Proposed Approach for Using the DRDP-SR Instrument with Illinois KIDS

Illinois KIDS Advisory Group
June 18, 2012
Presentation Overview

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APPROACH TO ASSESSMENT
Race-to-the-Top ELC Five Essential Domains of School Readiness

- Language and Literacy Development
  - Language Arts
  - Foreign Language
- Cognition and General Knowledge
  - Mathematics
  - Science
- Approaches Toward Learning
- Physical Well-Being and Motor Development
  - Physical Development and Health
- Social and Emotional Development
  - Social Science / Foreign Language
  - Social/Emotional Development
Consequences of Using an Assessment

• Assessment allows teachers to document young children’s developmental progress in all domains (whole child) without overtaxing or overwhelming the teachers.

• Carrying out the assessment supports teacher’s practice (curriculum-embedded assessment).
Practical Considerations for Teacher-Completed Assessments

Direct assessment
• Direct assessment requires more extensive training than observational assessment; exact procedures must be followed when the assessor interacts with children.

Observational assessment
• Observational assessment allows teachers to make standard assessment procedures (observation and documentation) part of ongoing practice.
Curriculum and Assessment

NAEYC: Ongoing or periodic assessment within context of typically-occurring activities in early care and education settings supports curriculum and instruction

- Context-based assessment provides teachers information about what children know and can do in the classroom environment and within teacher-planned learning activities

- Teachers can use ongoing assessment information to plan next steps in how to support young children’s progress in key areas of development identified by standards
Assessment Approaches

Attributes of different assessment approaches

• Direct assessment
  » Assessor looks for very specific behaviors or responses from the child

• Observational assessment in context
  » Assessor describes child’s knowledge and learning in the context of a developmental continuum or progress
  » Recommend observation-based developmental continuum
Curriculum-Embedded Assessment Based on Observation and Documentation

Teachers regularly add observational anecdotes, photos, or samples to a child’s portfolio, which provides a basis to assess each child’s developmental progress. Teachers use such evidence to complete formal assessments according to a regular schedule, such as every four months or every six months.
Assessment Reports

Should be developmentally meaningful

• A profile across the essential domains

• Report provides an indication of developmental progress for individual children in each domain, enabling teachers to connect information about children’s development to instructional support they provide

• Report facilitates a qualitative understanding of what children know and are able to do, so teachers can reflect on and plan for the next developmental level toward which individual children are progressing
DRDP-SR© ASSESSMENT
What is the Purpose of the DRDP-SR©?

For teachers the DRDP-SR©:

- Provides a **valid and reliable method** for observing, documenting, and reflecting on the learning, development, and progress of all children in their classes.

- **Integrates information from** other required assessments with observation and documentation to create a developmental profile of each child.

- **Informs instructional practice** using a strengths-based approach, building from what children know and can do.
What is the Purpose of the DRDP-SR©?

- **To link preschool and kindergarten.** Through the use of a developmental continuum, practitioners build a common language regarding children’s development.

- **To support school-family partnerships.** Teachers can share results with families and build toward a common understanding of each child’s strengths and the path to continued development.

- To provide schools and districts data for **program improvement**.
Guiding Principles for the DRDP-SR Assessment

- Assessment should provide a general orientation to facilitating development and learning in key domains at each stage and age.
- Assessment should focus on qualitative differences in development in key developmental domains.
- Assessment should focus on the child’s current level of development (Positive Orientation) rather than on what the child has not yet or only partially mastered.
- Assessment should help teachers track the developmental progress of individual children.
Guiding Principles for the DRDP-SR Assessment (continued)

- Assessment should be inclusive of children with disabilities or other special needs (universal design).
- Assessment should be inclusive of children’s cultural and linguistic experiences (cultural competence).
- Assessment for curriculum planning should be conducted by familiar teachers.
- Assessment should consist of observing naturally occurring behavior rather than setting up situations to observe and record specific behavior.
- The observation and documentation process should support classroom activities rather than interfere with daily interactions, routines, and activities.
Key Features of the DRDP-SR Assessment

- An individual child assessment
- An observation-based assessment instrument
- Completed by each child’s teacher over time
- Based on developmental research and theory
- Include developmental sequences of behaviors along a continuum
- Span the development trajectories of children in kindergarten
What does the DRDP-SR© assess?

