacher conferences Individualized instruction planning Screening for special needs 	<ul style="list-style-type: none"> Explain the purpose and some uses of child reports. 	

No.	Slide	Content overview	Tips and notes
18	<p>Group Reports</p> <p>Uses</p> <ul style="list-style-type: none"> • Can reveal patterns about specific groups of students • Many student characteristics to choose from 	<ul style="list-style-type: none"> • Explain the uses of group reports. 	
19	<p>Group Report Options</p> <p>Student characteristics available</p> <ul style="list-style-type: none"> • Age (in months) • Birth date • Date of enrollment • Date of assessment • Languages spoken at home • Native languages spoken • Gender • Ethnicity/race • Individualized education plan • Desired Results Developmental Profile status (unlocked or locked) <p>Refer to "Creating group reports in KIDStech" (Workbook, p. 13) for more information.</p>	<ul style="list-style-type: none"> • Describe some of the criteria available when creating group reports. Provide one or two examples of reasons to generate group reports based on one or some of these criteria. • Ask participants if any of the options stands out as something they want to look into for their classes. • Refer participants to the handout "Creating KIDStech group reports" on p. 13 of the <i>KIDS Data Use workbook and resources</i>. 	<p>Tip: There is a lot of information listed on this slide, so give participants a moment to read it and ask them a question to help them engage with the information.</p>
20–30	<p>Suggested Activity: KIDS Wiz Quiz (See the slide deck for details.)</p>	<ul style="list-style-type: none"> • Facilitate an activity that reviews the content of the workshop thus far (including kindergarten entry assessment, KIDS measures and domains, and KIDS reports). 	<p>Tip: See "Checking in with participants" on p. 43 for other potential content review activities. See the "KIDS Wiz Quiz" handout on p. 41 for instructions and answers for the activity.</p>

Section 4—Interpreting KIDS data and setting educational goals: An example

Purpose

This section provides an opportunity for participants to practice analyzing data in a sample KIDS report and to practice setting educational goals.

Materials

- Slides 31–50
- *KIDS Data Use workbook and resources*
- Chart paper

Duration: 45 minutes (including 15-minute break)

Annotated agenda


Table 6. Section 4: Interpreting KIDS data and setting educational goals: An example

Agenda item	Description	Slides	Materials
Describing distributions (10 minutes)	Practice describing distributions with participants using three examples.	31–33	
Interpret sample report A (10 minutes)	Facilitate participants' interpretation of sample report A through guiding questions in the workbook and full-group discussion. Record participants' key observations on chart paper.	34–42	<i>KIDS Data Use workbook and resources</i> , pp. 2-4 Chart paper
Develop educational goals and action steps (10 minutes)	Facilitate a full-group discussion to set educational goals and action steps for sample report A. Record participants' goals and action steps for sample report A on chart paper.	43–49	<i>KIDS Data Use workbook and resources</i> , pp. 5-6
Break (15 minutes)	Take a 15-minute break.	50	



Slides and notes

No.	Slide	Content overview	Tips and notes										
31	<div>Interpreting KIDS Data and Setting Educational Goals: An Example</div>	<ul style="list-style-type: none">Transition to looking at KIDS data via a sample KIDS report.											
32	<div>Up Next...</div> <p>2016 California Department of Education with Illustrative Mathematics, adapted for Illinois State Board of Education, Illinois KIDS Project</p>	<ul style="list-style-type: none">Revisit the KIDS assessment cycle to illustrate the step covered in this section of the workshop.											
33	<div>Describing Distributions</div> <p>What do you notice about this distribution for ATL-REG 1: Curiosity and Initiative in Learning?</p> <table><tr><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th><th>Integrating Earlier</th><th>Integrating Middle</th></tr><tr><td>10</td><td>6</td><td>2</td><td>2</td><td>0</td></tr></table> <p>Total children: 20</p>	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	10	6	2	2	0	<ul style="list-style-type: none">Using guiding questions, facilitate a full-group conversation concerning three sample distributions.Ask participants to note what they observe and what phrases they would use to describe the distributions.	See the Notes section of the slide for guiding questions.
Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle									
10	6	2	2	0									
34	<div>Turn to...</div> <div>Interpreting a Sample KIDS Report (Workbook, pp. 2–4)</div>	<ul style="list-style-type: none">Ask participants to turn to p. 2 of the <i>KIDS Data Use workbook and resources</i>.											

No.	Slide	Content overview	Tips and notes																				
35	<div><p>Let's practice interpreting KIDS data with sample reports.</p><p>We will look for:</p><ul style="list-style-type: none">Anything that stands out at first glance.Students' strengths and areas of need.</div>	<ul style="list-style-type: none">Prepare participants to interpret sample KIDS data by introducing the two interpretation steps listed on the slide.																					
36	<div><p>Your Turn: ATL-REG and SED</p><ul style="list-style-type: none">What initially stands out to you?Looking at the measures within each individual domain, what similarities and differences do you see in ratings?Looking across all of the domains, what similarities and differences do you see?What strengths and areas of need do you notice?</div>	<ul style="list-style-type: none">Ask participants to use the guiding questions listed in the Notes section of this slide and in the workbook to interpret sample report A.	<p>Tip: Ask participants to first note their observations for the ATL-REG and SED domains only. Review those two domains and associated measures as a full group.</p>																				
37	<div><p>Sample Report A ATL-REG</p><table><tr><th>(ATL-REG) Approaches to Learning – Self-Regulation</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th></tr><tr><td>ATL-REG 1: Curiosity and Initiative in Learning</td><td>20</td><td>4</td><td>15</td><td>1</td></tr><tr><td>ATL-REG 2: Self-Control of Feelings and Behavior</td><td>20</td><td>15</td><td>2</td><td>3</td></tr><tr><td>ATL-REG 3: Engagement and Persistence</td><td>20</td><td>14</td><td>3</td><td>3</td></tr></table></div>	(ATL-REG) Approaches to Learning – Self-Regulation	Total Children	Building Earlier	Building Middle	Building Later	ATL-REG 1: Curiosity and Initiative in Learning	20	4	15	1	ATL-REG 2: Self-Control of Feelings and Behavior	20	15	2	3	ATL-REG 3: Engagement and Persistence	20	14	3	3	<ul style="list-style-type: none">Ask participants to share their observations concerning the ATL-REG data.	<p>Tip: Refrain from setting goals at this stage. Make sure the conversation is about observations only. Encourage participants to share questions they have about the data. Participants will have time to set goals soon.</p>
(ATL-REG) Approaches to Learning – Self-Regulation	Total Children	Building Earlier	Building Middle	Building Later																			
ATL-REG 1: Curiosity and Initiative in Learning	20	4	15	1																			
ATL-REG 2: Self-Control of Feelings and Behavior	20	15	2	3																			
ATL-REG 3: Engagement and Persistence	20	14	3	3																			
38	<div><p>Sample Report A SED</p><table><tr><th>(SED) Social and Emotional Development</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th></tr><tr><td>SED 3: Relationships and Social Interactions with Familiar Adults</td><td>20</td><td>4</td><td>13</td><td>3</td></tr><tr><td>SED 4: Relationships and Social Interactions with Peers</td><td>20</td><td>16</td><td>4</td><td>0</td></tr></table></div>	(SED) Social and Emotional Development	Total Children	Building Earlier	Building Middle	Building Later	SED 3: Relationships and Social Interactions with Familiar Adults	20	4	13	3	SED 4: Relationships and Social Interactions with Peers	20	16	4	0	<ul style="list-style-type: none">Ask participants to share their observations concerning the SED data.						
(SED) Social and Emotional Development	Total Children	Building Earlier	Building Middle	Building Later																			
SED 3: Relationships and Social Interactions with Familiar Adults	20	4	13	3																			
SED 4: Relationships and Social Interactions with Peers	20	16	4	0																			

No.	Slide	Content overview	Tips and notes																														
39	<div><p>Your Turn: LLD and COG-MATH</p><ul style="list-style-type: none">What initially stands out to you?Looking at the measures within each individual domain, what similarities and differences do you see in ratings?Looking across all of the domains, what similarities and differences do you see?What strengths and areas of need do you notice?</div>	<ul style="list-style-type: none">Ask participants to repeat the process with the LLD and COG-MATH domains.																															
40	<div><p>Sample Report A LLD</p><table><tr><th>(LLD) Language and Literacy Development</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th></tr><tr><td>LL3: Communication and Use of Language (Expressive)</td><td>20</td><td>10</td><td>8</td><td>2</td></tr><tr><td>LLD 4: Reciprocal Communication and Conversation</td><td>20</td><td>11</td><td>7</td><td>2</td></tr><tr><td>LLD 6: Comprehension of Age-Appropriate Text</td><td>20</td><td>2</td><td>13</td><td>5</td></tr><tr><td>LLD 8: Phonological Awareness</td><td>20</td><td>12</td><td>7</td><td>1</td></tr><tr><td>LLD 9: Letter and Word Knowledge</td><td>20</td><td>9</td><td>10</td><td>1</td></tr></table></div>	(LLD) Language and Literacy Development	Total Children	Building Earlier	Building Middle	Building Later	LL3: Communication and Use of Language (Expressive)	20	10	8	2	LLD 4: Reciprocal Communication and Conversation	20	11	7	2	LLD 6: Comprehension of Age-Appropriate Text	20	2	13	5	LLD 8: Phonological Awareness	20	12	7	1	LLD 9: Letter and Word Knowledge	20	9	10	1	<ul style="list-style-type: none">Ask participants to share their observations concerning the LLD data.	
(LLD) Language and Literacy Development	Total Children	Building Earlier	Building Middle	Building Later																													
LL3: Communication and Use of Language (Expressive)	20	10	8	2																													
LLD 4: Reciprocal Communication and Conversation	20	11	7	2																													
LLD 6: Comprehension of Age-Appropriate Text	20	2	13	5																													
LLD 8: Phonological Awareness	20	12	7	1																													
LLD 9: Letter and Word Knowledge	20	9	10	1																													
41	<div><p>Sample Report A COG: MATH</p><table><tr><th>(COG-MATH) Cognition - Mathematics</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th><th>Integrating Earlier</th></tr><tr><td>COG-MATH 1: Classification</td><td>20</td><td>15</td><td>3</td><td>1</td><td>1</td></tr><tr><td>COG-MATH 2: Number Sense of Quantity</td><td>20</td><td>1</td><td>17</td><td>1</td><td>1</td></tr><tr><td>COG-MATH 3: Number Sense of Math Operations</td><td>20</td><td>2</td><td>15</td><td>2</td><td>1</td></tr><tr><td>COG-MATH 6: Shapes</td><td>20</td><td>15</td><td>4</td><td>0</td><td>1</td></tr></table></div>	(COG-MATH) Cognition - Mathematics	Total Children	Building Earlier	Building Middle	Building Later	Integrating Earlier	COG-MATH 1: Classification	20	15	3	1	1	COG-MATH 2: Number Sense of Quantity	20	1	17	1	1	COG-MATH 3: Number Sense of Math Operations	20	2	15	2	1	COG-MATH 6: Shapes	20	15	4	0	1	<ul style="list-style-type: none">Ask participants to share their observations concerning the COG-MATH data.	
(COG-MATH) Cognition - Mathematics	Total Children	Building Earlier	Building Middle	Building Later	Integrating Earlier																												
COG-MATH 1: Classification	20	15	3	1	1																												
COG-MATH 2: Number Sense of Quantity	20	1	17	1	1																												
COG-MATH 3: Number Sense of Math Operations	20	2	15	2	1																												
COG-MATH 6: Shapes	20	15	4	0	1																												
42	<div><p>Follow-up Questions</p><p>What follow-up questions or hypotheses would you want to consider?</p><p><i>Example: On average, are my male students at different developmental levels than my female students in the ATL-REG domain?</i></p><p><i>Maybe I should look at group reports for gender.</i></p></div>	<ul style="list-style-type: none">Brainstorm one or two follow-up questions as a full group. What could the teacher of the classroom represented in sample report A to better understand the data? What additional KIDS reports might be helpful?	<p>Tip: If participants posed questions about the data during the discussion, now is a good time to revisit those questions and brainstorm ways those questions could be answered (for example, pulling additional KIDS reports).</p>																														

No.	Slide	Content overview	Tips and notes
43	<p>Up Next</p> <p><small>© 2014 California Department of Education and the KIDS Data Use Project. All rights reserved. KIDS Data Use Project.</small></p>	<ul style="list-style-type: none"> Transition to the next step of the cycle. 	
44	<p>Educational Goals</p> <p>After interpreting the KIDS report, we are prepared to set educational goals.</p>	<ul style="list-style-type: none"> Explain that the group will next practice setting educational goals using sample report A. 	<p>Tip: Ask participants to share some examples of educational goals they have set for themselves in the past.</p>
45	<p>Examples of Educational Goals</p> <ul style="list-style-type: none"> Provide more opportunities for students to demonstrate ATL-REG 3: Engagement and Persistence in the classroom. Provide more opportunities for students to interact with familiar adults during the school day. Meet with a student's parents to plan additional ways to practice words and syllables at home. 	<ul style="list-style-type: none"> Present three examples of educational goals. 	<p>Tip: You may want to change the examples on this slide to make them particularly relevant to your audience.</p>
46	<p>Action Steps</p> <p>After setting a goal, we can brainstorm the steps needed to begin reaching the goal. We refer to these as action steps.</p>	<ul style="list-style-type: none"> Explain that after setting a goal, it is necessary to develop actionable steps that can be taken to reach the goal. 	

No.	Slide	Content overview	Tips and notes
47	<p>Examples of Action Steps</p> <ul style="list-style-type: none"> • Modify classroom practices and/or classroom setup. • Develop an individualized instruction strategy. • Share findings and collaborate with parents, other teachers, and school administrators. 	<ul style="list-style-type: none"> • Present three examples of action steps. 	
48	<p>Turn to...</p> <p>Sample Report Goals and Action Steps (Workbook, p. 5)</p> 	<ul style="list-style-type: none"> • Ask participants to turn to p. 5 of the <i>KIDS Data Use workbook and resources</i>. 	
49	<p>Group Discussion</p> <p>What goal(s) would you recommend for the teacher of the class?</p> <p>What immediate action steps might you take to begin making progress?</p> <p>How would you plan to monitor progress?</p> 	<ul style="list-style-type: none"> • Ask participants to set one or two goals and action steps using sample report A. • Ask that each table group share one goal and one action step. • Ask for volunteers to share ways to monitor progress toward meeting goals. 	<p>Tip: Take notes on participants' responses using chart paper so that participants know that their ideas are captured.</p>
50	<p>Break</p> <p>See you in 15 minutes.</p>	<ul style="list-style-type: none"> • Break for 15 minutes. 	

