



IDM USER GUIDE

Introduction

This guide provides step by step instructions for navigating the Implementation Development Map (IDM) and tips for how teams can collaborate to describe, assess, and measure implementation of pre-K systems policies and infrastructure using the IDM.

Jump to a Topic

1. Getting Started with the IDM
2. Navigating the IDM
3. Inviting Your Team
4. Understanding the Score Report
5. More Resources

1. Getting Started with the IDM

To start using the IDM, please [log in](#) or [register an account](#). A valid email address is required to save IDM scoring information and to collaborate with your team. Accounts are forever free of charge and available to all.

The following resources may help you engage stakeholders and gather the data necessary to complete your assessment.

Resources

[Components of the IDM Tool](#) (PDF, 158 KB)

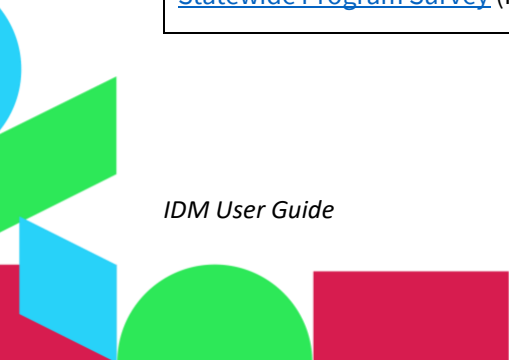
[Equity Driven Quality Improvement](#) (PDF, 147 KB)

[Getting Ready to Score the IDM](#) (PDF, 184 KB)

[High-Quality Data Definitions](#) (PDF, 209 KB)

[Data Landscape Template](#) (XLS, 132 KB)

[Statewide Program Survey](#) (PDF, 374 KB)





2. Navigating the IDM

A. How to start a new assessment

Self-Assessments

Use the IDM to describe, assess, and identify priority areas for improvement of your state pre-K infrastructure and program/policy implementation.

[START A NEW SELF-ASSESSMENT →](#)

Self-Assessments are how you score your pre-K system using the IDM. To begin working with the IDM, click **Start a New Assessment**.

Tip: You can revisit and update assessments as you work with the IDM over time.

B. Give your assessment a name

Example Assessment [10.2.2021]

Political Leadership	Professional Development	Instruction
<input type="text"/> 0/9	<input type="text"/> 0/11	<input type="text"/>
Formative Child Assessment	High-Quality Teaching	Data-Driven
<input type="text"/> 0/12	<input type="text"/> 0/10	<input type="text"/>

Make assessment names specific and brief so the program that is being assessed is clear. Add a date to keep track of the timeframe of the assessment.

Tip: You can invite your team to collaborate with you on an assessment.



C. How the IDM is organized

The screenshot displays the 'High-Quality Teaching Indicators' page. At the top, there is a navigation bar with seven tabs: Political Leadership, Professional Development, Instructional Leadership, Research-Based Curriculum, Formative Child Assessment, High-Quality Teaching (which is highlighted with a red underline), and Data-Driven Decision Making. Below the navigation bar, the page title is 'High-Quality Teaching Indicators'. On the left side, there is a sidebar menu with the following items: HQT Indicators, Core Competency Contents (highlighted with a red bar), High-Quality Program Structures and Monitoring, Learning and Development Standards, Early Childhood Education (ECE) Credit Standards, HQT Data, HQT Supports, HQT Resources, and HQT Data Collection for Equity Goals. The main content area is titled 'INDICATOR 1 | POLICY Core Competency Contents'. Below this title, it states: 'State has adopted clear, research-based core competencies for pre-K teachers that include the following components:'. A numbered list follows, containing five items: 1. Early childhood development and pedagogy specific to pre-K (adequate to teach to the early learning and development standards); 2. Knowledge of strategies for assessment of learning and development for preschoolers; 3. Cultural competence, knowledge of dual language development and strategies that support the development of children who are (DLLs); 4. Knowledge of strategies that support the learning and development of children with developmental delays and disabilities in inclusive settings; 5. Family engagement and partnerships (e.g., creating formal structures for communicating around child progress, incorporating children's cultures and home languages in instruction and classroom activities, and collaborating with families to encourage children's use of their home languages at school to support multilingual and multicultural development).

