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
Using assessment data

(Mandinach & Gummer, 2016)
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.
A teacher’s ability to apply knowledge of content with instructional strategies, activities, and materials.
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
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 any modifications needed. Finally, list any new resources that will be needed to conduct the trainings for the ELI pilot.

**Training materials from New Mexico**

<table>
<thead>
<tr>
<th>Type of resource</th>
<th>Resource title</th>
<th>Description</th>
<th>Needed for ELI pilot Training?</th>
<th>Modifications needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>&quot;Early Learning Guidelines / Foundational Principles&quot;</td>
<td>A list and one-paragraph description of 11 foundational principles for the New Mexico early learning guidelines (print)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assessment</td>
<td>&quot;Kindergarten Essential Indicators&quot;</td>
<td>A list of all the New Mexico Kindergarten Observation Tool (KOT) Essential Indicators (print)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assessment</td>
<td>&quot;2017 Preschool - Kindergarten Essential Indicators With Rubrics&quot;</td>
<td>The full preschool and kindergarten essential indicators with rubrics (print)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Data collection</td>
<td>&quot;Preschool Quick Look Recording Sheets&quot;</td>
<td>Sheets with rows for student names under each essential indicator rubric category (preschool; print)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
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<td>Sheets with rows for student names under each essential indicator rubric category (kindergarten; print)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Next steps for the early learning inventory pilot study
Thank you!


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