

Improving Educational Quality (IEQ) Project

**STEP BY STEP EVALUATION PROJECT
RESEARCH COORDINATOR MANUAL**

IEQ undertaken by:

American Institutes for Research

in collaboration with
**The Academy for Educational Development
Education Development Center, Inc.
Juárez and Associates, Inc.
The University of Pittsburgh**

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I. INTRODUCTION

The following pages comprise a field manual for Research Coordinators. It is designed to help the coordinators to support data collectors in their data gathering efforts and to assure the quality and completeness of the data collected. This document provides a standard set of procedures, policy issues, and quality control strategies to be used throughout the evaluation. Calibration and finalization of the manual will take place during pilot testing the instruments and training of data collectors. Although field situations will vary from country to country, region to region and school to school, this manual will provide strategies and techniques to guide the investigation of events as they occur in the field. The manual should be frequently consulted by research coordinators during periods of data collection.

This manual is organized into several sections: First, a brief review of the IEQ project is presented. This is followed by a summary of the evaluation objectives and research design. The document continues with discussions of sample selection, coding, and assuring the quality of the data collected. Final sections deal with communication with the evaluation procedures and future use of the data collected. Instruments and other tools to assist you in your coordination efforts are included as annexes.

II. THE IMPROVING EDUCATIONAL QUALITY (IEQ) PROJECT

The Improving Educational Quality II (IEQ II) Activity is a worldwide project funded by USAID with the objectives to: improve learning by working with colleagues in developing countries on national education reform priorities and using applied research techniques to illuminate the reality of teaching-learning situations in order to advance understanding of reform efforts in improving the quality of education. IEQ II focuses on the utilization of information about the learning process to find practical ways of increasing the potential of each learner.

To meet these objectives USAID has awarded a contract to a consortium led by the American Institutes for Research and including the Academy for Educational Development, the Educational Development Center, Juárez and Associates, and the University of Pittsburgh. IEQ II is a five-year initiative that furthers USAID's commitment to assist countries to conduct research and utilize findings as a basis for innovations that hold promise for improvements in the quality of student's learning experience.

The Education Development Center, Inc. (EDC) has been selected to lead the Step by Step Evaluation funded under the IEQ II Activity. An EDC research team was selected that has extensive background in early childhood research and evaluation. Consistent with the IEQ II approach, EDC's will work collaboratively with host country researchers in finalizing instruments and in interpreting the results.

III. SUMMARY OF DESIGN AND METHODOLOGY

The Step by Step Evaluation is designed to assess the impact of the program on children, parents, and communities in four countries: Bulgaria, Kyrgyzstan, Romania, and Ukraine. In the first

phase, evaluation efforts will compare educational performance and developmental progress of children enrolled in the Step by Step program with children in traditional programs. It will also examine the impact of Step by Step strategies which emphasize family participation and encourage democratic behavior for teachers, administrators, children, and families. Finally, it will gauge the sustainability of the Step by Step program by using selected measures to evaluate the effects of the program on families and communities.

The project will take place over a 12-month research period beginning February 12, 1998 and ending February 11, 1999. The project will result in the observation of 30 classrooms (10 Step by Step [initial], 10 Step by Step [expansion], and 10 traditional) per country using a standardized observation tool and in the testing of 140 children per country in these classrooms on a battery of literacy, mathematics, and creativity measures. In addition the perceptions of teachers and assistant teachers in regard to their work will be collected.

Initial data collection will take place during May and June 1998. Teams of researchers will collect data on children, teachers, and classrooms. Subsequently, the research team will collect data on the effects of the program on families and communities.

IV. ROLE OF THE RESEARCH COORDINATOR

In conducting the Step by Step evaluation, Research Coordinators are the primary persons responsible for each country's research effort. As such, Research Coordinators are expected to work collaboratively with IEQ researchers, field staff and school personnel to conduct the evaluation in an efficient and effective manner.

Throughout the evaluation process, a key aspect of the role of the Research Coordinator is to ensure control over the quality of the data obtained. High quality data means that the data gathered through child, teacher, classroom and community assessments accurately describe what is studied, i.e., that the information is valid and reliable. Procedures for ensuring high quality data include careful training of data collectors and the establishment of administrative systems for supervising and managing the data collection process. Important considerations for ensuring quality control are discussed in Section VIII, Quality Control.

Specific tasks of the Research Coordinator in implementing the evaluation are as follows:

Task 1: Attending Training Meetings and Work Sessions

The Research Coordinator and the Step by Step country team will participate in training and work sessions organized by EDC to design and implement the evaluation. Country representatives will work collaboratively with EDC team members on-site to conduct in-country training on all evaluation measures. This collaborative work will be conducted as a collective group as well as in each country site, at which time a member of the EDC research team will work with the Research Coordinator to train data collectors.

Task 2: Hiring and Training Data Collectors

Qualified data collectors will be hired and trained to carry out the assessments. The Research Coordinator will organize and implement training sessions for data collectors that acquaint them with the assessment instruments and their administration. The Research Coordinator will supervise the data collectors to ensure that data collection is being conducted according to recommended procedures, within the time frame allotted, and in accord with the agreements made with the kindergarten directors and others. If additional personnel are needed to collect data to evaluate the impact of the Step by Step program on parents and community, they must be approved by EDC.