The IDM is organized around seven essential elements of high-quality pre-K: political leadership, professional development, instructional leadership, research-based curriculum, formative child assessment, high-quality teaching, and data-driven decision making.

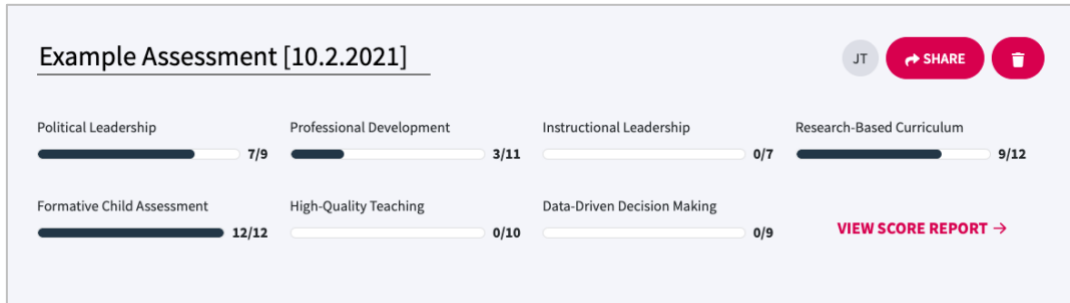
Each of the seven IDM elements consists of three parts:

1. Key indicators of recommended research-based practices;
2. Delineation of a developmental progression of these practices; and
3. Assessment, through implementation data, of how each indicator lands in practice.

Indicators are targets and measures of equitable state pre-K systems that describe and quantify various aspects of quality and collectively make up each element.



D. Keep track of your progress



The progress bars display the number of indicators within each element and the status toward completion. Assessment information is saved automatically as it is entered.

Tip: You can score the indicators in any order.

E. How to score an indicator

Which of these statements best describes your state's approach to collecting HQT data at the program level using a valid and reliable classroom observation tool?

<input type="radio"/> INITIAL STAGES	<input type="radio"/> IN DEVELOPMENT	<input type="radio"/> IN PLACE	<input type="radio"/> WELL ESTABLISHED
State does not collect HQT data.	State collects HQT data with a reliable tool but does not use data to guide resource allocation and technical assistance.	State collects HQT data with a reliable tool, and verifies programs are using data for continuous quality improvement, but the state does not use data to guide resource allocation and technical assistance.	State collects HQT data with a reliable tool, and verifies programs are using data for continuous quality improvement. The state uses the data to guide resource allocation and technical assistance.

Each indicator includes a scale for measuring the quality of the state pre-K system (1 = Initial stages, 2 = In development, 3 = In place, 4 = Well established). Select the option that best describes your current state.



F. Additional data options

Additional data options are included for **implementation indicators**, which require active data collection at the program or classroom level and measure the percentage of data available to determined progress toward equitable, high-quality standards. If direct high-quality data is unavailable indicators may be scored using alternative or indirect data sources. This approach allows a state with rigorous data collection to rate the indicators as intended while allowing other states to complete the self-assessment using their current data collection and monitoring procedures.

While the IDM can be scored using different levels of data to facilitate state teams' understanding of their state's pre-k landscape and data gaps, it is important to note that indicators scored using inexact data may not present a complete picture of equity within a state. When scoring each indicator the user will be asked to indicate the level of data quality from the following options:

Select one of the following options to complete your selection:

This rating is based on direct review of high-quality data from a state-wide, representative sample or universe survey.
Note name of data source(s):

This rating is based on indirect knowledge from programs/districts, such as administrator assurances, and/or a less-than-representative set of data.

There are insufficient data available to score this indicator.

Scoring the IDM using imprecise data may highlight data gaps and needed areas of growth for the state pre-K system, allowing for more exact scoring in future iterations.