Section 5—Interpreting KIDS data and setting educational goals: Your KIDS data

Purpose

This section provides an opportunity for participants to analyze their own KIDS data (or data in another sample KIDS report) and to set educational goals.

Materials

- Slides 51–60
- *KIDS Data Use workbook and resources*
- Chart paper

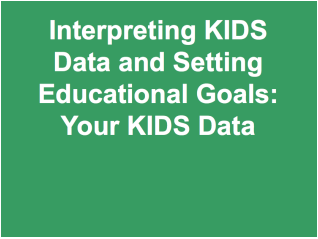
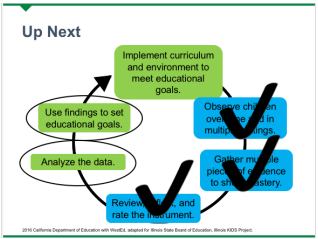
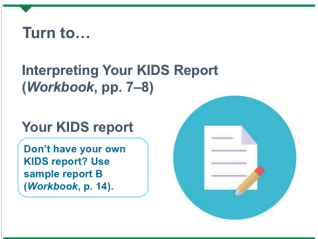
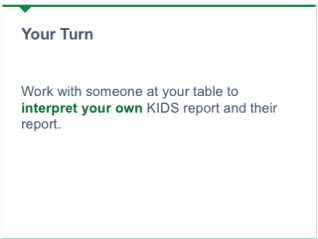
Duration: 60 minutes




Annotated agenda



Table 7. Section 5: Interpreting KIDS data and setting educational goals: Your KIDS data

Agenda item	Description	Slides	Materials
Interpret your KIDS report and setting educational goals (60 minutes)	Provide time for participants to analyze their own KIDS reports. If they do not have their KIDS reports, they may use Sample report B on p. 14 of the <i>KIDS Data Use workbook and resources</i> .	51–60	<i>KIDS Data Use workbook and resources</i> , pp. 7-10, 14 Chart paper

Slides and notes

No.	Slide	Content overview	Tips and notes
51		<ul style="list-style-type: none"> Explain that participants will now have time to interpret their own KIDS data and set educational goals. 	
52		<ul style="list-style-type: none"> Revisit the KIDS assessment cycle to explain that participants will now repeat the procedures they used to interpret Sample report A as they interpret their KIDS data. 	
53		<ul style="list-style-type: none"> Ask participants to turn to p. 7 of the <i>KIDS Data Use workbook and resources</i>. Ask that they complete the activities through p. 8. If participants do not have their own KIDS data to analyze, ask that they use sample report B on p. 14. 	
54		<ul style="list-style-type: none"> Encourage participants to work in pairs to interpret their KIDS reports. 	<p>Tip: Set up chart paper labeled “parking lot.” Encourage participants to place questions there that are for the larger group or that you cannot answer while participants work in groups.</p>

No.	Slide	Content overview	Tips and notes
55	<p>Guiding Questions</p> <ul style="list-style-type: none"> What initially stands out to you? Looking at the measures within each individual domain, what similarities and differences do you see in ratings? Looking across all of the domains, what similarities and differences do you see? What strengths and areas of need do you notice? 	<ul style="list-style-type: none"> Display this slide as participants complete the activity. 	<p>Tip: As participants complete this activity, walk around the room to answer questions, offer suggestions, and participate in table-group conversations.</p>
56	<p>Your Observations</p> <p>What stood out to you in your KIDS data?</p> <p>What are your students' strengths and areas of need?</p> 	<ul style="list-style-type: none"> After 20 minutes, ask participants to share what stood out to them about their data. Ask participants about their students' strengths and areas of need. 	<p>Tip: If participants are reluctant to share observations, remind them that KIDS is not an assessment of their teaching skills but rather a snapshot of the skills students have at kindergarten entry.</p>
57	<p>Turn to...</p> <p>Your Educational Goals and Action Steps (Workbook, p. 9)</p> <p>Find additional guiding questions, examples of action steps, and ways to monitor progress (Workbook, p. 10).</p> 	<ul style="list-style-type: none"> Ask that participants begin transitioning to goal setting. Ask participants to write their educational goals, action steps, and monitoring progress plan in the workbook. 	
58	<p>Setting Goals and Developing Action Steps</p> <p>Set two to four post workshop goals.</p> <p>What steps can you take to begin moving toward the goals?</p> 	<ul style="list-style-type: none"> Ask that each table group plan to share at least two educational goals that are discussed during this activity. 	

No.	Slide	Content overview	Tips and notes
59	<p>Monitoring Progress</p> <p>How do you plan to monitor your progress?</p> <p>What will the outcome look like?</p> 	<ul style="list-style-type: none"> Ask participants to share what ways they plan to monitor progress to meet their goals. These conversations can take place within table groups. 	
60	<p>Group Discussion</p> <p>Share at least one goal and monitoring strategy from your table group.</p> <p>Offer advice and recommendations.</p> <p>Ask questions about others' goals and strategies.</p> 	<ul style="list-style-type: none"> Come back together as a full group to discuss participants' goals and monitoring strategies. Facilitate a full-group discussion about goals and monitoring strategies. 	<p>Tip: Take notes on participants' responses using chart paper so that participants know that their ideas are captured.</p>

Section 6—Thinking ahead and closing

Purpose

This section provides time for participants to reflect on their experiences in the most recent data collection period and plan for the next data collection period. Additional time is allotted for participants to complete any evaluation forms and/or professional development credit forms (if applicable).

Materials

- Slides 61–65
- Chart paper
- *KIDS Data Use workbook and resources*
- Evaluation form and/or professional development credit form (if applicable)

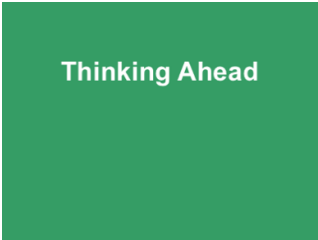
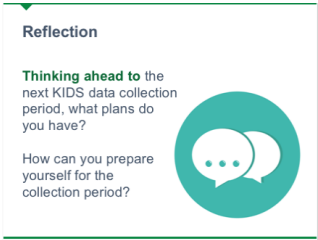


Duration: 20 minutes

Annotated agenda

Table 8. Section 6: Thinking ahead and closing

Agenda item	Description	Slides	Materials
Thinking ahead discussion (10 minutes)	Facilitate a full-group discussion about reflections on the most recent data collection period and plans for preparing for the next data collection period.	61–63	Chart paper
Evaluation form(s) and closing (10 minutes)	Share your contact information, and share the contact information of participants' KIDS coach (if applicable) and the KIDS coach coordinator.	64–65	<i>KIDS Data Use workbook and resources</i> , p. 12

Slides and notes

No.	Slide	Content overview	Tips and notes
61	 <p>Thinking Ahead</p>	<ul style="list-style-type: none"> Transition from goal setting to broader reflection and planning for the next data collection period. 	
62	 <p>Reflection</p> <p>Thinking ahead to the next KIDS data collection period, what plans do you have?</p> <p>How can you prepare yourself for the collection period?</p>	<ul style="list-style-type: none"> Ask that each table group discuss plans for the next data collection process. Bring the group back together for a full discussion and sharing of ideas. 	<p>Tip: Take notes on participants' responses using chart paper to capture their ideas.</p>
63	 <p>Insights</p> <p>Share your thoughts and questions.</p> <p>Evaluate the potential of collecting more measures and adding another round of data collection.</p>	<ul style="list-style-type: none"> Open the floor to questions about data collection procedures. Answer parking lot questions posted. 	
64	 <p>feedback</p>	<ul style="list-style-type: none"> Give participants 10 minutes before the end of the workshop to complete any required evaluation forms or professional development forms. 	<p>Tip: It's a good idea to plan your closing words in advance. For example, you could plan to say the following: "Thank you for your hard work. I was impressed by [something that happened that day]. I enjoyed working with you, and I wish you luck with your kindergarten students."</p>

No.	Slide	Content overview	Tips and notes
65	<div> <p>KIDS Contacts</p> <p>[KIDS coach: _____]</p> <p>Michelle Escapa, KIDS coach coordinator: mescapa@roe51.org</p> <div> <p>Refer to <i>Workbook</i>, p. 12, for additional KIDS contacts.</p> </div> </div>	<ul style="list-style-type: none"> Ensure participants know how to contact you, their KIDS coach, and the KIDS coach coordinator after the workshop. 	<p>Fill out the blank contact slide provided to tailor the contact information to the workshop region. Contacts can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i>.</p>

Facilitation resources

This section provides the facilitation resources listed below.

- Reflecting on facilitation
- Facilitator criteria table
- Preparing for the workshop
- After the workshop
- Introductions and warm-up activities
- KIDS Wiz Quiz activity
- Checking in with participants
- Handling difficult situations
- Reflection

Reflecting on facilitation

Before we begin our discussion about facilitation skills, reflect on your experiences attending and facilitating workshops. Imagine three different facilitation scenarios: one excellent, one good, and one that needs improvement. What are the facilitators doing? What are the participants doing? What materials are being used? Include as many details as you can.

Draw or describe three different facilitation scenarios in the box below.

Excellent facilitation

Good facilitation

Facilitation that needs improvement

Facilitator criteria table

The table below lists facilitation criteria and competencies. We will review this table¹ and add any other examples in the lines provided that the group finds important and helpful. Later in the day when you practice presenting the KIDS Data Use workshop, this tool will be used for peer and self-evaluation. You are encouraged to refer to this table to prepare to facilitate the KIDS Data Use workshop and to use it to guide your postworkshop reflection.

Criteria	Competencies in practice
Preparation	<p>Goal: The facilitator thoughtfully organizes and plans in advance to ensure that participants have everything they need, all materials are provided, the room is properly set up and is as comfortable as possible, and the equipment is working properly. The facilitator:</p> <ul style="list-style-type: none"> • Ensures participants can locate the room (posting signs if needed). • Provides thoughtful supplies, such as pens, extra paper, name tags, and snacks. • Provides a sign-in sheet to submit for professional development credit, if needed. • Organizes materials into packets or folders, placing them at participants' seats ahead of time. • Ensures that seating is arranged so that all participants can see and hear the facilitator. • Attends to participants' comfort in the room, if possible (for example, adjusts lighting and temperature). • Tests audiovisual equipment before participants arrive. • Collects workshop evaluations confidentially (if applicable). <hr/> <hr/> <hr/>

¹ The criteria and examples included in this table are loosely based on a body of work about effective teaching and effective professional development (Burns, 2018; Caruth & Caruth, 2013; Guskey, 2003; Marshall, 2014; Washington State Department of Early Learning, n.d.).

Criteria	Competencies in practice
Presentation skills	<p>Goal: The facilitator delivers information and instructions clearly while adapting to the needs of the participants. The facilitator:</p> <ul style="list-style-type: none">• Uses a respectful, clear, and engaging speaking style.• Shows confidence and enthusiasm.• Uses eye contact and body language to connect with participants.• Moves around while presenting and spends minimal time behind the podium.• Asks participants to introduce themselves in a way that reveals their perspectives, needs, and prior knowledge.• Knows/reads participants and addresses participants' needs.• Adjusts seating arrangement and/or speed or volume of speech, or makes other accommodations as needed.• Allows necessary time for participants to take notes.• Adapts agenda as needed.• Keeps participants engaged and brings the group back if discussion goes off topic.• Uses suitable humor.• Handles questions efficiently.• Checks to clarify a question before answering it—and then answers it in a way that stays on topic, if possible.• Keeps a “parking lot” for off-topic questions to be answered later, if necessary. <hr/> <hr/> <hr/>

Criteria	Competencies in practice
Group management skills	<p>Goal: The facilitator creates a positive environment for the participants to engage with each other and with the content of the workshop. The facilitator:</p> <ul style="list-style-type: none"> • Welcomes people at the beginning of the workshop and provides closure at the end of the workshop. • Starts and ends promptly and offers timely breaks. • Sets clear expectations for the day. • Treats everyone with respect and patience. • Listens attentively and responds to needs and questions. • Respects differing perspectives and shows interest in others' ideas. • Encourages participants to contribute their ideas. • Allows for participant interaction and discussion. • Makes sure that everyone has a chance to speak. • Promotes relationship building through group activities. • Provides sufficient time for responses. • Manages difficulties and disruptions smoothly. • Quiets any disturbances. • Makes astute decisions and responds appropriately to unexpected questions, situations, and problems. • Checks in regularly with the group regarding the pace, content, and learning goals of the training. • Circulates during group activities, quietly checking for understanding and intervening as needed. <hr/> <hr/> <hr/>
Content knowledge	<p>Goal: The facilitator possesses ample information and a practical understanding of the concepts and material being presented. The facilitator:</p> <ul style="list-style-type: none"> • Demonstrates knowledge about the KIDS assessment, data analysis, and kindergarten-level learning. • Relates personal experience with data use in general or with KIDS specifically. • Makes practical suggestions. • Refers participants to other resources and contacts if someone asks a question that is outside the scope of the workshop. <hr/> <hr/> <hr/>

Criteria	Competencies in practice
Other	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Preparing for the workshop

Recruitment and logistics

To prepare for your workshop, make sure you have the following items and information:

1. Recruitment documents
 - A recruitment plan that describes how you will let targeted audiences know about the workshop and specifies a timeline for recruitment activities and reminder emails.
 - A registration process that enables participants to sign up for the workshop.
 - Recruitment and registration letters (see samples below).
 - A list of registrants.
2. Logistical information:
 - Process for reserving a room.
 - Location of the room.
 - Time allotment.
 - Any special instructions for parking or entering the building.
 - The type of furniture and equipment (tables, chairs, easel, projector, screen) in the room.
 - Wi-Fi password.
 - Name of a person who can help with room set-up and technical issues.

Sample recruitment letter to teachers

Dear Colleague:

My name is [Your Name], and I am [your title]. I am writing to let you know about a free event to help kindergarten teachers use their students' Kindergarten Individual Development Survey (KIDS) data to set educational goals. I hope that you will attend.

The event in your area is [Time, Date, Location, Registration Link]

The goal of this workshop is to help kindergarten teachers use KIDS data to determine educational goals and action steps for their students. In this workshop, you will have the opportunity to analyze your own students' KIDS data in collaboration with your colleagues and with guidance from the workshop facilitators. You will be able to set concrete goals and action steps based on your own classroom data.

This workshop is free and open to any educator who would like to participate. While the content is intended primarily for kindergarten teachers, school and district administrators who are supporting kindergarten teachers and would like to better understand uses of KIDS data are also welcome to attend. We encourage teams to attend the workshop together, when that is possible. Please plan to participate and kindly encourage your colleagues to attend as well.

