

Coaching session 4: Development of teacher survey for the Early Learning Inventory pilot

June 15, 2020

Katie Dahlke

Janice Keizer

Alison Hauser

Session goals and objectives

1. Review best practices for developing survey measures.
2. Determine mode and scope of the teacher survey.
3. Review draft items for the Early Learning Inventory (ELI) pilot teacher survey.
4. Develop management plan for development of the teacher survey.



Task 5.2.14 Planning for an ELI Pilot Study

- OSDE has adapted a kindergarten readiness measure, the New Mexico Kindergarten Observation Tool (KOT) to the Early Learning Inventory (ELI).
- OSDE will pilot the ELI in a sample of districts.
- Due to the COVID-19 pandemic, the project has been postponed until the 2021/22 school year.
- During the 2020/21 school year, we will continue to work to get everything in place for the teacher training and pilot study in 2021/22.

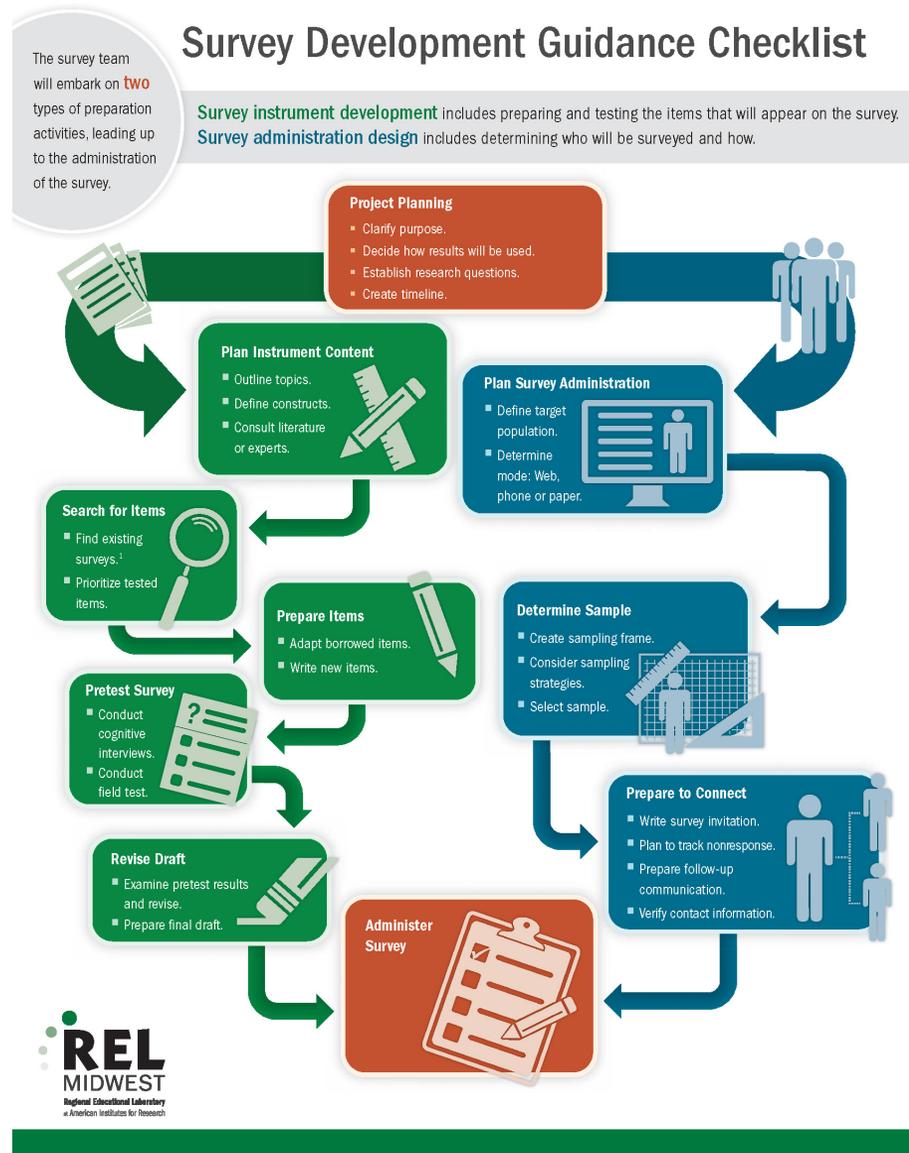
Introductions

Please share

- Your name.
- Your title.
- Your (social distancing) summer plans.



The survey development process



Source: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_Survey_Development_Guidance_Checklist.pdf

Review best practices for developing survey measures

Borrow from existing high-quality measures

- Identify existing surveys.
- Identify existing items from existing surveys.

Write clear items

- Clearly word both item stem and response options.
- Align language with the target population.
- Avoid jargon, acronyms, double negatives, multiple questions, “weighted” responses.

Thoroughly test survey items

- Internal review.
- Cognitive testing with teachers.

Source: Irwin, C. W., & Stafford, E. T. (2016). *Survey methods for educators: Collaborative survey development (part 1 of 3)* (REL 2016–163). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved September 23, 2020, from https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2016163.pdf.

Determine mode and scope of teacher survey

Decisions	Pros	Cons
Survey mode online	Ease of delivery and completion tracking.	Relies on respondents checking email.
Pretraining and post-training surveys	Allows for examination of change in teachers' self-efficacy to use formative assessment data.	Slightly increases time in training and teacher burden to participate in the pilot.
Length of the survey: approximately 15 minutes	Shorter surveys reduce participant burden and tend to have higher response rates but capture less data.	Longer surveys increase participant burden and can lower response rates but capture more data.

Break

Handout 4: Draft items for ELI pilot teacher survey

Let's look at some draft survey questions that could be used to address our five research questions.

1. To what extent do the ELI training and resources prepare teachers to use the ELI?
2. How do teachers report administering the ELI in their classroom and do they report using the ELI data to inform instruction?
3. What are teachers' perceptions about the feasibility and value of using the ELI in their classroom?
4. What are the key facilitators and challenges for teachers implementing the ELI?
5. What could be improved about the ELI training, measure, and technology platform?

Develop management plan for development of the teacher survey

Thank you!

 <https://ies.ed.gov/ncee/edlabs/regions/southwest/index.asp>

 Follow us on Twitter!
[@RELSouthwest](https://twitter.com/RELSouthwest)

This presentation was prepared under Contract 91990018C0002 by Regional Educational Laboratory Southwest, administered by American Institutes for Research. The content does not necessarily reflect the views or policies of the Institute of Education Sciences or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.





REEL
SOUTHWEST