Tip: In the score report, indicators scored with indirect data will be flagged, highlighting areas where more rigorous data collection is necessary.

G. Adding notes

Notes:

Last updated by Jane Klaus on September NN, 2021. [Reset](#)

A notes field is available for each indicator allowing users to enter specific information related to its scoring. Notes should include the name of the data source used to score the indicator, where the source is located, and a direct link to the source if it is publicly available data.



3. Inviting Your Team

A. How to invite your team

Example Assessment [10.2.2021]

JT [SHARE](#)

Political Leadership	Professional Development	Instructional Leadership	Research-Based Curriculum
Formative Child Assessment	High-Quality Teaching	Data-Driven Decision Making	VIEW SCORE REPORT →

Click **Share** to invite your team to collaborate on an assessment.

Example Assessment [10.2.2021]

Invite your team to edit this assessment.

Email Addresses, comma separated

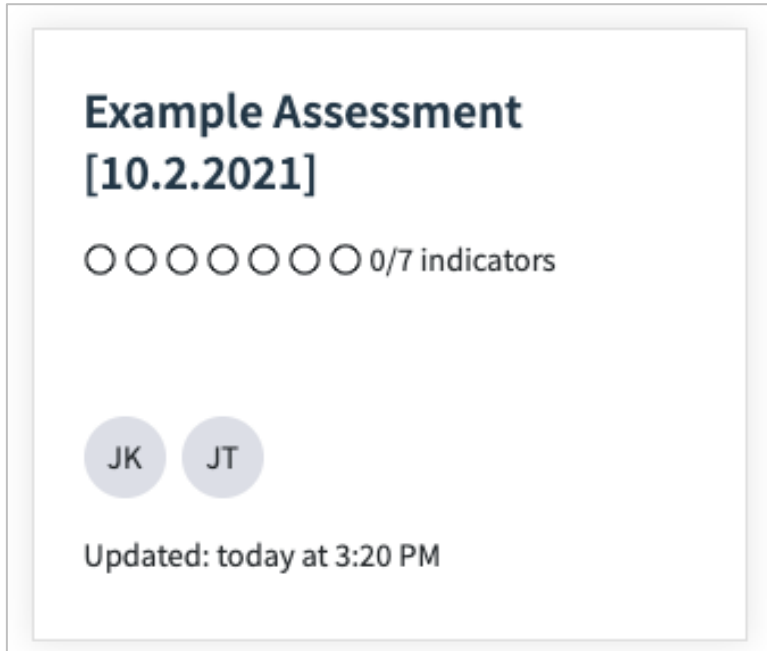
Optional Note

[SHARE →](#)

Enter your team's email addresses and a note to share the assessment with your team. An email will be delivered to the email addresses provided with a unique link to the shared assessment.