Task 3: Scheduling and Managing Data Collection

Contacts will be made with kindergarten directors of designated sites to gain access to their kindergartens. Contacts will be facilitated with parents, teachers, representatives of community institutions, Ministries of Education, and Pedagogical Institutions in the host country to facilitate the collection of data from these persons and institutions. Research coordinators will directly observe data collection on-site on a regular basis and will review score sheets for completeness, accuracy, and legibility. The Research Coordinator or project staff with equivalent expertise will gather the data necessary to evaluate the impact of the Step by Step program on parents and community.

A testing and observation schedule will be set up for classrooms and children in kindergartens designated in the sampling plan. Data collection schedules will be established for other school personnel, representatives of community agencies, pedagogical institutions, and Ministries of Education.

Task 4: Translating and Preparing Test Materials

The Research Coordinator will be responsible for the accurate translation of the test instruments and instructions. Resources to accomplish this task are provided by the Step by Step Program within each country. The translation shall be of high quality and ensure fidelity to the intent of the measures. The Research Coordinator will collaborate with highly-qualified translators to complete this task. When translation has been completed, the Research Coordinator will produce sets of testing materials for the data collectors. Each data collector shall receive a set of translated testing materials. When testing is completed, the Research Coordinator shall collect these materials from Data Collectors. A copy of the measure may be retained for the purpose of eventual publication of results of the evaluation; this copy is not to be disseminated in multi-copies or for other purposes.

Task 5: Pilot Testing of Instruments

Pilot tests of the evaluation measures will be conducted in sites not included in the research sample. Translated results of the pilot tests will be given to the EDC research team. They will work collaboratively with the Step by Step country teams to revise the measures based on the

pilot test results before the full assessment battery is administered in sampling plan.

Task 6: Transferring Test Results, Storing and Maintaining Confidentiality of Assessment Materials

Test results will be sent to EDC via DHL, UPS, or other fast and reliable delivery service at regular intervals during data collection. The first shipment will occur when data collection is approximately 25% complete, that is, when 8 school observations and 35 child assessments have been completed and checked. The second shipment should occur at approximately the 75% completion point and the final shipment when data is 100 % complete.

Research Coordinators will ensure that individual children and classrooms are identified solely by code number on all materials. Test materials will be stored in a secured location and instructions given to data collectors to follow procedures that will ensure test security. Copies of the tests will not be provided to persons outside of the evaluation process. To comply with copyright permission requirements, all tests are to be destroyed at the completion of the evaluation with the exception of one set to be maintained for the purpose of publication of results. Assessment instruments will not be multi-copied for any purpose other than that directly associated with the evaluation.

Task 7: Disseminating Results

Local personnel will collaborate in the development of a mechanism to disseminate results of the evaluation. One means of dissemination will be conferences and seminars to be held in country sites to review and discuss results and their implications. Practical application of findings within the host country educational system will also be addressed.

Task 8: Communicating with EDC

Research Coordinators will communicate as requested with EDC in a timely manner. They shall submit monthly progress reports including information requested by EDC. There will be an on-going flow of information and discussion via email, letter, and telephone as appropriate and necessary.

V. SAMPLE SELECTION

A. Kindergarten Selection Criteria

The sample will consist of five Step by Step kindergartens and five traditional kindergartens per country. In each Step by Step kindergarten, two initial (E1) and two expansion (E2) classrooms will be selected. In each traditional kindergarten, two classrooms (C) will be selected.

The proposed samples of Step by Step kindergartens for each country are included in the Appendix.

a. Step by Step Kindergartens

Required Criteria

Step by Step Kindergartens are selected from those that have been in existence from the inception of the program in the country. These kindergartens have at least two initial Step by Step classrooms (E1). Initial Step by Step classrooms are those which receive teacher training, materials and equipment, and ongoing support.

Selected kindergartens serve children who have been in Step by Step for at least two years. These Step by Step kindergartens are located in towns or cities that also have traditional classrooms.

Preferred Criteria

Whenever possible, selected Step by Step kindergartens also contain two Expansion classrooms (E2). Expansion classrooms are those in which teachers receive Step by Step training and some professional development support only.

Selected Step by Step kindergartens will reflect variation in size of the community served (urban, rural, suburban) by the Step by Step program within the country. Selected Step by Step kindergartens will include those programs serving a diverse population.

b. Traditional Kindergartens

Traditional kindergartens (C) do not have Step by Step programs (initial or expansion). They are located in the same towns or cities as Step by Step kindergartens and serve populations similar to those served by the Step by Step kindergartens in socioeconomic status, ethno-linguistic minorities served, etc.

B. Classroom Selection Criteria

The sample will consist of 30 classrooms per country: 10 initial Step by Step classrooms, 10 expansion Step by Step classrooms, and 10 traditional classrooms. These classrooms will be selected as follows:

Method for Selecting Initial Step by Step Classrooms:

(E1-experimental first condition)

1. For a classroom to be selected, it should contain a significant number of children who have been in the Step by Step program for at least two years, preferably three years.
2. The Lead Teacher must have at least two years experience teaching in a Step by Step classroom.

