

PEER Stakeholder Meeting

Actionable Research: Leveraging PEER to Enhance Decision Making

The Leir Retreat Center

November 15, 2018



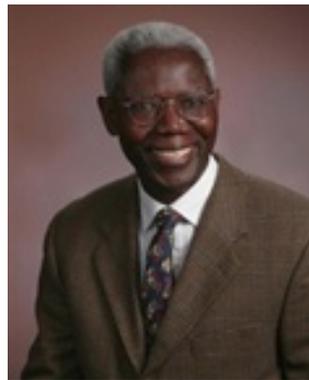
PEER

Partnership for Early Education Research

PEER Management Team



Michael Strambler
The Consultation Center
Yale School of Medicine



George Coleman
C.E.S.



Clare Irwin
EDC



Joanna Meyer
The Consultation Center
Yale School of Medicine

Dr. Chip Dumais



*Executive Director of
Cooperative Educational
Services (C.E.S.)*

Collaborative Research Agenda



Our Mission and Interests

The Partnership for Early Education Research (PEER) is a research alliance among early childhood stakeholders in Connecticut that aims to conduct rigorous, collaborative, actionable research focused on children from birth through age 8.

PEER identifies its primary areas of research through a collaborative, ongoing research agenda-setting process with local early childhood stakeholders.

Potential Research Activities



RESEARCH
STUDIES USING
PRIMARY &
SECONDARY
DATA SOURCES



LITERATURE
REVIEWS, &
SUMMARIES



PROGRAM
EVALUATION



TECHNICAL
ASSISTANCE &
SUPPORT FOR
DATA USE

Priority Areas



IMPROVING CLASSROOM QUALITY

Activities in this area consider various classroom, teacher, or organizational variables that impact classroom quality, such as pedagogy, curriculum, teacher preparation, and professional development.

PREPARING FOR THE

Research Briefs

(see <http://peer.yale.edu/publications>)



Assessment use in early childhood: A study of public and private center-based classrooms in southwest Connecticut

Clare W. Irwin, Education Development Center, Inc.; Michael J. Strambler, Yale School of Medicine; Joanna L. Meyer, Yale School of Medicine; and George A. Coleman, Cooperative Educational Services

REPORT HIGHLIGHTS

Why this study?

- Early childhood educators are encouraged to use data to inform practice.

Study



Assessing Kindergarten Entry Skills in Connecticut: The Kindergarten Entrance Inventory, 2010-2013

Michael J. Strambler¹, Clare W. Irwin², Joanna L. Meyer¹, and George A. Coleman³

¹Yale School of Medicine
²Education Development Center, Inc.
³Cooperative Educational Services

Key R

REPORT HIGHLIGHTS

Why this study?

- The Connecticut Kindergarten Assessment Inventory (KEI) was developed to measure the skills children demonstrate at kindergarten entry across six domains (Language, Literacy, Numeracy, Physical/Motor, Creative/Aesthetic, and Personal/Social).
- PEER stakeholders wanted to know more about the performance of Connecticut children on the KEI and whether there were any group or district differences in performance.

Study Description

- This study analyzed KEI data collected across four school years, from 2010/11 to 2013/14 (approximately 141,000 students).
- PEER compared KEI ratings among domains and over time.
- PEER also calculated each child's average KEI rating across all domains and compared average KEI scores across demographic groups and across district types.

Overall Trends

- Teachers rated kindergarten students higher in creative/aesthetic and physical/motor skill domains than in other domains.
- Ratings of kindergarteners' skills were stable between 2010 and 2013.

Demographic differences

- Overall, girls received higher ratings than boys. This gap was small, though somewhat larger than the national estimate.
- As a group, students who qualified for free or reduced-price lunch received lower skill ratings compared to those who did not qualify. The largest gap was for those qualifying for free lunch compared to those who were not eligible for free or reduced-price lunch. This gap was similar to national estimates of the gap between students from affluent and poor families.

