



Delaware Early Learner Survey 2019-2020 Orientation

Office of Early Learning



Delaware
Department of Education

Orientation Learning Targets

- To understand the **goals and purpose** of the Delaware Early Learner Survey (DE-ELS).
- To understand teachers' **expectations and requirements** for the Delaware Early Learner Survey.
- To become familiar with the Delaware Early Learner Survey's **objectives and dimensions** and the survey **progressions**.
- To understand the DE-ELS **implementation process and timeline**.

What is the Delaware Early Learner Survey?



The Delaware Early Learner Survey is an observational tool through which kindergarten teachers observe and record children's knowledge and skills that lead to success in kindergarten and through life.

Delaware Early Learner Survey has been customized for Delaware using the following principles:

- *Aligned* – with Delaware's Early Learning Foundations and Common Core State Standards
- *Inclusive* – for use with the diversity of Delaware's early learning population
- *Developmentally appropriate* – affirming opportunities for the whole child to learn through play, explore their environment, and interact with their peers

Legislative Code



House Bill 317

- **5 Domains of Learning**
 - Language and Literacy development
 - Cognition and General Knowledge
 - Approaches toward learning
 - Physical well-being and motor development
 - Social and Emotional development
- **30 day assessment window**
- **Statewide Implementation completed by 2015**

Observation-based Survey

All kindergarten students participate in the Delaware Early Learner Survey.



Teachers observe students to record a **snapshot** of their knowledge and skills at kindergarten entry.

Teachers' observations:

- Are strengths-based
- Are not evaluative for the teacher or the student
- Can be used to communicate with families about their children's needs and development

DE-ELS Process

45 school days to complete implementation:

- Observation (within first 30 school days)
- Data results entry (15 additional days)



Teachers sign into their Teaching Strategies *GOLD*[®] online tool to input results.

Whole Child Observations

Kindergarten teachers observe objectives within six developmental domains:

1. Social and emotional
2. Physical
3. Language
4. Literacy
5. Mathematics
6. Cognition



Delaware Early Learner Survey Objectives

*Six
developmental
domains

Social Emotional

- 1b. Follows limits and expectations
- 1c. Takes care of own needs appropriately
- 2c. Interacts with peers
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems

Physical

- 4. Demonstrates traveling skills
- 7a. Uses fingers and hands
- 7b. Uses drawing and writing tools

Language

- 8b. Follows directions
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 10b. Uses social rules of language

Cognitive

- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 13. Uses classification skills
- 14a. Thinks symbolically
- 14b. Engages in socio-dramatic play

Literacy

- 15a. Notices and discriminates rhymes
- 15b. Notices and discriminates alliteration
- 15c. Notices and discriminates smaller and smaller units of sound
- 16a. Identifies and names letters
- 16b. Uses letter-sound knowledge
- 17b. Uses print concepts
- 18a. Interacts with read-alouds and book conversation
- 18b. Uses emergent reading skills
- 19a. Writes name
- 19b. Writes to convey meaning

Mathematics

- 20a. Counts
- 20b. Quantifies
- 20c. Connects numerals with their quantities
- 21a. Understands spatial relationships
- 21b. Understands shapes
- 22. Compares and measures

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English



Survey Results

Early Learner Survey results summarize the current reality of children's transition from early learning into kindergarten.

Results allow teachers, districts and state leaders to identify:

- Resources to customize instruction to children's developmental needs
- How to best support young children's progress before, during and after kindergarten
- Ways to support early learning and kindergarten teachers and administrators



Family Connections

Before school starts, teachers have the option to send family partnership materials home to be returned.

Getting to Know Your Family



I am looking forward to getting to know both you and your child this year!

My child's name is: _____

We speak the following languages in our family: _____

Available materials include:

- **Introducing the Delaware Early Learner Survey** to families
- **“Welcome To Kindergarten”** helps to build a strong family-school relationship
- **Family Questionnaire** gives families an opportunity to share information about their children

Example Progression

As an observational tool, **GOLD[®]** offers progressions for each objective.

