

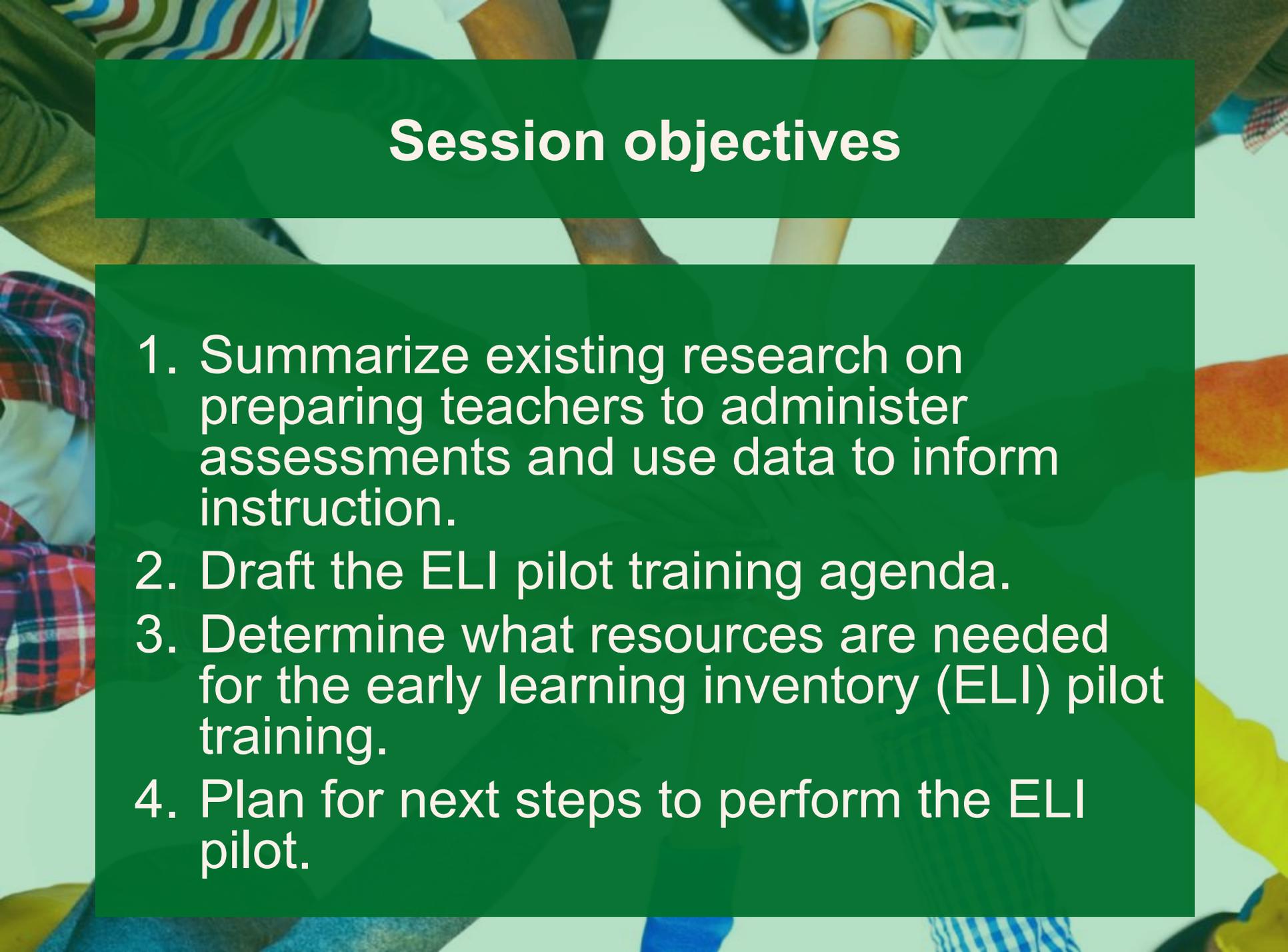


Coaching session 2: Planning and development of resources and trainings for the early learning inventory pilot

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Session objectives

1. Summarize existing research on preparing teachers to administer assessments and use data to inform instruction.
2. Draft the ELI pilot training agenda.
3. Determine what resources are needed for the early learning inventory (ELI) pilot training.
4. Plan for next steps to perform the ELI pilot.

