



THE SCIENCE FOR A BETTER START

**DRAFT**

**US-EDI**

**Early Development Instrument**  
**A Population Based Measure for Communities**  
**Teacher's User Manual**



UCLA CENTER  
FOR HEALTHIER CHILDREN,  
FAMILIES AND COMMUNITIES

**EDI Implementation 2009-2010**

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# PART I – GETTING STARTED

## Who is this User Manual for?

This User Manual is for kindergarten teachers who will be completing the EDIs on children in their classroom. The manual describes how to use the US-EDI software to complete the EDIs.

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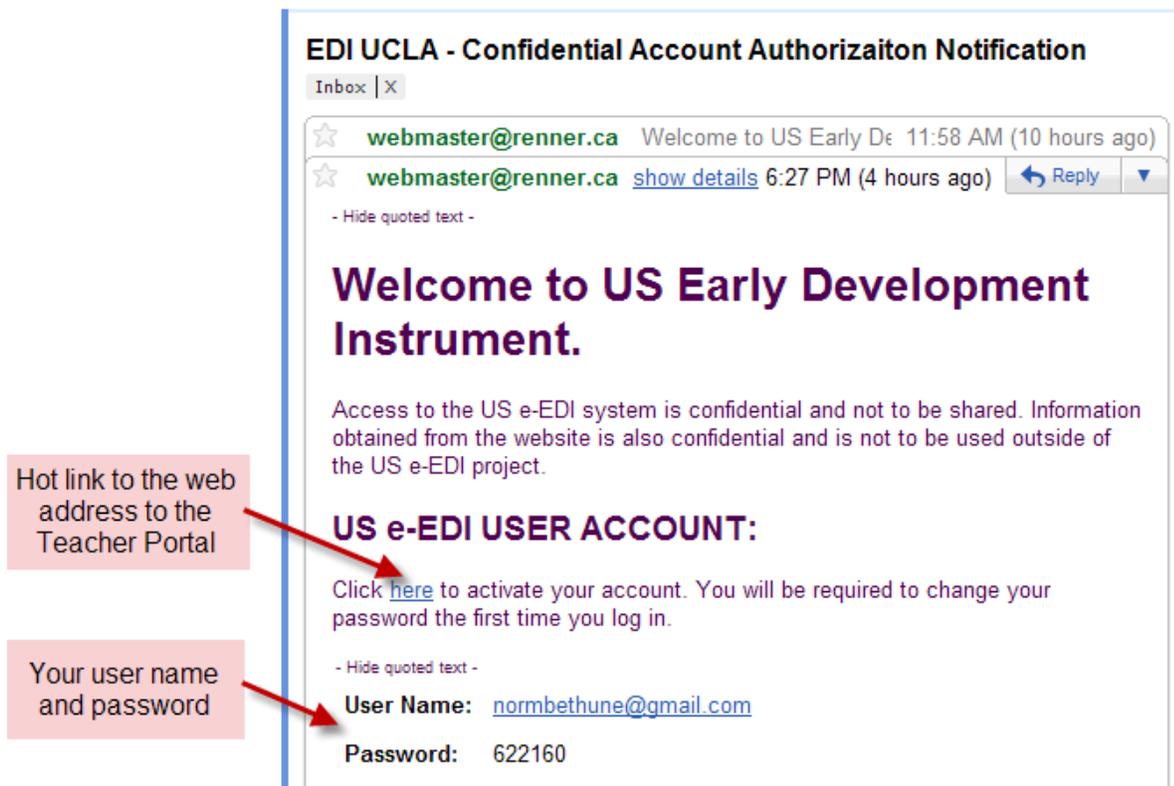
## Before you begin US-EDI Setup...

- 1 **Review this User Manual** to get an overview of how the software works.
- 2 **Review the US-EDI questions and the Teacher Guide** that provides background on each item. You should feel reasonably comfortable with the questions that will be asked about each student. If you feel unable to answer any specific questions on a child you may save your completed US-EDI work and gather any additional information needed to complete a child's questionnaire.
- 3 **Get your login and password.** You will receive a registration email from [webmaster@renner.ca](mailto:webmaster@renner.ca) that contains your username (email address) and password along with a link to access the US-EDI software's teacher portal. If you have not received this registration email contact your local coordinator.
- 4 **Have your class lists available.** In order to verify or create a class list in the US-EDI teacher portal, you will need to receive a class list from your district that contains, for each child in your class, their name, local student ID, gender, and birth date. If any children are missing on the class list, you can add them in the US-EDI software. Student names do not appear in the US-EDI - only student IDs.
- 5 **Review any background,** report cards, student file, Kindergarten Registration or other information that might help you to answer the questions for each student.
- 6 **Keep a record of any students whose parents/guardians have declined permission** to participate. In the EDI. Letters to parents will be sent ahead of the scheduled time for EDI data entry and you can take the appropriate measures during your US-EDI data entry.
- 7 **Good luck and thank-you!** If you have questions or encounter any problems, contact information is provided on the login screen and main menu of the e-EDI.

## PART II – NAVIGATING THE US-EDI ON THE WEB

### Logging on to Teacher’s Portal of US-EDI

**Step 1: Locate the registration e-mail** that was sent to you from **webmaster@.....** – it has a hot link to the US-EDI website, your username and password:



You should be able to click on the hotlink to connect to the Teacher Portal. If for some reason this does not work, type the web address manually in your web browser: **brncosolutions.ca/USEDI/** (After your first successful login, you will use this web address for subsequent logins.)

