



# **THE e-EDI TEACHER'S MANUAL**

**EDI Implementation  
2018/2019**

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## GETTING STARTED

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### Before you Begin the Electronic EDI ...

1. **Review the EDI questions** and ensure that you 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 e-EDI work and gather any additional information needed to complete a child's questionnaire.
2. **Get your login and password.** You will be provided with a login name and password from your local coordinator.
3. **Have your class lists available.** Match Local ID's, gender, and birth dates to confirm that you are entering information for the correct student.
4. **Ensure that all the children in your class(es) have a local ID and are included on your list.** Missing students will need to be added.
5. **Review any background,** report cards, student file, Kindergarten Registration, the EDI Guide or other information that might help you to answer the questions for each student.
6. **If applicable, list students whose parents/guardians have declined permission** to participate. Letters will be sent to parents ahead of the scheduled time for EDI data entry and you can take the appropriate measures during your e-EDI data entry.
7. **Good luck and thank you!** Call or email if you have questions.

## PART I – NAVIGATING THE e-EDI ON THE WEB

### 1. Logging on



The screenshot shows the e-EDI login page. Step 1 points to the address bar with the URL <https://www.e-edi.ca>. Step 2 points to the 'Email' input field. Step 3 points to the 'English' radio button. Step 4 points to the 'Login' button. The page header includes the Offord Centre for Child Studies logo and the title 'EARLY DEVELOPMENT INSTRUMENT A Population-Based Measure for Communities'. The footer contains copyright information for McMaster University and the Offord Centre for Child Studies.

- **STEP 1:** Open your web browser and go to [www.e-EDI.ca](https://www.e-EDI.ca). You will see the log-in screen pictured above
- **STEP 2:** Enter your login/email address, as well as your original password
- **STEP 3:** Ensure the correct language that you would like to complete the EDI in is selected
- **STEP 4:** Click login to sign on

#### NOTE:

You will automatically be restricted to your provincially specific questionnaire. You do not need to select which province you are in

After 15 minutes of inactivity you will be logged off. Remember to continuously save your work



## 2. Using the Main Teacher Menu



### EARLY DEVELOPMENT INSTRUMENT A Population-Based Measure for Communities

English

Northwest Territories test teacher

Friday, January 26, 2018 - 9:28:32 AM

Home

Logout

#### Teacher Menu

##### My EDI

Username\Password  
Teacher Participation Form  
e-EDI Teacher Training Feedback Form

##### Documents

Review EDI Guide

##### EDI Questionnaires

EDI Questionnaires

##### Training

EDI Training Video

To add a new class, please send a message to the EDI Administrator: [webmaster@e-edl.ca](mailto:webmaster@e-edl.ca)

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- Once you login, the Teacher Menu will appear. This is the starting point for the rest of your work
- The red subtitles are all links:
  - My EDI: Username and password can be changed, and teacher forms can be completed (more on that later)
  - Documents: Click here to view a copy of the EDI Guide
  - EDI Questionnaires: click here to start completing your questionnaires
- Click Logout to exit the system. You will have to log back in to continue





### 3. Viewing Class Info

**EARLY DEVELOPMENT INSTRUMENT**  
A Population-Based Measure for Communities

English

Northwest Territories test teacher

Friday, January 26, 2018 - 9:28:32 AM

Home

Logout

**Teacher Menu**

**My EDI**

Username\Password

Teacher Participation Form

e-EDI Teacher Training Feedback Form

**Documents**

Review EDI Guide

**EDI Questionnaires**

EDI Questionnaires

**Training**

EDI Training Video

← 1

To add a new class, please send a message to the EDI Administrator: [webmaster@e-edl.ca](mailto:webmaster@e-edl.ca)

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Tel.(905)525-9140 27051

This screen does not require any work on your part but is a good way to review what you have completed and keep organized.

- **STEP 1:** From the Teacher Menu, click on EDI Questionnaires to take you to the EDI Questionnaires screen

Home > EDI Questionnaires

## EDI Questionnaires

Update

Exit

Class Code : 99600101 2

Teacher Name : Northwest Territories test teacher

Class Time : pm, every day

Language :

Email : NWTtest@email.com

Comments :

To add a new class, please send a message to the EDI Administrator: [webmaster@e-edi.ca](mailto:webmaster@e-edi.ca)

If a student has been added in error, please send a message with the EDI Number to be deleted to the EDI Administrator: [webmaster@e-edi.ca](mailto:webmaster@e-edi.ca)

### 996001012: Northwest Territories test school

| EDI ID          | Local ID | Sex | Date of Birth | Postal Code | Status | EDI         |
|-----------------|----------|-----|---------------|-------------|--------|-------------|
| 170699600101201 | 1        | F   | 8-Mar-2010    | A1A1A1      |        | EDI         |
| 170699600101202 | 2        | M   | 2-Sep-2010    | A1A1A1      |        | EDI         |
| 170699600101203 | 3        | F   | 7-Apr-2010    | A1A1A1      |        | EDI         |
| 170699600101204 | 4        | M   | 1-Oct-2010    | A1A1A1      |        | EDI         |
| 170699600101205 | 5        | F   | 6-May-2010    | A1A1A1      |        | EDI         |
| 170699600101206 |          |     |               |             |        | Add Student |

### 996001014: Northwest Territories test school

| EDI ID          | Local ID | Sex | Date of Birth | Postal Code | Status | EDI         |
|-----------------|----------|-----|---------------|-------------|--------|-------------|
| 170699600101401 | 6        | M   | 5-Jun-2010    | A1A1A1      |        | EDI         |
| 170699600101402 | 7        | F   | 10-Jan-2010   | A1A1A1      |        | EDI         |
| 170699600101403 | 8        | M   | 4-Jul-2010    | A1A1A1      |        | EDI         |
| 170699600101404 | 9        | F   | 9-Feb-2010    | A1A1A1      |        | EDI         |
| 170699600101405 | 10       | M   | 3-Aug-2010    | A1A1A1      |        | EDI         |
| 170699600101406 |          |     |               |             |        | Add Student |

- **STEP 2:** Basic class information is shown here. If you have multiple classes you should see both classes as illustrated above.
- **STEP 3:** Use the local ID received from your local coordinator to match the children's names and identify each student.