Children’s development in **key domains** of **school readiness**
- English Language Development (ELD)
- Self & Social Development (SSD)
- Self-regulation (REG)
- Language and Literacy Development (LLD)
- Mathematical Development (MATH)
- Physical Development (PD) - in process
## DRDP-SR© Measure

### Measure 5: Identity of self in relation to others

**Definition:** Child shows increasing awareness of self as distinct from others.

#### Exploring Competencies

- Expresses simple ideas about self and connection to people and things.

#### Developing Competencies

- Describes self or others based on obvious physical characteristics.

#### Building Competencies

- Describes own preferences and feelings; identifies the feelings and desires of others.

#### Integrating Competencies

- Compares own preferences, feelings, and physical characteristics to those of others.

#### Applying Competencies

- Describes and compares self and others using personality characteristics.

**Examples:**

- Communicates, "My hair is red," while drawing a picture of himself.
- Communicates, "I'm big" while reaching for the faucet to wash her hands.
- Communicates, "I am four," or shows four fingers to indicate age.
- Communicates that it is a picture of self or another person.
- Communicates, "My baby is so, so little," when describing newborn sibling.
- Communicates, "I like to jump high," while jumping side-by-side with a peer during outdoor play.
- Communicates to teacher, "I'm mad," after another child took a toy with which she was playing.
- Communicates to teacher, "Sally's scared," (Sally was startled and started crying after another child said, "Boo!" to her.)
- Communicates, "My hair is red, but she has brown hair."
- Communicates, "I like to eat peanut butter. My mommy likes cheese."
- Communicates, "I like to be first to the door, but Michael doesn't care about being first."
- Communicates, "I'm shy."
- Communicates to a peer, "Brian likes to talk to her friends; I like to sit on the sofa and read books a little with my daddy; during morning drop-off."
- Communicates, "I'm more happier than Jackie."
- Communicates to her grandma, "I'm a good friend in school," at the end of the day when she comes to pick her up.
- Communicates, "I like to be first to the door, but Michael doesn't care about Being first."
- Communicates, "I'm shy."
- Communicates to a peer, "Brian likes to talk to her friends; I like to sit on the sofa and read books a little with my daddy; during morning drop-off."
PSYCHOMETRICS BEHIND DRDP-SR
Validity Evidence

1. Evidence Based on Instrument Content
2. Evidence Based on the Response Process
3. Evidence Based on Internal Structure
4. Evidence Based on Relations to Other Variables
5. Evidence Based on Consequences of Using an Assessment Instrument

BEAR Assessment System (BAS) in DRDP

Four Building Blocks (Wilson, 2004)

- Construct Map
- Item Design
- Measurement Model
- Outcome Space
DRDPtech™

Cloud-based online data entry system for the DRDP-SR©

An easy way for teachers to compile information about children in their classes

Teachers can print out summary reports on individual children and groups of children

Administrators can print out summary reports for all children or groups of children
Desired Results Developmental Profile© (2010) [DRDP© (2010)]

Log In ...

User Name: [Redacted]
Password: [Redacted]

Log In
DRDPtech child information page
Sample DRDPtech-SR© Measurement Page

Child: Adolfo Alacon  ID:13_015  Birth date: 1/7/2005  Age group: School Readiness  Class: Orchid  Term: Fall-10

Developmental Domain: ELD -- English language development

**Measure 1: (ELD1) Comprehension of English (receptive)**

**Definition:** Child is progressing toward fluency in understanding English

1. Mark the highest developmental level the child has mastered.

<table>
<thead>
<tr>
<th>Developmental Level</th>
<th>Practicing early competencies</th>
<th>Expanding early competencies</th>
<th>Developing competencies</th>
<th>Building competencies</th>
<th>Integrating competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates understanding of words and phrases in conversations, stories, and interactions in the home language; shows no or little understanding of English; may attend to interactions and activities conducted in English</td>
<td>Demonstrates understanding of a few common English words and phrases (e.g., frequently-used directions); attends to interactions in English; may participate in some activities conducted in English that are supported by home language and visual cues, such as body language or behaviors of others</td>
<td>Demonstrates understanding of some (basic) English words and phrases; frequently attends to or participates in group or individual activities conducted in English, often with home language support or other cues</td>
<td>Demonstrates understanding of many words and concepts in English; actively engages in group and individual activities conducted in English, occasionally supported by home language or other cues</td>
<td>Demonstrates understanding of most English words and concepts used in the classroom curriculum for both instructional and social purposes; actively engages in group and individual activities conducted in English, without the support of home language or other cues</td>
</tr>
</tbody>
</table>