3. If only two classrooms in a kindergarten meet criteria #1 and #2, select them.
4. If there are *not* two classrooms in a kindergarten that meet criteria #1 and #2, then select the one classroom that meets the criteria. Do not use another classroom that does not meet the criteria. Find another classroom from a different kindergarten that meets criteria #1 and #2 and select it. **IF IT OCCURS THAT ONLY ONE CLASSROOM MEETING THE CRITERIA EXISTS IN ANY KINDERGARTEN IN YOUR SAMPLE AND YOU MUST GO TO ANOTHER KINDERGARTEN TO FIND A SECOND CLASSROOM, PLEASE NOTIFY EDC IMMEDIATELY.**
5. If there are *more than* two classrooms in a kindergarten that meet criteria #1 AND #2, then alphabetize the classrooms by teachers' family name, e.g. Brady, Dickinson, Hirschler. Using the following random numbers, select the two classrooms that have the highest numbers.

Random #'s	Teachers' Family Names (in alphabetical order)
36149	_____
1834	_____
87403	_____
59380	_____
80759	_____
90353	_____
72051	_____

Method for Selecting Step by Step Expansion Classrooms:
(E2-experimental second condition)

N.B. We would expect that the children and the teachers in expansion classrooms will not have the same amount of Step by Step experience as those in initial (E1) classrooms. Therefore, criteria #1 & #2 above do not apply in this case.

1. Select 10 expansion classrooms according to the Sampling Plan for your country. As we discussed at our meeting with you in Bucharest, you will be selecting expansion classrooms from kindergartens where your initial classrooms are found. This will be true in most cases.
2. If you must select expansion classrooms that are in a different city from your initial classrooms, the most important criterion for selecting expansion classrooms is that they be in **cities of approximately the same size**. For example, you would **not** select an expansion classroom from a town of 30,000 to match an initial classroom in a town of 1,000,000 population.

3. The second most important criterion in selecting expansion classrooms is the **experience of the lead teacher**. As much as possible, the expansion classroom teacher should have approximately the same number of years of teaching experience as the teacher in the initial Step by Step classroom to which it is matched. (Of course, the teacher will not have the same number of years experience in *Step by Step* as explained above.)
4. If *more than two* expansion classrooms meet the criteria, then alphabetize the classrooms by teachers' family name and select the two with the highest random numbers. Use the following list of random numbers:

45331 _____
 48124 _____
 27719 _____
 37166 _____
 92222 _____

Method for Selecting Traditional Classrooms:

(C - control group)

N.B. Traditional classrooms should be selected in and matched to initial classrooms in the same city.

1. You will select 10 traditional classrooms. Traditional classrooms should not be using any other alternative methodology such as Montessori, Waldorf or any other. They should reflect a true "traditional" classroom in your country.
2. Teachers in the selected traditional classrooms should not have taught in Step by Step classrooms nor should they have had Step by Step training.
3. Given the larger choice of traditional classrooms, you will need to match traditional classrooms to initial classrooms in your sample. Match the traditional classrooms to initial classrooms according to **average age of children and minority populations** (e.g. cultural/ethnic/language percentages) in the classroom. You will not be able to find an exact match on all of these variables but find the closest match that you can.
4. If *more than two* traditional classrooms meet the criteria, then alphabetize the classrooms by teachers' family name and select the two with the highest random numbers. Use the following list of random numbers:

80518 _____
 48382 _____
 7487 _____
 37215 _____

46606 _____
17323 _____

C. Child Selection Criteria

The child sample will be drawn from 20 classrooms: 10 Step by Step classrooms (initial or E1 only) and 10 traditional (C) classrooms. No children in expansion (E2) classes will be included in the child sample. In each E1 and C class, 10 children will be selected, and at least seven must be tested, resulting in a sample of at least 70 E1 children and 70 C children, or 140 children per country. The sample will be stratified by gender.

Using the Student Selection Worksheet (See Appendix B: Child Sample Worksheets and Forms), make two class lists. For Step by Step classrooms, make one alphabetical list that includes only those boys who have been in Step by Step for two or more years. Make a second alphabetical list that includes only those girls who have been in Step by Step for two or more years. For traditional classrooms, make an alphabetical list of boys and one of girls. Don't worry if there are blank lines at the end.

The girls with the five highest selection numbers are selected for the study. The boys with the five highest selection numbers are selected for the study.

If you need to select additional boys or girls for the study, always choose in order of the selection number. Always use the selection number to select boys or girls for the study.

VI. CODING PROCEDURES

Careful coding is fundamental to the integrity of the evaluation. Research Coordinators are responsible for ensuring that all data collection instruments are scored and coded correctly. Each instrument should have a face sheet that contains the following codes:

1. Country Code:
 - Bulgaria = 01
 - Kyrgyzstan = 02
 - Romania = 03
 - Ukraine = 04

2. Condition:
 - Initial Step by Step = 01
 - Expansion Step by Step = 02
 - Traditional = 03

3. Kindergarten:
 - Initial Step by Step = 001-005
 - Expansion Step by Step = 006- 010
 - Traditional = 011-015

4. Classroom:
 - Initial Step by Step Kindergarten = 0001-0010
 - Expansion Step by Step = 0011-0020
 - Traditional Kindergarten = 0021-0030

5. Teacher:
 - Initial Step by Step Teacher = 001-010
 - Initial S/S Assistant Teacher = 011-020
 - Expansion S/S Teacher = 021-030
 - Expansion S/S Assistant Teacher = 031-040
 - Traditional Teacher = 041-050
 - Traditional Assistant Teacher = 051-060

6. Student:
 - Initial Step by Step student = 00001-00100
 - Traditional Kindergarten Student = 00101-00200

VII. SCHEDULING DATA COLLECTION

The small amount of time to complete the data collection while classes are in normal operation makes careful scheduling very important. Research Coordinators will develop a master schedule for all data collection. The results of the pilot testing can be used to assist in the development of a master schedule. These results will provide information on the time needed to prepare the testing area at the start of the day, and how many children can actually be tested while working within the daily schedule of activities (e.g. snack time, play time, meals). Research Coordinators should also consider that last date on which data can successfully be collected and work backwards from that date in establishing a master schedule. In all schedules, time must be allotted for possible delays owing to student absenteeism, examiner sickness and special events at the kindergarten which impede testing.