Sample recruitment letter to school principals

Below is a sample recruitment letter to send to school principals.

Dear Colleague,

My name is [Your Name], and I am [your title]. I am writing to let you know about a free event to help kindergarten teachers use their students' Kindergarten Individual Development Survey (KIDS) data to set educational goals. I hope that you will help spread the word about this free workshop to your networks.

The event in your area is [Time, Date, Location, Registration Link]

The goal of this workshop is to help kindergarten teachers use KIDS data to determine educational goals and action steps for their students. In this workshop, teachers will have the opportunity to analyze their own students' KIDS data in collaboration with their colleagues and with guidance from the workshop facilitators. They will be able to set concrete goals and action steps based on their own classroom data.

This workshop is free and open to any educator who would like to participate. While the content is intended primarily for kindergarten teachers, school and district administrators who are supporting kindergarten teachers and would like to better understand uses of KIDS data are also welcome to attend. We encourage teams to attend the workshop together, when that is possible.

We appreciate your consideration of promoting this workshop to your kindergarten teachers and any other team members who work with kindergarten teachers. Please let me know if you have any questions, and thank you for your consideration.

Sample letter to registrants

Below is a sample letter to send to workshop registrants 1 week before the workshop. Be sure to determine in advance whether professional development credit will be available and to edit the information as needed.

Dear Colleagues,

I look forward to your participation in the KIDS Data Use workshop on [date] in [city] from [time frame] CT. This email provides you with more information about the workshop and some logistics for the day.

When and where is the workshop?

[Date]

[Address]

The workshop will take place from **[time frame]**. Those who complete the workshop will receive professional development credit. There is parking available at the site **[parking information]** (see attached map).

What should you bring to the workshop?

Please bring your most recent KIDStech full-class summary report to the workshop. These reports are labeled "Summary by Percentage" and "Summary by Count" in KIDStech. (To access summary reports, first log in to KIDStech and click "Group Reports" on the sidebar. Select "Summary Reports" from the dropdown selections. Another dropdown menu will appear. Select to view either a "Summary by Percent" or "Summary by Count." In the upper right-hand corner of the screen, click "Download PDF" to save and print the file.)

What will you get out of attending the workshop?

This workshop is intended to help you:

- Learn the appropriate uses and misuses of kindergarten readiness assessments.
- Review the steps to create group reports in KIDStech.
- Interpret and analyze KIDS data.
- Create educational goals and action steps using KIDS data.

If you have any questions concerning the workshops, please email me at **[email address]**. I look forward to seeing you next week.

Materials checklist

Planning for a workshop is a big task that takes focus and organization. A well-planned workshop will enhance your participants' learning experience. Below is a checklist of materials that you will need to facilitate the KIDS Data Use workshop:

- ☐ **Folders:** Folders should include the agenda, the *KIDS Data Use workbook and resources*, a copy of the PowerPoint slide decks, the evaluation form (if applicable), and name tags.
 - Bring extra folders in case participants want to take extra ones to share with their colleagues.
 - Prepare folders about a week before the workshop.
- ☐ **Chart paper:** Make sure to bring more than enough chart paper for the day of the workshop, as you will use chart paper to capture key discussion points during the workshop. Self-stick chart paper allows you to stick notes on the walls if an easel is not available. If you are bringing regular nonstick chart paper, then bring along some painter's tape to prevent paint from pulling off the wall.

- ☐ **Markers:** Bring markers to use on the chart paper and name tags.
- ☐ **Pens:** Bring extra pens to ensure all participants have one to write with at their table. Participants will need pens to complete workbook activities and to take notes.
- ☐ **Snacks (optional):** If you can provide snacks and/or refreshments for the workshop, plan to do so. Place snacks on each of the tables or put them in a bowl and pass the bowl around the room periodically during the workshop.
 - Food is an essential part of meeting design, and it makes your participants feel welcomed. Snacks can also keep up the energy of your participants. Examples of snacks include mints, chocolates, fruit, granola bars, and cookies.

Consider your participants checklist

As you prepare your presentation, it is helpful to spend some time thinking about who your participants will be and how your presentation can best meet their needs. Use the checklist below to think about your participants. Use the questions below to complete the table on p. 36 to inform which topics to emphasize and how to structure the session.

- ☐ Who will be there?
 - Find out as much as you can about who will be attending the workshop and what their roles are. You can use this information to inform group configurations and activities.
 - Are all registrants kindergarten teachers? Will any district administrators attend? Are registrants signed up in teams? Will any ISBE representatives and/or KIDS coaches attend?
 - Determine how you will acknowledge roles and perspectives. You may want to ask some questions on the workshop registration form. For example, you might ask how many times they have administered KIDS, how many measures they collect, and how comfortable they are with using data to make decisions in their classrooms.
 - Consider ways to explicitly link the information you will be presenting with their experiences and accomplishments.
- ☐ Who will be missing?
 - Notice who is *not* planning to attend and how that might impact the workshop. For example, if no ISBE representatives have registered, make sure you have a plan for responding to questions directed toward the state.
 - If you are not a KIDS coach, consider whether there is time and opportunity to reach out to the regional coach to see if they are able to attend the workshop.

- How are participants likely to feel going into the workshop?
 - Anticipate participants' likely dispositions regarding the KIDS assessment, and make a list of potential questions or concerns and how you will address them.
 - Think about whether there are topics or issues that might be controversial for the people in the room, and prepare possible responses.
 - Consider the context, such as other data they collect, other priorities at the start of kindergarten, and district resources that might impact how KIDS data can be used.
 - Think carefully about your language, especially if it is anticipated to be a difficult conversation.
- What are the group dynamics?
 - Consider dynamics between the different participants—for example, who has authority over whom, who is from the same school, and who has more or less teaching experience? How might these dynamics affect discussions and other interactions between participants?
 - If you organize groups of people to work together or discuss their thoughts, you may want to keep people with similar roles together so they can discuss their common experiences. Alternatively, you may want to ask school or district teams to sit together as they analyze and interpret their KIDS data so that participants can gain a broader perspective.
- How can your workshop participants use their KIDS data?
 - Imagine how you would like your participants to use what they are learning in the workshop. Since the workshop's key goal is to help participants use their KIDS data, make sure you articulate multiple forms of use throughout the workshop. For example, teachers can use the data to determine which students need additional supports in a developmental area, to work with parents to develop strategies for at-home supports in a developmental area, and to design and implement individualized instruction.
 - It is important for all the people in the room to understand what they can do as a result of the workshop—whether it be implementing action steps to reach goals set in the workshop, planning for the next data collection cycle, or talking with district representatives about planning efforts.

After reading the “Consider Your Participants Checklist,” use the table below to plan for the workshop. Answer the questions in the left column once you have a list of registrants. In the right column, write ideas for how to address each consideration.

1. Who will be there?	How will you acknowledge roles and perspectives?
	Example: Introductions and warm-up activities, group configurations
2. Who will be missing?	How will you address who is missing?
3. How are participants likely to feel going into the workshop?	How will you prepare for various reactions?

4. What are the group dynamics?	How will you address group dynamics?
5. How can your workshop participants use KIDS data?	How will you ensure all participants leave knowing how they can use KIDS data?

After the workshop

Be sure to do the following when the workshop is over:

- Tidy up the workshop room.
- Thank your workshop room host.
- Ensure participants receive professional development credit (if applicable).
- Collect evaluation forms (if applicable).

Evaluations are an important part of facilitation; they provide information that enables you to improve your practice. All feedback is important whether it is critical or positive. Remember that your participants also teach content, handle logistics, manage groups, and resolve difficulties daily, so they can provide expert information about what was effective and where you have room for improvement.

It is also very useful to take some time to self-assess after each workshop. You may want to review the Facilitator Criteria Table on p. 27 and consider your performance. What are your

strengths as a facilitator? What could you have done better? Be sure to congratulate yourself for your effort on behalf of kindergarten teachers and students.

Introductions and warm-up activities

Getting the workshop off to a good start is very important, and it takes some planning. You can take the following steps at the beginning of the workshop to make the rest of the workshop go smoothly and effectively:

- Introduce yourself and set the tone.
- Get to know participants' perspectives.
- Deliver logistical information.

Introduce yourself and set the tone

Adult learners come to a workshop with a reservoir of knowledge and experience. It's important to acknowledge that and to make use of participants' resources to enrich the workshop. Participants will also be interested to know what *your* reservoir of knowledge and experience is at the start of the workshop.

When you introduce yourself, consider answering the following questions:

- What is your experience with kindergarten students?
- What is your experience with using data to inform planning?
- What is your experience with the KIDS assessment?
- What other experiences do you have that can help you quickly establish credibility?

It is also important to think about first impressions and how participants are going to perceive you. First impressions do not begin at the start of the workshop. Rather, they are formed before you even enter the room through your communications with registrants. Ensure that the invitations you send and the wording of email reminders communicate your competence and knowledge effectively.

To set a professional, inviting tone, consider the way you present yourself. Try to be warm and welcoming, not rushed or nervous. If you do feel rushed or nervous, use some humility or humor to explain why and get the group on your side. Although you want to let people know what your expertise is, don't take the stance of "the expert" who knows everything and is not interested in hearing what other people say. Instead, tell people you will be drawing on the expertise of the people in the room throughout the workshop.

Take the time to think through these precautions, and write some notes in your Facilitator's Guide on p. 50 to prepare for introductions.

Get to know participants' perspectives

Hopefully you have some information about who is in the room that has helped you to anticipate how to best meet participants' needs. Taking some time at the beginning of the workshop to learn more about participants will help you refine your presentation further and may enable you to relate aspects of the presentation to specific people. For example, if you know that you have some people in the room who have administered KIDS since the beginning of the pilot, you may be able to ask them to chime in about their experiences with the assessment over time.

Below is a list of short activities that will allow participants to introduce themselves in an informative way. Whatever you choose, it's best to relate it in some way to the workshop topic: using KIDS data to inform practice. Not only will these activities help you get to know your participants, but they will also set a respectful tone that makes it clear to participants that their expertise is valued. Give participants 5 minutes to complete the activity.

Activity 1. Ask participants to share their position, district name, and one of the following:

- A wish: What do you wish for your kindergarten students?
- A wonder: What do you wonder about your kindergarten students?
- An example: Describe a time when you used data to make a decision.

After a few minutes, ask each group to report out on their data use examples.

Activity 2. Play the "Sit down if you" game. Ask everyone to stand. Then say the following:

- Sit down if you are a kindergarten teacher.
- Sit down if you are a school principal.
- Sit down if you are a paraprofessional.
- (Ask the people still standing what their roles are.)
- Everyone please stand again.
- Sit down if you have implemented KIDS for 3 or more years.
- Sit down if you have implemented KIDS for 2 years.
- Sit down if you have implemented KIDS for 1 year.
- Sit down if you have *never* implemented KIDS.

- Everyone please stand again.
- Sit down if have *never* downloaded a report from KIDStech.
- Sit down if have downloaded an Individual Child report from KIDStech.
- Sit down if you have generated a Whole-Class report from KIDStech. (Note that all participants should have brought a Whole-Class report to the workshop.)

Activity 3. Play the “Expectations” game. This simple game encourages participants to be creative and have a few laughs. Have people get into groups of two or three, and ask them to answer the following three questions:

- What is your name?
- What do you hope to get out of the workshop?
- What is your most outrageous “pie in the sky” idea of what could happen if your expectations of the workshop are met?

After a few minutes, ask each person to report out on what they hope to get out of the workshop. Ask for new ideas only—instruct participants to “pass” if their hope has already been mentioned.

Deliver logistical information

Toward the start of the workshop, relay the logistical information that will make participants more comfortable. Ensure that participants know where the bathrooms are located, how many breaks the workshop will have, and what time the workshop ends, and remind them to silence their cell phones and to step out of the room if it is necessary to respond to a call or email.

KIDS Wiz Quiz

The KIDS Wiz Quiz is an optional activity to help participants review the content of the first two workshop sections. The activity can be found on slides 20–30 of the full workshop.

Instructions for introducing and facilitating the activity can be found in the Notes section on slide 20.

Table 9. KIDZ Wiz Quiz questions and answers

Category	Points	Question	Correct answer(s)
KIDS reports	100	Which report could be useful when meeting with a child's parents?	Child report
	200	Which report provides an overview of skills demonstrated by this year's students?	Whole-class report
	300	What are two criteria you can select when creating a group report?	Age (in months), birth date, date of enrollment, date of assessment, languages spoken at home, native languages, gender, ethnicity/race, individualized education program, DRDP status
Appropriate uses of the KIDS assessment	100	What is one example of an appropriate use of the KIDS assessment for state education leaders and policymakers?	Inform state policies, inform resource allocation
	200	What are two examples of how administrators can use the KIDS assessment?	Identify and plan needed supports, guide early learning programs, inform teacher professional development, improve collaboration and alignment across all grades
	300	What are three examples of how teachers can use the KIDS assessment?	Learn about strengths and needs of individual and groups of children, tailor instruction, identify and target learning gaps, flag students for further testing, track children's progress by re-administering the assessment
Illinois fun facts	100	What is the official Illinois state animal?	White-tailed deer
	200	Who is the only U.S. president born in Illinois?	Ronald Reagan
	300	What did O'Hare Airport used to be called? Hint: This is the source of the abbreviation ORD.	Orchard Field Airport

How to facilitate the KIDS Wiz Quiz

1. Split the room into groups. For example, ask that each table group work together as a team to answer questions about what they have heard so far in the workshop. Prepare a sheet of chart paper to keep track of scores.
2. Advance to the slide with the 3×3 grid.
3. Explain the rules. If anyone is familiar with the game show Jeopardy, this is a similar style. Three categories will be presented, and one team at a time can choose which category to start with. The questions increase in difficulty as the points increase (100-point questions are the easiest, whereas 300-point questions are the most difficult).
4. Ask for a volunteer team to go first or pick a team at random to begin. The team will pick a category and a point value (100, 200, or 300). On the slide with the 3×3 grid, click on the chosen category and value, and be taken to the corresponding question. If the team answers the question correctly, they get the points listed (note the points on chart paper) and another team chooses the next question. If they answer the question incorrectly, open up the question to other teams. If no one has the correct answer, provide the answer.
5. When a question is answered, click the background of the colored square to return to the 3×3 grid. You can click anywhere outside of the text area on the screen to return to the 3×3 grid. When you return, the question that was just answered will fade from the grid so that you can keep track of the questions that remain.
6. At the end of the quiz, congratulate the winning team. Then, click the background image to advance to the next section of the workshop.

Checking in with participants

One of the most important things for a facilitator to do is to stop from time to time and check in with participants to ask if they are still engaged, understand the material, or have questions.