Agenda

1. Research on Assessments and Data Use

2. Drafting the ELI Pilot Training Agenda

3. Inventory of Existing Resources for the ELI Pilot

4. Next Steps for the ELI Pilot

Research on assessment administration training and effective data use

Background



- Educational settings are becoming data rich.
- Educators need support to collect data effectively and harness the data to inform instruction.

Effective data use: A key challenge

Research on data-driven instruction suggests that teachers often are successful at acquiring and interpreting data, but they struggle to determine the **specific instructional modifications** that need to take place. (Cohen-Vogel & Harrison, 2013)



A critical need: Training teachers to be effective users of data

Assessment
Administration

Using Data From
Assessments to
Inform Instruction

Lessons learned from other states that are implementing early learning inventories

- Critical to “sell” teachers on the goals and purposes of the assessment.
- Provide enough time for teachers to get to know students before requiring assessment completion.
- Ensure that the ELI is complementing existing early childhood assessments.
- Develop an easy-to-use technology platform for entering data and generating reports.

Observation administration considerations

- Reliability is a challenge with observational assessments.
- Trainings should cover administration, scoring, and interpretation of the results.
- Establish interrater reliability at the conclusion of the training.



Structuring an early learning inventory training: The New Mexico training approach



Early Childhood Observation Tool Training: Kindergarten (ECOT-K)



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Module Description

The *Early Childhood Observation Tool Training: Kindergarten* module is for Kindergarten teachers who have not previously participated in training on administering, scoring, and reporting the New Mexico Public Education Department's Kindergarten Observation Tool. This module has been created to train teachers:

- to conduct high-quality observations;
- to use the ECOT system (kindergarten/preschool) to record observational assessments; and
- to interpret ECOT data to drive instruction and meet the individual needs of children.

Module Outline

Section 1: Welcome and Introduction

- Module Overview
- Pre-Assessment

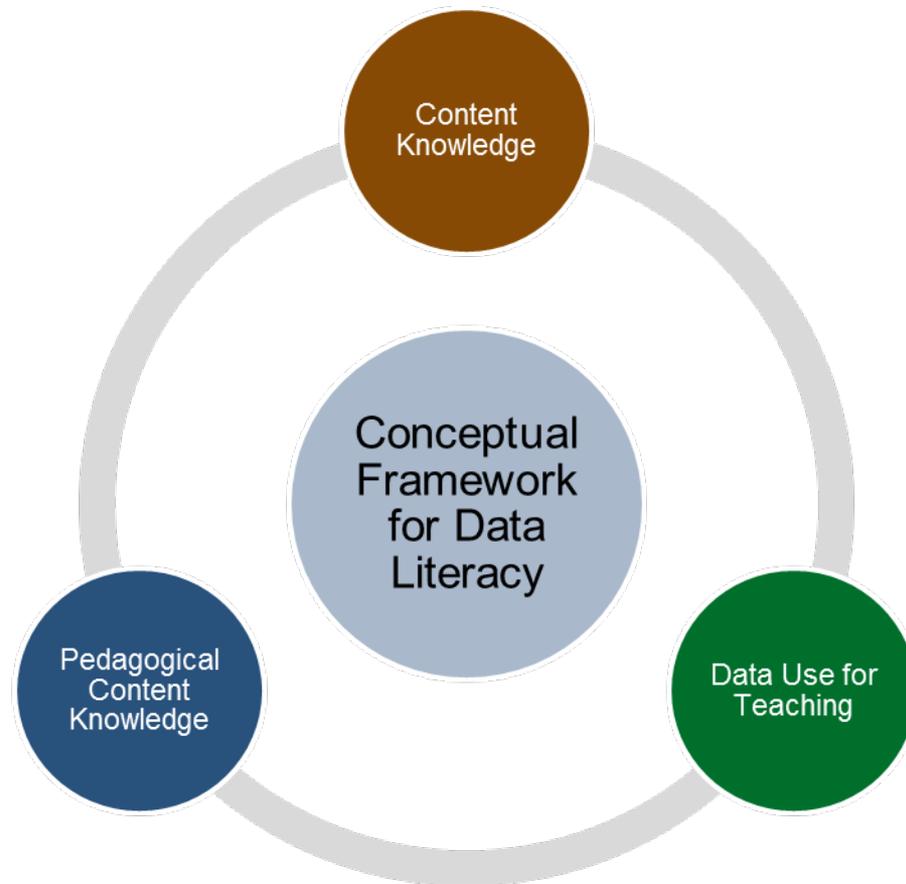
Section 2: What is the ECOT?