Other considerations in scheduling will be the availability of a testing facility. Generally a room that will not have people continually entering and distracting children should be used. Such a facility may only be available at certain times during the day. The order of testing is also important as the order of testing of individual children in classrooms should be altered to control for possible time-of-day bias.

Assuming the a data collector can test five children in one day on the first half of the battery, a team of two testers can complete one kindergarten in a week. Each tester would work in a different classroom (if facilities were not available for simultaneous testing, one tester would work in a traditional kindergarten while one worked in the Step by Step kindergarten). Each would administer the first half of the battery to five children on Monday. On Tuesday, they would administer the second half of the battery to the same children in reverse order (that is, the last child tested on Monday would be the first child tested on Tuesday). On Wednesday and Thursday, the same procedure would be followed for the remaining five children in the sample in

each classroom. Friday would be used to complete any testing that had been delayed by absence or special events during the week. Thus, two weeks would be needed to complete four classrooms. This would mean that ten data collectors would be needed to complete the testing in a two week period. Once testing was completed in the at a location, an observer would spend one week conducting observations in each of the four classrooms and administering the teacher survey instrument.

Diagram (below) - Illustrative Schedule for Two member Testing team

WEEK 1																				
STEP BY STEP										TRADITIONAL										
	Classroom 1					Classroom 2					Classroom 1					Classroom 2				
Data Collector 1	x	x	x	x	x															
Data Collector 2											x	x	x	x	x					
WEEK 2																				
Data Collector 1																x	x	x	x	x
Data Collector 2						x	x	x	x	x										

VIII. QUALITY CONTROL

The dependability and objectivity of the data collectors and the reliability of the information collected are of the utmost importance to assure a credible and useful evaluation. A number of procedures should be used by the Research Coordinator to ensure the quality of the data collected. These include: pilot testing of the instruments to adjust administration to actual kindergarten contexts; careful selection of data collectors and teaming of individuals with different strengths to maximize the quality of the information collected; training of the data collectors which builds familiarity with both the battery of instruments and the kindergarten context; random selection of classrooms and children to avoid any possible bias; visiting each data collector at a kindergarten and assessing performance; ongoing communication with data collectors throughout the study; and careful editing of evaluation materials for completeness of information collected.

Pilot testing:

Pilot testing of all instruments will allow adjustments in the instruments themselves and in the procedures for administration. Each instrument should be pilot tested at least five times at kindergartens not included in the evaluation sample. The results of this pilot test will be used to revise the measures and make adjustments in the administration procedures, as necessary, prior to collecting data at the evaluation kindergartens.

Data Collector Selection:

Data Collectors will be selected in accordance with the sample job description developed at the Step by Step Evaluation Project meeting held in Bucharest. It is important to carefully judge the skills and abilities of data collectors during training sessions. Select those who are best able to administer child assessment instruments and conduct observations. When data collectors have complementary skills they should work as a team in the same kindergartens to take advantage of their combined skills. Hire more data collectors to participate in the training than you are likely to need to conduct the evaluation. It is possible that one or more may drop-out or not be qualified to undertake the data collection. These individuals will be paid for the time that they participate in training. If all are successful in training, develop a data collection schedule that will use all of the data collectors to complete the work more rapidly than anticipated.

Training:

The Research Coordinator will conduct the training of data collectors with assistance from an IEQ international team member. Your goal as the Research Coordinator is to focus on the development of a limited number of specific skills by the data collectors. These skills include: 1) Role management skills related to interpersonal interaction, explanation of the evaluation, and selection of classrooms and children; 2) Ability to administer the battery of assessment instruments for children in a fair and consistent manner; 3) Development of observational skills to accurately judge the dynamics of kindergarten classrooms in a holistic way; and 4) an understanding of the professional rules concerning confidentiality, staff policies and ethics. The primary focus of the training will be in preparing data collectors to administer and score instruments accurately and consistently. Thus, during training, each data collector should have ample practice with the instruments that s/he will use at the kindergartens. Instruments will be used first in role playing among trainees and then with children in actual kindergartens.

Scheduling:

Scheduling teams of two or more data collectors to work in the same kindergartens will avoid team members feeling ownership of a kindergarten and help preserve objectivity. It will also allow the team members to discuss each day's efforts and develop solutions for difficulties encountered. Such scheduling can take different forms depending on the characteristics of the individual kindergartens. Where it is not intrusive (sufficient space for simultaneous testing), two data collectors can work in the same kindergarten at the same time. In other cases, where two kindergartens are close by, you can schedule each data collector can work alternate days in the same kindergarten.