Once you click the hotlink in your registration email, you will be presented the following login screen (see next page)

**Step 2: Login** with the Email address and password provided to you:

**US e-EDI EARLY DEVELOPMENT INSTRUMENT**  
A Population Based Measure for Communities

Email : normbethune@gmail.com  
Password : .....  
 Save my settings

Type the user name in the Email box and the password as it appears in the e-mail message and click on Login

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UCLA CENTER FOR HEALTHIER CHILDREN, FAMILIES AND COMMUNITIES

EDI

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**Step 3: Read and Accept the Consent Form**

On the first login only, you will be presented the Consent Form to sign. Please read it and click on **I Agree** before you can proceed further. Instructions are provided later on how to print yourself a copy for your records.

Teacher Consent

**Teacher Consent**

University of California, Los Angeles

**KINDERGARTEN TEACHER INFORMATION SHEET AND CONSENT FORM**

UCLA Center for Healthier Children, Families and Communities

**Early Development Instrument (EDI)**

Dear Norman Bethune,

Please read the information below carefully and then select either "I Agree" or "I Do Not Agree". You should print or save this consent form for your records.

.....

**TEACHER CONSENT**

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in the EDI project.

By clicking "I Agree" below you acknowledge that you have read, understand, and agree with the statements listed above. If you do not agree, you will not be able to continue with the EDI project. If you have questions regarding the EDI project, please contact Lisa Stanley at (310)312-9083 or email her at [LisaStanley@mednet.ucla.edu](mailto:LisaStanley@mednet.ucla.edu).

Click on I Agree button to proceed to the next screen

## Step 4: Change your password

The temporary password assigned to you needs to be changed now. Please type a password that is easy to remember but hard for others to guess.

### US e-EDI EARLY DEVELOPMENT INSTRUMENT A Population Based Measure for Communities

Norman Bethune 2010-01-13 22:30:57

#### Password Change

**Password Change** Save

Your password must be changed to something you can remember before entering the e-EDI. If you notice any errors in your name you can correct them by clicking profile after your password has been changed.

First Name:

Last Name:

Email:

Password:

Type the new password and click on Save



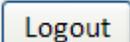
**Please Note:** After 15 minutes of inactivity you will automatically be logged off. Any unsaved changes will, however, be saved automatically.

## Using the Main Teacher Menu

Once you login the Teacher menu will appear. This is the starting point for the rest of your work.

The screenshot shows the US e-EDI Teacher Menu interface. At the top, the header reads "US e-EDI EARLY DEVELOPMENT INSTRUMENT A Population Based Measure for Communities". Below the header, a user bar displays "Norman Bethune" and the date/time "2010-01-13 23:47:49". A "Logout" button is located in the top right corner. The main content area is titled "Teacher Menu" and is divided into two sections. The "Manage My EDI Account" section contains three buttons: "Profile" (with the text "You can manage your account profile here - correct name, change password etc."), "Consent Form" (with the text "Print a copy of the Teacher Consent Form here."), and "Feedback Form" (with the text "When you have completed questionnaires for all your students. Please complete the e-EDI Teacher Feedback Form"). The "Other Information" section contains four buttons: "Reports and Resources", "FAQ", "Links", and "Contact Information". Annotations with red arrows point to various elements: "Click here to logout" points to the top right "Logout" button; "The EDI questionnaires in 5 Sections" points to the "EDI Questionnaires" button; "EDI Guide, Manual and Checklist" points to the "Reports and Resources" button; "Frequently Asked Questions" points to the "FAQ" button; "Useful links to EDI and UCLA resources" points to the "Links" button; and "Click here for contact information or to send and e-mail for" points to the "Contact Information" button.

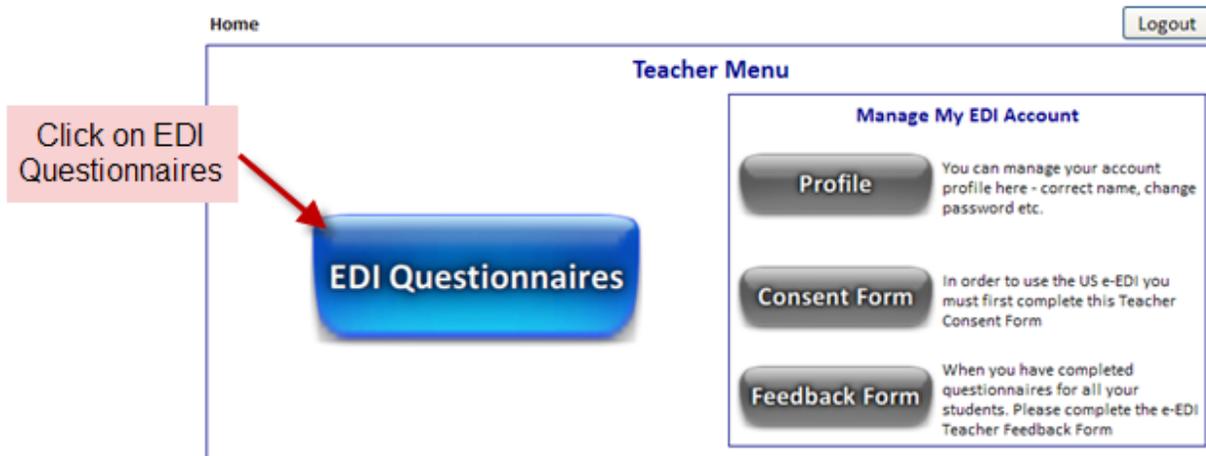
## Logging Off

From the Main Teacher Menu click  to exit the system.

