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

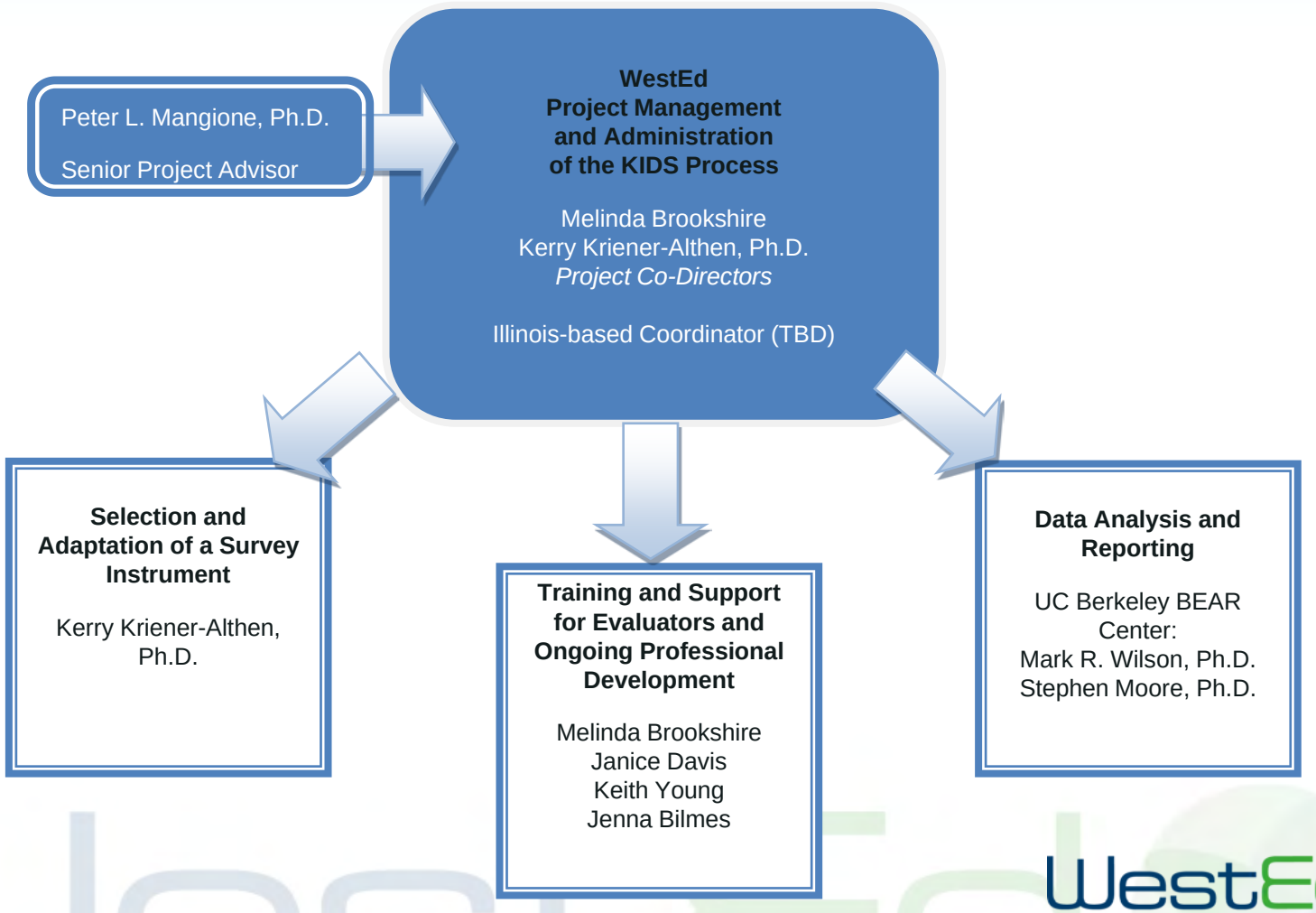
Illinois KIDS Advisory Group
June 18, 2012

WestEd
WestEd.org

Presentation Overview

- Management Team
- Approach to Assessment and DRDP-SR Instrument:
  - » Kerry Kriener-Althen, WestEd
- DRDPtech™ Data System:
  - » Stephen Moore, UC Berkeley – BEAR Center
- Training and Professional Development:
  - » Melinda Brookshire, WestEd

WestEd Project Management



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

WestEd
WestEd.org

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)

WestEd
WestEd.org

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

WestEd
WestEd.org

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

WestEd
WestEd.org

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.

WestEd
WestEd.org

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

WestEd
WestEd.org

DRDP-SR© ASSESSMENT

WestEd
WestEd.org

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©?

- T**o 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.