Attending to your audience

As you engage with your participants during your facilitation of the KIDS Data Use workshop, you will be able to get a basic read on how they are feeling. If they seem to be losing energy or interest, you can take the following actions:

- Take a short break (if time allows).
- Invite participants to stop, stand up, and stretch.
- Do a “stop and talk,” where you ask people to take 2 minutes to talk to their neighbors about one thing they have learned so far in the workshop, something they are curious about, or the most striking thing they have heard during the workshop.

During each section of the workshop, you may want to take a quick read from your participants to see if they are ready to move on or if you should spend more time on a topic. One simple way to do this is to ask people to do one of the following:

- Give a “thumbs up” if they understand and are ready to move on.
- Give a “thumbs down” if they are confused and need to spend more time.
- Give a “thumbs sideways” if they are somewhere in between.

Content review activity

The KIDS Data Use workshop materials include a content review activity (KIDS Wiz Quiz) that you can use to check for understanding after the second section of the workshop, “Kindergarten entry assessments and KIDS: Application and utility.” If you don’t have time for the activity or experience technological trouble, you could move through the slides and ask participants to write down their answers and then review the answers as a group. Alternatively, you could ask participants to take 3 minutes to write down everything they can remember about the KIDS assessment, KIDS reports, and ways to use KIDS data. Then, you could ask them to turn and share their notes with a neighbor, fielding questions after a few minutes of sharing.

Group work

You will also need to find a way to determine whether people need more time for group work or if they are ready to wrap up. You can simply listen in on each group and ask them how much more time they need, or you can ask them to signal when they are finished (for example, by putting down their pens).

Handling difficult situations

If you are an educator, you are certainly familiar with ways to handle difficult situations. Some of the techniques used in the classroom can easily be adapted to work in adult learning environments. Create an environment from the beginning that encourages respect and cooperation.

Ground rules

The way you begin the workshop and set the tone will go a long way toward preventing difficult situations. Some common ground rules are:

- Turn off the ringer on your cell phone.
- Please feel free to leave the room if you need to use the restrooms, take a call, etc.
- Encourage everyone to participate; allow every voice to be heard.
- Ask clarifying questions at any time.
- There will be a “parking lot” for questions that can be addressed later.
- Honor time limits; return from breaks on time.

If you have concerns about group dynamics, think you will be pressed for time, or have other worries, you may want to set some more particular ground rules, such as:

- Confidential issues will remain in the room.
- If you are a person who participates often, leave space for others to respond, too. If you usually wait to share, jump in!
- Put aside your feelings about [a controversial issue] during this workshop, and focus on thinking about what you can learn that will help you meet students' needs.
- Please hold all questions until the end of the presentation.
- When I flick the lights [or provide a different signal], it will mean it is time for the discussion to end and for us to move on.

Despite your setting ground rules, there may still be some tricky situations, disruptions, failure of equipment or supplies, or an environmental issue that makes things difficult. Below are some tips and techniques for handling difficult situations. You can also return to this list after you deliver the workshop for ideas about how you might have managed a difficult situation differently.

People

There may be participants who talk too much, do not participate, are chatty and distracting, are argumentative, or are upset. It is important to manage these problems quickly and respectfully so that the workshop does not go off track. No matter what you do, you should be professional, polite, patient, and kind when interacting with participants. The tactics listed below are not an exhaustive list of strategies, but they may be useful to consider as a starting point.

- Consider whether an intervention is necessary. If the disruption is minor, stepping in might be an even greater disruption. It may be best to address it if it becomes a regular occurrence, but if it is only once or twice, then you may want to let it go. If the disruption is major, then decide whether to intervene immediately or to speak to the person privately during a break or by drawing them aside. Respectfully tell them what behavior you would like to see instead. For example, you could say, "I appreciate your concerns about standardized testing. I would be interested to hear your thoughts on the matter if you want to follow up with me in an email after the workshop. For today, though, let's focus on what we can learn that might help us meet students' needs."
- Determine what the person's reason for being disruptive is before deciding how to react. For example, is a person overly talkative because they are enthusiastic about the topic or because they feel that they have knowledge that they want to share? Are they being conscious of other participants' needs? The reason for the behavior determines whether you should channel their enthusiasm, acknowledge and draw on their expertise, or say something like, "Let's hear from someone on this side of the room," or "Let's take a minute for everyone to write down their thoughts on the topic before we move on." Rarely does a person *intend* to be disruptive, so it is important not to shut that person down completely.
- Create a "parking lot" where you write down any questions or issues that you do not want to address during the workshop presentation. Especially if emotions are high, showing that you are listening and that you have noted the concern and will respond later can help. Return to the parking lot at the end of the day and respond to anything that has not yet been addressed.
- Acknowledge what is said, but neither agree nor disagree. Say something like, "I appreciate that you feel strongly about this." Then go on with the presentation.
- Move around the room. Standing near a disruptive or inattentive person may be all you need to do to positively influence their behavior.
- If someone begins to ramble, diplomatically interrupt and try to tie what they are saying to the topic at hand. Thank them and move on.

- Attempt to build rapport with the person who is disruptive. Listen to them, value their input, acknowledge them, and respond by relating their comments to the goals of the workshop.
- Build in time for questions. Be available during breaks to speak with individuals about their concerns or have a time during the presentation to answer questions.
- Stop and tell people you want to give them some time to digest what they have learned. Ask them to count off and move to a different table where they will pair up with someone new. This will allow participants the opportunity to interact with people they may not know and to hear new perspectives.
- Do not reprimand, scold, or condescend—adults will become resentful and shut down if you do.

Equipment and supplies

Being prepared ahead of time is the best way to avoid problems with equipment and supplies. Make sure that you have more than enough supplies such as paper copies of your agenda and slide deck; the slide deck should always be provided to participants with notes pages. Find out who is on site that can help with technological issues. Arrive early on the day of the workshop so you can check all of the equipment (laptop, projector, Wi-Fi) in advance. Even so, things can go wrong, and you will have to manage the situation. Here are some suggestions for how you might handle technical difficulties.

- Try to maintain a sense of humor. Saying, “Is it Friday the 13th again?” or “Looks like the slide deck took a day off,” will show that you are going to cope well with the problem. If you become anxious or upset, your participants might, too.
- Ask the group for help: “Does anyone know how to fix the Wi-Fi?” or “Can anyone quickly get additional copies?”
- If there are not enough copies of materials, ask people to share, and then take names and email addresses of people who need materials and be sure to follow up by sending them after the workshop.
- Give the group some options for how you can proceed, for example: “Should we take a break now instead of later? Reschedule? Muddle through without the PowerPoint?”
- Provide the information in another way. If the KEA video does not run or if the sound is not working, you should switch to the KEA replacement video. If the video of the teacher talking about using KIDS data does not work, ask people in the audience to talk about how they have used KIDS data, and provide your own examples.

Environment

Sometimes a facilitator ends up in a workshop space that is less than ideal. The room might be too small, too warm, too noisy, or completely windowless. If it is not possible to change rooms or address the issue, you will need to find a way to minimize discomfort and disruptions.

Below are some ideas for how to manage environmental problems.

- Speak to the person in charge of the space as soon as possible, and let your participants know that you are trying to resolve the problem.
- Ask participants if they have any ideas about how to address the problem. Maybe a teacher has a classroom nearby that can be used instead, or maybe someone has an ice pack they can put on the thermometer to make the heat turn on.
- Use humor: A small room can be “downright cozy” or a windowless room can be jokingly referred to as an “inner sanctum.”
- It may be best to ignore the environmental problem if it is minor. If you keep your group interested in the content of the workshop, they may not be bothered by the problem.

Reflection

What about your thinking, learning, or work today brought you the most satisfaction? Why?

Considering what you learned today about how to facilitate a KIDS Data Use workshop, what do you think will be your biggest challenge when you facilitate this workshop?

What ideas do you have about how to overcome your biggest challenges?

Notes

[illegible]

KIDS Data Use workshop: Shortened versions

If you do not have time to present the full 3.5-hour KIDS Data Use workshop, the following materials are available for a 2-hour and 1-hour version of the workshop. The workshop is divided into six sections for the 2-hour workshop and five sections for the 1-hour workshop. Refer to each section for an overview of the section purpose. Also included are a list of materials needed, timing information, an annotated agenda, and images of the slides with facilitation notes. Facilitation tips and optional activities are included in the slides and notes section as well as in the Facilitation Resources above.

Overview of the 2-hour workshop

An agenda for the 2-hour version of the workshop is in table 10.

Table 10. Agenda for 2-hour workshop

Agenda item	Time frame	Activities	Slides	Materials
Welcome and introductions	15 min	Participant introductions, workshop overview	1–5	Agenda
Kindergarten entry assessments and KIDS	20 min		6–13	<i>KIDS Data Use workbook and resources</i>
Using KIDS reports to inform practice	10 min		14–19	<i>KIDS Data Use workbook and resources</i>
Interpreting KIDS data and setting educational goals: An Example	30 min	Activity: Interpreting a sample KIDS report	20–35	<i>KIDS Data Use workbook and resources</i>
Break	5 min		36	
Interpreting KIDS data and setting educational goals: Your KIDS data	30 min	Activity: Interpreting your KIDS report	37–46	<i>KIDS Data Use workbook and resources</i>
Thinking ahead and closing	10 min		47–51	<i>KIDS Data Use workbook and resources</i>

Section 1—Welcome and introductions (2-hour workshop)

Purpose

This section provides context for the workshop, time for participant introductions, the workshop agenda overview, and the logistics overview. The goal of this section is to get to know your participants and to ensure everyone is familiar with the goals and expectations of the workshop.

Materials

- Slides 1–5


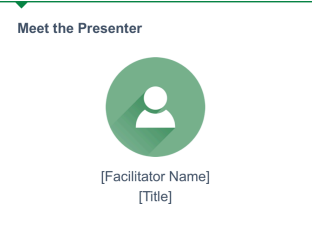
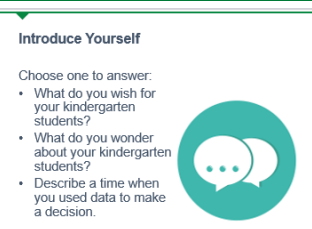
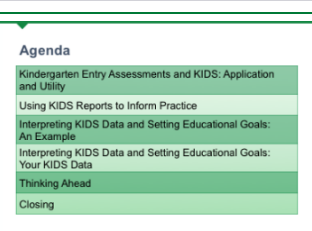
Duration: 15 minutes

Annotated agenda

Table 11. Section 1: Welcome and introductions (2-hour workshop)

Agenda item	Description	Slides	Materials
Welcome and introductions (5 minutes)	Welcome participants to the workshop, and facilitate introductions.	1–2	
Warm-up activity (7 minutes)	Facilitate a short activity that helps participants get to know each other and/or reflect on their most recent KIDS data collection experiences.	3	
Agenda and logistics (3 minutes)	Share the purpose of the workshop, and present the agenda and logistics.	4–5	

Slides and notes

No.	Slide	Content overview	Tips and notes
1	 <p>The slide features the KIDS logo (Kindergarten Individual Development Survey) with the tagline 'Every child Ready for kindergarten'. It includes a photo of a child's hands playing with colorful blocks. Below the logo, it says 'KIDS Data Use workshop' followed by '[Facilitator Name]' and '[Date]'. The REL Midwest logo is in the bottom right corner.</p>	<ul style="list-style-type: none"> Welcome participants to the KIDS Data Use workshop, and thank them for coming. Remind participants to sign in if they have not done so already. 	<p>Add your name and the date to this slide.</p>
2	 <p>The slide is titled 'Meet the Presenter'. It features a green circular icon with a white person silhouette. Below the icon, it says '[Facilitator Name]' and '[Title]'.</p>	<ul style="list-style-type: none"> Introduce yourself. Ask participants to share their names, titles, and districts/schools. 	<p>Add your name, title, and picture to this slide.</p>
3	 <p>The slide is titled 'Introduce Yourself'. It lists three prompts for participants to choose one to answer: 'What do you wish for your kindergarten students?', 'What do you wonder about your kindergarten students?', and 'Describe a time when you used data to make a decision.' There is a green circular icon with two white speech bubbles.</p>	<ul style="list-style-type: none"> Facilitate a warm-up activity by asking participants to answer one of the questions listed on the slide. 	<p>Warm-up activity: We have populated this slide with an optional warm-up activity. Find examples of other warm-up activities you can facilitate in “Introductions and warm-up activities” on p. 38.</p>
4	 <p>The slide is titled 'Agenda'. It lists the following items: 'Kindergarten Entry Assessments and KIDS: Application and Utility', 'Using KIDS Reports to Inform Practice', 'Interpreting KIDS Data and Setting Educational Goals: An Example', 'Interpreting KIDS Data and Setting Educational Goals: Your KIDS Data', 'Thinking Ahead', and 'Closing'.</p>	<ul style="list-style-type: none"> Review the day's agenda. Highlight key takeaways from the day, including educational goals and action steps to guide classroom planning. 	<p>Tip: If the workshop takes place between data collection periods or in the spring, participants may leave with a process for interpreting their data and setting goals for their next data collection period.</p>

No.	Slide	Content overview	Tips and notes
5	<p>Logistics and Expectations</p> <ul style="list-style-type: none">• Restroom locations• Professional development credit• Wi-Fi connectivity• Please silence your electronic devices.	<ul style="list-style-type: none">• Review logistics and expectations for the day.• Explain where the restrooms are located and if/how participants can access Wi-Fi.• If applicable, explain how participants can receive professional development credit for attending the workshop.	<p>Tip: Refer to “Handling difficult situations” on p. 44 for examples of ground rules to consider setting for the workshop.</p>

Section 2—Kindergarten entry assessments and KIDS: Application and utility (2-hour workshop)

Purpose

This section provides an overview of kindergarten entry assessments and a brief refresher of the KIDS assessment. The goal of the section is to first situate the KIDS assessment in the context of kindergarten entry assessments overall and then refresh participants on the content of KIDS.