## NOTE:

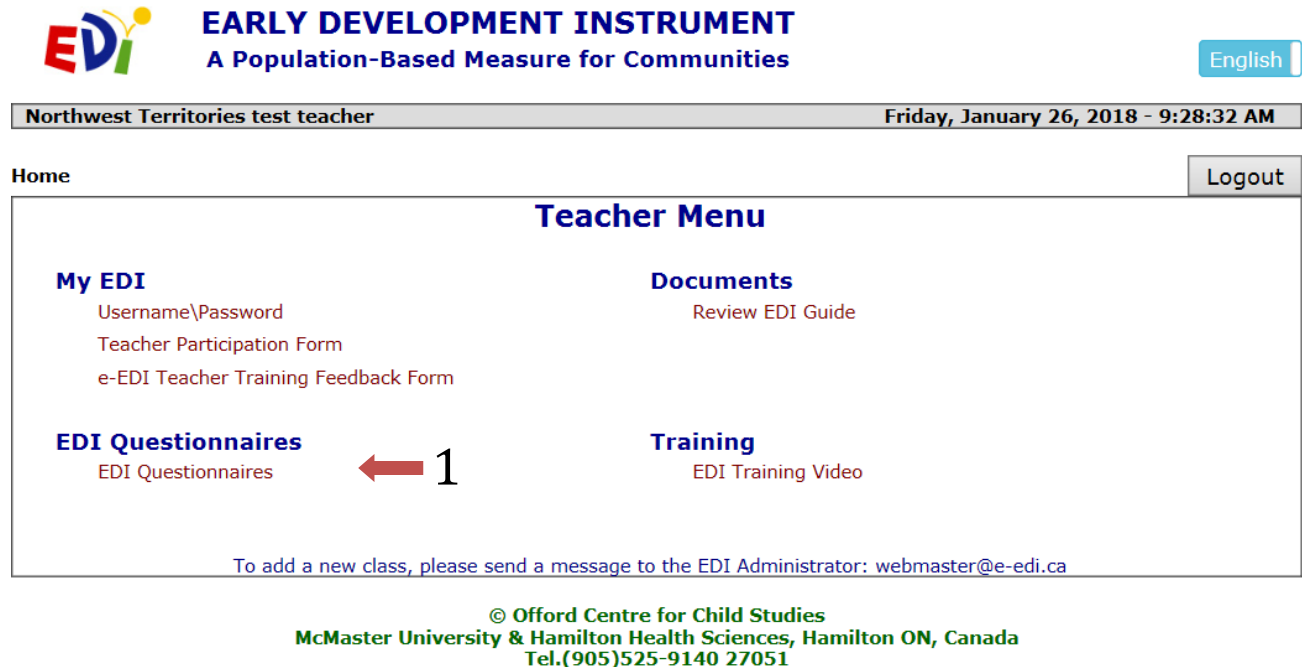
The “Status” column shows the e-EDI completion for each child. In the picture above, one EDI is completed and locked. **The questionnaires can be partially or totally completed but a completion date will not show up in the Status column until the EDI has been “Checked for Completeness” and then “Submitted to McMaster”.** See page 16 for “Checking for Completeness and Submitting e-EDI questionnaires”

Clicking on “EDI” will open the questionnaire for that student

Click Exit to return to the Teacher Menu



## 4. How to access the EDI Questionnaires



The screenshot shows the 'EARLY DEVELOPMENT INSTRUMENT' website. At the top, there is a header with the EDI logo, the title 'EARLY DEVELOPMENT INSTRUMENT - A Population-Based Measure for Communities', a language dropdown set to 'English', and a user bar showing 'Northwest Territories test teacher' and the date 'Friday, January 26, 2018 - 9:28:32 AM'. Below the header is a navigation bar with 'Home' and 'Logout' links. The main content area is titled 'Teacher Menu' and contains four sections: 'My EDI' (with links for Username/Password, Teacher Participation Form, and e-EDI Teacher Training Feedback Form), 'Documents' (with a link for Review EDI Guide), 'EDI Questionnaires' (with a link for EDI Questionnaires, highlighted with a red arrow and the number 1), and 'Training' (with a link for EDI Training Video). At the bottom of the menu, a note states: 'To add a new class, please send a message to the EDI Administrator: [webmaster@e-edl.ca](mailto:webmaster@e-edl.ca)'. Below the menu, the footer text reads: '© Offord Centre for Child Studies, McMaster University & Hamilton Health Sciences, Hamilton ON, Canada, Tel.(905)525-9140 27051'.

- **STEP 1:** From the Teacher Menu, click on EDI Questionnaires to take you to the EDI Questionnaires screen

Home > EDI Questionnaires

### EDI Questionnaires

**Class Code :** 99600101 ▾ 2 ▾  
**Teacher Name :** Northwest Territories test teacher  
**Class Time :** pm, every day  
**Language :**  
**Email :** NWTtest@email.com  
**Comments :**

To add a new class, please send a message to the EDI Administrator: webmaster@e-edl.ca  
 If a student has been added in error, please send a message with the EDI Number to be deleted to the EDI Administrator: webmaster@e-edl.ca