WestEd
WestEd.org

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

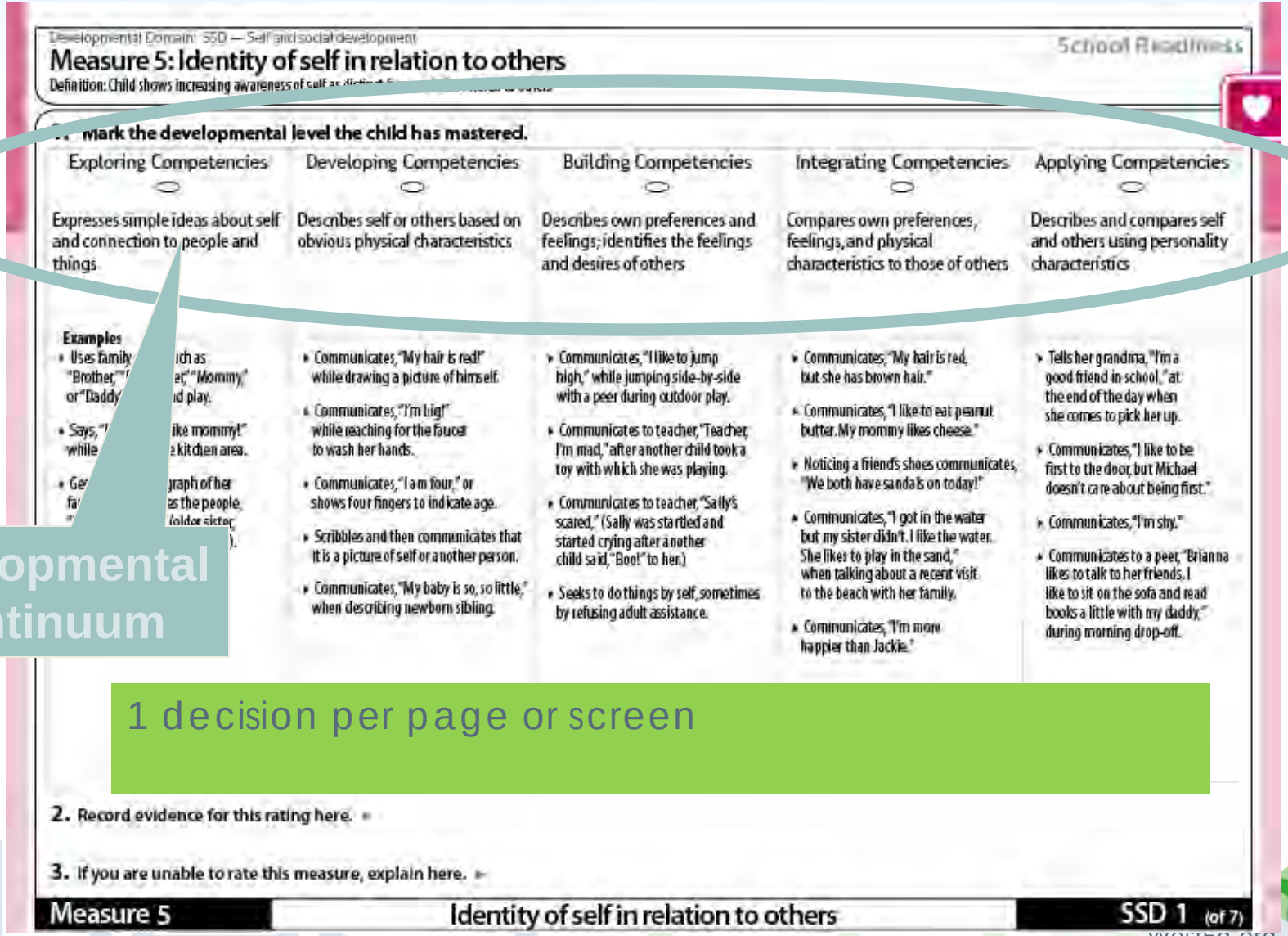
WestEd
WestEd.org

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



Developmental Domain: SSD — Self and social development

School Readiness

Measure 5: Identity of self in relation to others

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

1. Mark the developmental level the child has mastered.

Exploring Competencies	Developing Competencies	Building Competencies	Integrating Competencies	Applying Competencies
Expresses simple ideas about self and connection to people and things	Describes self or others based on obvious physical characteristics	Describes own preferences and feelings; identifies the feelings and desires of others	Compares own preferences, feelings, and physical characteristics to those of others	Describes and compares self and others using personality characteristics
Examples • Uses family [illegible] such as "Brother," "[illegible]er," "Mommy," or "Daddy [illegible]d play. • Says, "[illegible]ike mommy!" while [illegible]e kitchen area. • Ge[illegible]graph of her fa[illegible]es the people. [illegible]older sister, [illegible]).	• 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. • Scribbles and then 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, "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.) • Seeks to do things by self, sometimes by refusing adult assistance.	• Communicates, "My hair is red, but she has brown hair." • Communicates, "I like to eat peanut butter. My mommy likes cheese." • Noticing a friend's shoes communicates, "We both have sandals on today!" • Communicates, "I got in the water but my sister didn't. I like the water. She likes to play in the sand," when talking about a recent visit to the beach with her family. • Communicates, "I'm more happier than Jackie."	• Tells 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, "Brianna 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.

2. Record evidence for this rating here. ▸

3. If you are unable to rate this measure, explain here. ▸

Measure 5 | Identity of self in relation to others | SSD 1 (of 7)