Materials

- Slides 6–13
- Chart paper

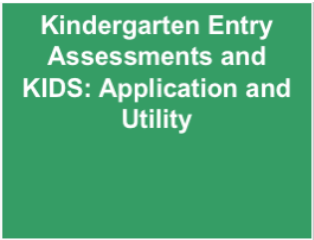

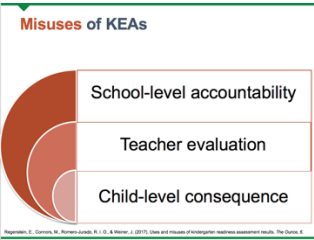
Duration: 20 minutes



Annotated agenda

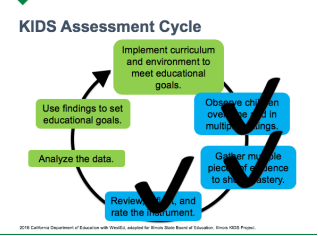
Table 12. Section 2: Kindergarten entry assessments and KIDS: Application and utility (2-hour workshop)

Agenda item	Description	Slides	Materials
Kindergarten entry assessments (10 minutes)	Give an overview of kindergarten entry assessments and the purpose of the KIDS assessment.	6–8	Chart paper
KIDS overview (5 minutes)	Review the three views of the KIDS assessment and the information each view can provide. Then review the 14 State Readiness Measures and associated domains.	9–11	
Teacher video (3 minutes)	Present a West Chicago kindergarten teacher's reflections on her experiences with KIDS.	12	
KIDS assessment cycle (2 minutes)	Introduce the KIDS assessment cycle.	13	

Slides and notes

No.	Slide	Content overview	Tips and notes
6		<ul style="list-style-type: none"> Introduce the section by framing the context for the KIDS assessment. 	<p>Note: See the Notes section of the KIDS Data Use slide deck for appropriate framing.</p>
7		<ul style="list-style-type: none"> Introduce the video. Before you play it, tell participants you will be asking them to be prepared to state one piece of information in the video that was surprising or new to them. Play the video: https://youtu.be/Q4sYThlYXmY Ask participants to state one thing they learned from the video. 	<p>Tip: For help playing the video, please refer to the Notes section of the slide deck. If the video does not play for any reason, the PowerPoint file titled “KEA Video Replacement” contains the same information. You can switch to that file, relay the information, and then switch back to this deck.</p> <p>Write participants' reflections on the video on chart paper.</p> <p>Note: If you know that you will not be able to play videos during the workshop due to technology constraints, use the PowerPoint without videos (refer to table 1 for more information).</p> <p>Note: If closed captioning is needed, use this link to play the video: https://youtu.be/Q4sYThlYXmY</p>
8		<ul style="list-style-type: none"> Explain the misuses of KEAs. 	<p>Note: See the Notes section of the slide deck for explanations.</p>

No.	Slide	Content overview	Tips and notes										
9	<div><h3>KIDS Overview</h3><p>The information you can gain about students varies depending on how many measures are collected and the frequency of the assessment.</p></div>	<ul style="list-style-type: none">Transition from broader kindergarten entry assessments to KIDS specifically.Explain that districts across the state are using KIDS in multiple ways that can influence the information they gain from the data.											
10	<div><h3>KIDS Overview</h3><table><thead><tr><th>Measures and domains</th><th>Information gained</th></tr></thead><tbody><tr><td>14 State Readiness Measures</td><td>State snapshot</td></tr><tr><td>29 measures (5 Readiness Domains)</td><td>5 domain reports</td></tr><tr><td>55 measures (11 Domains)</td><td>Comprehensive picture of kindergarten readiness</td></tr></tbody></table></div>	Measures and domains	Information gained	14 State Readiness Measures	State snapshot	29 measures (5 Readiness Domains)	5 domain reports	55 measures (11 Domains)	Comprehensive picture of kindergarten readiness	<ul style="list-style-type: none">Provide an overview of the three views of KIDS.Explain the value of each view and the type of information teachers and schools can gain from each view.Ask participants to raise their hands if they:<ul style="list-style-type: none">Collected 14 measures this fall.Collected more than 14 measures.Plan to collect more data this school year (if the workshop takes place in the fall or winter).	<p>Tip: “View” refers to the ways you can use the KIDS assessment. You can collect just 14 measures to get a snapshot of readiness; you can collect 29 measures to get information about five readiness domains; or you can collect all 55 measures to get a complete picture. For more information about these three views, refer to p. ii of the KIDS instrument & user guide (California Department of Education, 2017).</p> <p>Tip: If the workshop takes place in the spring or summer, ask participants about their plans for data collection in the fall.</p>		
Measures and domains	Information gained												
14 State Readiness Measures	State snapshot												
29 measures (5 Readiness Domains)	5 domain reports												
55 measures (11 Domains)	Comprehensive picture of kindergarten readiness												
11	<div><h3>14 State Readiness Measures</h3><table><thead><tr><th>Readiness Domains</th><th>14 State Readiness Measures</th></tr></thead><tbody><tr><td>Approaches to Learning and Self-Regulation (ATL-REI)</td><td><ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-REI1)Self Control of Feelings and Behavior (ATL-REI2)Engagement and Persistence (ATL-REI3)</td></tr><tr><td>Social and Emotional Development (SED)</td><td><ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED4)</td></tr><tr><td>Language and Literacy (LLD)</td><td><ul style="list-style-type: none">Communication and Use of Language (Expressive) (LLD1)Receptual Communication and Conversation (LLD4)Comprehension of Age-Appropriate Text (LLD5)Phonological Awareness (LLD6)Letter and Word Knowledge (LLD7)</td></tr><tr><td>Cognition: Math (COG-MATH)</td><td><ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH6)</td></tr></tbody></table></div>	Readiness Domains	14 State Readiness Measures	Approaches to Learning and Self-Regulation (ATL-REI)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-REI1)Self Control of Feelings and Behavior (ATL-REI2)Engagement and Persistence (ATL-REI3)	Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED4)	Language and Literacy (LLD)	<ul style="list-style-type: none">Communication and Use of Language (Expressive) (LLD1)Receptual Communication and Conversation (LLD4)Comprehension of Age-Appropriate Text (LLD5)Phonological Awareness (LLD6)Letter and Word Knowledge (LLD7)	Cognition: Math (COG-MATH)	<ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH6)	<ul style="list-style-type: none">Briefly review the 14 State Readiness Measures and corresponding domains.	
Readiness Domains	14 State Readiness Measures												
Approaches to Learning and Self-Regulation (ATL-REI)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-REI1)Self Control of Feelings and Behavior (ATL-REI2)Engagement and Persistence (ATL-REI3)												
Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED4)												
Language and Literacy (LLD)	<ul style="list-style-type: none">Communication and Use of Language (Expressive) (LLD1)Receptual Communication and Conversation (LLD4)Comprehension of Age-Appropriate Text (LLD5)Phonological Awareness (LLD6)Letter and Word Knowledge (LLD7)												
Cognition: Math (COG-MATH)	<ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH6)												
12	<div><p>Michelle Lewis Kindergarten Teacher</p><p>https://go.edc.org/kidsvideo</p></div>	<ul style="list-style-type: none">This video shows interview footage from the McCormick Foundation. A kindergarten teacher in West Chicago reflects on her experiences implementing KIDS. Introduce the video before playing it, and ask participants to think about how what they hear aligns to their own experiences.Play the video.Ask for reflections on how participants’ experiences align (or do not align) to the West Chicago teacher’s.	<p>Tip: For help playing the video, please refer to the Notes section of the slide deck.</p> <p>Note: If closed captioning is needed, use this link to play the video https://youtu.be/Gjj9RShvkyY</p>										

No.	Slide	Content overview	Tips and notes
13	 <p>KIDS Assessment Cycle</p> <p>1. Implement curriculum and environment to meet educational goals.</p> <p>2. Observe children, observe and in multiple settings.</p> <p>3. Gather multiple pieces of evidence to assess mastery.</p> <p>4. Review, rate, and rate the assessment.</p> <p>5. Analyze the data.</p> <p>6. Use findings to set educational goals.</p> <p><small>© 2018 California Department of Education with funding support for the KIDS Data Use Project.</small></p>	<ul style="list-style-type: none"> Introduce the KIDS assessment cycle, which displays the steps kindergarten teachers take to implement, rate, and analyze KIDS data to set educational goals. Congratulate participants for completing the first three steps of the cycle, and explain that the workshop will walk through the subsequent three steps. 	<p>Tip: Check in with your participants to see how they feel about the content of this section. Refer to “Checking in with participants” on p. 43 for ideas.</p>

Section 3—Using KIDS reports to inform practice (2-hour workshop)

Purpose

This section provides an overview of the purpose and uses of the three types of reports kindergarten teachers have access to when they enter ratings for the 14 State Readiness Measures in the KIDStech site.

Materials

- Slides 14–19
- *KIDS Data Use workbook and resources*


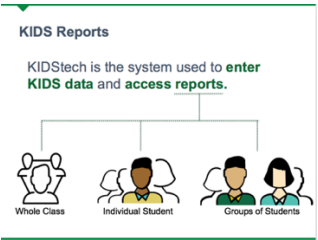
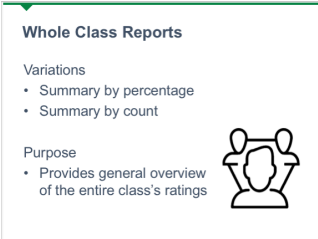
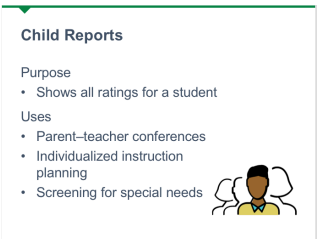
Duration: 10 minutes


Annotated agenda

Table 13. Section 3: Using KIDS reports to inform practice (2-hour workshop)

Agenda Item	Description	Slides	Materials
Using KIDS reports to inform practice (10 minutes)	Review the three types of KIDS reports available in KIDStech.	14–19	<i>KIDS Data Use workbook and resources</i>

Slides and notes

No.	Slide	Content overview	Tips and notes
14	 <p>Using KIDS Reports to Inform Practice</p>	<ul style="list-style-type: none"> Ask participants for a show of hands of how many people have generated a KIDS report prior to the whole-class report you asked them to bring to the workshop. If anyone raises their hand, ask which types of reports they selected to review and why they chose to review them. If no hands are raised, frame the section as a chance for them to learn how KIDS reports may help them better understand their classroom. 	
15	 <p>KIDS Reports</p> <p>KIDStech is the system used to enter KIDS data and access reports.</p> <p>Whole Class Individual Student Groups of Students</p>	<ul style="list-style-type: none"> Remind participants that they can access KIDS reports in KIDStech, the same site used to enter ratings. 	<p>Tip: If participants have trouble accessing KIDStech, ask that they contact their KIDS coach or staff at ISBE. Contact information can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i>.</p>
16	 <p>Whole Class Reports</p> <p>Variations</p> <ul style="list-style-type: none"> Summary by percentage Summary by count <p>Purpose</p> <ul style="list-style-type: none"> Provides general overview of the entire class's ratings 	<ul style="list-style-type: none"> Explain the two types of whole-class reports. Explain the purpose of whole-class reports. 	
17	 <p>Child Reports</p> <p>Purpose</p> <ul style="list-style-type: none"> Shows all ratings for a student <p>Uses</p> <ul style="list-style-type: none"> Parent-teacher conferences Individualized instruction planning Screening for special needs 	<ul style="list-style-type: none"> Explain the purpose and some uses of child reports. 	

No.	Slide	Content overview	Tips and notes
18	<p>Group Reports</p> <p>Uses</p> <ul style="list-style-type: none"> • Can reveal patterns about specific groups of students • Many student characteristics to choose from 	<ul style="list-style-type: none"> • Explain the uses of group reports. 	
19	<p>Group Report Options</p> <p>Student characteristics available</p> <ul style="list-style-type: none"> • Age (in months) • Birth date • Date of enrollment • Date of assessment • Languages spoken at home • Native languages spoken • Gender • Ethnicity/race • Individualized education plan • Desired Results Developmental Profile status (unlocked or locked) <p>Refer to "Creating group reports in KIDStech" (Workbook, p. 13) for more information.</p>	<ul style="list-style-type: none"> • Describe some of the criteria available when creating group reports. Provide one or two examples of reasons to generate group reports based on one or some of these criteria. • Ask participants if any of the options stand out as something they want to look into for their classes. • Refer participants to the handout "Creating KIDStech group reports" on p. 13 of the <i>KIDS Data Use workbook and resources</i>. 	<p>Tip: There is a lot of information listed on this slide, so give participants a moment to read it and ask them a question to help them engage with the information.</p>

Section 4—Interpreting KIDS data and setting educational goals: An example (2-hour workshop)

Purpose

This section provides an opportunity for participants to practice analyzing data in a sample KIDS report and to practice setting educational goals.

Materials

- Slides 20–36
- *KIDS Data Use workbook and resources*
- Chart paper

Duration: 35 minutes (including 5-minute break)

Annotated agenda


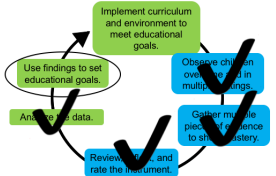
Table 14. Section 4: Interpreting KIDS data and setting educational goals: An example (2-hour workshop)



Agenda item	Description	Slides	Materials
Describing distributions (5 minutes)	Practice describing distributions with participants using three examples.	20–22	
Interpret sample report A (15 minutes)	Facilitate participants' interpretation of two KIDS domains in Sample Report A through guiding questions in the workbook and full-group discussion. Record participants' key observations on chart paper.	23–28	<i>KIDS Data Use workbook and resources</i> , pp. 2–4 Chart paper
Develop educational goals and action steps (10 minutes)	Facilitate a full-group discussion to set educational goals and action steps for sample report A. Record participants' goals and action steps for sample report A on chart paper.	29–35	<i>KIDS Data Use workbook and resources</i> , pp. 5–6
Break (5 minutes)	Take a 5-minute break.	36	

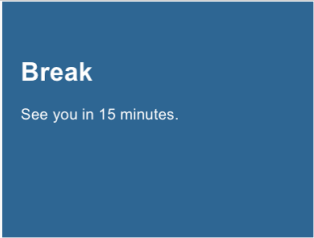
Slides and notes

No.	Slide	Content overview	Tips and notes										
20	<div>Interpreting KIDS Data and Setting Educational Goals: An Example</div>	<ul style="list-style-type: none">Transition to looking at KIDS data via a sample KIDS report.											
21	<div>Up Next...</div> <p>©2016 California Department of Education with Nevada's adaptation to Nevada State Board of Education, Nevada KIDS Project</p>	<ul style="list-style-type: none">Revisit the KIDS assessment cycle to illustrate the step covered in this section of the workshop.											
22	<div>Describing Distributions</div> <p>What do you notice about this distribution for ATL-REG 1: Curiosity and Initiative in Learning?</p> <table><tr><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th><th>Integrating Earlier</th><th>Integrating Middle</th></tr><tr><td>10</td><td>6</td><td>2</td><td>2</td><td>0</td></tr></table> <p>Total children: 20</p>	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	10	6	2	2	0	<ul style="list-style-type: none">Using guiding questions, facilitate a full-group conversation concerning three sample distributions.Ask participants to note what they observe and what phrases they would use to describe the distributions.	See the Notes section of the slide for guiding questions.
Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle									
10	6	2	2	0									
23	<div>Turn to...</div> <p>Interpreting a Sample KIDS Report (<i>Workbook</i>, pp. 2–4)</p>	<ul style="list-style-type: none">Ask participants to turn to p. 2 of the <i>KIDS Data Use workbook and resources</i>.											