Show Examples

2. Record evidence for this rating here.

3. If you are unable to rate this measure, mark here. □
Multi-level Data Reporting

County
District
School
Classroom
Child
Sub-groups, such as progress for English Learners

Reports immediately available from DRDPtech™
Select children for group reports, using various criteria.
Selection criteria page for defining groups for reports

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sites</td>
<td>Default Site, Alhambra, Buenavista</td>
</tr>
<tr>
<td>Teachers</td>
<td>Ashley Ashcroft, Bashir Ba’ar, Cici Cassal, Dolores Danseo, Etienne Estefan</td>
</tr>
<tr>
<td>Age Group Instruments</td>
<td>Infant/Toddler, Preschool with ELD, Preschool without ELD, School Age, School Readiness with ELD</td>
</tr>
<tr>
<td>Classes</td>
<td>Before/After School (Etienne Estefan), Cedar (Bashir Ba’ar), Dolphin (Cici Cassal), Dolphin (Richard Test), Elm (Dolores Danseo)</td>
</tr>
</tbody>
</table>
Selection criteria page (cont’d)

- **Date of Birth**
  - All ○ Select
  - From: ____________ (mm/dd/yyyy)
  - To: ____________ (mm/dd/yyyy)

- **Enrolled Date**
  - All ○ Select
  - From: ____________ (mm/dd/yyyy)
  - To: ____________ (mm/dd/yyyy)

- **Withdrawn Date**
  - All ○ Select
  - From: ____________ (mm/dd/yyyy)
  - To: ____________ (mm/dd/yyyy)

- **DRDP® Completion Date**
  - All ○ Select
  - From: ____________ (mm/dd/yyyy)
  - To: ____________ (mm/dd/yyyy)

- **Languages Spoken at Home**
  - All ○ Select
  - 00:English
  - 01:Spanish
  - 02:Vietnamese
  - 03:Cantonese
  - 04:Korean

- **Languages Spoken in Class**
  - All ○ Select
  - 00:English
  - 01:Spanish
  - 02:Vietnamese
  - 03:Cantonese
  - 04:Korean
## Group Summary by Percent for Spr-10

11 children were selected for this group using the following criteria:

Age Group Instrument is Preschool with ELD

### Preschool

<table>
<thead>
<tr>
<th>Measure</th>
<th>(SSD) Self and social development</th>
<th>Total Children</th>
<th>Unable to rate</th>
<th>Not Yet</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SSD1: Identity of self</td>
<td>11</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>18%</td>
<td>45%</td>
<td>36%</td>
</tr>
<tr>
<td>2</td>
<td>SSD2: Recognition of own skills and accomplishments</td>
<td>10</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>SSD3: Expressions of empathy</td>
<td>10</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>SSD4: Impulse control</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>33%</td>
<td>56%</td>
</tr>
<tr>
<td>5</td>
<td>SSD5: Taking turns</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>6</td>
<td>SSD6: Awareness of diversity in self and others</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>7</td>
<td>SSD7: Relationships with adults</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>22%</td>
<td>33%</td>
<td>44%</td>
</tr>
<tr>
<td>8</td>
<td>SSD8: Cooperative play with peers</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>9</td>
<td>SSD9: Socio-dramatic play</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>33%</td>
<td>56%</td>
</tr>
<tr>
<td>10</td>
<td>SSD10: Friendships with peers</td>
<td>9</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>11</td>
<td>SSD11: Conflict negotiation</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>14%</td>
<td>57%</td>
</tr>
<tr>
<td>12</td>
<td>SSD12: Shared use of space and materials</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>57%</td>
<td>29%</td>
</tr>
</tbody>
</table>
Valid reliable quantitative measurement is reported in terms of research-based qualitative stages of child development.
Group Developmental Status reports

(SSD) Self and social development

(REG) Self-regulation

(LLD) Language and literacy
Child’s developmental profile - DRDP-SR

Psychometric measurement in the key domains of school readiness:

- **Black band** is the maximum likelihood estimator of child’s development.