Developmental Continuum

1 decision per page or screen

PSYCHOMETRICS BEHIND DRDP-SR

WestEd
WestEd.org

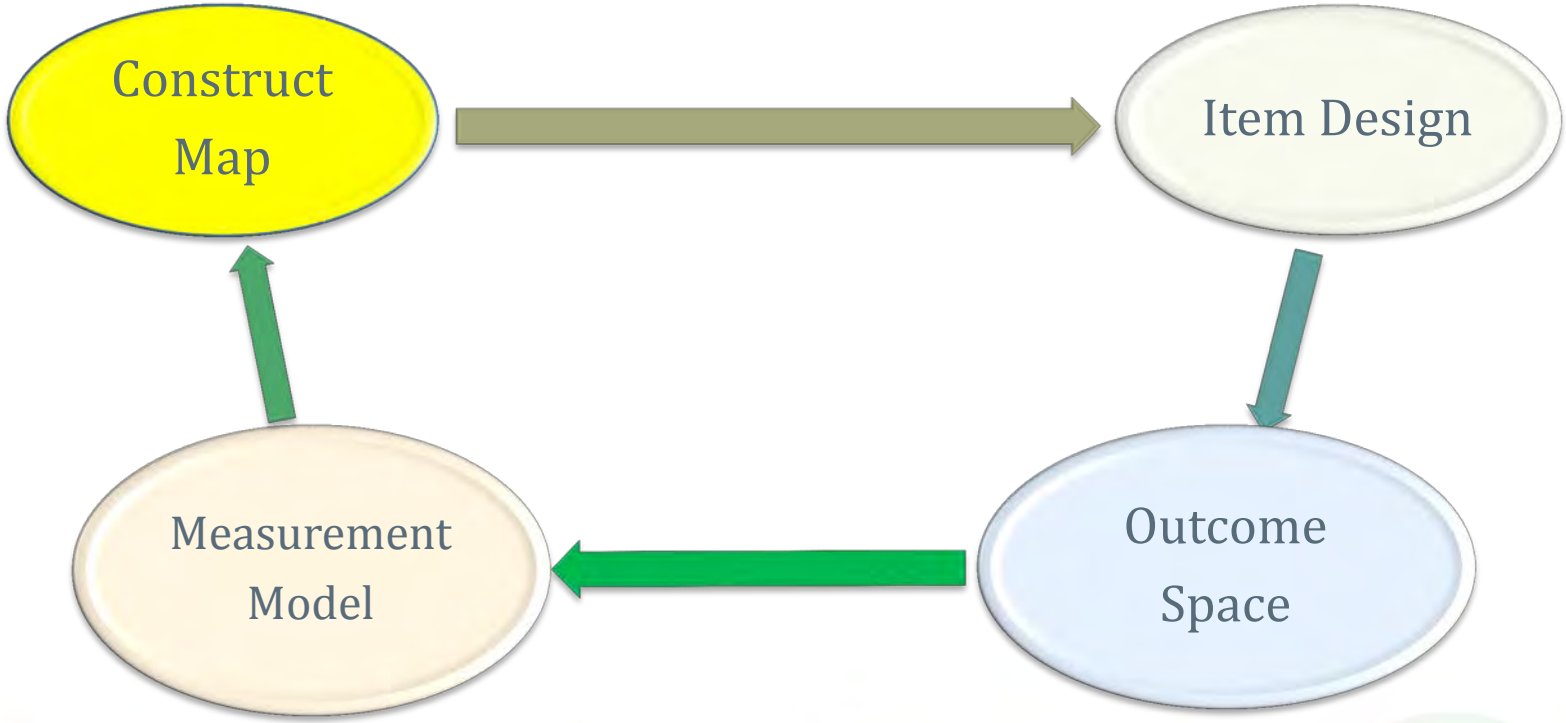
Validity Evidence

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

Wilson, M. (2005). *Constructing measures: An item response modeling approach*. Mahwah, NJ: Lawrence Erlbaum Associates.

BEAR Assessment System (BAS) in DRDP

Four Building Blocks (Wilson, 2004)



DRDPTECH™ DATA SYSTEM

WestEd
WestEd.org

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

DRDPtech™ Login Screen

[Español, English]

Desired Results Developmental Profile© (2010) [DRDP© (2010)]

2011

Log In ...

User Name:

Password:

Log In

Copyright © 2011 California Department of Education - All rights reserved

DRDPtech child information page

Welcome Admin Admin [Logout]
Agency: California Care Agency
Site: Default Site
Assessment Period: Spr-10 [Change]
[Español, English]

Desired Results Developmental Profile© (2010) [DRDP© (2010)]

Demonstration Site: drdpdemo-steve (For practice use only; do not enter real data)

Navigation

- Classes/Children
  - Classes
  - Add Child Record
  - Edit Child Record
  - Delete Child Record
  - Move Child Record
- DRDP® Assessments
- Child Reports
- Group Reports
- Other Options
- Resources

Home » Classes/Children » Edit Child Record » Edit Record

Show More Information

Edit Child's Record for Bashir Ba'ar in Spr-10

Identification / Date of Assessment

Child ID: 27abc Age group: ○ Infant/Toddler ◉ Preschool ○ School Age ○ School Readiness

Date of assessment (mm/dd/yyyy):

Child Information

1. Child's name - First: Harriett Last: Pringle
2. Child's classroom: Cedar
3. Birth date (mm/dd/yyyy): 7/21/2008
4. Initial date of enrollment (mm/dd/yyyy): 9/1/2010
   Date child was withdrawn from the program:
5. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?
   ○ Yes ◉ No ○ Don't know

Sample DRDPtech-SR© Measurement Page

Child: Adolfo Alacon **ID:** t3_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.

Developmental Level:	Practicing early competencies	Expanding early competencies	Developing competencies	Building competencies	Integrating competencies
	◉	○	○	○	○
Descriptor:	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	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	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	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	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.

Show Examples

2. Record evidence for this rating here.

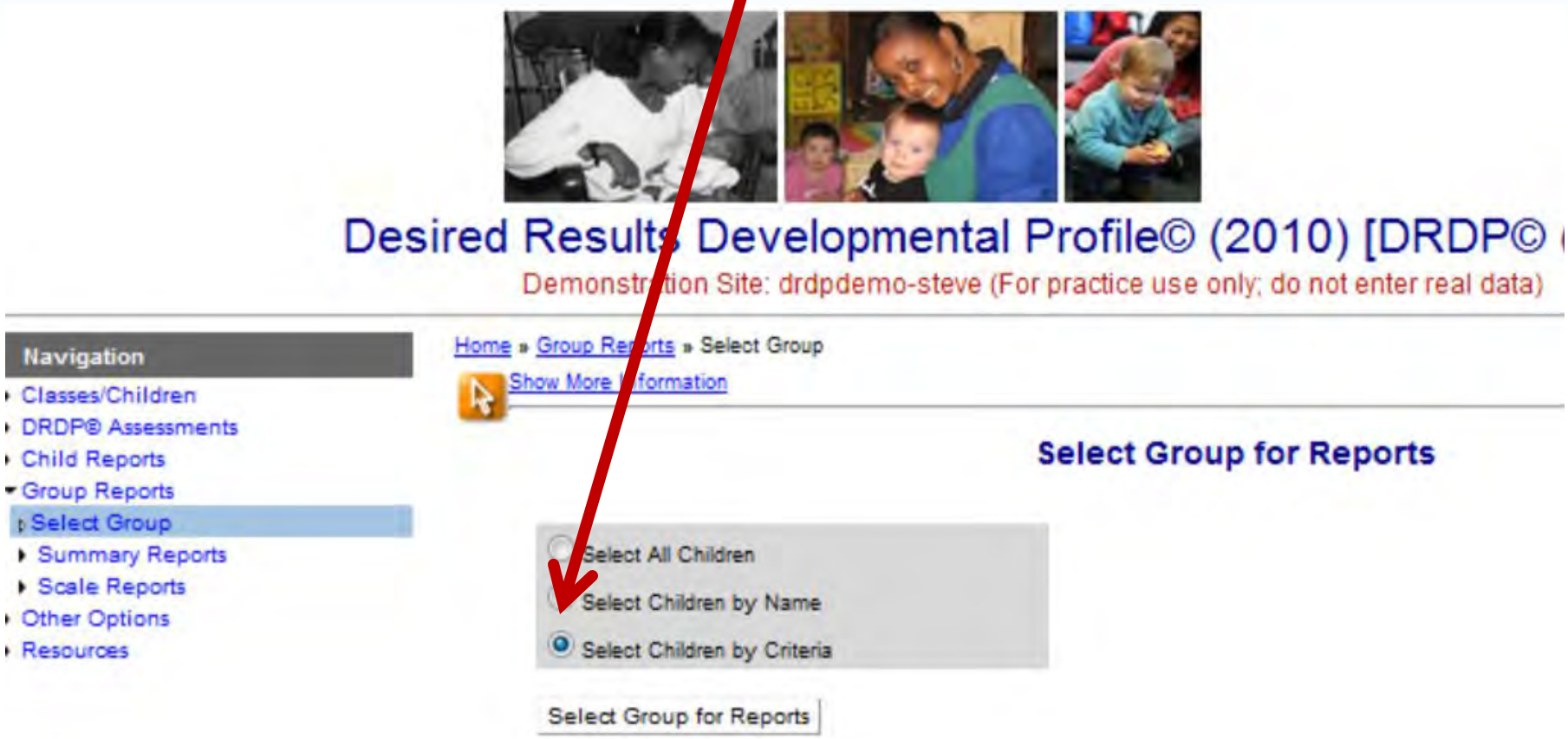
3. If you are unable to rate this measure, mark here. ☐