**996001012: Northwest Territories test school**

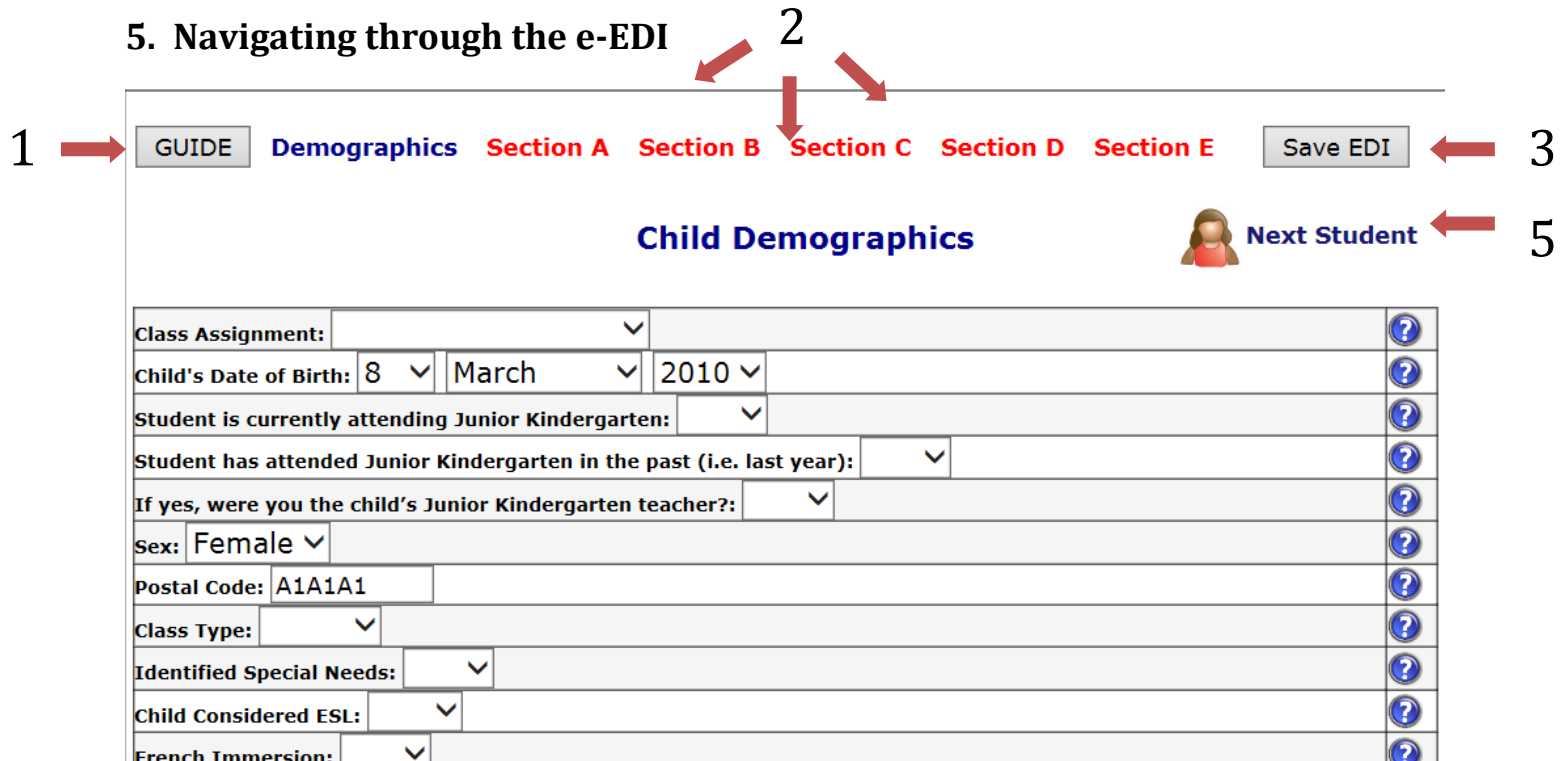
| EDI ID          | Local ID | Sex | Date of Birth | Postal Code | Status                   | EDI   |
|-----------------|----------|-----|---------------|-------------|--------------------------|-------|
| 170699600101201 | 1        | F   | 8-Mar-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101202 | 2        | M   | 2-Sep-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101203 | 3        | F   | 7-Apr-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101204 | 4        | M   | 1-Oct-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101205 | 5        | F   | 6-May-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101206 |          |     | Add Student   |             |                          |       |

**996001014: Northwest Territories test school**

| EDI ID          | Local ID | Sex | Date of Birth | Postal Code | Status                   | EDI   |
|-----------------|----------|-----|---------------|-------------|--------------------------|-------|
| 170699600101401 | 6        | M   | 5-Jun-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101402 | 7        | F   | 10-Jan-2010   | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101403 | 8        | M   | 4-Jul-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101404 | 9        | F   | 9-Feb-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101405 | 10       | M   | 3-Aug-2010    | A1A1A1      | <input type="checkbox"/> | ⇒ EDI |
| 170699600101406 |          |     | Add Student   |             |                          |       |

- **STEP 2:** Clicking on the “EDI” with the flashing arrow will open the EDI Questionnaire for that student where you can begin the data entry.

## 5. Navigating through the e-EDI



The screenshot shows the e-EDI interface. At the top, there is a navigation bar with the following elements: a 'GUIDE' button (labeled 1), a 'Demographics' link, and five red section links: 'Section A', 'Section B', 'Section C' (labeled 2), 'Section D', and 'Section E'. To the right of these links is a 'Save EDI' button (labeled 3). Below the navigation bar, the main title 'Child Demographics' is displayed. To the right of the title is a 'Next Student' button with a person icon (labeled 5). Below the title, there is a form with several fields, each with a question mark icon to its right:

- Class Assignment: [dropdown]
- Child's Date of Birth: 8 [dropdown], March [dropdown], 2010 [dropdown]
- Student is currently attending Junior Kindergarten: [dropdown]
- Student has attended Junior Kindergarten in the past (i.e. last year): [dropdown]
- If yes, were you the child's Junior Kindergarten teacher?: [dropdown]
- Sex: Female [dropdown]
- Postal Code: A1A1A1
- Class Type: [dropdown]
- Identified Special Needs: [dropdown]
- Child Considered ESL: [dropdown]
- French Immersion: [dropdown]

Each of the e-EDI screens are similar in layout. The top half of each screen shows basic information about the child. The bottom half of the screen lists the EDI questions for each section. The below list describes each of the features that are on every EDI page:

1. Guide: click to view an online EDI Guide
2. Red Section links: Click the red section links in the middle of the page (or bottom) to navigate between the sections for a particular student
3. Save EDI : Click to save your work
4. Check for Completeness: to be used when all 6 sections of the EDI are completed
5. Exit: Click to return to Teacher Menu, but save your work first

### NOTE:

**Continuously save as you work!** After 15 minutes of inactivity you will be automatically logged off the system and all your changes will be lost.

**You may partially complete any part of the questionnaire** and Save EDI 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 EDI. See section for instructions on how to check for completeness and submit the questionnaires.

## PART II – COMPLETING THE EDI

---

### Before you Begin Data Entry...

**Ensure that you have confirmed student identities and added any new or missing students.** You may then proceed to completing the actual EDI questionnaires.

**If you are entering your surveys over a period of several days...**  
Remember that you can use the EDI Questionnaires screen to see an overview of which EDIs have been completed in each of your classes.

## 1. Child Demographics Section

[GUIDE](#)
[Demographics](#)
[Section A](#)
[Section B](#)
[Section C](#)
[Section D](#)
[Section E](#)

Save EDI

### Child Demographics


[Next Student](#)

|                                                                        |                                                                                                     |                                                        |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Class Assignment:                                                      | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Child's Date of Birth:                                                 | <input type="text" value="8"/> <input type="text" value="March"/> <input type="text" value="2010"/> | <input style="float: right;" type="button" value="?"/> |
| Student is currently attending Junior Kindergarten:                    | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Student has attended Junior Kindergarten in the past (i.e. last year): | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| If yes, were you the child's Junior Kindergarten teacher?:             | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Sex:                                                                   | <input type="text" value="Female"/>                                                                 | <input style="float: right;" type="button" value="?"/> |
| Postal Code:                                                           | <input type="text" value="A1A1A1"/>                                                                 | <input style="float: right;" type="button" value="?"/> |
| Class Type:                                                            | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Identified Special Needs:                                              | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Child Considered ESL:                                                  | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| French Immersion:                                                      | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Other Immersion:                                                       | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Ethnic Status:                                                         | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Communicates adequately in his/her first language:                     | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Child's Language(s) (Check all that apply):                            |                                                                                                     |                                                        |
| <input type="checkbox"/> Chipewyan                                     |                                                                                                     |                                                        |
| <input type="checkbox"/> Cree                                          |                                                                                                     |                                                        |
| <input type="checkbox"/> English                                       |                                                                                                     |                                                        |
| <input type="checkbox"/> French                                        |                                                                                                     |                                                        |
| <input type="checkbox"/> Gwich'in                                      |                                                                                                     |                                                        |
| <input type="checkbox"/> Inuinnaqtun                                   |                                                                                                     |                                                        |
| <input type="checkbox"/> Inuktitut                                     |                                                                                                     |                                                        |
| <input type="checkbox"/> Inuvialuktun                                  |                                                                                                     |                                                        |
| <input type="checkbox"/> North Slavey                                  |                                                                                                     |                                                        |
| <input type="checkbox"/> South Slavey                                  |                                                                                                     |                                                        |
| <input type="checkbox"/> Tlicho (Dogrib)                               |                                                                                                     |                                                        |
| other                                                                  | <input type="text" value="Unknown"/>                                                                | <input style="float: right;" type="button" value="?"/> |
| Student Status:                                                        | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Student is repeating this grade:                                       | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |
| Is the child a beneficiary of any of the following land agreements:    | <input type="text"/>                                                                                | <input style="float: right;" type="button" value="?"/> |