Objective 20 Uses number concepts and operations

a. Counts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p>Verbally counts (not always in the correct order)</p> <ul style="list-style-type: none"> Says, "One, two, ten," as she pretends to count 	<p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> Counts to ten when playing "Hide and Seek" Counts out four scissors and puts them at the table 	<p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <ul style="list-style-type: none"> Counts to 20 while walking across room Counts 10 plastic worms and says, "I have ten worms." When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven." 	<p>Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <ul style="list-style-type: none"> Counts 28 steps to the cafeteria When asked what comes after 15, says, "Sixteen. That's one larger, and seventeen is one larger than 16." 	<p>Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20</p> <ul style="list-style-type: none"> Says, "I can count to fifty really fast: ten, twenty, thirty, forty, fifty!" Accurately counts from 115 to 120 beginning at 115 when asked to do so 	<p>Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts</p> <ul style="list-style-type: none"> Counts to 1,000 by 100s: "100, 200, 300...700, 800, 900, 1,000!" When asked to count to 200, begins counting by 2s but then changes to counting by 10s when she realizes it is taking too long 	<p>Counts to more than 1,000 using number word patterns (e.g., tens, teens) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s</p> <ul style="list-style-type: none"> Begins counting, "999, 1,000, 1,110, 1,120, 1,130...1,180, 1,190, 2,000." Groups objects into sets of four and then counts them: "Four, eight, twelve, sixteen, twenty, twenty-four, twenty-eight, thirty-two..." 							

Considerations for each survey item:

- *When do I observe students demonstrating these objectives during my daily schedule and first six weeks plans?*
- *Is there an assessment I am already doing that captures this information?*
- *How does my classroom environment allow me to observe objectives naturally?*

Inputting Checkpoint Level

Show Previous Checkpoint

 Hide Colored Bands


 Display Standards

 Show Examples

< back to previous screen

Checkpoint Period Spring 2018/2019 

Social-Emotional ⓘ 2c. Interacts with peers ⓘ


NOT YET
1
2
3
4
5
6
7
8
9
10
11
12
13



2	3	4	5	6	7
Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with a small group of two to three children	
Arianna Sutton	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Armstrong Osei Bonsu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin Hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
David Flores-Torres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Finalizing Checkpoint Level

Add Documentation

View Documentation

On The Spot

Checkpoint By Child

Checkpoint By Class

Checkpoint Dates

COSF Checkpoint

Show Previous Checkpoint

Hide Colored Bands

Display Standards

Show Examples

< back to previous screen

Checkpoint Period Spring 2018/2019

Social-Emotional ⓘ 2c. Interacts with peers ⓘ

Previous Next Save & Close

NOT YET 1 2 3 4 5 6 7 8 9 10 11 12 13

Progression View Level View

2	3	4	5	6	7
Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with a small group of two to three children	
Arianna Sutton	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Armstrong Osei Bonsu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collin Hall	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
David Flores-Torres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



Signing In Online

- All *GOLD*[®] passwords and logins reset to remove errors from last year's eSchool integration.
- Email goes directly to teachers sharing their login and how to reset their password.
- DDOE OEL and Teaching Strategies staff do a daily data check through the implementation period to respond to any issues.

Sign In / *Identificarse e ingresar al sistema*

Please enter your username and password below. / *Por favor entre su nombre de usuario y contraseña. Si esta es su primera vez que usted ingresa al sistema Teaching Strategies GOLD[®], entre el nombre de usuario y la contraseña de su cuenta.*

Username / Nombre de usuario:

Password / Contraseña:

