

Mastering KIDS:  
Voices from the Field

B-3 Continuity Conference  
June 12, 2019



# Who we are:

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We are: Teach Plus ECE Policy Fellows

We are: Kindergarten teacher, Kindergarten Transition Facilitator, PreK teacher, Diverse Learning Coordinator, Bilingual Special Ed PreK teacher



# Why we're here:

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2018 KIDS report (based on 2017 data):

- 24% of students demonstrated readiness in all 3 developmental areas
- 42% of students demonstrated readiness in 0 developmental areas

We wondered:

-why the majority of incoming K students in IL were not demonstrating readiness on KIDS

-how the data was being used in Kindergarten classrooms



# Our Research

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- Conducted focus groups and collected individual surveys from 57 K teachers across the state with a wide variety of experiences regarding KIDS
- Used convenience sample (spanning about 10 districts) because a full database of districts implementing KIDS is not available to researchers

(insert survey gizmo graphics here - #, rural, suburban, etc, number of years teaching, number of years implementing KIDS)



# Our Research

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- How are teachers administering the assessment?
- How are teachers using KIDS to drive instructional decisions?
- What suggestions do teachers have for areas of improvement of the KIDS assessment based on their experiences with the tool?
- Does the tool align with the curriculum being used in school districts?
- What can be done to strengthen KIDS to align to what is currently happening in Kindergarten classrooms?



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# Findings

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1. Teachers report that their classroom curriculum does not always align with the core principles and aim of the KIDS assessment.



2. The KIDS tool is being implemented in vastly different ways across the state.





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3. Teachers reported that training and supports for implementing KIDS has an effect on the quality of data collected.



4. KIDS' emphasis on Social-  
Emotional learning was  
beneficial for teachers



# Recommendations

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1. Teachers and administrators should be trained on the important links between play and academic rigor in kindergarten [developmentally appropriate practice], and be required to implement a minimum of 1 hour of play per day in classrooms




2. All settings should evaluate students at least twice yearly with immediately available, leveled results that align to childhood developmental milestones.



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3. Districts should use the KIDS tool uniformly across the state. Each teacher should be required to assess the same number of measures.



4. The state and districts should implement a sustainable model of assessment for teachers. Classrooms should have two adults present to gather observational data, networks should be created to share and discuss implementation among teachers, and release time should be provided to input data.