No.	Slide	Content overview	Tips and notes																				
24	<p>Let's practice interpreting KIDS data with sample reports.</p> <p>We will look for:</p> <ul style="list-style-type: none">Anything that stands out at first glance.Students' strengths and areas of need.	<ul style="list-style-type: none">Prepare participants to interpret sample KIDS data by introducing the two interpretation steps listed on the slide.																					
25	<p>Your Turn: ATL-REG and SED</p> <ul style="list-style-type: none">What initially stands out to you?Looking at the measures within each individual domain, what similarities and differences do you see in ratings?Looking across all of the domains, what similarities and differences do you see?What strengths and areas of need do you notice?	<ul style="list-style-type: none">Ask participants to use the guiding questions listed in the Notes section of this slide and in the workbook to interpret sample report A.	<p>Tip: Ask participants to first note their observations for the ATL-REG and SED domains only. Review those two domains and associated measures as a full group.</p>																				
26	<p>Sample Report A ATL-REG</p> <table><tr><th>(ATL-REG) Approaches to Learning – Self-Regulation</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th></tr><tr><td>ATL-REG 1: Curiosity and Initiative in Learning</td><td>20</td><td>4</td><td>15</td><td>1</td></tr><tr><td>ATL-REG 2: Self-Control of Feelings and Behavior</td><td>20</td><td>15</td><td>2</td><td>3</td></tr><tr><td>ATL-REG 3: Engagement and Persistence</td><td>20</td><td>14</td><td>3</td><td>3</td></tr></table>	(ATL-REG) Approaches to Learning – Self-Regulation	Total Children	Building Earlier	Building Middle	Building Later	ATL-REG 1: Curiosity and Initiative in Learning	20	4	15	1	ATL-REG 2: Self-Control of Feelings and Behavior	20	15	2	3	ATL-REG 3: Engagement and Persistence	20	14	3	3	<ul style="list-style-type: none">Ask participants to share their observations concerning the ATL-REG data.	<p>Tip: Refrain from setting goals at this stage. Make sure the conversation is about observations only. Encourage participants to share questions they have about the data. Participants will have time to set goals soon.</p>
(ATL-REG) Approaches to Learning – Self-Regulation	Total Children	Building Earlier	Building Middle	Building Later																			
ATL-REG 1: Curiosity and Initiative in Learning	20	4	15	1																			
ATL-REG 2: Self-Control of Feelings and Behavior	20	15	2	3																			
ATL-REG 3: Engagement and Persistence	20	14	3	3																			
27	<p>Sample Report A SED</p> <table><tr><th>(SED) Social and Emotional Development</th><th>Total Children</th><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th></tr><tr><td>SED 3: Relationships and Social Interactions with Familiar Adults</td><td>20</td><td>4</td><td>13</td><td>3</td></tr><tr><td>SED 4: Relationships and Social Interactions with Peers</td><td>20</td><td>16</td><td>4</td><td>0</td></tr></table>	(SED) Social and Emotional Development	Total Children	Building Earlier	Building Middle	Building Later	SED 3: Relationships and Social Interactions with Familiar Adults	20	4	13	3	SED 4: Relationships and Social Interactions with Peers	20	16	4	0	<ul style="list-style-type: none">Ask participants to share their observations concerning the SED data.						
(SED) Social and Emotional Development	Total Children	Building Earlier	Building Middle	Building Later																			
SED 3: Relationships and Social Interactions with Familiar Adults	20	4	13	3																			
SED 4: Relationships and Social Interactions with Peers	20	16	4	0																			

No.	Slide	Content overview	Tips and notes
28	<p>Follow-up Questions</p> <p>What follow-up questions or hypotheses would you want to consider?</p> <p>Example: On average, are my male students at different developmental levels than my female students in the ATL-REG domain?</p> <p>Maybe I should look at group reports for gender.</p> 	<ul style="list-style-type: none"> Brainstorm one or two follow-up questions as a full group. What could the teacher of the classroom represented in sample report A do to better understand the data? What additional KIDS reports might be helpful? 	<p>Tip: If participants posed questions about the data during the discussion, now is a good time to revisit those questions and brainstorm ways those questions could be answered (for example, pulling additional KIDS reports).</p>
29	<p>Up Next</p>  <p><small>©2016 California Department of Education and University of California, Riverside Center for Educational Research. KIDS Project.</small></p>	<ul style="list-style-type: none"> Transition to the next step of the cycle. 	
30	<p>Educational Goals</p> <p>After interpreting the KIDS report, we are prepared to set educational goals.</p>	<ul style="list-style-type: none"> Explain that the group will next practice setting educational goals using sample report A. 	<p>Tip: Ask participants to share some examples of educational goals they have set for themselves in the past.</p>
31	<p>Examples of Educational Goals</p> <ul style="list-style-type: none"> Provide more opportunities for students to demonstrate ATL-REG 3: Engagement and Persistence in the classroom. Provide more opportunities for students to interact with familiar adults during the school day. Meet with a student's parents to plan additional ways to practice words and syllables at home. 	<ul style="list-style-type: none"> Present three examples of educational goals. 	<p>Tip: You may want to change the examples on this slide to make them particularly relevant to your audience.</p>

No.	Slide	Content overview	Tips and notes
32	<p>Action Steps</p> <p>After setting a goal, we can brainstorm the steps needed to begin reaching the goal. We refer to these as action steps.</p>	<ul style="list-style-type: none"> Explain that after setting a goal, it is necessary to develop actionable steps that can be taken to reach the goal. 	
33	<p>Examples of Action Steps</p> <ul style="list-style-type: none"> Modify classroom practices and/or classroom setup. Develop an individualized instruction strategy. Share findings and collaborate with parents, other teachers, and school administrators. 	<ul style="list-style-type: none"> Present three examples of action steps. 	
34	<p>Turn to...</p> <p>Sample Report Goals and Action Steps (Workbook, p. 5)</p> 	<ul style="list-style-type: none"> Ask participants to turn to p. 5 of the <i>KIDS Data Use workbook and resources</i>. 	
35	<p>Group Discussion</p> <p>What goal(s) would you recommend for the teacher of the class?</p> <p>What immediate action steps might you take to begin making progress?</p> <p>How would you plan to monitor progress?</p> 	<ul style="list-style-type: none"> Ask participants to set one or two goals and action steps using sample report A. Ask that each table group share one goal and one action step. Ask for volunteers to share ways to monitor progress toward meeting goals. 	<p>Tip: Take notes on participants' responses using chart paper so that participants know that their ideas are captured.</p>

No.	Slide	Content overview	Tips and notes
36		<ul style="list-style-type: none">• Break for 15 minutes.	

Section 5—Interpreting KIDS data and setting educational goals: Your KIDS data (2-hour workshop)

Purpose

This section provides an opportunity for participants to analyze their own KIDS data (or data in another sample KIDS report) and to set educational goals.

Materials

- Slides 37–46
- *KIDS Data Use workbook and resources*
- Chart paper

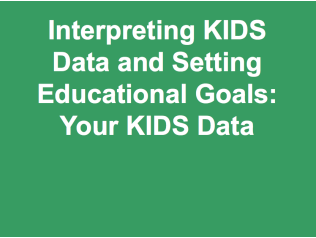
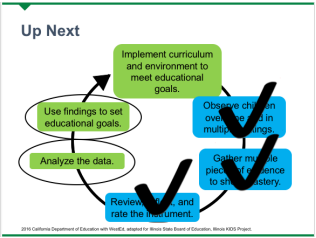
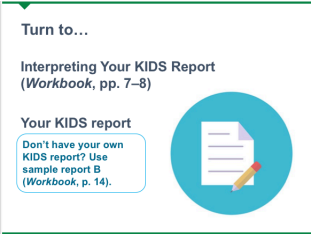
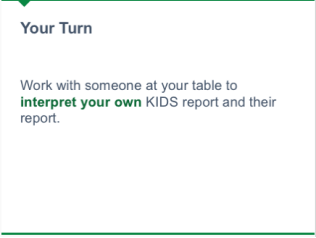
Duration: 30 minutes



Annotated agenda

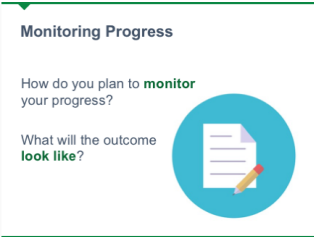

Table 15. Section 5: Interpreting KIDS data and setting educational goals: Your KIDS data (2-hour workshop)

Agenda item	Description	Slides	Materials
Interpret your KIDS report and setting educational goals (30 minutes)	Provide time for participants to analyze their own KIDS reports. If they do not have their KIDS reports, they may use sample report B on p. 14 of the <i>KIDS Data Use workbook and resources</i> .	37–46	<i>KIDS Data Use workbook and resources</i> , pp. 7–10, 14 Chart paper

Slides and notes

No.	Slide	Content overview	Tips and notes
37		<ul style="list-style-type: none"> Explain that participants will now have time to interpret their own KIDS data and set educational goals. 	
38		<ul style="list-style-type: none"> Revisit the KIDS assessment cycle to explain that participants will now repeat the procedures they used to interpret sample report A as they interpret their KIDS data. 	
39		<ul style="list-style-type: none"> Ask participants to turn to p. 7 of the <i>KIDS Data Use workbook and resources</i>. Ask that they complete the activities through p. 8. If participants do not have their own KIDS data to analyze, ask that they use sample report B on p. 14. 	
40		<ul style="list-style-type: none"> Encourage participants to work in pairs to interpret their KIDS reports. 	<p>Tip: Set up chart paper labeled “parking lot.” Encourage participants to place questions there that are for the larger group or that you are not able to answer while participants work in groups.</p>

No.	Slide	Content overview	Tips and notes
41	<p>Guiding Questions</p> <ul style="list-style-type: none"> What initially stands out to you? Looking at the measures within each individual domain, what similarities and differences do you see in ratings? Looking across all of the domains, what similarities and differences do you see? What strengths and areas of need do you notice? 	<ul style="list-style-type: none"> Display this slide as participants complete the activity. 	<p>Tip: As participants complete this activity, walk around the room to answer questions, offer suggestions, and participate in table-group conversations.</p>
42	<p>Your Observations</p> <ul style="list-style-type: none"> What stood out to you in your KIDS data? What are your students' strengths and areas of need? 	<ul style="list-style-type: none"> Ask participants to share what stood out to them about their data. Ask participants about their students' strengths and areas of need. 	<p>Tip: If participants are reluctant to share observations, remind them that KIDS is not an assessment of their teaching skills but rather a snapshot of the skills students have at kindergarten entry.</p>
43	<p>Turn to...</p> <p>Your Educational Goals and Action Steps (Workbook, p. 9)</p> <p>Find additional guiding questions, examples of action steps, and ways to monitor progress (Workbook, p. 10).</p> 	<ul style="list-style-type: none"> Ask that participants begin transitioning to goal setting. Ask participants to write their educational goals, action steps, and monitoring progress plan in the workbook. 	
44	<p>Setting Goals and Developing Action Steps</p> <p>Set two to four post workshop goals.</p> <p>What steps can you take to begin moving toward the goals?</p> 	<ul style="list-style-type: none"> Ask that each table group plan to share at least two educational goals that are discussed during this activity. 	

No.	Slide	Content overview	Tips and notes
45		<ul style="list-style-type: none"> Ask participants to share what ways they plan to monitor progress to meet their goals. These conversations can take place within table groups. 	
46		<ul style="list-style-type: none"> Come back together as a full group to discuss participants' goals and monitoring strategies. Facilitate a full-group discussion about goals and monitoring strategies. 	<p>Tip: Take notes on participants' responses using chart paper so that participants know that their ideas are captured.</p>

Section 6—Thinking ahead and closing (2-hour workshop)

Purpose

This section provides time for participants to reflect on their experiences in the most recent data collection period and plan for the next data collection period. Additional time is allotted for participants to complete any evaluation forms and/or professional development credit forms (if applicable).

Materials

- Slides 47–51
- Chart paper
- *KIDS Data Use workbook and resources*
- Evaluation form and/or professional development credit form (if applicable)

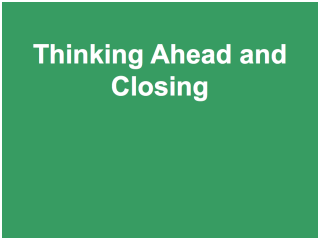
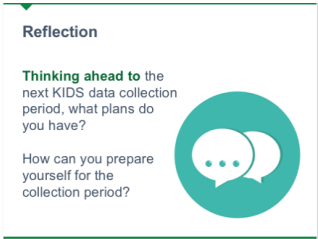
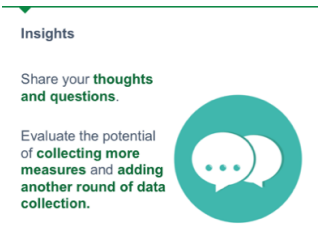

Duration: 10 minutes

Annotated agenda

Table 16. Section 6: Thinking ahead and closing (2-hour workshop)

Agenda item	Description	Slides	Materials
Thinking ahead discussion (5 minutes)	Facilitate a full-group discussion about reflections on the most recent data collection period and plans for preparing for the next data collection period.	47–49	Chart paper
Evaluation form(s) and closing (5 minutes)	Share your contact information, and share the contact information of participants' KIDS coach (if applicable) and the KIDS coach coordinator.	50–51	<i>KIDS Data Use workbook and resources</i> , p. 12

Slides and notes

No.	Slide	Content overview	Tips and notes
47		<ul style="list-style-type: none"> Transition from goal setting to broader reflection and planning for the next data collection period. 	
48		<ul style="list-style-type: none"> Ask that each table group discuss plans for the next data collection process. Bring the group back together for a full discussion and sharing of ideas. 	Tip: Take notes on participants' responses using chart paper to capture their ideas.
49		<ul style="list-style-type: none"> Open the floor to questions about data collection procedures. Answer the parking lot questions posted. 	
50		<ul style="list-style-type: none"> Give participants 10 minutes before the end of the workshop to complete any required evaluation forms or professional development forms. 	Tip: It's a good idea to plan your closing words in advance. For example, you could plan to say the following: "Thank you for your hard work. I was impressed by [something that happened that day]. I enjoyed working with you, and I wish you luck with your kindergarten students."