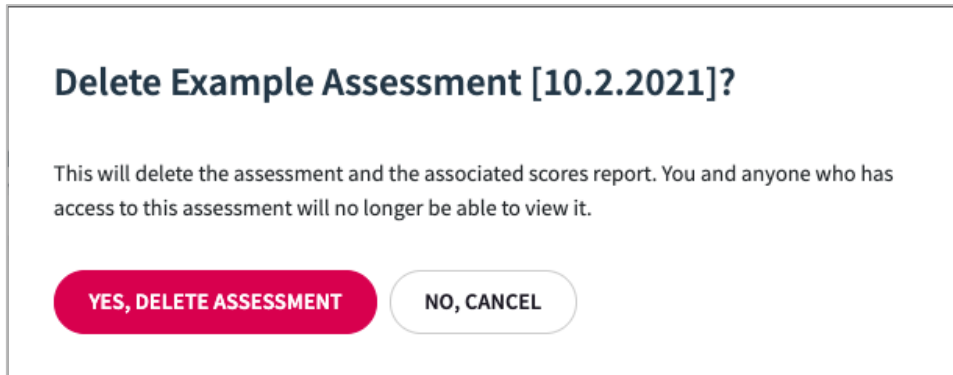


B. Access the shared assessment

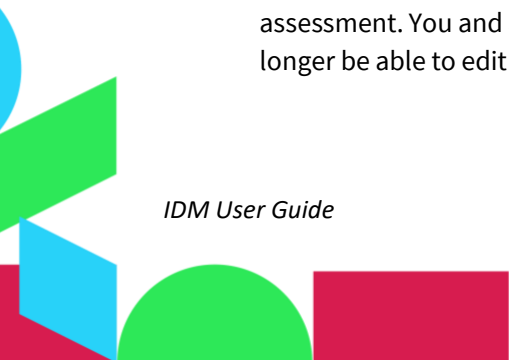


Links to each assessment are available within the IDM section. The initials of your team members are displayed, along with the date of the last update.

C. Deleting a shared assessment



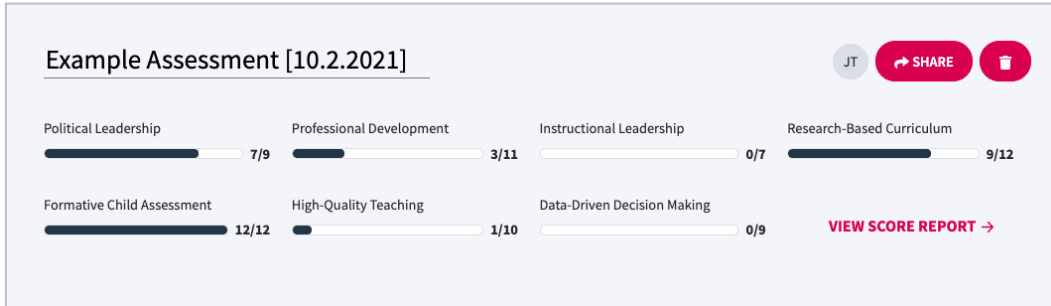
Shared assessments can be deleted if they are no longer needed. Exercise caution when deleting an assessment. You and anyone who has access to the assessment and associated score report will no longer be able to edit or view it.





4. Understanding the Score Report

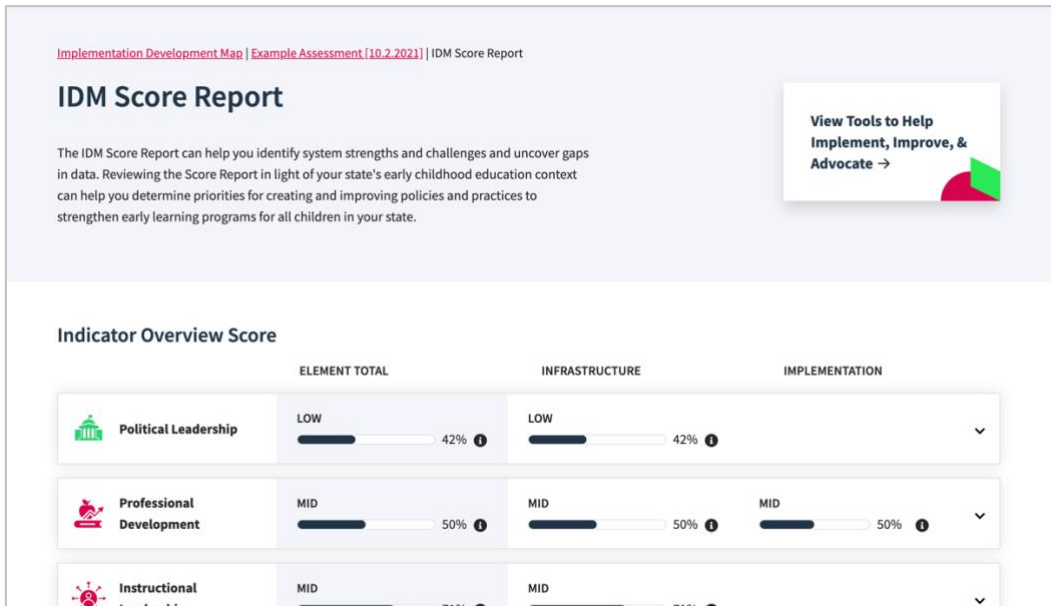
A. How to view the Score Report



Click **View Score Report** to see scores for completed indicators.