[GUIDE](#)
[Demographics](#)
[Section A](#)
[Section B](#)
[Section C](#)
[Section D](#)
[Section E](#)

Save EDI

The Child Demographics screen contains questions about the child's background.

- **STEP 1:** Double check the date of birth, gender, postal code, and any other pre-filled information. If this is an added student, you must complete the demographic information
- **STEP 2:** Complete every question
- **STEP 3:** Click "Save EDI" at the top or bottom of the screen to save your work as you go along
- **STEP 4:** Click Section A to go to the next section for this same student.

**NOTE:**

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 EDI. When you have had a student less than a month, they have moved, or consent to participate has been declined, it will be noted here. You will then be prompted to stop completing the questionnaire and submit to McMaster.**

## 2. Section A – Physical Health and Well-Being

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

Section A - Physical Well-being

Next Student

1 About how many regular days (see Guide) has this child been absent since the beginning of school in the fall?

▼

▼

?

Since the start of school in the fall, has this child sometimes (more than once) arrived:

|                                                       | yes                   | no                    | don't know            |   |
|-------------------------------------------------------|-----------------------|-----------------------|-----------------------|---|
| 2 over- or underdressed for school-related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 3 too tired/sick to do school work                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 4 late                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 5 hungry                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |

Would you say that this child:

|                                                                                 | yes                   | no                    | don't know            |   |
|---------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|---|
| 6 is independent in washroom habits most of the time                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 7 shows an established hand preference (right vs. left or vice versa)           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 8 is well coordinated (i.e. moves without running into or tripping over things) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |

How would you rate this child's:

|                                                     | very good/good        | average               | poor/very poor        | don't know            |   |
|-----------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 9 proficiency at holding a pen, crayons, or a brush | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 10 ability to manipulate objects                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 11 ability to climb stairs                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 12 level of energy throughout the school day        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |
| 13 overall physical development                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ? |

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

Section A has 13 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 instincts!
- **STEP 2:** Click "Save EDI" at the top or bottom of the screen to save your work as you go along
- **STEP 3:** Click "Section B" to go to the next section for this same student

### 3. Section B – Language and Cognitive Skills

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

Previous Student 
Section B - Language and Cognitive Skills
Next Student 

| 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 checked="" 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"/> |
| 17)                            | is able to read simple sentences                                                     | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 18)                            | is experimenting with writing tools                                                  | <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"/> |
| 20)                            | is interested in writing voluntarily (and not only under the teacher's direction)    | <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"/> |



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

- **STEP 1:** Complete each question. Take into consideration the child's acquisition and use of language, rather than 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 "Save EDI" at the top or bottom of the screen to save your work as you go along.
- **STEP 3:** Click [to go to the next section for this same student.](#)

**NOTE:**

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.

## 4. Section C - Social and Emotional Development

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

Previous Student 
**Section C - Social and Emotional Development**
 Next Student

| How would you rate this child's |                                      | 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 behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.

| Would you say that this child: |                                                                                            | 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"/> |



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

- **STEP 1:** Complete every question. Remember! 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 2:** Click "Save EDI" at the top or bottom of the screen to save your work as you go along
- **STEP 3:** Click "Section D" to go to the next section for this same student.

## 5. Section D - Special Concerns

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

Previous Student

Section D - Special Concerns

Next Student

|                                                                                                                                                       |                                                                                                                                                                                           | yes                   | no                                | don't know            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------|-----------------------|
| 1 )                                                                                                                                                   | Does the student have a problem that influences his/her ability to do school work in a regular classroom?<br>(based on parent information, medical diagnosis, and/or teacher observation) | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| If YES above, please mark all that apply.<br>Please base your answers on teacher observation or medical diagnosis and/or parent/guardian information. |                                                                                                                                                                                           | Yes Observed          | Yes Parent Info/Medical Diagnosis | Both                  |
| 2a )                                                                                                                                                  | physical disability                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2b )                                                                                                                                                  | visual impairment                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2c )                                                                                                                                                  | hearing impairment                                                                                                                                                                        | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2d )                                                                                                                                                  | speech impairment                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2e )                                                                                                                                                  | learning disability                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2f )                                                                                                                                                  | emotional problem                                                                                                                                                                         | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2g )                                                                                                                                                  | behavioural problem                                                                                                                                                                       | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2h )                                                                                                                                                  | home environment/problems at home                                                                                                                                                         | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2i )                                                                                                                                                  | chronic medical/health problems                                                                                                                                                           | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2j )                                                                                                                                                  | unaddressed dental needs                                                                                                                                                                  | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |
| 2k )                                                                                                                                                  | other<br>If yes, please specify:                                                                                                                                                          | <input type="radio"/> | <input type="radio"/>             | <input type="radio"/> |

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

- In this section, SPECIAL refers both to the needs already noted on the cover page as SPECIAL NEEDS, and any other difficulties that the child is currently experiencing.
- Please base your answers on TEACHER OBSERVATION and/or MEDICAL DIAGNOSIS AND/OR PARENT/GUARDIAN INFORMATION
- Click "Section E" to go to the last section for this student.