You will have to log back in to continue.

## Accessing US-EDI Questionnaires

To access the EDI questionnaires, start from the **Teacher Menu** and click on the big button marked **EDI Questionnaires** (which turns blue as soon as the mouse pointer touches it):

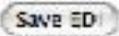


This will open up the EDI Questionnaires screen, shown on the next page.



After 15 minutes of inactivity unsaved data will be saved you will be automatically logged off the system.



You may partially complete any part of the questionnaire and to  return to your work at another time. Do this when you need to make additional observations or take a break. Any of your answers can be modified until you “Submit” the e-EDI. See Page 22 for instructions on how to check for completeness and submit the questionnaires.

## Username and Password

You have been provided with a default username and password (which you used to first enter the US-EDI website). If you did not receive the username and initial password, or have misplaced it, please contact your local school district coordinator who can send you a registration email with username and password.

## Changing your Username and Password

To change your name, e-mail address or password, click on **Profile** button:

**Manage My EDI Account**

**Profile**

You can manage your account profile here - correct name, change password etc.

This will open up another screen, allowing you to make changes.

### US e-EDI EARLY DEVELOPMENT INSTRUMENT A Population Based Measure for Communities

Norman Bethune 2010-01-14 09:13:42

Home > Username\Password

**Username\Password** Save Exit

**To make a change to your name or password, overwrite the current entry and press the Save button**

First Name:	<input type="text" value="Norman"/>
Last Name:	<input type="text" value="Bethune"/>
Email:	<input type="text" value="normbethune@gmail.com"/>
Password:	<input type="password" value="XXXXXX"/>

Click on **Save** and **Exit** to complete the changes:



Note: The Email address serves as the unique user identification and cannot be changed.

# Viewing Class Info

From the **Teacher Menu** screen, click on the EDI Questionnaire button,



This will open up a Class list. If your district has uploaded your students for you into the software, you will see a list of all the students in your class by local student ID.

Use the class list provided to you by your district to verify the accuracy and completeness of the class list shown on the US-EDI screen. Please ensure that the Local IDs are correct and that you have a complete class list. Children’s names are never included in the US-EDI (for privacy reasons).

If your district has not uploaded the student information for you, this screen will not contain any students and you will need to add your students. Instructions for adding students are discussed under “adding new or missing students”

**Step 1:** Basic class information is shown here. If you have multiple classes you should see all classes.

**Step 2:** If the class time is incorrect, or you need to add an additional class, contact the District Administrator.

**Step 3:** Use the **Local ID** received from your District Administrator to match the children's names and identity of each child.

**Note:** "Status" shows the US-EDI completion status for each child with date.

**Note:** Clicking on "EDI" will open the EDI questionnaires for for that child.

**Step 4:** If you need to add students, click on **Add Child** and fill in the details.



US-EDI questionnaires can be partially or totally completed but “Status” does not show a completion date until the US-EDI has been “Checked for Completeness” and then “Submitted to UCLA”. See page 22 for "Checking for Completeness and Submitting US-EDI Questionnaires"

## Adding New or Missing Students

If you find that when viewing your US-EDI class list that you have new or missing students you can manually add them in the following manner:

From the **Teacher Menu** screen, click on the EDI Questionnaire button,



This will open up a Class list with the Children in your class(es).

**Step 1:** Make sure you have the correct class to which you wish to add a Child

Home > Teacher Classes

Teacher Classes								Exit
ClassID: 200926000100301 - AM								
	EDI ID	Local ID	Sex	Date of Birth	Zip	Status	EDI	
	20092600010030101	12410			90024		EDI	
	20092600010030102	12411			90024		EDI	
	20092600010030103	12412			90024		EDI	
	20092600010030104	12413			90024		EDI	
	20092600010030105	12414			90024		EDI	
	20092600010030118	12427			90024		EDI	
	20092600010030119	12428			90024		EDI	
	20092600010030120	12429			90024		EDI	
	20092600010030121						EDI	
	<input type="text" value="20092600010030121"/>						<input type="button" value="Add Child"/>	

**Step 2:** Click on Add Child button

**Step 3:** The system opens up a blank Child record with the EDI ID pre-assigned.

	20092600010030120	12429			90024		EDI
	20092600010030121						EDI
	<input type="text" value="20092600010030121"/>						<input type="button" value="Add Child"/>

**Step 4:** Click on EDI button for that Child.

**US e-EDI EARLY DEVELOPMENT INSTRUMENT**  
A Population Based Measure for Communities

**Step 5:** This will open up the blank Child record; fill in the details.

Norman Bethune 2010-01-14 12:44:25

EDI Questionnaire(20092600010030121)		Exit
School Child ID:	<input type="text"/>	Check for Completeness
Address:	<input type="text"/>	
City:	<input type="text"/>	
State:	Michigan	

**Step 5:** Click Exit to return to the Class list.



To note any students on this list that have moved, are no longer in the class, or have parents who have declined to participate, use the instructions listed on page 14 under the heading “If a student is new to class, has moved, or consent has been declined...”.

# Navigating through the US-EDI Questionnaire Screens

Button to **Open** or **Print** EDI Guide as a PDF document  
 Teacher's name and Child Identification information  
 EDI ID for the Child (automatically assigned)  
 The screen name currently open is underlined and titled in blue  
 Button to check if this Questionnaire has been fully completed  
 Buttons to open various Sections of the EDI Questionnaires

**US e-EDI EARLY DEVELOPMENT INSTRUMENT**  
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Norman Bethune 2010-01-14 14:01:59

**EDI Questionnaire(20092600010030102)** Exit

Checklist Data saved successfully.