No.	Slide	Content overview	Tips and notes
51	<div> <p>KIDS Contacts</p> <p>[KIDS coach: _____]</p> <p>Michelle Escapa, KIDS coach coordinator: mescapa@roe51.org</p> <div> <p>Refer to <i>Workbook</i>, p. 12, for additional KIDS contacts.</p> </div> </div>	<ul style="list-style-type: none"> Ensure participants know how to contact you, their KIDS coach and the KIDS coach coordinator after the workshop. 	<p>Fill out the blank contact slide provided to tailor the contact information to the workshop region. Contacts can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i>.</p>

Overview of the 1-hour workshop

An agenda for the 1-hour version of the workshop is in table 11.

Table 17. Agenda for 1-hour workshop

Agenda item	Time frame	Activities	Slides	Materials
Welcome and introductions	5 min	Participant introductions, workshop overview	1–4	Agenda
Kindergarten entry assessments and KIDS	10 min		5–11	<i>KIDS Data Use workbook and resources</i>
Using KIDS reports to inform practice	5 min		12–14	<i>KIDS Data Use workbook and resources</i>
Interpreting KIDS data and setting goals: Your KIDS data	30 min	Activity: Interpreting your KIDS report	15–29	<i>KIDS Data Use workbook and resources</i>
Thinking ahead and closing	10 min		30–33	<i>KIDS Data Use workbook and resources</i>

Section 1—Welcome and introductions (1-hour workshop)

Purpose

This section provides context for the workshop, time for participant introductions, the workshop agenda overview, and the logistics overview. The goal of this section is to get to know your participants and to ensure everyone is familiar with the goals and expectations of the workshop.

Materials

- Slides 1–5


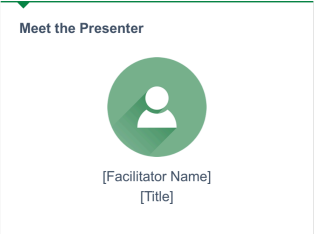
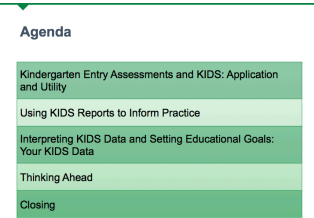
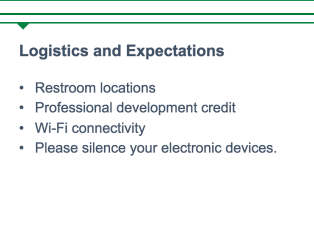
Duration: 5 minutes

Annotated agenda

Table 18. Section 1: Welcome and introductions (1-hour workshop)

Agenda item	Description	Slides	Materials
Welcome and introductions (3 minutes)	Welcome participants to the workshop, and facilitate introductions.	1–2	
Agenda and logistics (2 minutes)	Share the purpose of the workshop, and present the agenda and logistics.	3–4	

Slides and notes

No.	Slide	Content overview	Tips and notes
1	 <p>The slide features the KIDS logo (Kindergarten Individual Development Survey) with the tagline 'Every Whole Child Ready for Kindergarten'. It includes a photo of a child's hands stacking colorful blocks. Below the logo, it says 'KIDS Data Use workshop', '[Facilitator Name]', and '[Date]'. The REL Midwest logo is in the bottom right corner.</p>	<ul style="list-style-type: none"> Welcome participants to the KIDS Data Use workshop, and thank them for coming. Remind participants to sign in if they have not done so already. 	<p>Add your name and the date to this slide.</p>
2	 <p>The slide is titled 'Meet the Presenter'. It features a green circular placeholder for a profile picture. Below the placeholder, it says '[Facilitator Name]' and '[Title]'.</p>	<ul style="list-style-type: none"> Introduce yourself. Ask participants to share their names, titles, and districts/schools. 	<p>Add your name, title, and picture to this slide.</p>
3	 <p>The slide is titled 'Agenda'. It lists the following topics in a green box: Kindergarten Entry Assessments and KIDS: Application and Utility, Using KIDS Reports to Inform Practice, Interpreting KIDS Data and Setting Educational Goals: Your KIDS Data, Thinking Ahead, and Closing.</p>	<ul style="list-style-type: none"> Review the day's agenda. Highlight key takeaways from the day, including educational goals and action steps to guide classroom planning. 	<p>Tip: If the workshop takes place between data collection periods or in the spring, participants may leave with a process for interpreting their data and setting goals for their next data collection period.</p>
4	 <p>The slide is titled 'Logistics and Expectations'. It lists the following items in a green box: Restroom locations, Professional development credit, Wi-Fi connectivity, and Please silence your electronic devices.</p>	<ul style="list-style-type: none"> Review logistics and expectations for the day. Explain where the restrooms are located and if/how participants can access Wi-Fi. If applicable, explain how participants can receive professional development credit for attending the workshop. 	<p>Tip: Refer to "Handling difficult situations" on p. 44 for examples of ground rules to consider setting for the workshop.</p>

Section 2—Kindergarten entry assessments and KIDS: Application and utility (1-hour workshop)

Purpose

This section provides an overview of kindergarten entry assessments and a brief refresher of the KIDS assessment. The goal of the section is to first situate the KIDS assessment in the context of kindergarten entry assessments overall and then refresh participants on the content of KIDS.

Materials

- Slides 5–11
- Chart paper

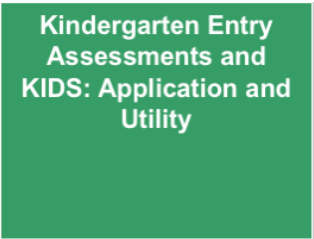

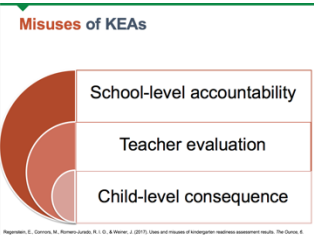
Duration: 10 minutes


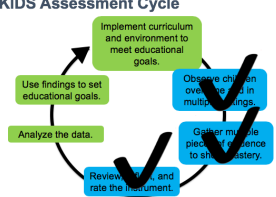
Annotated agenda

Table 19. Section 2: Kindergarten entry assessments and KIDS: Application and utility (1-hour workshop)

Agenda item	Description	Slides	Materials
Kindergarten entry assessments (7 minutes)	Give an overview of kindergarten entry assessments and the purpose of the KIDS assessment.	5–7	Chart paper
KIDS overview (2 minutes)	Briefly review the three views of the KIDS assessment and the information each view can provide. Then review the 14 State Readiness Measures and associated domains.	8–10	
KIDS assessment cycle (1 minute)	Introduce the KIDS assessment cycle.	11	

Slides and notes

No.	Slide	Content overview	Tips and notes
5		<ul style="list-style-type: none"> Introduce the section by framing the context for the KIDS assessment. 	<p>Note: See the Notes section of the KIDS Data Use slide deck for appropriate framing.</p>
6		<ul style="list-style-type: none"> Introduce the video. Before you play it, tell participants you will be asking them to be prepared to state one piece of information in the video that was surprising or new to them. Play the video: https://youtu.be/Q4sYThIYXmY Ask participants to state one thing they learned from the video. 	<p>Tip: For help playing the video, please refer to the Notes section of the slide deck. If the video does not play for any reason, the PowerPoint file titled “KEA Video Replacement” contains the same information. You can switch to that file, relay the information, and then switch back to this deck. Write participants’ reflections on the video on chart paper.</p> <p>Note: If you know that you will not be able to play videos during the workshop due to technology constraints, use the PowerPoint without videos (refer to table 1 for more information).</p> <p>Note: If closed captioning is needed, use this link to play the video: https://youtu.be/Q4sYThIYXmY</p>
7		<ul style="list-style-type: none"> Explain the misuses of KEAs. 	<p>Note: See the Notes section of the slide deck for explanations.</p>

No.	Slide	Content overview	Tips and notes										
8	<div><h3>KIDS Overview</h3><p>The information you can gain about students varies depending on how many measures are collected and the frequency of the assessment.</p></div>	<ul style="list-style-type: none">Transition from broader kindergarten entry assessments to KIDS specifically.Explain that districts across the state are using KIDS in multiple ways that can influence the information they gain from the data.											
9	<div><h3>KIDS Overview</h3><table><thead><tr><th>Measures and domains</th><th>Information gained</th></tr></thead><tbody><tr><td>14 State Readiness Measures</td><td>State snapshot</td></tr><tr><td>29 measures (5 Readiness Domains)</td><td>5 domain reports</td></tr><tr><td>55 measures (11 Domains)</td><td>Comprehensive picture of kindergarten readiness</td></tr></tbody></table></div>	Measures and domains	Information gained	14 State Readiness Measures	State snapshot	29 measures (5 Readiness Domains)	5 domain reports	55 measures (11 Domains)	Comprehensive picture of kindergarten readiness	<ul style="list-style-type: none">Provide an overview of the three views of KIDS.Explain the value of each view and the type of information teachers and schools can gain from each view.Ask participants to raise their hands if they:<ul style="list-style-type: none">Collected 14 measures this fall.Collected more than 14 measures.Plan to collect more data this school year (if the workshop takes place in the fall or winter).	<p>Tip: “View” refers to the ways you can use the KIDS assessment. You can collect just 14 measures to get a snapshot of readiness; you can collect 29 measures to get information about five readiness domains; or you can collect all 55 measures to get a complete picture. For more information about these three views, refer to p. ii of the <i>KIDS instrument & user guide</i> (California Department of Education, 2017).</p> <p>Tip: If the workshop takes place in the spring or summer, ask participants about their plans for data collection in the fall.</p>		
Measures and domains	Information gained												
14 State Readiness Measures	State snapshot												
29 measures (5 Readiness Domains)	5 domain reports												
55 measures (11 Domains)	Comprehensive picture of kindergarten readiness												
10	<div><h3>14 State Readiness Measures</h3><table><thead><tr><th>Readiness Domains</th><th>14 State Readiness Measures</th></tr></thead><tbody><tr><td>Approaches to Learning and Self-Regulation (ATL-RES)</td><td><ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-RES1)Self-Control of Feelings and Behavior (ATL-RES2)Engagement and Persistence (ATL-RES3)</td></tr><tr><td>Social and Emotional Development (SED)</td><td><ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED2)</td></tr><tr><td>Language and Literacy (LL)</td><td><ul style="list-style-type: none">Communication and Use of Language (Expressive) (LL1)Receptual Communication and Comprehension (LL2)Comprehension of Age-Appropriate Text (LL3)Phonological Awareness (LL4)Letter and Word Knowledge (LL5)</td></tr><tr><td>Cognition: Math (COG-MATH)</td><td><ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH4)</td></tr></tbody></table></div>	Readiness Domains	14 State Readiness Measures	Approaches to Learning and Self-Regulation (ATL-RES)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-RES1)Self-Control of Feelings and Behavior (ATL-RES2)Engagement and Persistence (ATL-RES3)	Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED2)	Language and Literacy (LL)	<ul style="list-style-type: none">Communication and Use of Language (Expressive) (LL1)Receptual Communication and Comprehension (LL2)Comprehension of Age-Appropriate Text (LL3)Phonological Awareness (LL4)Letter and Word Knowledge (LL5)	Cognition: Math (COG-MATH)	<ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH4)	<ul style="list-style-type: none">Briefly review the 14 State Readiness Measures and corresponding domains.	
Readiness Domains	14 State Readiness Measures												
Approaches to Learning and Self-Regulation (ATL-RES)	<ul style="list-style-type: none">Curiosity and Initiative in Learning (ATL-RES1)Self-Control of Feelings and Behavior (ATL-RES2)Engagement and Persistence (ATL-RES3)												
Social and Emotional Development (SED)	<ul style="list-style-type: none">Relationships and Social Interactions with Familiar Adults (SED1)Relationships and Social Interactions with Peers (SED2)												
Language and Literacy (LL)	<ul style="list-style-type: none">Communication and Use of Language (Expressive) (LL1)Receptual Communication and Comprehension (LL2)Comprehension of Age-Appropriate Text (LL3)Phonological Awareness (LL4)Letter and Word Knowledge (LL5)												
Cognition: Math (COG-MATH)	<ul style="list-style-type: none">Classification (COG-MATH1)Number Sense of Quantity (COG-MATH2)Number Sense of Math Operations (COG-MATH3)Shapes (COG-MATH4)												
11	<div><h3>KIDS Assessment Cycle</h3></div>	<ul style="list-style-type: none">Introduce the KIDS assessment cycle, which displays the steps kindergarten teachers take to implement, rate, and analyze KIDS data to set educational goals.Congratulate participants for completing the first three steps of the cycle, and explain that the workshop will walk through the subsequent three steps.	<p>Tip: Check in with your participants to see how they feel about the content of this section. Refer to “Checking in with participants” on p. 43 for ideas.</p>										

Section 3—Using KIDS reports to inform practice (1-hour workshop)

Purpose

This section provides an overview of the purpose and uses of the three types of reports kindergarten teachers have access to when they enter ratings for the 14 State Readiness Measures in the KIDStech site.

Materials

- Slides 12–14
- *KIDS Data Use workbook and resources*


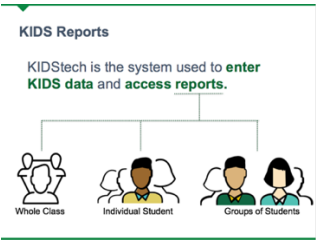

Duration: 5 minutes

Annotated agenda

Table 20. Section 3: Using KIDS reports to inform practice (1-hour workshop)

Agenda item	Description	Slides	Materials
Using KIDS reports to inform practice (5 minutes)	Review the three types of KIDS reports available in KIDStech.	12–14	<i>KIDS Data Use workbook and resources</i>

Slides and notes

No.	Slide	Content overview	Tips and notes
12	 <p>Using KIDS Reports to Inform Practice</p>	<ul style="list-style-type: none"> Ask participants for a show of hands of how many people have generated a KIDS report prior to the whole-class report you asked them to bring to the workshop. If anyone raises their hand, ask which types of reports they selected to review and why they chose to review them. If no hands are raised, frame the section as a chance for them to learn how KIDS reports may help them better understand their classroom. 	
13	 <p>KIDS Reports</p> <p>KIDStech is the system used to enter KIDS data and access reports.</p> <p>Whole Class, Individual Student, Groups of Students</p>	<ul style="list-style-type: none"> Remind participants that they can access KIDS reports in KIDStech, the same site used to enter ratings. 	<p>Tip: If participants have trouble accessing KIDStech, ask that they contact their KIDS coach or staff at ISBE. Contact information can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i>.</p>
14	 <p>Group Report Options</p> <p>Student characteristics available</p> <ul style="list-style-type: none"> Age (in months) Birth date Date of enrollment Date of assessment Languages spoken at home Native languages spoken Gender Ethnicity/race Individualized education plan Desired Results Developmental Profile status (unlocked or locked) <p>Refer to "Creating group reports in KIDStech" (Workbook, p. 13) for more information.</p>	<ul style="list-style-type: none"> Describe some of the criteria available when creating group reports. Provide one or two examples of reasons to generate group reports based on one or some of these criteria. Ask participants if any of the options stands out as something they want to look into for their classes. Refer participants to the handout "Creating KIDStech group reports" on p. 13 of the <i>KIDS Data Use workbook and resources</i>. 	<p>Tip: There is a lot of information listed on this slide, so give participants a moment to read it and ask them a question to help them engage with the information.</p>

Section 4—Interpreting KIDS data and setting educational goals: Your KIDS data (1-hour workshop)

Purpose

This section provides an opportunity for participants to practice analyzing data in a sample KIDS report and to practice setting educational goals.