Tip: You can view the Score Report at any time.

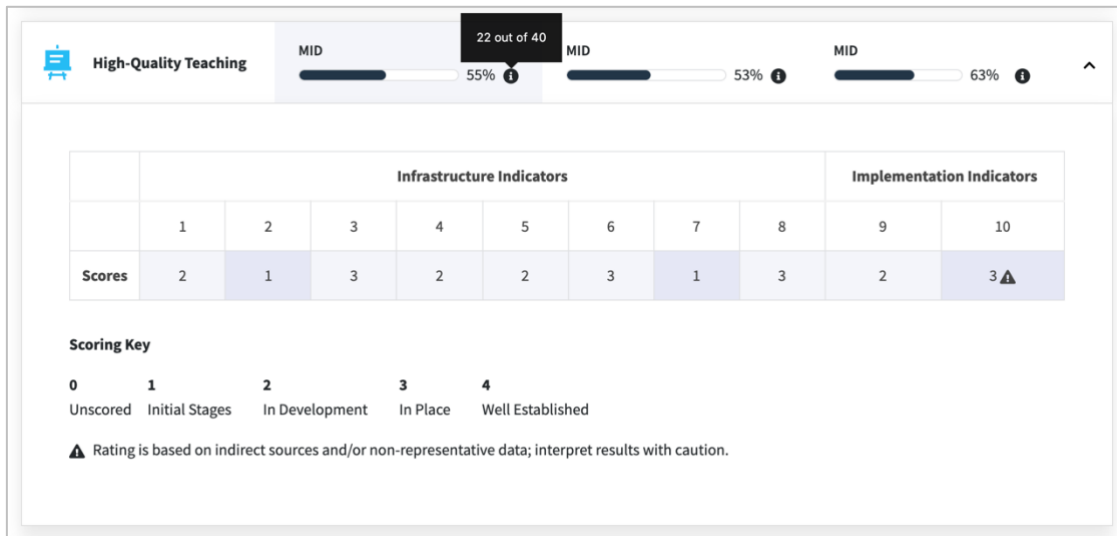
B. How the Score Report is organized



The Score Report displays scores by element type, including a sub-score for the infrastructure and implementation indicators within each element. Hover over the information symbol () to see the aggregate score for the indicators within the element and the requirements to receive a higher score.



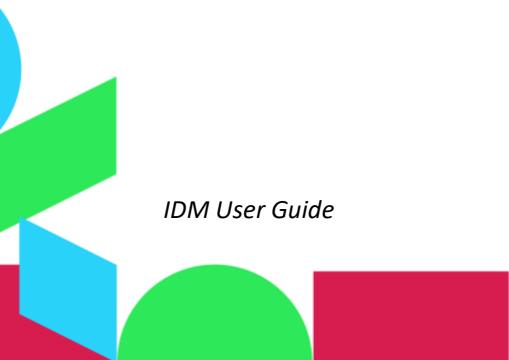
C. Viewing scores



Click on an element to view scores for the infrastructure and implementation indicators within each element. A scoring key is provided to help interpret results (1 = Initial stages, 2 = In development, 3 = In place, 4 = Well established).

Importantly, a warning symbol (⚠) is displayed next to the score to denote that the data used to generate the score was indirect or incomplete and that results should be interpreted with caution.

To view the exact source of data used to generate each score, please view the notes section of the IDM, which can be used in tandem with the Score Report to provide complete information about the score, quality of data, and exact data source for each indicator.





5. More Resources

Please explore the following resources for more information about the research and methodology behind the IDM.

Resources
IDM Learning Methodology (PDF, 301 KB)
IDM Literature Summaries (ZIP, 15.7 MB)
Mathematica Literature Scans (PDF, 6 MB)
IDM Resource List (XLS, 1 MB)