School Child ID: 12411  
 Address: 1379 Mockingbird Lane  
 City: Munster  
 State:

Check for Completeness

GUIDE Checklist Section A Section B Section C Section D Section E Save EDI

Buttons to **Save** changes (automatically saved on exit)

Navigate to the **Previous** or **Next Child**

Exit back to the Class list

Click here to get an explanation of the question

Tag to indicate a culturally-sensitive question

EDI Questions

1	Classroom length/time:	<input type="radio"/> AM <input type="radio"/> PM <input type="radio"/> All Day <input type="radio"/> Other	?
	Please Specify		
2	Child's date of birth:		
3	Sex:	<input type="radio"/> Male <input type="radio"/> Female	
4	Zip code:		?
5	Date of completion:		?
6	Child has an Individualized Education Program (IEP) or equivalent?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	?
7	Do you believe this child has a special need?	<input type="radio"/> Yes <input type="radio"/> No	?
8	Child has been referred for assessment(s) to determine if s/he qualifies for special education services:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	?
9	Child considered an English Language Learner (ELL)?	<input type="radio"/> Yes <input type="radio"/> No	?
10	What is the child's first language?		?
11	Does the child communicate adequately in his/her first language?:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	?
12	Is this a repeat of kindergarten for this child?	<input type="radio"/> Yes <input type="radio"/> No	?
13	Child's race/ethnicity:		?
14	Student Status:	<input type="radio"/> in class > 1 month <input type="radio"/> in class < 1 month <input type="radio"/> moved out of class <input type="radio"/> moved out of school <input type="radio"/> other	?
	Please Specify		

GUIDE Checklist Section A Section B Section C Section D Section E Save EDI

## PART III – COMPLETING THE US-EDI

---

### Before you Begin Data Entry...



Using the class list provided to you by the district, confirm your student identities and add any new or missing students. You may then proceed to begin completing the actual US-EDI questionnaires.



If you are completing the EDIs over a period of several days... Remember that you can use the Class List screen of the US-EDI to see an overview of which EDIs have been completed in each of your classes.

# Child Demographics (Checklist) Section

When you enter EDI Questionnaires, the first screen that opens up is the **Checklist** screen. If the district preloaded your child demographic data, many of these fields will be pre-filled for you, based on the information initially loaded into the US-EDI system. If not, you will need to add this information. If any of this information is incorrect or incomplete, please enter the correct information.

**Step 1:** Double-check the Date of Birth, Sex, Zip Code and other pre-filled information.

If this is a new student you must add the demographic info.

**Step 2:** Complete every question. Click on or button to get help on a specific question.

**Step 3:** Click on at the top or bottom of the screen to save your work as you go along (especially if you have an unreliable connection)

**Step 4:** Click on **Section A** to go to the next session for this same student (see next page)

EDI Questionnaire(20092600010030102)

Checklist Data saved successfully.

School Child ID:

Address:

City:

State:

[Checklist](#) [Section A](#) [Section B](#) [Section C](#) [Section D](#) [Section E](#)

**Checklist**

1	Classroom length/time:	<input type="radio"/> AM <input type="radio"/> PM <input type="radio"/> All Day <input type="radio"/> Other	
Please Specify		<input type="text"/>	
2	Child's date of birth:	<input type="text" value="MM/DD/YYYY"/>	
3	Sex:	<input type="radio"/> Male <input type="radio"/> Female	
4	Zip code:	<input type="text"/>	
5	Date of completion:	<input type="text"/>	
6	Child has an Individualized Education Program (IEP) or equivalent?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	
7	Do you believe this child has a special need?	<input type="radio"/> Yes <input type="radio"/> No	
8	Child has been referred for assessment(s) to determine if s/he qualifies for special education services:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	
9	Child considered an English Language Learner (ELL)?	<input type="radio"/> Yes <input type="radio"/> No	
10	What is the child's first language?	<input type="text"/>	
11	Does the child communicate adequately in his/her first language?:	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't Know	
12	Is this a repeat of kindergarten for this child?	<input type="radio"/> Yes <input type="radio"/> No	
13	Child's race/ethnicity:	<input type="text"/>	
14	Student Status:	<input type="radio"/> in class > 1 month <input type="radio"/> in class < 1 month <input type="radio"/> moved out of class <input type="radio"/> moved out of school <input type="radio"/> other	
Please Specify		<input type="text"/>	

[Checklist](#) [Section A](#) [Section B](#) [Section C](#) [Section D](#) [Section E](#)



## If a student is new to class, has moved, or consent has been declined...

Question 14 gives you an opportunity to note the circumstances in which it is inappropriate for you

to continue with a student’s e-EDI. When you have had a student less than a month, they have moved, or consent to participate has been declined by the parent, it will be noted here.

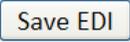
You will then be prompted to stop completing the questionnaire and submit to UCLA.

## Section A – Physical Health and Well-Being

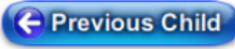
Section A has 16 questions about the child’s physical well-being including the child’s daily preparedness for school, physical abilities, and specific physical skills.