Materials

- Slides 15–29
- *KIDS Data Use workbook and resources*
- Chart paper

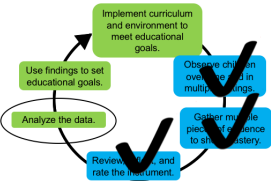

Duration: 25 minutes


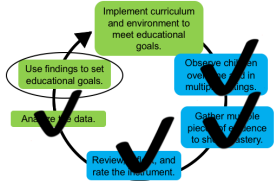
Annotated agenda


Table 21. Section 4: Interpreting KIDS data and setting educational goals: Your KIDS data (1-hour workshop)



Agenda item	Description	Slides	Materials
Describing distributions (5 minutes)	Practice describing distributions with participants using three examples.	15–17	
Interpreting your KIDS data (10 minutes)	Provide time for participants to analyze their KIDS reports. If they do not have their KIDS report, they may use sample report B on p. 14 of the <i>KIDS Data Use workbook and resources</i> .	18–21	<i>KIDS Data Use workbook and resources</i> , pp. 7–8 Chart paper
Setting educational goals (10 minutes)	Facilitate participants' goal-setting and action step development. Record participants' goals and action steps on chart paper.	22–29	<i>KIDS Data Use workbook and resources</i> , pp. 9–10

Slides and notes

No.	Slide	Content overview	Tips and notes										
15	<div>Interpreting KIDS Data and Setting Educational Goals: Your KIDS Data</div>	<ul style="list-style-type: none">Transition to looking at KIDS data via a sample KIDS report.											
16	<div>Up Next...</div>  <p>© 2014 California Department of Education with Nevada's adaptation for Nevada State Board of Education, Nevada KIDS Program</p>	<ul style="list-style-type: none">Revisit the KIDS assessment cycle to illustrate the step covered in this section of the workshop.											
17	<div>Describing Distributions</div> <p>What do you notice about this distribution for ATL-REG 1: Curiosity and Initiative in Learning?</p> <table><tr><th>Building Earlier</th><th>Building Middle</th><th>Building Later</th><th>Integrating Earlier</th><th>Integrating Middle</th></tr><tr><td>10</td><td>6</td><td>2</td><td>2</td><td>0</td></tr></table> <p>Total children: 20</p>	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	10	6	2	2	0	<ul style="list-style-type: none">Using guiding questions, facilitate a full-group conversation concerning three sample distributions.Ask participants to note what they observe and what phrases they would use to describe the distributions.	See the Notes section of the slide for guiding questions.
Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle									
10	6	2	2	0									
18	<div>Turn to...</div> <div>Interpreting Your KIDS Report (Workbook, pp. 7–8)</div> <div>Your KIDS report</div> <div>Don't have your own KIDS report? Use sample report B (Workbook, p. 14).</div> 	<ul style="list-style-type: none">Ask participants to turn to p. 7 of the <i>KIDS Data Use workbook and resources</i>. Ask that they complete the activities through p. 8.If participants do not have their own KIDS data to analyze, ask that they use sample report B on p. 14.											

No.	Slide	Content overview	Tips and notes
19	<p>Guiding Questions</p> <ul style="list-style-type: none"> What initially stands out to you? Looking at the measures within each individual domain, what similarities and differences do you see in ratings? Looking across all of the domains, what similarities and differences do you see? What strengths and areas of need do you notice? 	<ul style="list-style-type: none"> Display this slide as participants complete the activity. 	<p>Tip: As participants complete this activity, walk around the room to answer questions, offer suggestions, and participate in table-group conversations.</p>
20	<p>Your Observations</p> <ul style="list-style-type: none"> What stood out to you in your KIDS data? What are your students' strengths and areas of need? 	<ul style="list-style-type: none"> After five minutes, ask participants to share what stood out to them about their data. Ask participants about their students' strengths and areas of need. 	<p>Tip: If participants are reluctant to share observations, remind them that KIDS is not an assessment of their teaching skills but rather a snapshot of the skills students have at kindergarten entry.</p>
21	<p>Follow-up Questions</p> <p>What follow-up questions or hypotheses would you want to consider?</p> <p>Example: On average, are my male students at different developmental levels than my female students in the ATL-REG domain?</p> <p>Maybe I should look at group reports for gender.</p> 	<ul style="list-style-type: none"> Brainstorm one or two follow-up questions as a full group. What could the teacher of the classroom represented in the first distribution table do to better understand the data? What additional KIDS reports might be helpful? 	<p>Tip: If participants posed questions about the data during the discussion, now is a good time to revisit those questions and brainstorm ways those questions could be answered (for example, pulling additional KIDS reports).</p>
22	<p>Up Next</p> 	<ul style="list-style-type: none"> Transition to the next step of the cycle. 	

No.	Slide	Content overview	Tips and notes
23	<p>Turn to...</p> <p>Your Educational Goals and Action Steps (Workbook, p. 9)</p> <p>Find additional guiding questions, examples of action steps, and ways to monitor progress (Workbook, p. 10).</p> 	<ul style="list-style-type: none"> Ask that participants begin transitioning to goal setting by turning to p. 9 in the <i>Workbook</i>. 	
24	<p>Educational Goals</p> <p>After interpreting the KIDS report, we are prepared to set educational goals.</p>	<ul style="list-style-type: none"> Explain that the group will now set educational goals using their KIDS data. 	<p>Tip: Ask participants to share some examples of educational goals they have set for themselves in the past.</p>
25	<p>Examples of Educational Goals</p> <ul style="list-style-type: none"> Provide more opportunities for students to demonstrate ATL-REG 3: Engagement and Persistence in the classroom. Provide more opportunities for students to interact with familiar adults during the school day. Meet with a student's parents to plan additional ways to practice words and syllables at home. 	<ul style="list-style-type: none"> Present three examples of educational goals. 	<p>Tip: You may want to change the examples on this slide to make them particularly relevant to your audience.</p>
26	<p>Action Steps</p> <p>After setting a goal, we can brainstorm the steps needed to begin reaching the goal. We refer to these as action steps.</p>	<ul style="list-style-type: none"> Explain that after setting a goal, it is necessary to develop actionable steps that can be taken to reach the goal. 	

No.	Slide	Content overview	Tips and notes
27	<p>Examples of Action Steps</p> <ul style="list-style-type: none"> • Modify classroom practices and/or classroom setup. • Develop an individualized instruction strategy. • Share findings and collaborate with parents, other teachers, and school administrators. 	<ul style="list-style-type: none"> • Present three examples of action steps. 	
28	<p>Setting Goals and Developing Action Steps</p> <p>Set two to four post workshop goals.</p> <p>What steps can you take to begin moving toward the goals?</p> 	<ul style="list-style-type: none"> • Give participants a few minutes to set educational goals. • Ask that each participant plan to share at least one educational goal after this activity. 	
29	<p>Group Discussion</p> <p>Share at least one goal and monitoring strategy from your table group.</p> <p>Offer advice and recommendations.</p> <p>Ask questions about others' goals and strategies.</p> 	<ul style="list-style-type: none"> • Come back together as a full group to discuss participants' goals and action steps. • Facilitate a full-group discussion about goals and action steps. 	<p>Tip: Take notes on participants' responses using chart paper so that participants know that their ideas are captured.</p>

Section 5—Thinking ahead and closing (1-hour workshop)

Purpose

This section provides time for participants to reflect on their experiences in the most recent data collection period and plan for the next data collection period. Additional time is allotted for participants to complete any evaluation forms and/or professional development credit forms (if applicable).

Materials

- Slides 30–33
- Chart paper
- *KIDS Data Use workbook and resources*
- Evaluation form and/or professional development credit form (if applicable)

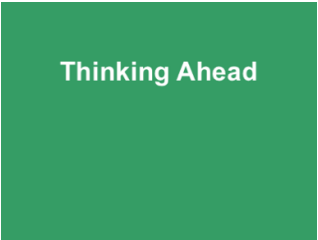


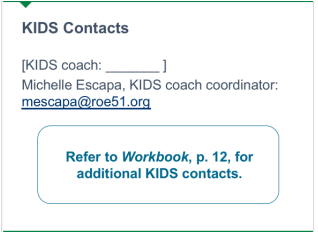
Duration: 10 minutes

Annotated agenda

Table 22. Section 5: Thinking ahead and closing (1-hour workshop)

Agenda Item	Description	Slides	Materials
Thinking ahead (5 minutes)	Facilitate a conversation about reflections on the most recent data collection period and plans for preparing for the next data collection period.	30–31	Chart paper
Evaluation form(s) and closing (5 minutes)	Share your contact information, and share the contact information of participants' KIDS coach (if applicable) and the KIDS coach coordinator.	32–33	<i>KIDS Data Use workbook and resources</i> , p. 12

Slides and notes

No.	Slide	Content overview	Tips and notes
30		<ul style="list-style-type: none"> Transition from goal setting to broader reflection and planning for the next data collection period. 	
31		<ul style="list-style-type: none"> Facilitate a conversation about plans for the next round of KIDS data collection. 	Tip: Take notes on participants' responses using chart paper to capture their ideas.
32		<ul style="list-style-type: none"> Give participants 5 minutes before the end of the workshop to complete any required evaluation forms or professional development forms. 	Tip: It's a good idea to plan your closing words in advance. For example, you could plan to say the following: "Thank you for your hard work. I was impressed by [something that happened that day]. I enjoyed working with you, and I wish you luck with your kindergarten students."
33		<ul style="list-style-type: none"> Ensure participants know how to contact you, their KIDS coach and the KIDS coach coordinator after the workshop. 	Fill out the blank contact slide provided to tailor the contact information to the workshop region. Contacts can be found on p. 12 of the <i>KIDS Data Use workbook and resources</i> .

References

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- Marshall, K. (2014). *Teacher evaluation rubrics*. Retrieved from <http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>
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Supplemental materials

Frequently asked questions about KIDS



Illinois
State Board of
Education



FREQUENTLY ASKED QUESTIONS ABOUT KIDS

Question	Answer
What is KIDS?	The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to improve understanding of children's development in key areas of learning for long-term success, including social and emotional learning, language and literacy, mathematics, and approaches to learning. KIDS is validated, informed by research, and aligned with state learning standards. This is not a "test," but is a set of documented teacher observations of students' demonstration of developmental skills and interactions.
What does the state require from schools and districts?	The Illinois State Board of Education (ISBE) requires all school districts and kindergarten teachers to observe and collect data for 14 measures across four developmental domains, which provides a snapshot of each child's development at kindergarten entry. The entire KIDS tool encompasses 11 Domains of Readiness, providing a comprehensive picture of a child's whole development.
What are the 14 required measures?	<p>Approaches to Learning and Self Regulation (ATL-REG)</p> <ul style="list-style-type: none"> Curiosity and Initiative in Learning (ATL-REG₁) Self-Control of Feelings and Behavior (ATL-REG₂) Engagement and Persistence (ATL-REG₃) <p>Social and Emotional Development (SED)</p> <ul style="list-style-type: none"> Relationships and Social Interactions with Familiar Adults (SED₃) Relationships and Social Interactions with Peers (SED₄) <p>Language and Literacy Development (LLD)</p> <ul style="list-style-type: none"> Communication and Use of Language (Expressive) (LLD₃) Reciprocal Communication and Conversation (LLD₄) Comprehension of Age-Appropriate Text (LLD₆) Phonological Awareness (LLD₈) Letter and Word Knowledge (LLD₉) <p>Cognition: Math</p> <ul style="list-style-type: none"> Classification (COG:MATH₁) Number Sense of Quantity (COG:MATH₂) Number Sense of Math Operations (COG:MATH₃) Shapes (COG:MATH₆)
Why is the state requiring only these 14 measures?	KIDS was piloted for five years prior to being implemented statewide in 2017. ISBE developed the mandatory 14 State Readiness Measures based on feedback from the pilot district participants. These measures represent the developmental measures considered most critical to a child's long-term educational success. The state is requiring collection of the 14 measures and entry of the developmental ratings at only one point in time (the 40 th day of student attendance) this year. However, districts have the option to collect the 14 measures at multiple points throughout the year to determine developmental progress and to complete full developmental domains, the Five Domains of Readiness, or the 11 Domains of Readiness. Each level of data collection provides more robust reporting and, ultimately, a richer representation of a child's development.

Information about KIDS data release

KIDS Data Release Public Report and supporting documents can be found at:

<https://www.isbe.net/kids>

Please remember:

- This is the first year of data collection, and as such the data are likely to contain inaccuracies and errors.
- Use the Framing KIDS Data document to guide public release of information.

<https://www.isbe.net/Documents/Framing-KIDS-Data.pdf#search=framing%20document>

When you are looking at the KIDS Public Report, keep in mind:

- Districts with a total count of fewer than 10 students who were rated on the 14 required measures were excluded from the results in order to prevent identification of individual students.
- Use the data in KIDStech to look for trends and patterns in the data at the school, classroom, and student levels.
- Only students rated on the required 14 measures were included in the data set. Students with 13 or fewer ratings were not pulled for the statewide report.
- Remember, these 14 State Readiness Measures do not provide a complete picture of individual child development; instead, these measures offer an opportunity for districts to better understand the developmental needs of students in the aggregate and at the school and classroom levels.
- This State snapshot allows for more informed decision-making about resource allocation.
- The cut scores for “readiness” are not flexible; thus, it is possible that students were very close to or just under the cut score in a specific developmental area.

If you have further questions:

- Request professional development support for teachers from your KIDS coach (at no cost). Find your coach by looking online: <https://www.isbe.net/Pages/KIDS-Coach-Map.aspx>. Take advantage of other support resources offered through ISBE at <https://www.isbe.net/kids>.
- If you have trouble accessing KIDStech, please contact Michelle Escapa at 217-801-6566.
- See the KIDS instrument to review the required 14 Readiness Measures required by the state (provide link).



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