Erikson Institute

FACT SHEET: Teachers and School Administrators

Erikson and the EDI

In 2016, Erikson launched a three-year pilot project to provide the Early Development Instrument to communities throughout Illinois. Erikson works with existing community collaborative groups with strong partnerships in the public and private school systems. EDI results inform strategic and future community planning.

Year 1: 2016-2017 School Year
- Greater East St. Louis
- City of Kankakee and the Villages of Bourbonnais and Bradley

Year 2: 2017-2018 School Year
- Village of Oak Park

Year 3: 2018-2019 School Year
- Villages of Skokie and Morton Grove
- City of Rockford

Rockford

Villages of Skokie and Morton Grove

Village of Oak Park

City of Kankakee and Villages of Bourbonnais

Greater East St. Louis

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The Early Development Instrument

The Early Development Instrument (EDI), a population-based measure similar to a kindergarten census, assesses the ability of kindergarteners to meet expectations in five developmental domains. It is a holistic approach that measures the school readiness of children.

The EDI was created in 1998 by the Offord Centre for Child Studies at McMaster University in Toronto and remains in use throughout Canada. The University of California Los Angeles' (UCLA) Center for Healthier Children, Families and Communities has been implementing the tool in more than 50 communities in the U.S. since 2009.

More so than ever, research is confirming that what happens in early childhood plays a big role in lifelong health, well-being, and learning. Communities find value in using the EDI as a needs assessment to better understand trends and patterns in child development and to make sure resources meet the needs of children and their families.

Results are never presented on individual students, nor used for diagnosis or identification of special education services. Once collected, data are stripped of names, date of birth and school affiliation.

EDI Developmental Domains
Includes sample questions from the EDI survey.

Physical Health and Well-being
Can the child hold a pencil? Is the child able to manipulate objects?

Social Competence
Is the child able to follow class routines? Is the child self-confident?

Emotional Maturity
Does the child comfort a child who is crying or upset?

Language and Cognitive
Is the child interested in reading and writing? Can the child count and recognize numbers?

Communication Skills
Can the child tell a story? Can the child communicate with adults and children?

How Schools Use EDI Findings

EDI data are mapped onto neighborhoods and designed to show school and communities where children have strengths and opportunities for growth in the different developmental domains. The EDI findings are interpreted by school and community stakeholders and can help initiate targeted conversations on how to set children up for success before they start kindergarten, and where there are opportunities to focus additional support. Schools with more than one kindergarten classroom can receive a confidential report of aggregate data reflecting their students.

EDI findings can be used in the following ways:

- ✓ Provide insight into the neighborhood environment that can affect a child's development;

- ✓ Inform school planning for future kindergarten students, taking into consideration any needs they may have;

- ✓ Indicate areas of need in terms of teaching resources, training and planning time;

- ✓ Map community assets such as early childhood centers, child care and family home care providers, social service agencies, health resources and other supports; and

- ✓ Compare against U.S. Census information to provide additional factors for consideration such as poverty levels and household demographics.

Teachers

Teachers are essential to the EDI process and provide specific insight into the behaviors and skills of each child. The EDI is a 103-question online survey completed by kindergarten teachers at the mid-point of the school year. Teachers are oriented to the EDI tool and process, receive training, as well as time away from students to complete the survey.

EDI Role

→ Participate in EDI orientation.

→ Participate in a two-hour EDI training.

→ Time away from students is provided to complete the EDI. On average, it takes 7-15 minutes to complete a record per child. Technical support is provided.

→ Opportunity to attend presentation of data in the spring.

→ Contribute to school and community planning using EDI data

School Administrators

School administrators provide strategic guidance on implementing the EDI at their schools and support teachers with time and training. Moreover, administrators are instrumental in integrating the EDI results into school planning for incoming kindergarten students, as well as for students moving on from kindergarten.

EDI Role

→ Conduct an EDI orientation for teachers at the onset of the school year (webinar or after-school meeting).

→ Prepare student demographic data for upload to the EDI portal.

→ Coordinate two-hour EDI training for teachers.

→ Secure teachers' time away from students to complete the EDI. This can be in the form of providing a substitute teacher or providing teachers with a stipend.

→ Notify parents about the EDI.

→ Lead school planning with teachers and stakeholders and contribute to community planning using EDI data.