Multi-level Data Reporting

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

Reports immediately available from DRDPtech™

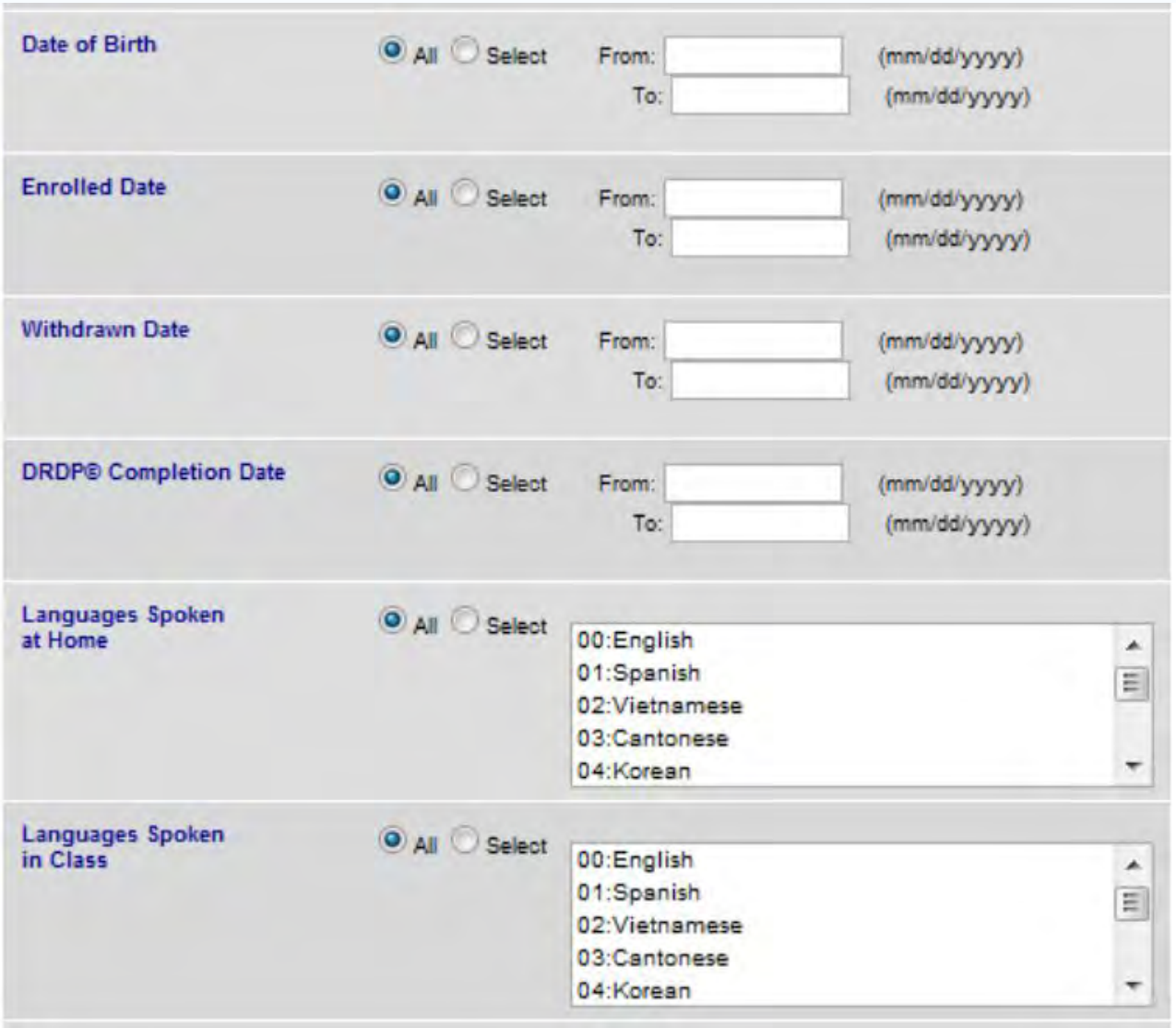
Select children for group reports, using various criteria



Selection criteria page for defining groups for reports

WestEd
WestEd.org

Selection criteria page (cont'd)