- ECOT Overview
- What the Tools Are and Are Not
- Teacher and Administrator Experiences
- ECOT Benefits
- Getting Started with ECOT

Section 3: What Does It Mean to Be Kindergarten Ready?

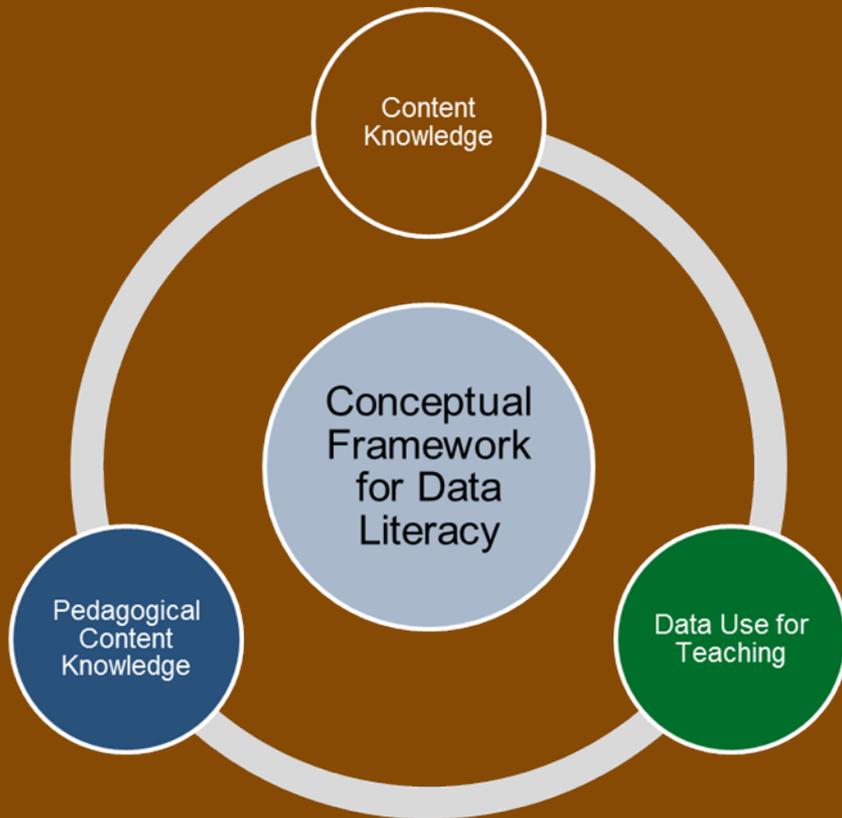
- Kindergarten Readiness
- Developmental Domains

Using assessment data



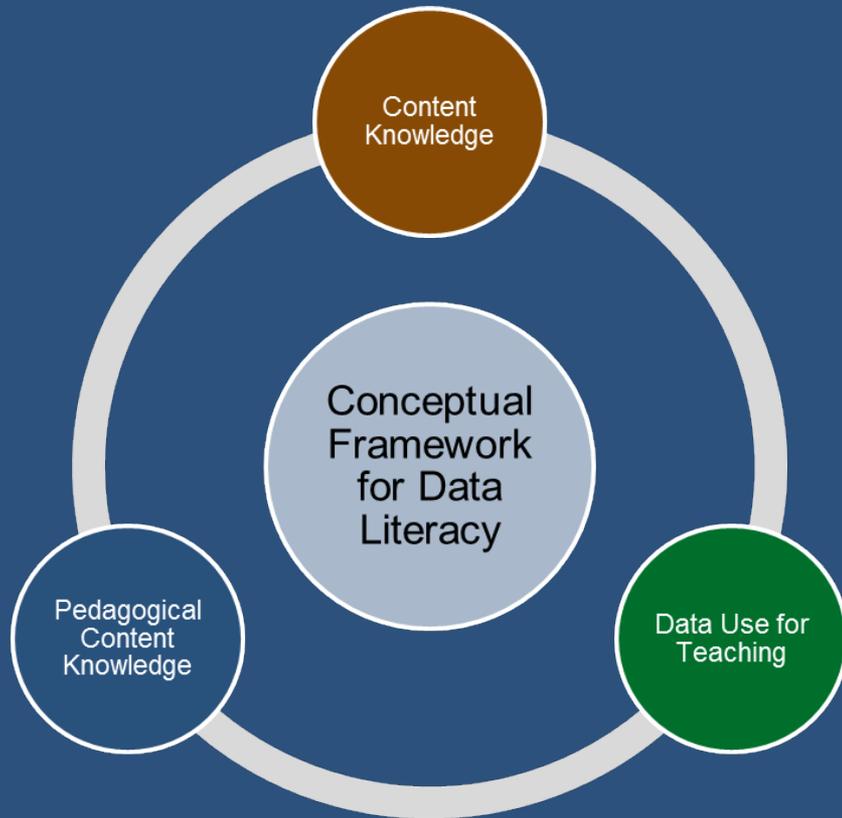
(Mandinach & Gummer, 2016)