Coordinator Visits:

Visits to the kindergarten by the Research Coordinator help to ensure the rigor of the data collection and to calibrate the researchers efforts around the common standard of the Research Coordinator. The research Coordinator will visit every data collector during data collection. The research Coordinator will conduct parallel observations with each classroom observer. The observations will consist of two ten-minute observations during the three hour observation period. Research Coordinator will agree on a single aspect of the kindergarten on which both will focus. This can be the teacher, child-child

interaction, use of materials or some similar aspect identified in the instrument. When the data collector has completed his/her three hour observation, the Research Coordinator and the data collector will discuss their common observations and resolve any differences.

With each child assessment data collector, the Research Coordinator will review one complete child assessment battery. The Research Coordinator will review scoring procedures (such as how the data collector calculated basals and ceilings), coding of the face sheet, procedures used by the data collector to establish rapport with the child and to keep the assessment fair and neutral.

Communication:

Regular communication is vital to ensure high quality data. Such communication includes communication between the Research Coordinator and the kindergarten directors; the Research Coordinator and the data collectors; data collectors with teachers and children; and data collectors among themselves. In addition to the Research Coordinator visits to the kindergartens described in the previous paragraph, the Research Coordinator and the data collectors will communicate at least weekly by telephone. The Research Coordinator will also inform the kindergartens about the evaluation by telephone and letter, as well as request that the kindergarten director inform parents about the study. (A sample letter to the kindergarten director is found in Appendix G) . Researchers will work in teams of two or more and will communicate among themselves about any difficulties encountered and how such difficulties may be overcome. They may also keep dairies about their experience in the field. (A self assessment instrument that can be used for data collectors to assess their performance that can be used either in training or in actual data collection is found in Appendix H). Wherever possible, the Research Coordinator will schedule a mid-point meeting of all data collectors in the field to discuss data collection issues.

Editing, Transferring the Test Results, Storing and Maintaining Confidentiality of Assessment Materials.

Research coordinators will review all instruments for completeness of coding and responses, as well as legibility of instruments. If questions arise, the Research Coordinator will contact individual data collectors for clarification prior to sending the tests to EDC. Test results will be sent to EDC via DHL, UPS, or other fast and reliable delivery service at regular intervals during data collection. The first shipment will occur when data collection is approximately 25% complete, that is, when 8 school observations and 35 child assessments have been completed and checked. The second shipment should occur at approximately the 75% completion point and the final shipment when data is 100% complete. All data collected at each kindergarten will be packaged together. A Data Verification Sheet (see Appendix F) will be used to ensure completeness of data for each kindergarten.

Research Coordinators will ensure that individual children and classrooms are identified

solely by code number on all materials. Test materials will be stored in a secure location and instructions given to data collectors to follow procedures that will ensure test security. Copies of the tests will not be provided to persons outside of the evaluation process. To comply with copyright permission requirements, all tests are to be destroyed at the completion of the evaluation with the exception of one set to be maintained for the purpose of publication of results. Assessment instruments will not be multi copied for any purpose other than that directly associated with the evaluation.

IX. OPERATIONAL DEFINITIONS

For frequently used and potentially confusing terms, operational definitions are provided below. If important terms are not specified here that are found to be important, create a definition and make note of behaviors you sampled to develop that definition. This information can then be used for future references.

Active: requiring movement and interaction (with materials, peers, or teacher).

Assistant Teacher: person holding a permanent paid position to support the kindergarten teacher.

Child Directed: child initiating or leading a learning experience either alone or with other individuals.

Culturally Appropriate: representative of different cultures or traditions.

Distinct Area: those parts of the room labeled or identified by the teacher for a particular activity (may extend the boundaries of predesignated area).

Group: three or more interacting individuals.

Large Group: group with more than five children.

Parent: any non-paid volunteer in the classroom (e.g., mother aunt, older sibling).

Preparation Time: periods during which teacher engages in planning or materials development.

Representations of Children's Work: physical examples of items created by individual children during class time.

Small Group: group with five or less children.

Second language Activities: planned and scheduled activities designed to promote the development of a language other than the language of instruction.

Teacher: the individual designated by the kindergarten to direct a given kindergarten

Teacher-Directed: teacher initiating and leading learning experiences involving two or more other individuals.

X. RIGHTS TO DATA

Data from the Step by Step evaluation officially belong to the USAID/ENI Bureau, which funded this evaluation. According to the principles of the Improving Educational Quality (IEQ II) Project, collaboration among US and host country researchers, teachers, program personnel, district and national education officials and others is essential to building a community of learners, all of whom are interested in using results from the classroom to inform and support education reform efforts in the country. In the spirit of collaboration, Research Coordinators will

receive all of the data for their country.

In addition, IEQ researchers will continue to work with researchers in each country to publish studies, as requested. Publication of studies conducted through this project require only the citation of the contract number for the IEQ Project, Contract Number HNE-I-00-97-00029-00.

Funding permitting, host country researchers will be invited to IEQ Exchanges to share their work with IEQ researchers from other countries.