## 6. Section E – Additional Questions

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

Section E - Additional Questions
Next Student

| What was the MAIN type of Monday to Friday care for each age period? | Parent/Guardian Care  | Licensed Center-based care/early childhood program | Licensed Care in Someone's Home (e.g. dayhome) | Paid Unlicensed Care (e.g. babysitter) | Unpaid Unlicensed Care (e.g. friend or relative) |   |
|----------------------------------------------------------------------|-----------------------|----------------------------------------------------|------------------------------------------------|----------------------------------------|--------------------------------------------------|---|
| 1a Birth-1                                                           | <input type="radio"/> | <input type="radio"/>                              | <input type="radio"/>                          | <input type="radio"/>                  | <input type="radio"/>                            | ? |
| 1b 1-2                                                               | <input type="radio"/> | <input type="radio"/>                              | <input type="radio"/>                          | <input type="radio"/>                  | <input type="radio"/>                            | ? |
| 1c 2-3                                                               | <input type="radio"/> | <input type="radio"/>                              | <input type="radio"/>                          | <input type="radio"/>                  | <input type="radio"/>                            | ? |
| 1d 3-4                                                               | <input type="radio"/> | <input type="radio"/>                              | <input type="radio"/>                          | <input type="radio"/>                  | <input type="radio"/>                            | ? |
| 1e 4-5                                                               | <input type="radio"/> | <input type="radio"/>                              | <input type="radio"/>                          | <input type="radio"/>                  | <input type="radio"/>                            | ? |

| Has the child participated in any of the following?  | Once a Week or More   | 1-3 Times a Month     | Several times a year  | Once a year           | Not at all            | Not available in the community |   |
|------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------|---|
| 2a Family Literacy Program                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2b Family Resource Centre (e.g. toy lending library) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2c Library reading program                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2d Music, art, or dance programs                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2e Sports or sport programs                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2f Children's clubs/groups                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2g Cultural programs                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2h Language classes or programs                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2i Religion classes, groups or programs              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |
| 2j Other, please specify                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>          | ? |

If you have any additional comments about this child and her/his readiness for school, list them below. \*\*\* Please do not use children's name in any comments. \*\*\*

Check for Completeness

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

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. In some school boards this information is available through the student's files, OSR, or Kindergarten Registration. Availability of this information will be reviewed for your board during teacher training sessions.

- 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 additional comments about the child, or feedback about the e-EDI process, layout, or question wording.



- **STEP 3:** Click “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 McMaster. See page 23 for instructions on checking for completeness and submitting the EDIs.

**NOTE:**

The system will not recognize it as complete until your answers are in agreement. For example, if you say “yes” to question 2 you will have to select “yes” for at least one of the types of childcare.

**EDI Questionnaire(160699600101201)**

**Status:** Incomplete and Unlocked

 **Check for Completeness**

**Site:** Northwest Territories Mock  
**School:** Northwest Territories test school  
**Teacher:** Northwest Territories test teacher  
**Local ID:** 6  
**Sex:** Female  
**Date of Birth:** 08-Mar-2010  
**Postal Code:** A1A1A1

---

| Region classes, groups or programs |                       |  |  |  |  |  |  |  |
|------------------------------------|-----------------------|--|--|--|--|--|--|--|
| 2j                                 | Other, please specify |  |  |  |  |  |  |  |

**If you have any additional comments about this child and her/his readiness for school, list them below. \*\*\* Please do not use children's name in any comments. \*\*\***

 **Check for Completeness**

**Demographics**   **Section A**   **Section B**   **Section C**   **Section D**   **Section E**

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



## EARLY DEVELOPMENT INSTRUMENT

A Population-Based Measure for Communities

NL Test Teacher 1 Friday, September 26, 2014 - 2:50:10 PM

Home > Teacher > Class > Student > EDI Questionnaire

**EDI Questionnaire Lock(201499800101103)** Cancel

Status: Incomplete and Unlocked

Demographics: Complete

Section A: Complete

Section B: Complete

Section C: Complete

Section D: Incomplete ← 2

Section E: Complete

 Finished/Submit to McMaster

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- **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.**



## EARLY DEVELOPMENT INSTRUMENT

A Population-Based Measure for Communities

NL Test Teacher 1 Friday, September 26, 2014 - 3:09:35 PM

Home > Teacher > Class > Student > EDI Questionnaire

**EDI Questionnaire Lock(201499800101103)** Cancel

Status: Incomplete and Unlocked

Demographics: Complete

Section A: Complete

Section B: Complete

Section C: Complete

Section D: Complete

Section E: Complete

3 →  Finished/Submit to McMaster

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



Are you sure you want to lock this student?

Once locked you will no longer be able to edit their EDI.

4 →

4 ↓

| 996001012: Northwest Territories test school |                      |     |                                            |             |                                                 |     |
|----------------------------------------------|----------------------|-----|--------------------------------------------|-------------|-------------------------------------------------|-----|
| EDI ID                                       | Local ID             | Sex | Date of Birth                              | Postal Code | Status                                          | EDI |
| 170699600101201                              | 1                    | F   | 8-Mar-2010                                 | A1A1A1      | <input checked="" type="checkbox"/> 26-Jan-2018 | EDI |
| 170699600101202                              | 2                    | M   | 2-Sep-2010                                 | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101203                              | 3                    | F   | 7-Apr-2010                                 | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101204                              | 4                    | M   | 1-Oct-2010                                 | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101205                              | 5                    | F   | 6-May-2010                                 | A1A1A1      | <input type="checkbox"/>                        | EDI |
| <input type="text" value="170699600101206"/> | <input type="text"/> |     | <input type="button" value="Add Student"/> |             |                                                 |     |

- **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 EDI Questionnaires page and the date will appear in the Status column.

NOTE:

**Once an e-EDI is submitted it may not be accessed or modified in any way.** If you mistakenly submit a questionnaire, please contact the webmaster.

**If you have a lot of “don’t know” answers,** put this child’s e-EDI aside and observe the child for a few more days. Do not “test” the child, but rather watch him in his daily activities. Then return to the child’s e-EDI to provide more detailed answers.

**Make sure you Check for Completeness and Finish/Submit every questionnaire individually.**

## PART III – ADDITIONAL INFORMATION

### 1. Adding New or Missing Students

Home > EDI Questionnaires

#### EDI Questionnaires

**Class Code :** 99600101 ▾ 2 ▾  
**Teacher Name :** Northwest Territories test teacher  
**Class Time :** pm, every day  
**Language :**  
**Email :** NWTtest@email.com  
**Comments :**

To add a new class, please send a message to the EDI Administrator: webmaster@e-edi.ca  
 If a student has been added in error, please send a message with the EDI Number to be deleted to the EDI Administrator: webmaster@e-edi.ca

| 996001012: Northwest Territories test school |          |     |               |             |                                                 |     |
|----------------------------------------------|----------|-----|---------------|-------------|-------------------------------------------------|-----|
| EDI ID                                       | Local ID | Sex | Date of Birth | Postal Code | Status                                          | EDI |
| 170699600101201                              | 1        | F   | 8-Mar-2010    | A1A1A1      | <input checked="" type="checkbox"/> 26-Jan-2018 | EDI |
| 170699600101202                              | 2        | M   | 2-Sep-2010    | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101203                              | 3        | F   | 7-Apr-2010    | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101204                              | 4        | M   | 1-Oct-2010    | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101205                              | 5        | F   | 6-May-2010    | A1A1A1      | <input type="checkbox"/>                        | EDI |
| 170699600101206                              |          |     |               |             |                                                 |     |