EdEstEd.org

Group Summary by Percent for Spr-10

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

Hide Criteria

Age Group Instrument is **Preschool with ELD**

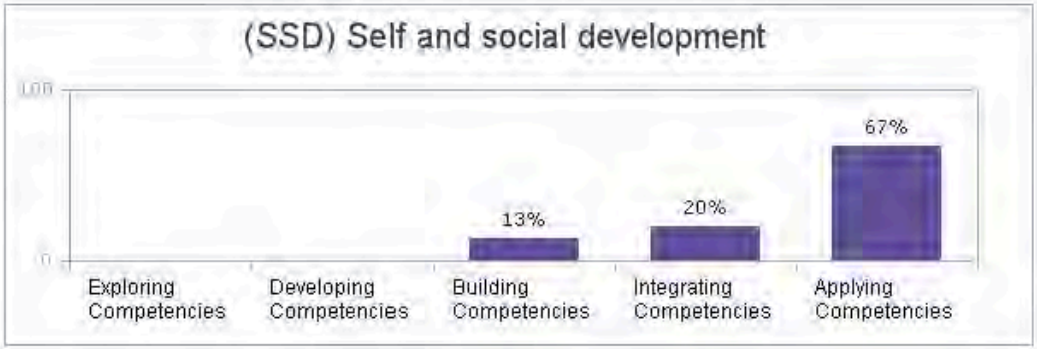
Preschool

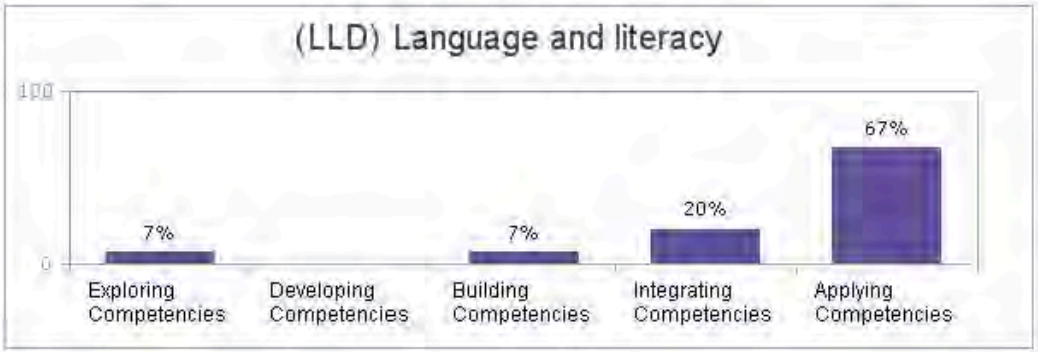
Measure	(SSD) Self and social development	Total Children	Unable to rate	Not Yet	Exploring	Developing	Building	Integrating
1	**SSD1:** Identity of self	11	0%	0%	0%	18%	45%	36%
2	**SSD2:** Recognition of own skills and accomplishments	10	0%	0%	0%	20%	20%	60%
3	**SSD3:** Expressions of empathy	10	0%	0%	0%	0%	50%	50%
4	**SSD4:** Impulse control	9	0%	0%	0%	11%	33%	56%
5	**SSD5:** Taking turns	9	0%	0%	0%	0%	56%	44%
6	**SSD6:** Awareness of diversity in self and others	9	0%	0%	0%	22%	44%	33%
7	**SSD7:** Relationships with adults	9	0%	0%	0%	22%	33%	44%
8	**SSD8:** Cooperative play with peers	9	0%	0%	11%	11%	56%	22%
9	**SSD9:** Socio-dramatic play	9	0%	0%	0%	11%	33%	56%
10	**SSD10:** Friendships with peers	9	0%	0%	0%	11%	44%	44%
11	**SSD11:** Conflict negotiation	7	0%	0%	0%	29%	14%	57%
12	**SSD12:** Shared use of space and materials	7	0%	0%	0%	14%	57%	29%

DRDPtech Domain Level Reports

Valid reliable *quantitative* measurement is reported in terms of research-based *qualitative* stages of child development