- **Grey region** shows margin of error.
Classroom developmental profile - DRDP-SR

Same report for individual children and group of children:

- Black band is the maximum likelihood estimator of development for all children in the classroom.
- Grey region shows margin of error.
DRDP-SR Group Developmental Progress Report
Language/Literacy Development (LLD)

Home Language: Other than English
N = 129

Home Language: English
N = 261
DRDP-SR Group Developmental Progress Report
Mathematics Development (MATH)

Home Language: Other than English
N = 129

Home Language: English
N = 261
DRDPtech™ Support Resources

Available in English and Spanish to anyone online and to users within DRDPtech through links on every screen:

- **Tutorial videos** — Step-by-step through every screen, showing mouse clicks and keyboard entry with clear voice-over explanation

- **Public demonstration site** — Practice on a live DRDPtech site containing simulated data

- **Print/PDF Support Documents** —
  - User Manual for Teachers and Program Staff
  - Installation and Database Manuals for Technical Staff
DRDP-SR TRAINING AND PROFESSIONAL DEVELOPMENT
Training Model

» Direct training
  – Teachers
  – Administrators
  – Coaches
  – Certified Coach Trainers
  – Core Champions

» Online training
  – Teacher modules
  – Administrator modules
  – Core Champion Modules
  – Parent resources
Direct Training with Support

Everyone gets trained:

- Teachers
- Coaches
- Core Champions
- Administrators
## Training Schedule

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Year 1 (May 2012-June 2012)</th>
<th>Year 2 (July 2012-June 2013)</th>
<th>Year 3 (July 2013-June 2014)</th>
<th>Year 4 (July 2014-June 2015)</th>
<th>Year 5 (July 2015-June 2016)</th>
<th>Year 6 (July 2016-June 2017)</th>
<th>Total Training Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrator Training</strong></td>
<td>Development</td>
<td>Self-paced online module or webinar</td>
<td>Self-paced online module or webinar</td>
<td>Self-paced online module or webinar</td>
<td>Self-paced online module or webinar</td>
<td>Self-paced online module or webinar</td>
<td>Unlimited online</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>Unlimited online</td>
<td>Unlimited online</td>
<td>Unlimited online</td>
<td>Unlimited online</td>
<td>Unlimited online</td>
<td>Unlimited online</td>
<td>Unlimited online</td>
</tr>
<tr>
<td><strong>Common Core Champion Training</strong></td>
<td>Development</td>
<td>Participate in KIDS Implementation Training + webinar</td>
<td>Participate in KIDS Implementation Training + webinar</td>
<td>Participate in KIDS Implementation Training + webinar</td>
<td>Participate in KIDS Implementation Training + webinar</td>
<td>Participate in KIDS Implementation Training + webinar</td>
<td>2300 total for training and webinar</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>400</td>
<td>0</td>
<td>900</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>2300</td>
</tr>
<tr>
<td><strong>KIDS Coaches Training</strong></td>
<td>Development</td>
<td>Participate in KIDS Implementation Training + 1 additional Day of Training</td>
<td>Participate in KIDS Implementation Training + 1 additional Day of Training</td>
<td>Participate in KIDS Implementation Training + 1 additional Day of Training</td>
<td>Participate in KIDS Implementation Training + 1 additional Day of Training</td>
<td>Participate in KIDS Implementation Training + 1 additional Day of Training</td>
<td>280</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>280</td>
</tr>
<tr>
<td><strong>Certified Coach Training (CCT)</strong></td>
<td>Development</td>
<td>KD$ Implementation Training + 1 additional day of Training</td>
<td>Participate in KIDS Implementation Training + 2 additional Days of Training and 1 site visit</td>
<td>Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit</td>
<td>Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit</td>
<td>Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit</td>
<td>150</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>20 coaches</td>
<td>20 from year 1</td>
<td>10 of above coaches</td>
<td>0</td>
<td>20 of above coaches</td>
<td>Up to 90 coaches</td>
<td>150 above coaches</td>
</tr>
<tr>
<td><strong>KIDS Implementation Training (Teachers)</strong></td>
<td>Development &amp; 5 two-day in person training sessions (Pilot)</td>
<td>15 two-day in person training sessions</td>
<td>15 two-day in person training sessions</td>
<td>50 two-day in person training sessions</td>
<td>30 two-day in person training sessions</td>
<td>30 two-day in person training sessions</td>
<td>Approximately 13,250</td>
</tr>
<tr>
<td><strong>Expected Teacher Participation</strong></td>
<td>200</td>
<td>250</td>
<td>500</td>
<td>1500</td>
<td>3000</td>
<td>3000</td>
<td>13,250</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>250</td>
<td>750</td>
<td>750</td>
<td>2500</td>
<td>4500</td>
<td>4500</td>
<td>13,250</td>
</tr>
<tr>
<td><strong>Three-Phase Alignment Study</strong></td>
<td>Development</td>
<td>2 two-day in person training for Pilot Alignment Study</td>
<td>One-day Field Study Training</td>
<td>One-day Calibration Study Training</td>
<td>One-day Field Study Training</td>
<td>One-day Calibration Study Training</td>
<td>145</td>
</tr>
<tr>
<td><strong>Training Capacity</strong></td>
<td>35</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>145</td>
</tr>
</tbody>
</table>
Technical assistance