XI. INSTRUMENTS AND TOOLS

Copies of the following instruments, with descriptions, instructions for administration, and recording forms, are included in the Appendix:

Child Assessment Instruments

- _____ Peabody Picture Vocabulary Test (PPVT), 3rd Edition
- _____ Emergent Literacy Assessment
- _____ Test of Early Mathematics Ability (TEMA)
- _____ Torrance Tests of Creative Thinking (TTCT)

Classroom Assessment Instrument

- _____ Early Childhood Classroom Observation, National Association for the Education of Young Children (NAEYC)

Teacher Survey

- _____ Teacher Beliefs Rating Scale

Data Verification Sheet

Appendix A

Proposed Kindergarten Samples for Each Country

PROPOSED SAMPLE FOR BULGARIA

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Zornitza	Sophia	capitol city, largest city
Detelina	Rousse	mid-size city, 3 rd yr. classes, some diver.
Detelina	Bourgas	mid-size city, 3 rd yr. classes, some diver.
Fantazia	Velingrad	suburban, high minority pop.
Nikola Vaptzarov	Assenovgrad	sm. City, high minority pop.
<i>Alternate</i>		
Snezanka	Pleven	Alt. for 2 Detelinas

Pilot Test Sites

Step by Step

Traditional

NOTES

PROPOSED SAMPLE FOR UKRAINE

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Kyiv # 580	Kyiv	capitol city, high # classes for 3 rd yr., lg. ctr.
Kyiv # 317	Kyiv	above and 25% pop. minority
Maluk	Lviv	large urban, high % of 2 nd yr. +, exp. nearby
Poltava # 26	Poltava	mid-size urban, 30% minority pop., 3 rd yr.
Kerch # 48	Kerch	urban, 40 % minority pop., high 3 rd yr.,
<i>Alternate</i>		
Kyiv # 318	Kyiv	could serve as alternate for Kyiv # 317

Pilot Test Sites

Step by Step

Traditional

NOTES

PROPOSED SAMPLE FOR ROMANIA

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Kindergarten #3	Constanza	
Kindergarten #22	Botosani	
Kindergarten #3	Tulcea	
Kindergarten #13	Targoviste	
Kindergarten #4	Calarasi	

Alternate

Kindergarten	Galati
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Pilot Test Sites

Step by Step
Republica
Tulcea (1 Group)

Traditional

NOTES

PROPOSED SAMPLE FOR KYRGYZSTAN

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Orlenok #10	Jalal-Abad	
Kindergarten #61	Bishkek	
Ak-Beshik #15	Talas	
Rosinka	Osh	
Alenushka	Kara-Balta	

Alternate

Pilot Test Sites

Step by Step

Traditional

NOTES

Appendix B

Child Sample Worksheets & Forms

Student Selection Worksheet

Child Sample Form (Step by Step)

Child Sample Form (Traditional)

Student Selection Worksheet

Classroom _____

	<u>Name</u>	<u>Selection Number</u>
Girls	1	14014
	2	13277
	3	92851
	4	26379
	5	41951
	6	46851
	7	49356
	8	81318
	9	88042
	10	73930
	11	3091
	12	24497
	13	82650
	14	69897
	15	92154
	16	11921
	17	79767
	18	32304

Boys	1	_____	32093
	2	_____	3994
	3	_____	11584
	4	_____	33550
	5	_____	11365
	6	_____	74757
	7	_____	65080
	8	_____	10808
	9	_____	89868
	10	_____	61936
	11	_____	42739
	12	_____	55119
	13	_____	34623
	14	_____	75992
	15	_____	49278
	16	_____	67652
	17	_____	7937
	18	_____	71977

CHILD SAMPLE FORM (STEP BY STEP)

Name of Country: _____

Country Code:

Name of S/S Kindergarten: _____

S/S Kindergarten Code:

Name of Classroom Teacher: _____

Classroom Code:

Children Selected for the Sample

Name (last, first)	Child Code #	Gender (M/F)	DOB	Ethnicity	# years in S/S
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

CHILD SAMPLE FORM (TRADITIONAL)

Name of Country: _____

Country Code:

Name of Traditional Kindergarten: _____

Kindergarten Code:

Name of Classroom Teacher: _____

Classroom Code:

Children Selected for the Sample

Name (last, first)	Child Code #	Gender (M/F)	DOB	Ethnicity	# years in K
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Appendix C

Child Assessment Instruments

Peabody Picture Vocabulary Test (PPVT), 3rd Edition

Emergent Literacy Assessment

Test of Early Mathematics Ability (TEMA)

Torrance Tests of Creative Thinking (TTCT)

STEP BY STEP PROGRAM EVALUATION

EMERGENT LITERACY ASSESSMENT*

Instructions for Administration: English Version

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*The *Emergent Literacy Assessment* is adapted from the *Emergent Literacy Profile* by David K. Dickinson (Education Development Center, Inc.) and Carolyn Chaney (San Francisco State University).

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TASK 1: LETTER IDENTIFICATION

Materials: 3 laminated cards with 4 letters printed on each

Purpose

The purpose of this task is to determine the child's knowledge of the letters of the alphabet. Letter knowledge has long been shown to be one of the strongest early predictors of children's later reading growth. Children develop an understanding of letters in varied ways; therefore this task allows children to display their knowledge in different ways, by producing responses or by identifying letters after you name them.

Overview

Tell the child that you will be asking him/her to identify some letters. Then place the first card with letters on it directly in front of the child. Point to the letter on the farthest left side of the card and ask the child to name the letter or say what sound it makes. Either response is acceptable. Ask the child to name all four letters on a card.

If the child does not give a correct response for any of the four letters on a card, ask him/her to point to each letter as you name it. Name a letter and ask the child to point to it. Repeat this procedure for all four letters. Name the letters in the order indicated by the small numbers next to each letter on the form where the child's responses are recorded. Note that this order does not follow the left-to-right order in which the letters are written on the cards. Give the child 1 point for each letter s/he points to correctly unless s/he already received 2 points for naming the letter.