**Step 1:** Complete every question using your observations and the notes below. Trust your instinct!

**Step 2:** Click on  or  button to get help on a specific question.

**Step 3:** Click on  at the top or bottom of the screen to save your work as you go along (especially if you have an unreliable connection)

**Step 4:** Click on **Section B** to go to the next session for this same student (see next page)

GUIDE		Checklist	<u>Section A</u>	Section B	Section C	Section D	Section E	Save EDI
		Section A - Physical Well-being						
1	About how many regular days (see Guide) has this child been absent since the beginning of the school year?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2	How many of these days can be attributed to being sick?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<b>Since the start of the school year, has this child sometimes (more than once) arrived:</b>		Yes	No	Don't Know				
3	over- or under-dressed for school-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
4	too tired/sick to do school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
5	late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
6	hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Would you say that this child:</b>		Yes	No	Don't Know				
7	is independent in bathroom habits most of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
8	shows an established hand preference (right vs. left or vice versa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
9	is well coordinated (i.e., moves without running into or tripping over things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>Sometimes teachers may observe that their students are either underweight or overweight. Do you feel that this child:</b>		Yes	No	Don't Know				
10	is underweight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
11	is overweight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
<b>How would you rate this child's:</b>		Very Good / Good	Average	Poor / Very Poor	Don't Know			
12	proficiency at holding a pen, crayons, or a paintbrush	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
13	ability to manipulate objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
14	ability to climb stairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
15	level of energy throughout the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
16	overall physical development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
GUIDE		Checklist	<u>Section A</u>	Section B	Section C	Section D	Section E	Save EDI

Notes:



1) If you aren’t sure how to interpret certain questions, refer to the Teacher Guide. Click on the question mark beside the Question mark and it will take you to the relevant item in the Guide.



2) Be sure to refer to Teacher Guide for all items that are flagged as culturally sensitive to help you answer these questions in an accurate and culturally sensitive manner.

3) Too many “don’t knows” or missing data will cause child’s data to be invalid.

## Section B – Language and Cognitive Skills

Section B asks 40 questions about the child’s language and cognitive skills.



To see the column headings as you scroll down through the questions, place your mouse over any of the radio buttons to see a label tag showing the heading.

**Step 1:** Complete each question. Take into consideration the child’s acquisition and use of language, rather than the correct grammar.

Answer “Yes” if the skill is developed or developing well.

Answer “No” if the skill has not developed or is developing too slowly.

**Step 2:** Click on

Save EDI

at the top or bottom of the screen to save your work as you go along (especially if you have an unreliable connection)

GUIDE		Checklist	Section A	Section B	Section C	Section D	Section E	Save EDI
<a href="#">← Previous Child</a>		<b>Section B - Language and Cognitive Skills</b>					<a href="#">Next Child →</a>	
How would you rate this child's:		Very Good / Good	Average	Poor / Very Poor	Don't Know			
1	ability to use language effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
2	ability to listen in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
3	ability to tell a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
4	ability to take part in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
5	ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
6	ability to understand on first try what is being said to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
7	ability to articulate clearly, without sound substitutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Would you say that this child:		Yes	No	Don't Know				
8	knows how to handle a book (e.g., turn a page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
9	is generally interested in books (pictures and print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
10	is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
11	is able to identify at least 10 letters of the alphabet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
12	is able to attach sounds to letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
13	is showing awareness of rhyming words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
14	is able to participate in group reading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
15	is able to read simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
16	is able to read complex words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

(Section B questions continued on the next page)

## Section B – Language and Cognitive Skills (continued)

17	is able to read simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	is experimenting with writing tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	is aware of writing directions in English (left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	is interested in writing voluntarily (and not only under the teacher's direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	is able to write his/her own name in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	is able to write simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Would you say that this child:</b>		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	
23	is able to write simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	is able to remember things easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	is interested in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	is interested in games involving numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	is able to sort and classify objects by a common characteristic (e.g., shape, color, size)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	is able to use one-to-one correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29	is able to count to 20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	is able to recognize numbers 1 - 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31	is able to say which number is bigger of the two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	is able to recognize geometric shapes (e.g., triangle, circle, square)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	understands simple time concepts (e.g., today, summer, bedtime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	demonstrates special numeracy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	demonstrates special literacy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	demonstrates special skills or talents in arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	demonstrates special skills or talents in music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	demonstrates special skills or talents in athletics/dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39	demonstrates special skills or talents in problem solving in a creative way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	demonstrates special skills or talents in other areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If yes, please specify:					

**Step 3:** Click on

**Section C**

to go to the next session for this same student  
(see next page)

[GUIDE](#)

[Checklist](#) [Section A](#) [Section B](#) [Section C](#) [Section D](#) [Section E](#)

[Save EDI](#)

# Section C - Social and Emotional Development

Section C asks 58 questions about the child’s social and emotional development.

**Step 1:** Complete each question. Remember to view the column headings as you scroll down through the questions, place your mouse over any of the radio buttons to see a label flag showing the heading.

**Step 2:** Click on **Save EDI** at the top or bottom of the screen to save your work as you go along (especially if you have an unreliable connection)

<a href="#">GUIDE</a> <a href="#">Checklist</a> <a href="#">Section A</a> <a href="#">Section B</a> <a href="#">Section C</a> <a href="#">Section D</a> <a href="#">Section E</a> <a href="#">Save EDI</a>					
<a href="#">← Previous Child</a>		<b>Section C - Social and Emotional Development</b>		<a href="#">Next Child →</a>	
<b>How would you rate this child's:</b>					
		Very Good / Good	Average	Poor / Very Poor	Don't Know
1	overall social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
2	ability to get along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
Below is a list of statements that describe some of the feelings and behaviors of children. For each statement, please fill in the circle that best describes this child now or within the past six months.					
<b>Would you say that this child:</b>					
		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know
3	plays and works cooperatively with other children at the level appropriate for his/her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
4	is able to play with various children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
5	follows rules and instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
6	respects the property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	demonstrates self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
8	shows self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	demonstrates respect for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
10	demonstrates respect for other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
11	accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
12	listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
14	completes work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
15	works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	takes care of school materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	works neatly and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	is curious about the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
19	is eager to play with a new toy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
20	is eager to play a new game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	is eager to play with/read a new book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
<b>Would you say that this child:</b>					
		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know
22	is able to solve day-to-day problems by him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
23	is able to follow one-step instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?
24	is able to follow class routines without reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> ?