Content knowledge



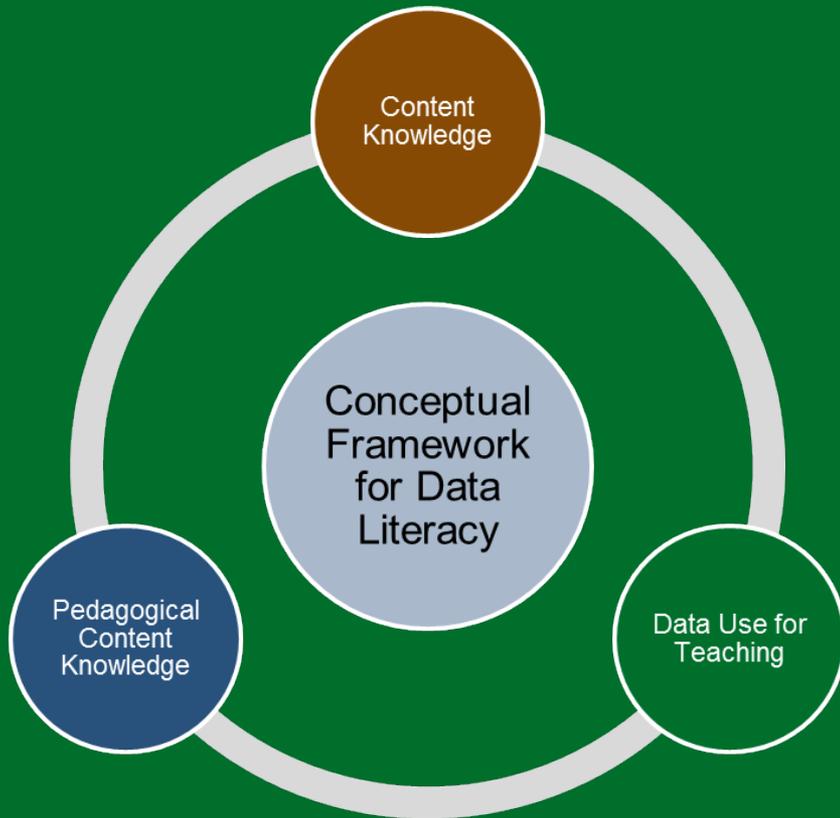
A teacher's **knowledge of content-area domains** is critical for recognizing if students demonstrate the knowledge or skills for the domain as well as for making decisions for instructional content.