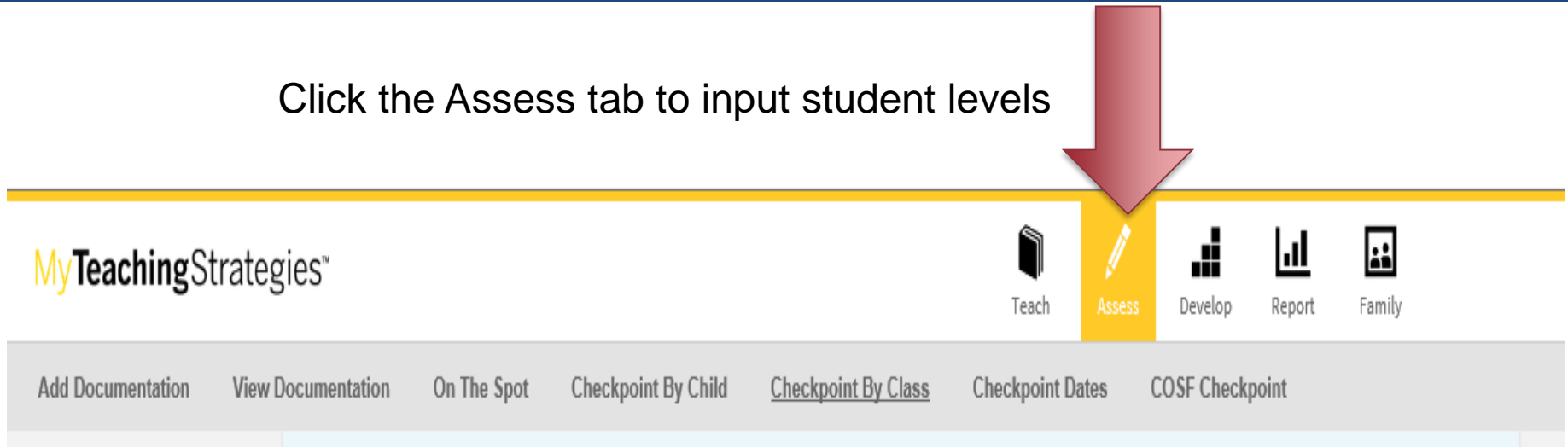
Submit / Remitir

[Forgot Password?](#) ⓘ [¿Olvidó su contraseña?](#) ⓘ [Forgot Username?](#) ⓘ [¿Olvidó su nombre de usuario?](#) ⓘ

[Read the Teaching Strategies GOLD[®] online Privacy Policy](#) [Lea la política de privacidad en español](#)

Results Input Support

Click the Assess tab to input student levels



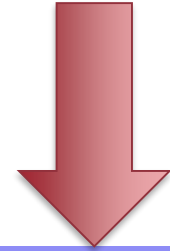
The screenshot shows the My Teaching Strategies GOLD interface. At the top left is the logo "My Teaching Strategies™". Below it is a navigation bar with five tabs: "Teach", "Assess", "Develop", "Report", and "Family". The "Assess" tab is highlighted in yellow and has a red arrow pointing down to it. Below the navigation bar is a secondary menu with seven options: "Add Documentation", "View Documentation", "On The Spot", "Checkpoint By Child", "Checkpoint By Class", "Checkpoint Dates", and "COSF Checkpoint".

Support Contacts:

- Teaching Strategies *GOLD*®'s help desk redesigned with a higher number of dedicated staff: techsupport@teachingstrategies.com or Delaware-only help desk: **888-352-4653**
- Christina Koutsourades, DDOE OEL DE-ELS project manager: christina.koutsourades@doe.k12.de.us

Results Reports

Reports can be run at the individual or classroom-level in *GOLD*[®] as soon as teachers input any results.



MyTeachingStrategies™



Teach



Assess



Develop



Report



Family

Reports

Reports Queue

I want to...

View Report Images

View Report Descriptions

Generate a Report

Social-Emotional

Objectives / Dimensions	Class/Grade	Next	1	2	3	4	5	6	7	8	9	10	11	12
0a. Manages feelings	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0b. Follows limits and expectations	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0c. Takes care of own needs appropriately	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0d. Forms relationships with adults	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0e. Responds to emotional cues	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0f. Interacts with peers	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0g. Resolves conflicts	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0h. Respects needs and rights of self and others	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0i. Follows social protocols	Pre-school 3 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												

Class Profile

[Go](#)

Social-Emotional

Objectives / Dimensions	Class/Grade	Next	1	2	3	4	5	6	7	8	9	10	11	12
0a. Manages feelings	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0b. Follows limits and expectations	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0c. Takes care of own needs appropriately	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0d. Responds to emotional cues	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0e. Interacts with peers	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0f. Resolves conflicts	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0g. Respects needs and rights of self and others	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												
0h. Follows social protocols	Pre-A 4 (Class/Grade Sheet)	Pre-A 4 (Class/Grade Sheet)												

Individual Child

[Go](#)

Skills, knowledge, and behaviors

	CF1	CF2	CF3	CF4	Assessment Comments
14. Manages feelings	F	M			Currently, Belela is beginning to be able to look at a situation differently or delay gratification. Next, Belela will: be able to look at a situation differently or delay gratification.
15. Follows limits and expectations	F	M			Currently, Belela manages classroom rules, routines, and transitions with occasional reminders. Next, Belela will: begin to apply basic rules in new but similar situations.
16. Takes care of own needs appropriately	F	M			Currently, Belela is beginning to demonstrate confidence in meeting own needs. Next, Belela will: demonstrate confidence in meeting own needs.
24. Forms relationships with adults	F	M			Currently, Belela manages expectations without

Report Card

[Go](#)

Implementation Timeline

Beginning of Aug.