(Section C questions continued on the next page)



25	is able to adjust to changes in routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
26	answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
27	shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
28	will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
29	volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
30	if there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31	offers to help other children who have difficulty with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
32	comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
33	spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
34	will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
35	helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36	is upset when left by parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
37	gets into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
38	bullies or is mean to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39	kicks, bites, hits other children or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40	takes things that do not belong to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
41	laughs at other children's discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
42	can't sit still, is restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
43	is distractible, has trouble sticking to any activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
44	fidgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
45	is disobedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
46	has temper tantrums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
47	is impulsive, acts without thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Would you say that this child:		Often or Very True	Sometimes or Somewhat True	Never or Not True	Don't Know	
48	has difficulty awaiting turn in games or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
49	cannot settle to anything for more than a few moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
50	is inattentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
51	seems to be unhappy, sad, or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
52	appears fearful or anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
53	appears worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
54	cries a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
55	is nervous, high-strung, or tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
56	is incapable of making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
57	is shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
58	sucks a thumb/finger or piece of clothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

[Checklist](#)
[Section A](#)
[Section B](#)
[Section C](#)
[Section D](#)
[Section E](#)

**Step 3:** Click on

**Section D**

to go to the next session for this same student

(see next page)

## Section D - Special Problems

Section D asks about special problems that apply to the child.

**Step 1:** Answer the questions related to Special Problems including a diagnosed Learning Disorder from the drop-down

**Step 2:** Click on **Save EDI** at the top or bottom of the screen to save your work as you go along (especially if you have an unreliable connection)

**Step 3:** Click on **Section E** to go to the next session for this same student (see next page)

<a href="#">GUIDE</a> <a href="#">Checklist</a> <a href="#">Section A</a> <a href="#">Section B</a> <a href="#">Section C</a> <a href="#">Section D</a> <a href="#">Section E</a> <a href="#">Save EDI</a>					
<a href="#">← Previous Child</a>		<b>Section D - Special Problems</b>		<a href="#">Next Child →</a>	
1	Does the student have a problem that influences his/her ability to do school work in a regular classroom (based on parent information, medical diagnosis, and/or teacher observation)?	<input type="radio"/> Yes <input type="radio"/> No (Skip to Question 5) <input type="radio"/> Don't Know (Skip to Question 5)		?	
<b>2. If YES above, please mark all that apply. Please base your answers on teacher observation and/or parent guardian information and/or medical diagnosis.</b>		Yes, teacher observed	Yes, parent info/medical diagnosis	?	
	physical disability	<input type="checkbox"/>	<input type="checkbox"/>		
	visual impairment	<input type="checkbox"/>	<input type="checkbox"/>		
	hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>		
	speech impairment	<input type="checkbox"/>	<input type="checkbox"/>		
	learning disability	<input type="checkbox"/>	<input type="checkbox"/>		
	emotional problem	<input type="checkbox"/>	<input type="checkbox"/>		
	behavioral problem	<input type="checkbox"/>	<input type="checkbox"/>		
	home environment/problems at home	<input type="checkbox"/>	<input type="checkbox"/>		
	chronic medical/health problems	<input type="checkbox"/>	<input type="checkbox"/>		
	unaddressed dental needs	<input type="checkbox"/>	<input type="checkbox"/>		
	homelessness	<input type="checkbox"/>	<input type="checkbox"/>		
	other	<input type="checkbox"/>	<input type="checkbox"/>		
	if known, please specify				
3	If the child has received a diagnosis or identification by a doctor or psychological professional, please indicate. (See Guide for codes)	<input type="text"/>		?	
		Yes	No	Don't Know	
4	Is the child receiving any school based support(s) (e.g., educational assistant, equipment)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5 a)	Is the child currently receiving further assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	?
5 b)	Is the child currently on a wait list to receive further assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	?
5 c)	Do you feel that this child needs further assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	?
	Please Specify				
<a href="#">GUIDE</a> <a href="#">Checklist</a> <a href="#">Section A</a> <a href="#">Section B</a> <a href="#">Section C</a> <a href="#">Section D</a> <a href="#">Section E</a> <a href="#">Save EDI</a>					

## Section E – Additional Questions

Section E asks questions about the child’s preschool experiences. This information will be correlated with children’s EDI scores to see if there are significant correlations between a child’s preschool experiences and their readiness to learn. Answer these questions about the child preschool experiences to the best of your knowledge. Mark all selections that apply. It is recommend that districts provide preschool information to each teacher, if available in order to complete this section. In either case, it is unlikely the district will have all the information that is requested below so please fill it out completely to the best of your knowledge.

**Step 1:** Answer these questions to the best of your knowledge. Use data from the students file if available.

**Step 2:** Use the space at the bottom of Section E for comments about the child. Please DO NOT refer to the child by name.

*If you have comments regarding the US-EDI process, layout or wording of questions, reserve those for when you complete the Teacher Feedback form at the*

**Step 2:** Click on

Save EDI

at the top or bottom of the screen to save your work.