Take the card back after you have finished with all four letters. Place it face down and present the next card. Keep the cards that have not yet been presented in a pile next to you in a place where the child cannot be distracted by them. Use the same procedure for all three cards.

Specific Instructions:

Say:

"Now I am going to show you some letters. I want to know if you can name some of them."

1) Card #1: (4 upper case letters)

a) Hand the card to the child. Point to each letter. For each letter, say:
"What is the name of this letter?"

If the child does not know its name, say:
"Do you know its sound?"

b) If the child does not name or give the sound of any letter, say:
"Now I'm going to tell you the names of these letters. I want you to point to the letter whose name I give you, OK? Can you show me which one is the _____?"
Name the letters in this order: (order written on card).

Scoring Directions: Letter Identification

Child names the letter correctly or produces the correct sound (for example, buh for B).	2 points
Child correctly identifies the letter after you name it. If a child first names a letter or produces its sound first, and then identifies it when you name it, give the child a score of 2.	1 point
Child cannot point to the letter, even when you name it.	0 points

2) Hand the child Card #2 (2 upper case, 2 lower case).

a) Point to each letter. For each letter, say:

“What is the name or sound of this letter?”

b) If the child does not name or give the sound of any letter, say:

“Now I’m going to tell you the names of these letters. I want you to point to the letter whose name I give you, OK? Can you show me which one is the _____?”

Name the letters in this order: (order printed on response sheet)

3) Hand the child Card #3 (2 upper case, 2 lower case letters).

a) If the child has not named or given the sound of any letter on the first two cards then ask:

“Do you see any letters that you know?”

If the child answers “yes” then ask: ***“What is it’s name or sound?”***

Continue asking if he/she knows more letters until no more are known.

If the child has named one or more letters correctly, proceed as before. Point to each letter. For each letter, say:

“What is the name or sound of this letter?”

b) If the child does not name or give the sound of any letter, say:

“Now I’m going to tell you the names of these letters. I want you to point to the letter whose name I give you, OK? Can you tell me which one is the _____?”

Name the letters in this order: (order on response form).

TASK 2: EMERGENT WRITING

Materials: Appropriate writing implements to choose from.
 Unlined paper for child's writing.

Purpose

The purpose of this task is to allow children to display their understanding of the structure of written language and how it is written. Children will have a chance to reveal their understanding of literacy in their approach to the writing task, in how they form letters, and in how they use letters to represent sounds.

Overview

This task has three parts. First, the child will write her/his name, then s/he will write two words of her/his own choosing, and finally s/he will write three words you give her/him. The same scoring approach is used for the child's name and the two words s/he chooses to write. A different scoring system is used for the words you give the child.

Give the child a piece of writing paper and two writing implements from which to choose. After the child selects a writing tool, ask her/him to write her/his name on the paper. Note that no identifying information should be written on this paper until after the child has finished writing. If the child is reluctant, explain that some children have their own way to write their names. Encourage him/her to write it any way that s/he can. As the child writes, observe how s/he holds the writing implement and the direction in which s/he proceeds (right to left, left to right, top to bottom). Also listen to what s/he says while working because this will help you understand what s/he intended to write. When the child is finished, ask questions to learn what s/he wrote and how the marks on the paper reflect his/her writing efforts. Record needed scoring information. It is essential that you record all scoring information based on your observation of the child's writing.

Repeat the same sequence for the two words that the child selects.

Remember to put identifying information on the child's paper after you get it back. (That is, the child's name and code number.)

A) NAME WRITING

Specific Instructions:

Say:

“Now I'd like to see how you write your name. Write it on this piece of paper.”

Give the child a choice of two writing implements.

Observe how the child holds the writing implement and puts marks on the paper. Note if s/he writes from the left to the right or moves in some other direction (e.g., right to left, top to bottom). Also listen to any sounds or words s/he produces while writing to help you determine if the child is trying to record a name or is doing something else. Make notes about the writing process in the space provided on the score form.

After the child is finished, say:

“Now I would like you to tell me about your writing. Can you tell me what you wrote?”

Note that the child could be writing a first or last name or a nickname. Record what the child says s/he was writing on the score form.

Say:

“Can you show me how you wrote that?”

Have the child point to specific parts of what s/he wrote. Listen carefully so that you understand as much as possible about what the child attempted to write.

Learn the following:

- 1) What was the child trying to write? Is it some version of his/her own name (first name, last name, nickname)? Is it an unexpected production (for example, the child cannot tell you what the marks mean; the marks represent something the child likes instead of his/her name)?
- 2) Are there conventional letters included?
- 3) Do any conventional letters come from the name the child is trying to write? If so, how many?

Assign a score for each of the elements being scored.

Scoring: Name Writing

Intentionality:

The child says own name when asked what s/he wrote: 1 point
(The child may say any portion of her/his name or may use a nickname.)

Child tells a story, says things other than own name. 0 points

Conventionality: See if the letters the child wrote relate to the name the child said s/he was writing. Reversed letters are always counted as correct.

70% or more letters in the attempted name are correct. 3 points
(3 of 4, 4 of 5, 5 of 6, 5 of 7, 6 of 8, 7 of 9)

Two or more letters from the attempted name are correct, 2 points
but less than 70% are correct.

One or more conventional letters, but they may not all 1 point
be in the name the child said she was writing.