Late Aug./Early Sept.

Late Oct./Early Nov.

Teachers receive *GOLD*[®] login

⇒ Class list uploaded into each teacher's *GOLD*[®] online tool through eSchool.

⇒ Teachers receive a welcome email with a login username and password (with instructions to reset password) from Teaching Strategies.

⇒ Teachers log in to *GOLD*[®] online tool to confirm that their information and class list has uploaded correctly.

Questions to
Christina.Koutsourades@doe.k12.de.us

First Day of School: 30-day observation window

⇒ Teachers observe children demonstrating objectives within their lessons during the first 30 school days.

⇒ Teachers have the option to record students' levels in the online *GOLD*[®] tool during this window.

⇒ Teachers have the option to run reports through online *GOLD*[®] tool during this window.

15-day data input window

⇒ Teachers summarize each child's level of accomplishment for each survey objective.

⇒ Teachers record students' levels in the online *GOLD*[®] tool and finalize each checkpoint.

⇒ Teachers run results reports through online *GOLD*[®] tool during this window.

By mid November

Online Implementation Resources

DDOE DE-ELS website with

- Guidance on administering DE-ELS
 - [English learners](#)
 - [Students with disabilities](#)
- Frequently asked questions

Schoology Course #25209 with

- All information on the DDOE website
- All updated fall 2019 training binder resources and materials
- Training webinars

Instruction and Assessment / Early Learning /

OFFICE OF EARLY LEARNING

Early Learning Home
Delaware Early Childhood Council
Delaware First Qualifications
Delaware Stars
Early Childhood Special Education (IDEA Part B 619)
Delaware Early Learner Survey (DE-ELS)
Head Start Collaboration

Delaware Early Learner

2016-2017 Implementation



DE-ELS Training

Online Inter-rater Reliability Certification is *not* required

- **Professional learning opportunities:**
 - **August:** In-person new K teacher trainings
 - **August:** Webinars refresher for veteran K teachers on DE-ELS implementation (via Schoology)
 - **Fall:** DOE in-person support for implementation
 - **Fall:** Webinar about using DE-ELS data results reports (via Schoology)
 - **Late Fall:** K-specific PD offered based on statewide DE-ELS result trends



Statewide Results

















Classroom-, school- and district-level data results reports

- **End of July:** 2018 statewide data results available on website
- **Fall:** Webinars on how to run and use classroom-level results reports
- **By January 2020:** School- and district-level 2019 data dashboards sent to administrators

EdInsight dashboard will be updated daily to show any newly inputted results:

Student List: Data View:

[CUSTOMIZE VIEW](#)

STUDENT ^	GRADE LEVEL	SOCIAL-EMOTIONAL	FOLLOW LIMITS AND EXPECTATIONS	TAKES CARE OF OWN NEEDS APPROPRIATELY	INTERACTS WITH PEERS
# Students Mastering Objective			11 of 20	11 of 20	14 of 20
 Bradley, Zyira Lawan	KG	Emerging			
 Brown, Armetia	KG	Emerging			
 Bundick-Stratton, JaiVen	KG	Accomplished			
 Campagnini, Cohen	KG	Accomplished			

Administrators Utilizing DE-ELS Results

How do the results impact your thinking on kindergarten teacher professional learning and support next year?

How can you support your kindergarten teachers on DE-ELS implementation this year?

- Send new teachers to attend DE-ELS training
 - Including teachers of English learners and students with disabilities
- Consider delaying other assessments or walk-throughs
- Plan supports to help teachers implement the survey
- Review and analyze data with teachers and coaches during implementation and after completion
- Schedule early learning-specific professional development through the Office of Early Learning

Feedback Opportunities

Multiple opportunities for feedback on process, content, and revisions

Summer 2019

Stakeholders
review data for
recommendations

November 2019

Online survey at
the end of the
implementation
period

Winter/Spring 2020

Advisory
Committee to
propose revisions
for the 2020-21
school year





Thank you!

Please contact
Christina.Koutsourades@doe.k12.de.us
with further questions



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