**Step 4:** Once you have completed section E you are ready to check for completeness and submit the EDI to UCLA. See the next page for instructions on checking for completeness and submitting the EDI entries.

GUIDE Checklist Section A Section B Section C Section D Section E Save EDI						
← Previous Child		Section E - Additional Questions		Next Child →		
<b>To the best of your knowledge, please mark all that apply to this child:</b>				Yes	No	Don't Know
1	Has the child attended a special education preschool program or other early intervention program/services (e.g., speech therapy)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	?
Specify type of program, if known:						
2	In the year prior to kindergarten entry, has the child been in non-parental child care on a regular basis?	<input type="radio"/> Yes <input type="radio"/> No (Skip to Question 3) <input type="radio"/> Don't Know (Skip to Question 3)			<input type="radio"/>	?
<b>If yes, please specify type of child care arrangement (see Guide): Mark all that apply.</b>						
2 a)		Yes				
	Center-based	<input type="checkbox"/>				
	Child's home	<input type="checkbox"/>				
	Other home-based (in someone else's home)	<input type="checkbox"/>				
	Other	<input type="checkbox"/>				
	Please Specify					
	Don't Know	<input type="checkbox"/>				
2 b)	To the best of your knowledge, in the year prior to the child's entry to kindergarten, was the child care arrangement:	<input type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Don't Know			<input type="radio"/>	?
		Yes	No			
3	Since the beginning of the school year, has the parent/guardian volunteered in the classroom, on a classroom project, field trip, etc.?	<input type="radio"/>	<input type="radio"/>			
4	Has a parent/guardian attended parent-teacher conferences?	<input type="radio"/>	<input type="radio"/>			?
5	Apart from parent-teacher conferences, have you had one-on-one conversations with the student's parent/guardian (either by phone or face-to-face)?	<input type="radio"/>	<input type="radio"/>			?
6	Do the student's parents/guardians spend time sitting with them to supervise and provide appropriate assistance/explanation with homework without completing the homework for their child?	<input type="radio"/>	<input type="radio"/>			
<b>If you have any comments about this child and her/his readiness for school, please print them below.</b>						
<b>**Please do not include the child's name below**</b>						
GUIDE Checklist Section A Section B Section C Section D Section E				Save EDI		

# Checking for Completeness and Submitting US-EDI Questionnaires (to be done)

Once you have completed all of the sections and are comfortable with your answers for a given child, you may go ahead and take the steps to lock the US-EDI for this child by following the directions below:

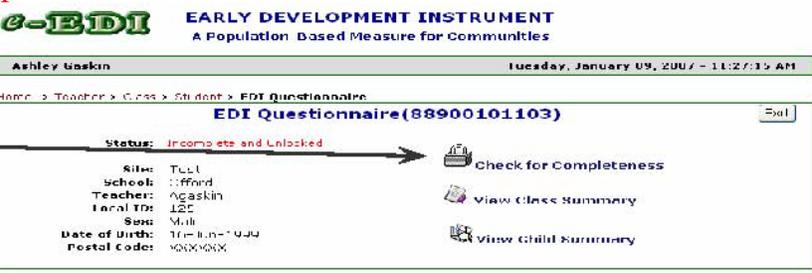


**Once an US-EDI is submitted it may not be accessed or modified in any way unless you make a request from your District Administrator to unlock the child's record.** The district administrator can unlock it for you but can never see any of the responses in the EDI questionnaire.



**If you have a lot of "don't know" or missing answers, put this child's US-EDI aside and observe the child for a few more days. Do not "test" the child, but rather watch him/her in their daily activities. Then return to the child's US-EDI to provide more detailed answers.**

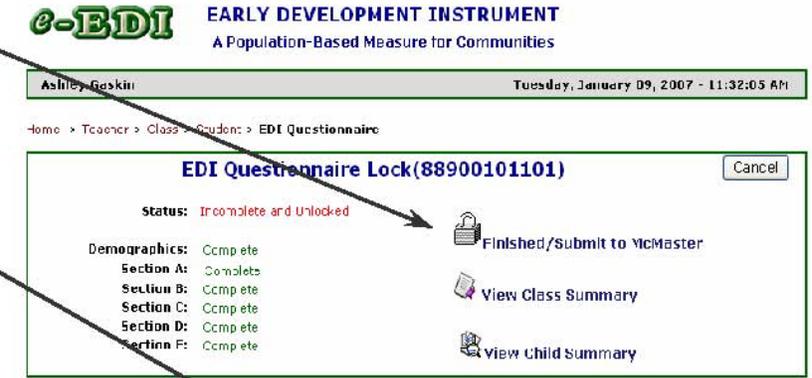
**Step 1:** Click Check for Completeness once you are comfortable with your responses and have answered every question in all six sections.



**Step 2:** If you have missed questions, a screen will appear summarizing the status of each section of that child's e-EDI. In this example, all sections have been fully completed with the exception of Section D. You will have to return to the incomplete sections and fill in any blanks.



**Step 3:** Once you have completed all sections you can click: Finished/Submit to McMaster



**Step 4:** You will get a message asking if you are sure that you want to continue with locking the child. If so, click OK. You will be returned back to the Class Information page.



# Teacher Feedback Form

After you complete all of the EDIs, your last step is to fill out one Teacher Feedback Form. This form asks about individual demographics, teaching experience and about your satisfaction with participating in the US-EDI project.