Group Developmental Status reports



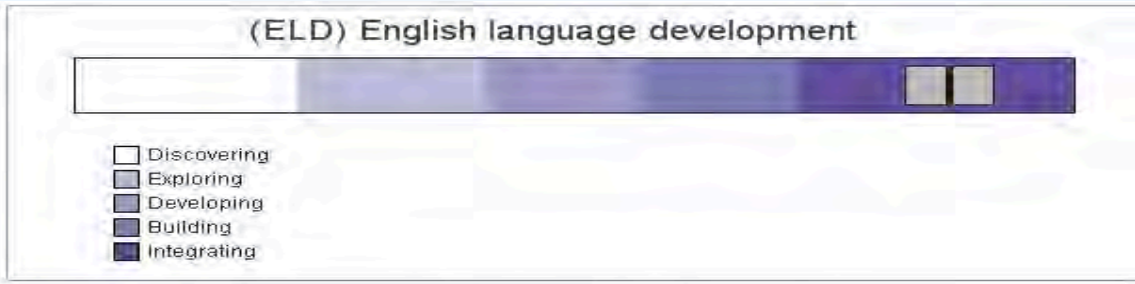


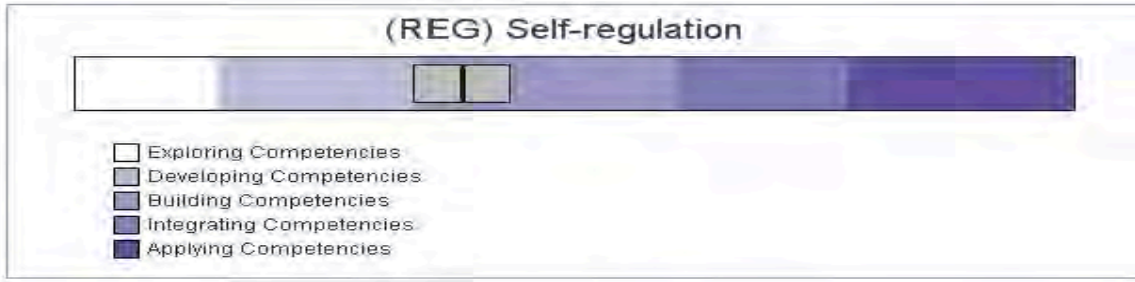
WestEd
WestEd.org

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.**

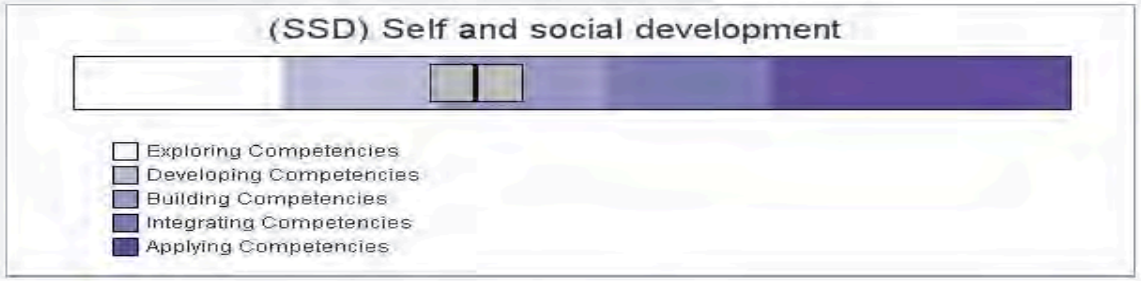


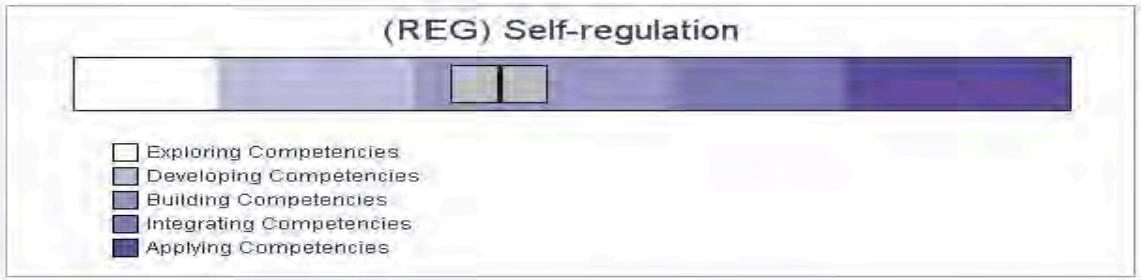


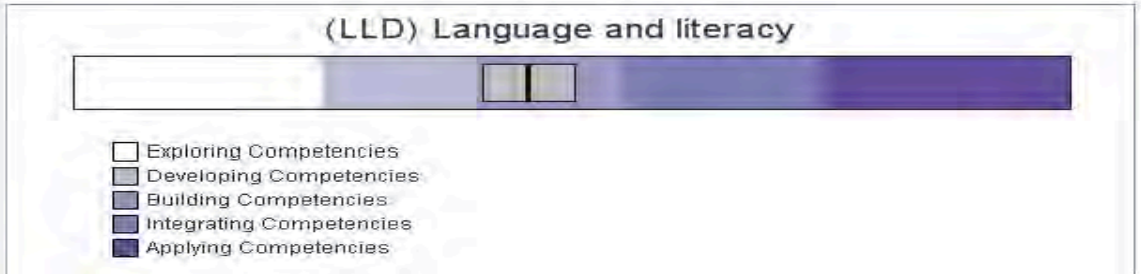
Classroom developmental profile – DRDP-SR

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.**

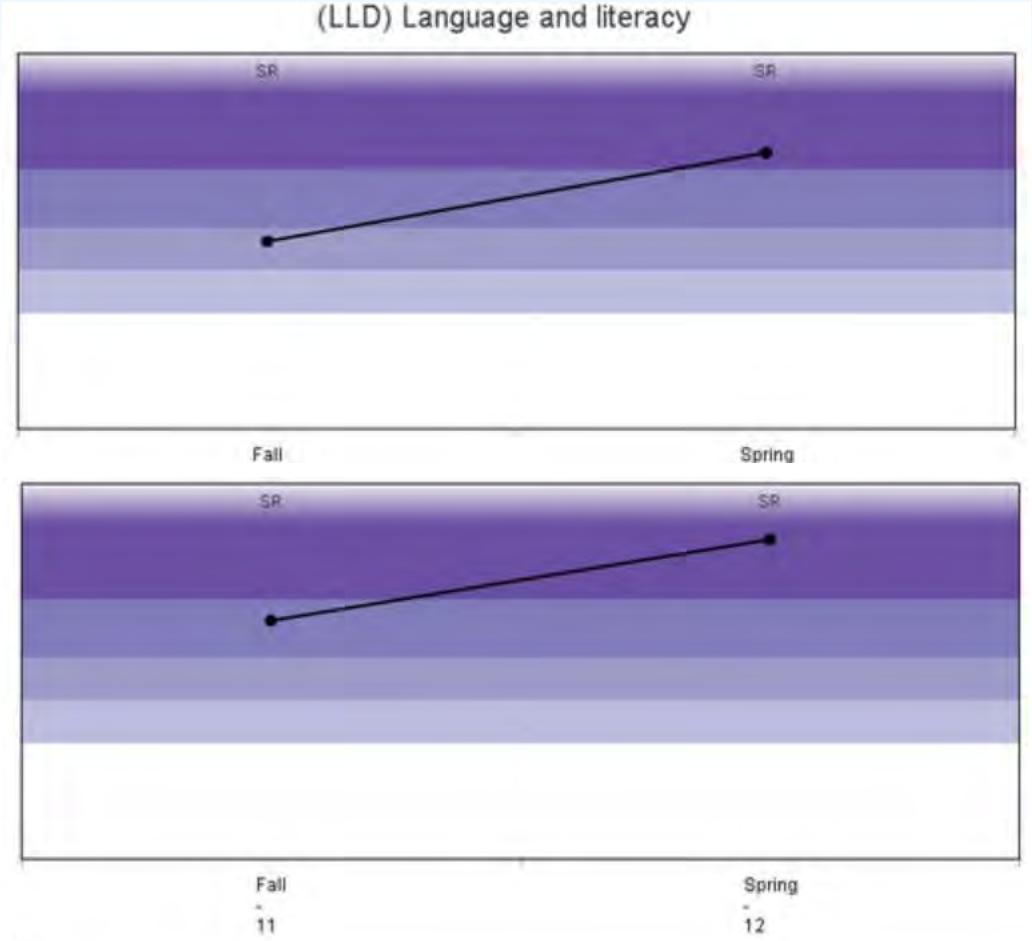






DRDP-SR Group Developmental Progress Repo
Language/Literacy Development (LLD)