Pedagogical content knowledge



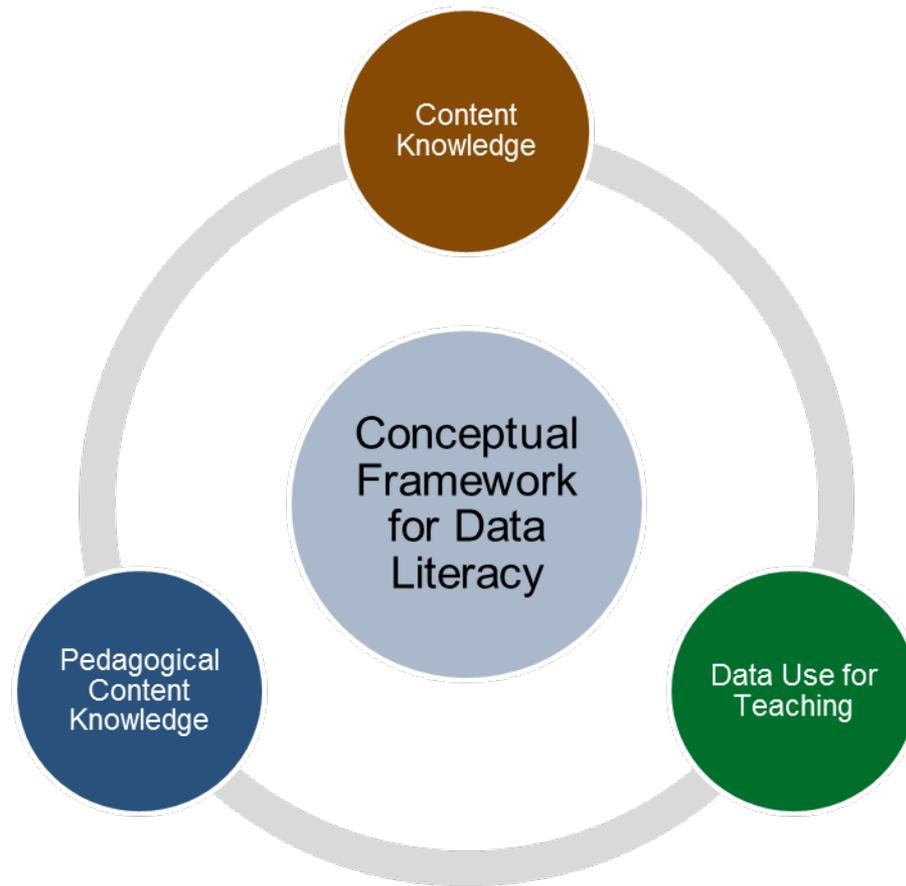
A teacher's **ability to apply knowledge of content** with instructional strategies, activities, and materials

Data use for teaching



A teacher's **data literacy skills** include an ability to identify needs, use data, transform data into instructional designs, and then evaluate outcomes.

Using assessment data



(Mandinach & Gummer, 2016)

Activity to outline an agenda for the early learning inventory pilot training



Activity worksheet: Outlining the training agenda

Activity instructions

With the data literacy framework in mind, begin outlining the structure and agenda for the early learning inventory training. Recall that the data literacy framework includes content knowledge, pedagogical content knowledge, and data use for teaching.

Michael will edit this document live on GoToMeeting to record the discussion and decisions.

Initial questions to consider

- Who will lead the trainings?
- Where will the training take place?
- How long will the trainings last?
- What are the goals of the training?
- What follow-up support will be provided after the training?

Draft training outline and agenda

Break

Inventory of existing resources for the early learning inventory pilot

Activity to review existing resources and identify needs for new resources



Activity worksheet: Inventory of existing resources for the ELI pilot

Activity instructions

Review the existing training resources from New Mexico and the Oklahoma State Department of Education (OSDE). For each resource listed, determine if the resource should be used for the ELI pilot training and note if any modifications are needed. Finally, list any new resources that will be needed to conduct the trainings for the ELI pilot.

Training materials from New Mexico

Type of resource	Resource title	Description	Needed for ELI pilot training?	Modifications needed?
Assessment instrument materials	"Early Learning Guidelines: Foundational Principles"	A list and one-paragraph description of 12 foundational principles for the New Mexico early learning guidelines (print)		
Assessment instrument materials	"Kindergarten Essential Indicators"	A list of all the New Mexico Kindergarten Observation Tool (KOT) Essential Indicators (print)		
Assessment instrument materials	"2017 Preschool-Kindergarten Essential Indicators <u>With</u> Rubrics"	The full preschool and kindergarten essential indicators with rubrics (print)		
Data collection support	"Preschool Quick Look Recording Sheets"	Sheets with rows for student names under each essential indicator rubric category (preschool; print)		
Data collection support	"Kindergarten Quick Look Recording Sheets"	Sheets with rows for student names under each essential indicator rubric category (kindergarten; print)		

Next steps for the early learning inventory pilot study

Questions?



Thank you!



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