The information you provide is anonymous because your name is never provided to UCLA. Only UCLA can see your anonymous feedback. This information is always reported by groups of teachers (never by individual teacher). The information from groups of teachers helps to understand the general characteristics of the population of teachers and also helps to identify how to improve the process of implementing the EDI.

**Step 1:** From the Teacher Menu, click on Feedback Form



**Feedback Form**

When you have completed questionnaires for all your students. Please complete the e-EDI Teacher Feedback Form

This will take you to the Teacher Profile screen as illustrated below:

Home e-Edi Teacher Training Feedback Form

Save Exit

### Teacher Profile

1	Teacher Gender:	<input type="radio"/> Male <input type="radio"/> Female				
2	Age Category:	<input type="radio"/> 20-29 yrs <input type="radio"/> 30-39 yrs <input type="radio"/> 40-49 yrs <input type="radio"/> 50-59 yrs <input type="radio"/> 60 yrs or older				
<b>Experience:</b>						
3 a)	as a teacher...	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Years</th> <th style="width: 50%;">Months</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">▼</td> <td style="text-align: center;">▼</td> </tr> </tbody> </table>	Years	Months	▼	▼
Years	Months					
▼	▼					
3 b)	as a teacher at this school...	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Years</th> <th style="width: 50%;">Months</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">▼</td> <td style="text-align: center;">▼</td> </tr> </tbody> </table>	Years	Months	▼	▼
Years	Months					
▼	▼					
3 c)	as a teacher at this grade level...	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Years</th> <th style="width: 50%;">Months</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">▼</td> <td style="text-align: center;">▼</td> </tr> </tbody> </table>	Years	Months	▼	▼
Years	Months					
▼	▼					
3 d)	as a teacher of this class...	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Years</th> <th style="width: 50%;">Months</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">▼</td> <td style="text-align: center;">▼</td> </tr> </tbody> </table>	Years	Months	▼	▼
Years	Months					
▼	▼					
<b>If you teach more than 1 class please complete (e):</b>						
3 e)	as a teacher of second class...	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Years</th> <th style="width: 50%;">Months</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">▼</td> <td style="text-align: center;">▼</td> </tr> </tbody> </table>	Years	Months	▼	▼
Years	Months					
▼	▼					
<b>4. Completed levels of education:</b>						
	State teaching credential/certificate/license	<input type="checkbox"/>				
	English Learner authorization	<input type="checkbox"/>				
	Some post-baccalaureate coursework	<input type="checkbox"/>				
	Some coursework towards a Master's	<input type="checkbox"/>				
	Master's degree	<input type="checkbox"/>				
	Some coursework towards a Doctorate	<input type="checkbox"/>				
	A Doctorate	<input type="checkbox"/>				
	Other	<input type="checkbox"/>				
	Please Specify					
5	For this year's entering kindergarten class, did you meet with any preschool teachers or childcare providers to plan the children's transition to kindergarten?	<input type="radio"/> Yes <input type="radio"/> No				

**Step 2:** The first few questions relate to your demographics. Please complete these questions that will only be used for statistical analysis.

**Step 3:** Next, there are some questions about your teaching experience.

**Step 4:** Complete the remaining sections about your educational background

*(Teacher Feedback questions continued on the next page)*

**Step 5:** Finally there are questions about your experience with EDI.

**Step 6:** Continue with more EDI questions regarding Teacher Orientation

**Step 7:** After completing and saving your work using the **Save** button, click on **Exit** to return to the main Teacher Menu.

Teacher Feedback						
<b>6. EDI Teacher Guide Feedback:</b>						
	Did you use the guide and find it helpful?					
	Please Specify					
7	Did you attend the EDI orientation for this pilot?	<input type="radio"/> Yes <input type="radio"/> No				
We would like to gather your feedback on the EDI Teacher Orientation. Please indicate the level to which you agree with each of the following statements:						
<b>Content:</b>		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
B a)	The content was relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B b)	The presentations were informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B c)	The materials were clearly presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B d)	The handouts were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Process:</b>		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
B e)	This session was well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B f)	There was enough time for questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B g)	There was enough time discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Assessment:</b>		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
B h)	Overall, this session was very useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>9. How can we improve future EDI teacher orientations?</b>						
<b>Overall EDI Implementation Process</b>						
We would like to gather your feedback on the overall process of completing the EDI. Please indicate the level to which you agree with each of the following statements.		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
10	The EDI checklists were easy to complete for most or all children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I knew who to contact in case I had any questions about the EDI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	The process of submitting the completed EDI was simple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I would encourage other teachers to complete the EDI checklists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	My involvement will assist our community to better understand health, development, and well-being of children in our area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The experience of completing the EDI will be beneficial to my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Completing the EDI checklist was a good use of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on your experience, please let us know how we can improve implementations of the EDI:						

Save Exit

When you have completed submitted all the e-EDIs for your students and completed the Teacher Participation Form, you are done!



You have completed the e-EDI! Your completed surveys will be joined with the e-EDIs completed by your colleagues and then automatically tabulated by the US-EDI administrators. A school level EDI report will be available for download in the fall. This report is only provided to participating teachers and other school personnel.



To download this report, go to the Teacher Menu and click on **Reports** button. In addition, a Community Profile report that shows results for your geographic region (not for your school), will be provided to your community to help plan and improve services for young children.

Thank you for your hard work and the contribution you have made to helping your community improve children's readiness to learn.

## CONTACTS

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If you have any additional feedback or comments regarding the US-EDI, please contact your local school district EDI Coordinator or UCLA at: [USEDI@mednet.ucla.edu](mailto:USEDI@mednet.ucla.edu)

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