Home Language: Other than English N = 129



--Early Applying

--Mid Building

Home Language: English N = 261

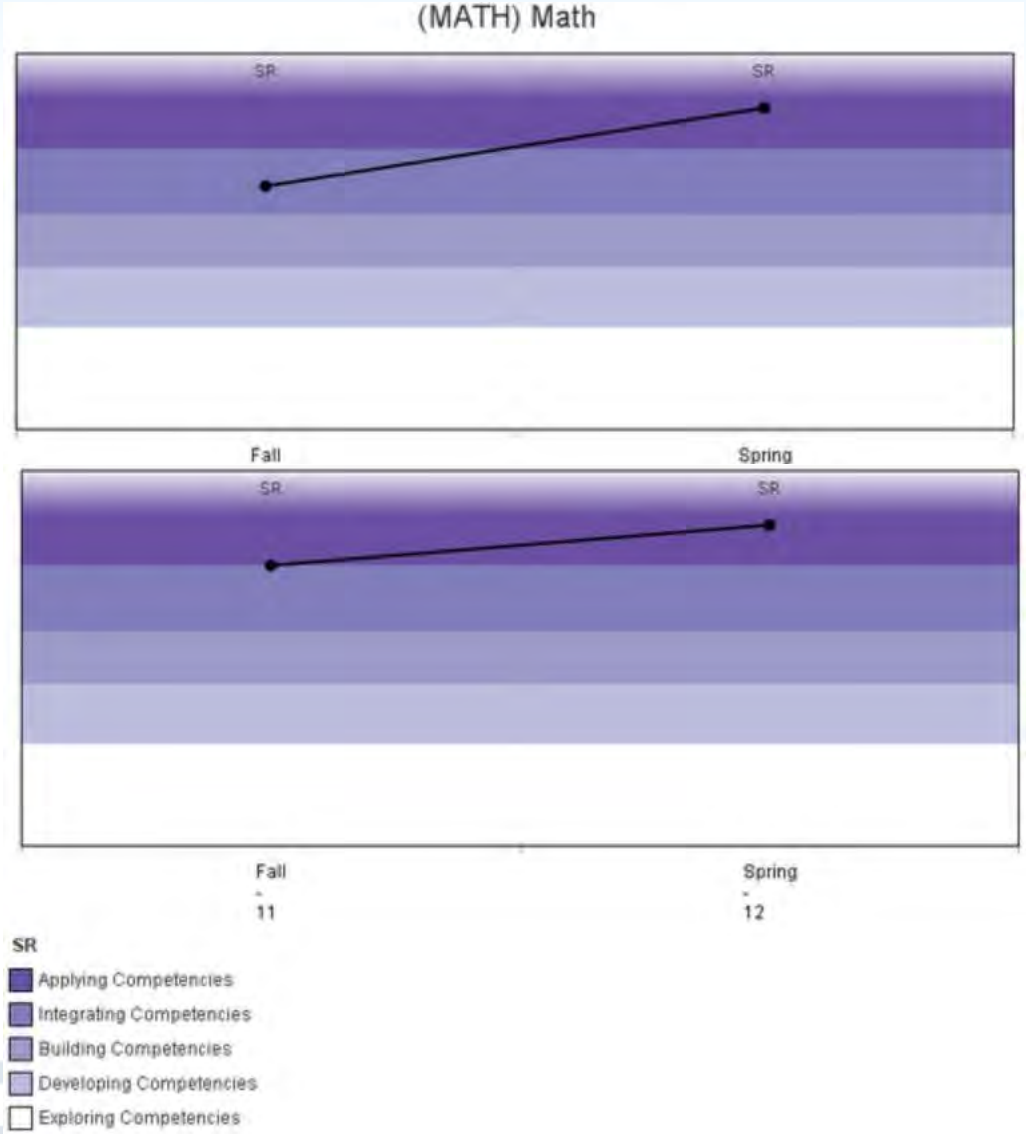
--Mid Applying

--Mid Integrating

DRDP-SR Group Developmental Progress Repo
Mathematics Development (MATH)

Home Language: Other than English N = 129

Home Language: English N = 261



--Mid Applying

--Mid Integrating

--Mid Applying

--Early Applying

WestEd.org

DRDPtech™ Support Resources

Available in English and Spanish to anyone on line 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

WestEd
WestEd.org

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

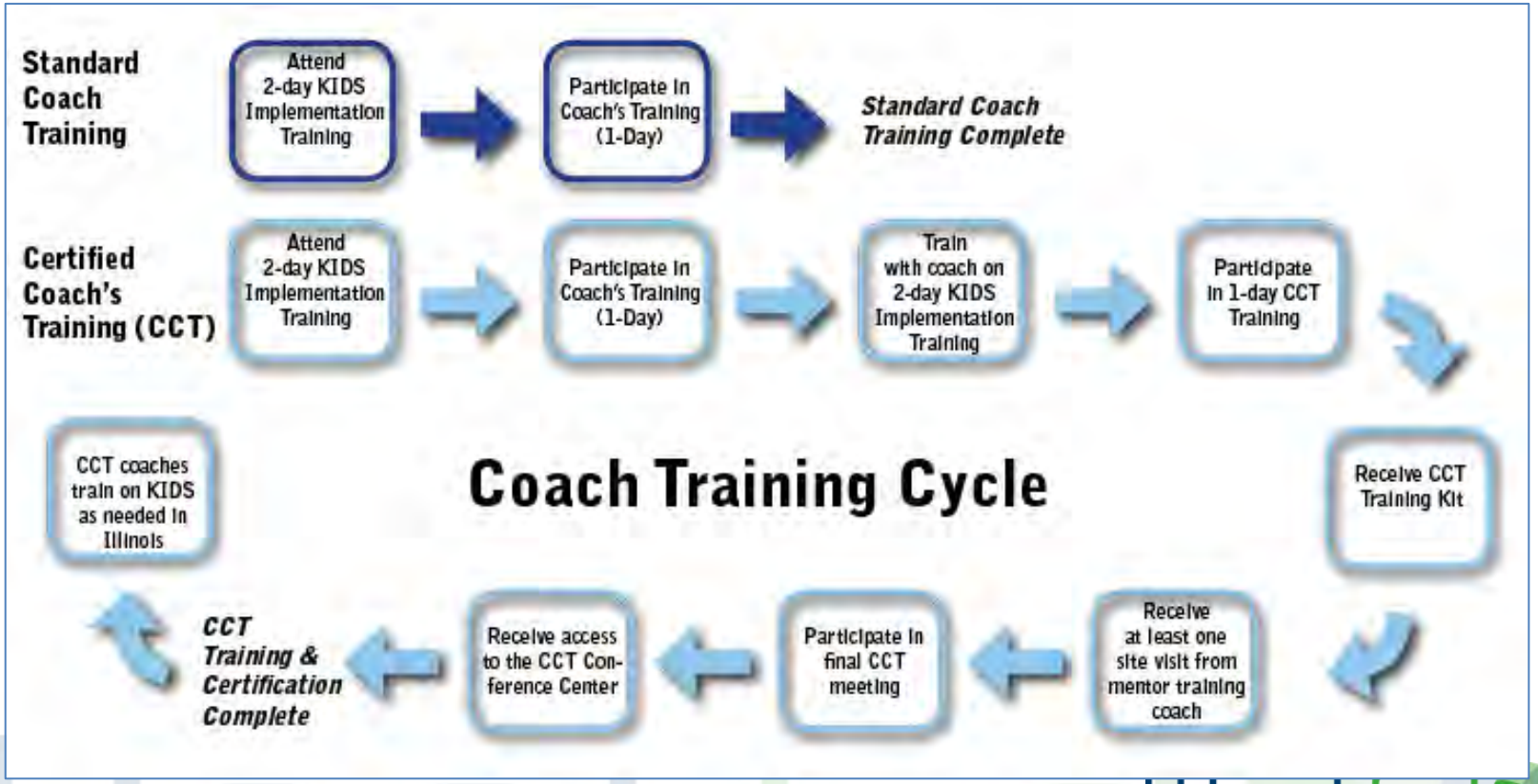
	Year 1 May 2012-June 2012	Year 2 July 2012-June 2013	Year 3 July 2013-June 2014	Year 4 July 2014-June 2015	Year 5 July 2015-June 2016	Year 6 July 2016-June 2017	Total Training Capacity
Administrator Training	Development	Self-paced online module or webinar	Self-paced online module or webinar	Self-paced online module or webinar	Self-paced online module or webinar	Self-paced online module or webinar	
Training Capacity		Unlimited online	Unlimited online	Unlimited online	Unlimited online	Unlimited online	Unlimited online
Common Core Champion Training	Development	Participate in KIDS Implementation Training + webinar	Participate in KIDS Implementation Training + webinar	Participate in KIDS Implementation Training + webinar	Participate in KIDS Implementation Training + webinar	Participate in KIDS Implementation Training + webinar	
Training Capacity		400	0	900	500	500	2300 total for training and webinar
KIDS Coaches Training	Development	Participate in KIDS Implementation Training + 1 additional Day of Training	Participate in KIDS Implementation Training + 1 additional Day of Training	Participate in KIDS Implementation Training + 1 additional Day of Training	Participate in KIDS Implementation Training + 1 additional Day of Training	Participate in KIDS Implementation Training + 1 additional Day of Training	
Training Capacity		30	0	60	95	95	280
Certified Coach Training (CCT)	Development: KIDS Implementation Training + 1 additional day of Training	2 additional Days of Training and 1 site visit: Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit	Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit	Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit	Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit	Participate in KIDS Implementation Training + 3 additional Days of Training and 1 site visit	
Training Capacity	20 coaches	20 from year 1: 10 of above coaches	0	20 of above coaches	Up to 90 coaches	Up to 90 coaches	150 of above coaches
KIDS Implementation Training (Teachers)	Development & 5 two-day in person training sessions (Pilot)	15 two-day in person training sessions (Pilot)	15 two-day in person training sessions	50 two-day in person training sessions	30 two-day in person training sessions	30 two-day in person training sessions	
Expected Teacher Participation	200	250	500	1500	3000	3000	
Training Capacity *Includes teachers, coaches, ccc, and administrators- and accounts for the variation in attendance depending on population in the vicinity of the training.*	250	750	750	2500	4500	4500	Approximately 13,250
Three-Phase Alignment Study	Development	2 two-day in person training for Pilot Alignment Study	One-day Field Study Training	One-day Calibration Study Training			
Training Capacity		35	55	55			145

