

Handout 3: Survey development process: Progress update

Tasks completed

Task	Status	Decision and notes
Overall project planning		
Clarify purpose	✓	Primary purpose: To understand teachers' experiences with implementation of the Early Learning Inventory (ELI). Secondary purpose: To measure change in teachers' self-efficacy or confidence in using formative assessment data.
Decide how results will be used	✓	Results will be used to inform revisions to the ELI measure, ELI training, and/or ELI platform.
Establish research questions	✓	<ol style="list-style-type: none"> 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?
Create timeline		
Survey instrument development		
Outline topics	✓	Implementation: ELI training and resources, use of ELI data, challenges and facilitators of implementation. Outcomes: Teachers' self-efficacy or confidence in using formative assessment data.
Search for existing survey items	In progress	
Prepare new survey items	In progress	
Pilot test the survey		
Revise survey draft		
Survey administration design		
Define target population	✓	Public school kindergarten teachers in Oklahoma.
Determine mode	In progress	
Determine sample	In progress	All kindergarten teachers participating in the pilot study will be administered the teacher survey. How should we stratify the sample (for example, urban/rural, novice/experienced, emergency certification/traditional certification)?
Prepare to connect		
Administer the survey		