Add Student

| 996001014: Northwest Territories test school |          |     |               |             |                          |     |
|----------------------------------------------|----------|-----|---------------|-------------|--------------------------|-----|
| EDI ID                                       | Local ID | Sex | Date of Birth | Postal Code | Status                   | EDI |
| 170699600101401                              | 6        | M   | 5-Jun-2010    | A1A1A1      | <input type="checkbox"/> | EDI |
| 170699600101402                              | 7        | F   | 10-Jan-2010   | A1A1A1      | <input type="checkbox"/> | EDI |
| 170699600101403                              | 8        | M   | 4-Jul-2010    | A1A1A1      | <input type="checkbox"/> | EDI |
| 170699600101404                              | 9        | F   | 9-Feb-2010    | A1A1A1      | <input type="checkbox"/> | EDI |
| 170699600101405                              | 10       | M   | 3-Aug-2010    | A1A1A1      | <input type="checkbox"/> | EDI |
| 170699600101406                              |          |     |               |             |                          |     |

Add Student

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

- **STEP 1:** From the Teacher Menu, click on EDI Questionnaires to take you to the EDI Questionnaires screen
- **STEP 2:** The e-EDI system automatically assigns the next EDI number in the sequence for your class. Enter the appropriate local ID number for the new student.
- **STEP 3:** Click on “Add Student”. The new student’s questionnaire will automatically open and you can begin data entry

#### NOTE:

To report a student who has moved or is no longer in the class, use the instructions listed on page 10 under the heading “IF a student is new to class, has moved, or consent has been declined...”

## 2. Deleting a student

- The e-EDI system will not allow you to delete any student from your class list
- In order to delete a student, please contact the EDI Coordinator at the OCCS (see contact information)
- Only students who have never been in your class should be deleted from your class list
- If a child has moved away, you should select either “moved out of class” or “moved out of school” in the student status question of the demographics section. You will then be prompted to lock and submit the questionnaire to McMaster.

## 3. Logging out



**EARLY DEVELOPMENT INSTRUMENT**  
A Population-Based Measure for Communities

English

Northwest Territories test teacher Friday, January 26, 2018 - 9:28:32 AM

Home Logout

### Teacher Menu

**My EDI**  
Username\Password  
Teacher Participation Form  
e-EDI Teacher Training Feedback Form

**Documents**  
Review EDI Guide

**EDI Questionnaires**  
EDI Questionnaires

**Training**  
EDI Training Video

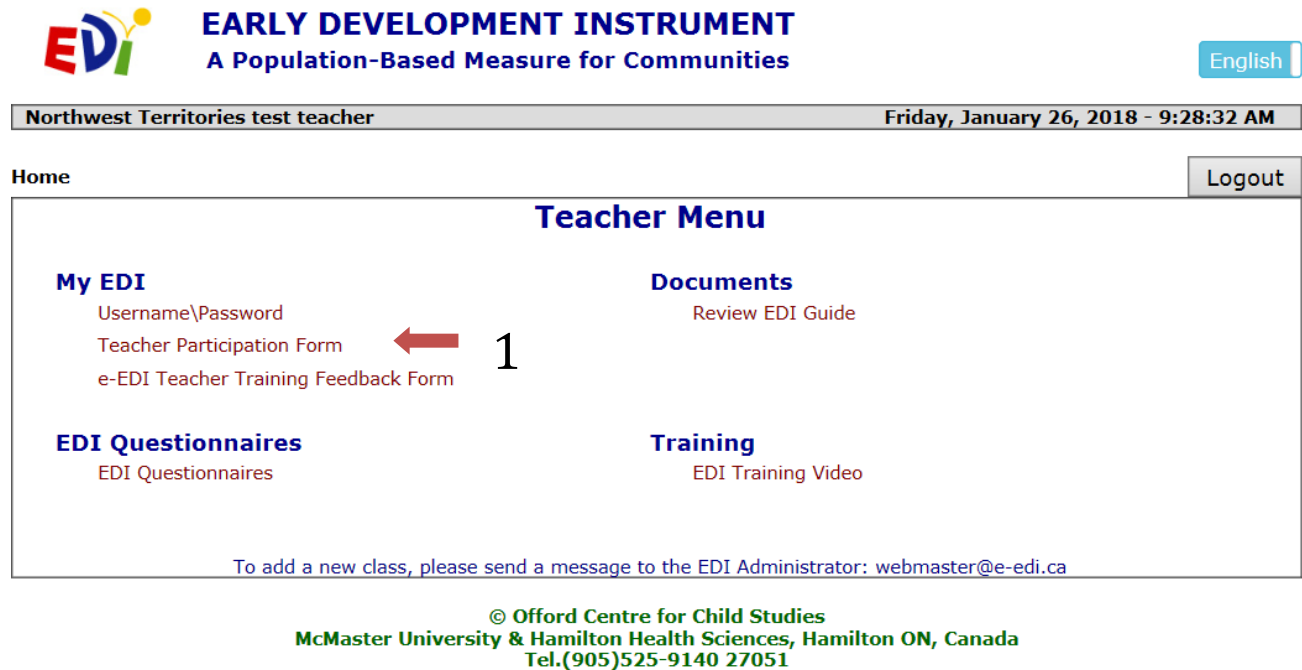
To add a new class, please send a message to the EDI Administrator: [webmaster@e-edi.ca](mailto:webmaster@e-edi.ca)

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- From the Teacher Menu click “Logout” to exit the system. You will have to log back in to continue.

## PART IV – TEACHER FEEDBACK

### 1. Completing the Teacher Participation Form



**Early Development Instrument**  
A Population-Based Measure for Communities

English

Northwest Territories test teacher Friday, January 26, 2018 - 9:28:32 AM

Home Logout

### Teacher Menu

**My EDI**  
Username\Password  
Teacher Participation Form ← 1  
e-EDI Teacher Training Feedback Form

**Documents**  
Review EDI Guide

**EDI Questionnaires**  
EDI Questionnaires

**Training**  
EDI Training Video

To add a new class, please send a message to the EDI Administrator: [webmaster@e-edl.ca](mailto:webmaster@e-edl.ca)

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This section, which asks about previous experience with the EDI, feedback on the EDI teacher guide and individual demographics, teaching experience and background information, is completed once by each teacher. This information is highly confidential and is not analyzed in conjunction with student data. It simply helps to understand the general characteristics of the population of teachers. It also helps keep things organized! Completion of this page is optional, but important.

- **STEP 1:** From the Teacher Menu click on Teacher Participation Form to take you to the teacher participation screen.