» All
  - phone
  - Web
  - Email
  - Webex
  - tutorials

» Certified Coach Trainers
  - Online conference center
  - Direct support
  - coaching
Certified Coach Trainers

- Attend teacher training
- Receive coaching training
- Shadow training
- Co-training
- Train in district

Coach Training Cycle

- Attend 2-day KIDS Implementation Training
- Participate in Coach's Training (1-Day)
- Train with coach on 2-day KIDS Implementation Training
- Receive access to the CCT Conference Center
- Participate in final CCT meeting
- Receive at least one site visit from mentor training coach
- CCT coaches train on KIDS as needed in Illinois
- CCT Training & Certification Complete
- Receive CCT Training Kit
- Standard Coach Training Complete
Year 1

- **Instrument**
  - Alignment and development
  - Pilot study
- **DRDPtech™**
  - Develop web structure
  - Develop portal to web services
- **Training and technical assistance**
  - Develop trainings
  - First cohorts of teachers
  - First certified coach trainers cohort
Relationship Between DRDP-SR and Illinois State Standards

DRDP-SR delineates developmental continua in standards

• Standards are “goal-like” statements about the learning and development that most children typically exhibit by specific ages, when adequately supported

• DRDP-SR incorporates a selection of the key competencies identified in the standards
Adaptation of DRDP-SR to Produce Illinois KIDS

**Expert Input and Psychometric Analysis**

- 2014/2015 Statewide Implementation and Calibration Study with Final Draft KIDS

**DRDP-SR © Adaptation and Refinement**

- KIDS Instrument completed: Valid, Reliable, Accurate, Aligned

**Expert Input**

- 2013/2014 Field Study with Adapted DRDP-SR
- 2012/2013 Pilot Alignment Study with Adapted DRDP-SR ©

**Expert Input and Psychometric Analysis**
Process of Aligning DRDP-SR to Illinois State Standards

Within a developmental domain,

- Distill a subset of items that encompass
  - The breadth of the content that is specified within the domains of each state’s standards
  - The most salient constructs represented within the domains of each state’s standards
  - Behaviors that are reliably observable within classroom context

- Derive the developmental continuum for each item from the scientific research literature in child development
- Define developmental continua within classroom context
- Test the usability through pilot and field studies
Structure of DRDP-SR Measures (Items)

Based on current research about early childhood development

• Measures are based on statements about the learning and development that most children typically exhibit at specific ages, when adequately supported

• Measures incorporate a selection of the key knowledge and skills identified in the research literature for young children

• Each measure is a research-based developmental continuum representing a developmental construct