Implic



Assessment use in early childhood classrooms in southwestern Connecticut: Alignment between reported uses and intended uses

Lianne Khoo, Sacred Heart University; Silvana Alarcon, Dickinson College; Clare W. Irwin, Education Development Center, Inc.; Michael J. Strambler, Yale School of Medicine; and Joanna L. Meyer, Yale School of Medicine

REPORT HIGHLIGHTS

Why this study?

- The current study is an extension of the [PEER study about assessment use](#) in early childhood education classrooms.
- The previous study discussed the use of assessments administered by early childhood education teachers, but it did not explore how survey responses related to the characteristics of specific assessments.
- The current study examines the alignment between teachers' reported use of assessments and the intended use of the assessments, as stated in the publishers' online documentation.

Study Description

- PEER surveyed teachers from the major early childhood education providers in Bridgeport, Norwalk, and Stamford, CT in winter 2016.
- Participants were asked to complete a survey regarding the use of assessments in their classrooms.
- The survey posed questions about what assessments were used in the classroom and the purposes for which teachers used the assessments. The survey also included questions about how assessment data were used.
- PEER determined the intended purposes for each assessment by reviewing the publishers' websites and online marketing materials.

Key Results

- The majority of survey respondents used each assessment for at least one purpose that was indicated by the assessment's publishers.
- Most respondents also used each assessment for at least one purpose that was not indicated by the publishers.
- According to publishers' online materials, none of the assessments identified by teachers are designed to assess English Language Comprehension. However, many respondents indicated that they were using one or more of these assessments for this purpose.

Implications

Dual Language Learners Project

- Includes four elements:
 - Creating practice and policy briefs on assessment, instruction, and family engagement for DLLs
 - Surveying ECE parents, teachers and administrators about existing DLL and family engagement programs and supports
 - Examining the link between survey results and child/family outcomes
 - Translating research findings into meaningful professional development for EC educators
- Supported by the Spencer Foundation

Maritime Odyssey Preschool

- STEM-based preschool in Norwalk
- PEER supporting
 - Theory of Change development
 - Formative evaluation
 - Summative evaluation



Stamford PKTS Tool

- Assisted district and ECE stakeholders in examining questions about the tool concerning:
 - Use
 - Interpretability
 - Usefulness



Successful Children, Thriving Community.



Preschool Development Grant Evaluation

- Evaluating of effects of PDG into kindergarten
 - K readiness
 - Attendance
 - Discipline
 - Time to SPED



Session Objectives

- Explore how PEER research findings have or might impact practice within member and affiliate organizations.
- Strategize about what potential projects within PEER's priority research areas would best serve PEER communities in the years to come.

Welcome

- Name
- Organization
- Role



John Q. Easton



Keynote Address:

Why I Think that Research Practice Partnerships (RPPs) Can Improve Education Research, Practice, and Policy

Elbow Chat

- What stood out from the keynote?
- Where were there connections to your work?
- What questions do you have for John?

Questions & Answers



PEER

Partnership for Early Education Research

Break



PEER
Partnership for Early Education Research

Pop-Up Talks

- Anna Witkowski, Director of School Readiness, Children's Learning Centers of Fairfield County
 - PKTS Tool

- Thomas Naiman, Director of Education, The Maritime Aquarium
 - Maritime Odyssey Preschool Evaluation

Small Group Discussion

- How have or might PEER's research findings impact practice within your organization?
- What are the obstacles to using PEER's research findings to inform practice?



Lunch



PEER
Partnership for Early Education Research

Debrief



PEER

Partnership for Early Education Research

Small Group Discussion

- What new projects or collaborations within PEER's priority research areas would best serve your community in the years to come?



Debrief



PEER

Partnership for Early Education Research

Break



PEER
Partnership for Early Education Research

Fireside Chat

RPP Effectiveness and Sustainability



Thank You!



<http://peer.yale.edu>
peer@yale.edu



PEER
Partnership for Early Education Research