## EARLY DEVELOPMENT INSTRUMENT

A Population-Based Measure for Communities

NL Test Teacher 1
Monday, September 29, 2014 - 11:28:48 AM

[Home](#) > **Teacher Participation Form**

5 → Save Exit ← 6

**Teacher Participation Form**

Teacher Code : 99800101

Teacher Name : NL Test Teacher 1

Fax :

Email : NLteacher01@email.com

**Teacher Participation Questions :**

1) Is this your first time completing the EDI ☐ Yes, go to question 5 ☐ No

2) How many times previously have you completed the EDI?

3) Did you attend a Teacher Training Session previously? ☐ Yes, go to question 4 ☐ No

4) If yes, how many times?

5) Did you receive Teacher Training for this implementation? ☐ Yes, go to question 6 ☐ No

6) If yes, how useful was it?

**EDI Teacher Guide Feedback (Please mark all that apply) :**

☐ Yes, I used the Guide and found it helpful

☐ No, I didn't use the Guide, I didn't find it helpful

☐ Yes, I used the Guide but didn't find it helpful

☐ No, I didn't use the Guide, I didn't have one

☐ Other

☐ No, I didn't use the Guide, I didn't have enough time

☐ No, I didn't use the Guide, I'm already familiar with it

- **STEP 2:** You will see some of your information in the first section. Complete and correct this section as needed.
- **STEP 3:** Complete the next two sections about your previous experience with the EDI and your feedback on the EDI Guide.

4 →

### Demographics :

|                            |      |
|----------------------------|------|
| Total Number of Students : | 00 ▼ |
| Teacher Gender :           | ▼    |
| Age :                      | ▼    |

### Experience (How long have you been) :

|                             |     |     |     |      |
|-----------------------------|-----|-----|-----|------|
| a) a teacher                | 0 ▼ | Yrs | 0 ▼ | Mths |
| b) a teacher at this school | 0 ▼ | Yrs | 0 ▼ | Mths |
| c) a teacher of this grade  | 0 ▼ | Yrs | 0 ▼ | Mths |
| d) a teacher of this class  | 0 ▼ | Yrs | 0 ▼ | Mths |
| 998001011                   | 0 ▼ | Yrs | 0 ▼ | Mths |
| 998001012                   | 0 ▼ | Yrs | 0 ▼ | Mths |

### Completed levels of education(Check one or more if applicable) :

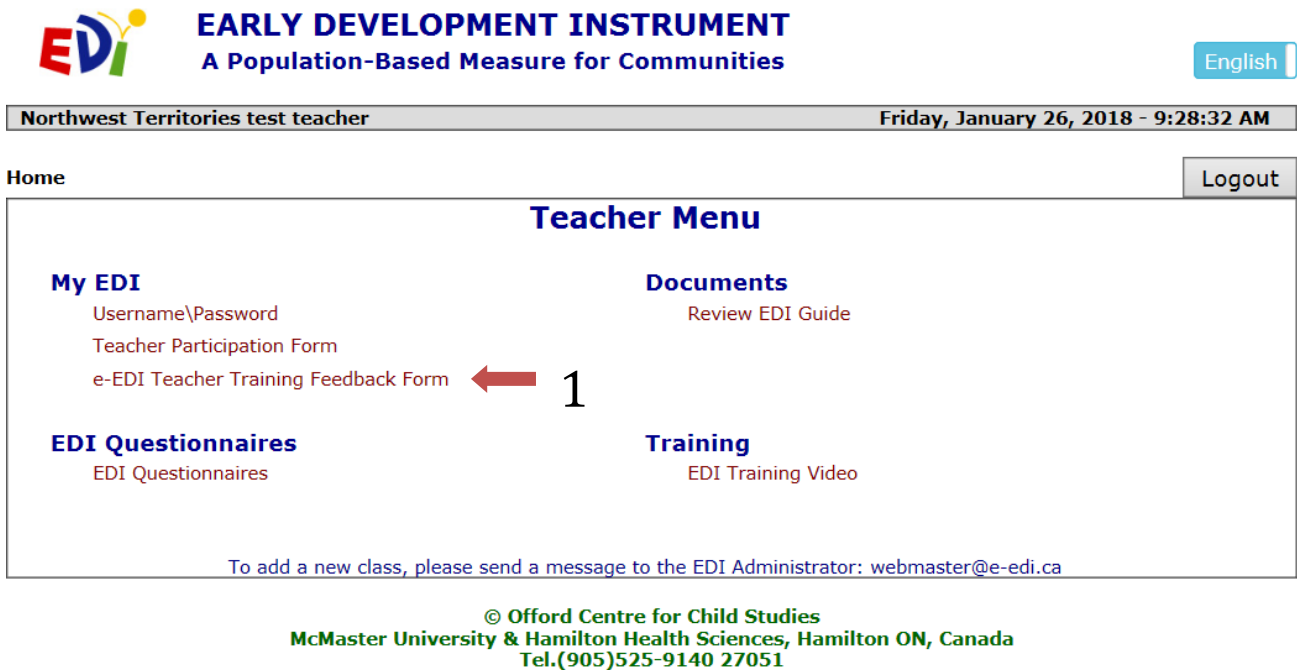
|                                                |                           |                          |
|------------------------------------------------|---------------------------|--------------------------|
| a) some coursework towards a Bachelor's degree | <input type="radio"/> Yes | <input type="radio"/> No |
| b) a teaching certificate, diploma, or license | <input type="radio"/> Yes | <input type="radio"/> No |
| c) a Bachelor's degree                         | <input type="radio"/> Yes | <input type="radio"/> No |
| d) a Bachelor of Education degree              | <input type="radio"/> Yes | <input type="radio"/> No |
| e) some post-baccalaureate coursework          | <input type="radio"/> Yes | <input type="radio"/> No |
| f) a post-baccalaureate diploma or certificate | <input type="radio"/> Yes | <input type="radio"/> No |
| g) some coursework towards a Master's degree   | <input type="radio"/> Yes | <input type="radio"/> No |
| h) a Master's degree                           | <input type="radio"/> Yes | <input type="radio"/> No |
| i) some coursework towards a Doctorate         | <input type="radio"/> Yes | <input type="radio"/> No |
| j) a Doctorate                                 | <input type="radio"/> Yes | <input type="radio"/> No |
| k) Other                                       | <input type="radio"/> Yes | <input type="radio"/> No |

| Class ID  | Language | Size | Completed |
|-----------|----------|------|-----------|
| 998001011 | Unknown  | 5    | 1         |
| 998001012 | Unknown  | 5    |           |

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- **STEP 4:** Complete the remaining sections about your demographics, teaching experience and educational background
- **STEP 5:** Click Save as you go along and when you are finished the page to save changes. Without updating your information will be lost
- **STEP 6:** After completing and saving your work using the Save button, click Exit to return to the Teacher Menu.