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



PROJECT TIMELINE

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

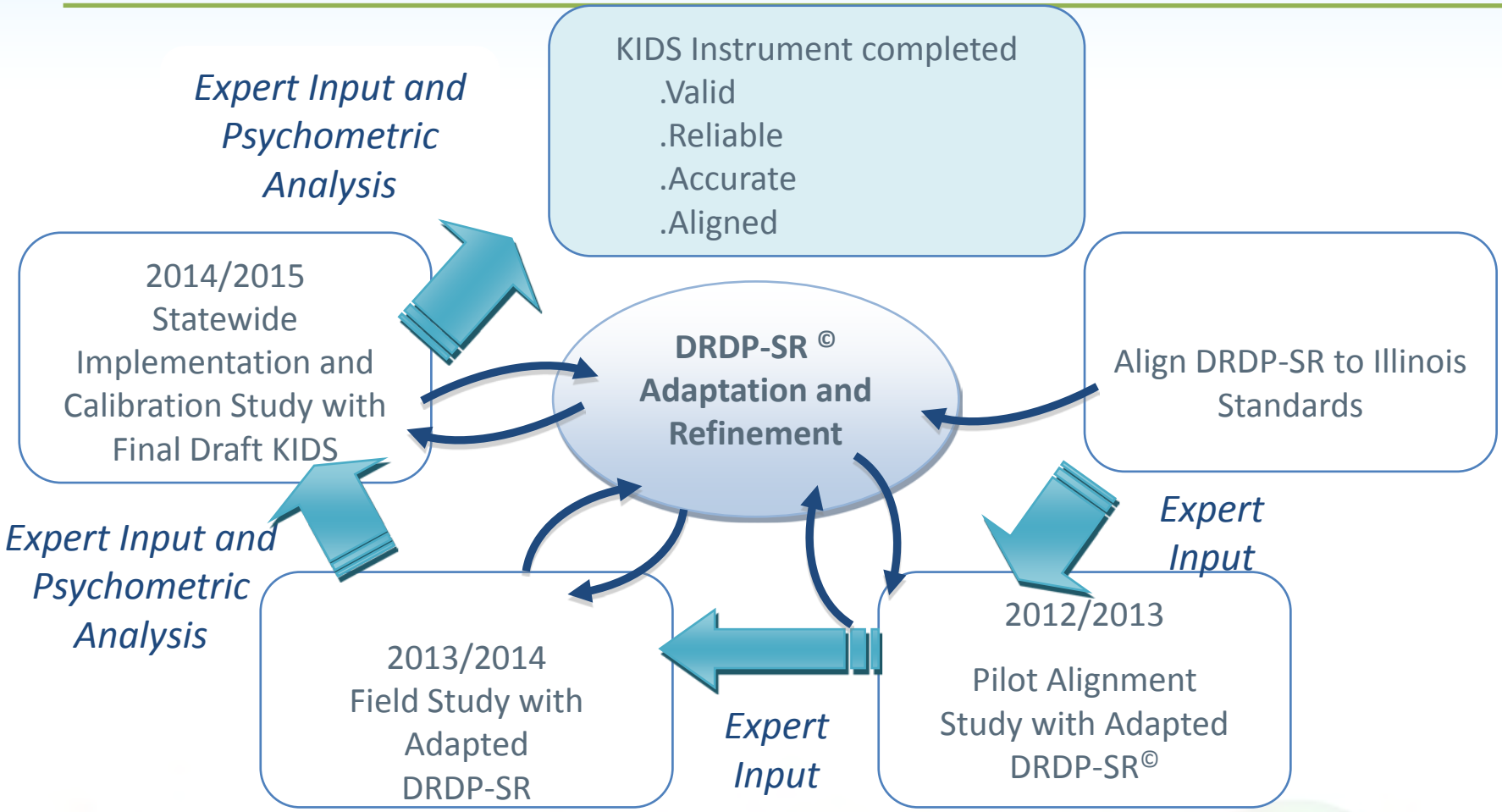
Relationship Between DRDP-SR and Illinois State Standards

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

WestEd
WestEd.org

Adaptation of DRDP-SR to Produce Illinois KIDS



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

WestEd
WestEd.org