## 2. Completing the e-EDI Teacher Training Feedback Form



The screenshot shows the e-EDI Teacher Menu interface. At the top left is the EDI logo. Next to it is the text "EARLY DEVELOPMENT INSTRUMENT" and "A Population-Based Measure for Communities". On the top right is a language dropdown menu set to "English". Below this is a header bar with "Northwest Territories test teacher" on the left and "Friday, January 26, 2018 - 9:28:32 AM" on the right. Below the header bar is a navigation bar with "Home" on the left and "Logout" on the right. The main content area is titled "Teacher Menu" and contains four sections: "My EDI" with links for "Username\Password", "Teacher Participation Form", and "e-EDI Teacher Training Feedback Form"; "Documents" with a link for "Review EDI Guide"; "EDI Questionnaires" with a link for "EDI Questionnaires"; and "Training" with a link for "EDI Training Video". A red arrow points to the "e-EDI Teacher Training Feedback Form" link, with a large number "1" next to it. At the bottom of the menu area is a note: "To add a new class, please send a message to the EDI Administrator: [webmaster@e-edl.ca](mailto:webmaster@e-edl.ca)". Below the menu area is the copyright information: "© Offord Centre for Child Studies", "McMaster University & Hamilton Health Sciences, Hamilton ON, Canada", and "Tel.(905)525-9140 27051".

This section, which asks for teacher feedback on the training session, is also completed once by each teacher. This information helps us figure out what's happening in the training sessions, and what is working best. Completion of this page is optional, but important.

- **STEP 1:** From the Teacher Menu, click on e-EDI Teacher Training Feedback Form to take you to the form.



## EARLY DEVELOPMENT INSTRUMENT

A Population-Based Measure for Communities

NL Test Teacher 1

Monday, September 29, 2014 - 1:46:25 PM

Home &gt; e-Edi Teacher Training Feedback Form

### e-Edi Teacher Training Feedback Form

Teacher Code :

**Please take the time to complete the following Teacher Training Feedback Form. The information gathered from this form will help us to ensure high quality teacher training practices. :**

|     |                                                  |                                                                      |
|-----|--------------------------------------------------|----------------------------------------------------------------------|
| 1a) | Is this your first time completing the EDI?      | <input type="radio"/> Yes, go to question 2 <input type="radio"/> No |
| 1b) | Have you completed the paper version of the EDI? | <input type="radio"/> Yes <input type="radio"/> No, go to question 2 |
| 1c) | Which version did you prefer?                    | <input type="radio"/> Electronic (e-EDI) <input type="radio"/> Paper |

|     |                                                         |                       |                       |
|-----|---------------------------------------------------------|-----------------------|-----------------------|
|     |                                                         | yes                   | no                    |
| 2 ) | Is this your first time receiving EDI teacher training? | <input type="radio"/> | <input type="radio"/> |

|                                                                                       |                                                                    |                       |                       |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------|-----------------------|
| <b>Were the following materials used/covered in today's teacher training session?</b> |                                                                    | yes                   | no                    |
| 3a )                                                                                  | EDI Video                                                          | <input type="radio"/> | <input type="radio"/> |
| 3b )                                                                                  | Guest Speaker                                                      | <input type="radio"/> | <input type="radio"/> |
| 3c )                                                                                  | History/Description of the EDI Instrument                          | <input type="radio"/> | <input type="radio"/> |
| 3d )                                                                                  | Past EDI Results                                                   | <input type="radio"/> | <input type="radio"/> |
| 3e )                                                                                  | Training in a computer lab                                         | <input type="radio"/> | <input type="radio"/> |
| 3f )                                                                                  | Time to start questionnaires                                       | <input type="radio"/> | <input type="radio"/> |
| 3g )                                                                                  | Power Point Presentation                                           | <input type="radio"/> | <input type="radio"/> |
| 3h )                                                                                  | Other                                                              | <input type="radio"/> | <input type="radio"/> |
|                                                                                       | If yes, please specify: <input style="width: 200px;" type="text"/> |                       |                       |

**Please circle the number you feel most appropriately describes the following:**

| CONTENT                                      | Excellent             | Good                  | Average               | Poor                  | Very Poor             |
|----------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4a ) How relevant was the content?           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4b ) Quality of Presentations                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4c ) How clearly was the material presented? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- **STEP 2:** Complete the sections with information on your teacher training session.
- **STEP 3:** Click Save as you go along and when you are finished the page to **save changes**. Without updating your information will be lost.
- **STEP 4:** After completing and saving your work using the Save button, click Exit to return to the Teacher Menu.

When you have submitted the e-EDIs for each of your students and completed your teacher feedback questionnaires, you are done.



## **CONGRATULATIONS!**

You have completed the EDI! Your completed surveys will be automatically collected by the e-EDI administrators and will be joined together with the EDI surveys completed by your colleagues.

Thank you for your hard work and the contribution you have made to improving children's developmental health at school entry.

## PART V – QUICK E-EDI TIPS FOR TEACHERS

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### 1. When Contacting the e-EDI Administrator

The best way for us to find you in the e-EDI system is with a child's EDI ID or your original password (teacher's EDI ID). You could also give us your site, school name, and teacher name

### 2. Teachers are unable to:

- Add or change Local ID after it is entered
  - If you forget the Local ID when adding a student, don't add another student – complete the EDI, and tell the administrator what Local ID to add
- Delete a student
  - As soon as you hit "Add Student" the student will appear at the end of your class list (EDI ID is automatically generated). The only reason you would need to *delete* a student is if you added an extra questionnaire in error, or if the child never existed in your school. If they were ever in your class and you are not completing the EDI for them, you have to mark the appropriate response in the "Student Status" field in Demographics
- Unlock a questionnaire
  - Ensure you are ready before you "Finish/Submit to McMaster" – once it's locked, you can't make any changes (though you can still request that an administrator unlock it)

### 3. Avoid changing your username/password

- This ensures that the Offord Centre and your local coordinator have your log-in information recorded
- If you change your username to something that is NOT a properly formatted email address (e.g., person@email.com), it won't work!
- 

### 4. When you're done, make sure every questionnaire in your class is LOCKED

- Don't forget to "Check for Completeness" & "Finish/Submit" every questionnaire!
- If a child: is no longer in your class/school, has no consent (if consent is required), etc, choose the appropriate answer for Student Status (in Demographics), then Finish/Submit

### 5. Make sure to save continuously as you work

- After 15 minutes of inactivity, you will be logged off

### 6. There is no "Send" button for the Teacher Participation form

- If you hit the "Update" button, the information will automatically get sent to McMaster.



## PART VI - CONTACT

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If you have any questions, comments, or feedback regarding the electronic EDI, please contact McMaster at: [rasope@mcmaster.ca](mailto:rasope@mcmaster.ca)