No conventional letters. 0 points

B) CHILD'S OWN WORDS

Specific Instructions:

Have the child continue to use the same paper.

FIRST WORD

Say:

“Now I want you to write any word that you know how to write.”

Reassure the child that s/he can write it in “his/her own way.”

After the child is finished, say:

“Now I would like you to tell me about your writing. Can you tell me what you wrote?”

Record the word the child said s/he was writing in the space provided on the score form.

Say:

“Can you show me how you wrote that?”

Have the child point to specific parts of what she wrote. Listen carefully so that you understand as much as possible what the child attempted to write.

Record the word the child said s/he was trying to write.

Record needed scoring information.

SECOND WORD

Repeat the sequence just used for the word the child chose to write. Record scores.

Scoring: Words Child Chooses and Overall Score

Scores assigned for **each word** the child writes:

Conventionality: (possible 3 points)

Word spelled correctly. 3 points

In one syllable word, all sounds except one are spelled correctly. In two or more syllable word, correct letters for 3+ sounds. 2 points

One sound correctly spelled in one syllable words. One or two sounds correctly spelled in two or more syllable words. 1 point

No conventional letters. 0 points

Scores assigned **after all three words** (name and two words) are written:

Grasp: (possible 1 point)

Holds writing tool in appropriate manner at any time. 1 point

Directionality: (possible 2 points)

Writing produced from left to right. 1 point

Writing organized from top to bottom of paper or clearly organized left to right, with no need for a second line. 1 point

C) WORD WRITING

Specific Instructions:

Discontinuation Rule:

Do not do this task if the child did not spell any sounds in a conventional manner when s/he was writing words of her/his own choosing. Skip to EARLY READING.

FIRST WORD

Say:

“Now I want you to write a word I will tell you. Please write _____. Spell it the best way you can.”

If you are not sure what letters the child wrote, ask the child to tell you what s/he wrote. Record needed scoring information.

SECOND WORD

Say:

“Now I want you to write a word I will tell you. Please write _____. Spell it the best way you can.”

If you are not sure what letters the child wrote, ask the child to tell you what s/he wrote. Record needed scoring information.

THIRD WORD

Say:

“Now I want you to write a word I will tell you. Please write _____. Spell it the best way you can.”

If you are not sure what letters the child wrote, ask the child to tell you what s/he wrote. Record needed scoring information.

Be sure that you write the child’s name on the paper with her/his writing after s/he completes all the writing tasks.

Scoring: Word Writing (possible total = 9 points)

Word spelled correctly.	3 points
Two of three sounds correctly represented.	2 points
Initial sound correctly represented.	1 point
No sounds correctly represented.	0 points

TASK 3: EARLY READING

Materials: Card with child's commonly used name printed in upper case letters. (Prepare this card before the session.)
Card with eight standard words.
Paper used to cover words until they are presented.

Purpose

This task asks children to display their ability to read simple words. They first are asked to read their own names because this typically is the first word children learn to recognize. Words they are shown are of increasing difficulty to provide some challenge for more advanced readers. It is expected that children will not be able to read each word quickly; they may need to sound out some words sound by sound.

Specific Instructions:

In preparation for this task, after the first day of testing, you should print the child's commonly used name in upper and lower case letters on a piece of paper. Start by showing the child his/her own name. Next present the paper with the additional eight words on it. Cover all words except the first one. Draw the child's attention to the first word and ask the child what s/he thinks it says. Reassure the child that is fine to guess. Record a score after each word. Repeat this procedure until all words have been presented.

1. Show the child the paper on which you have written his/her name.

Say:

“Now I'd like you to read something that I have written. Can you tell me what this says?”

Record the child's score. Determine if you should continue this task.

Discontinuation Rule:

If the child cannot read his/her own name **and** was not able to write any sounds accurately in the previous spelling task, move on to Task 4.

2. Show the child the card that has the words. Cover all except the top word.

For each word say:

“Can you tell me what this says? If you are not sure you can guess what you think it might say.”

Record the score.

Slide the paper down to present the next word. Continue as above.

Discontinuation Rule:

If the child is unable to read four words in a row, stop this portion of the early literacy assessment.

Scoring: *Early Reading Task* (possible total = 9 points)

Child reads the word correctly. 1 point

(Do not count a word as “wrong” simply because the child has a problem pronouncing the word correctly due to articulation problems or accent.)

Child does not know word or is incorrect. 0 points

TASK 4: PRINT CONCEPTS AND READING COMPREHENSION

Materials: *Where’s My Monkey?* (adapted version)

Purpose

The purpose of this task is to assess children’s understanding of print concepts as well their reading comprehension. This task is comprised of three activities, all of them involve the use of the book, *Where’s My Monkey?*, by Dieter Schubert. The task involves observing and scoring children’s book knowledge (e.g., book orientation, author) and print concepts (e.g., left to right directionality, word concept). It also involves a reading of the adapted version of *Where’s My Monkey?*, asking questions to assess children’s comprehension. To make this portion of the task easier to administer, the comprehension questions appear in the book, below the text.

A) PRINT CONCEPTS -SECTION 1

Specific Instructions:

1. Hand the child the book, *Where’s My Monkey?*, with the title page facing down and the end pages toward the child and say:

“(Child’s name), here is a book we are going to read.”

Scoring: Orientation

Observe if the child orients the book correctly (title page up and text oriented toward him/her). Book is oriented correctly (both elements).	1 point
Book is not oriented correctly (one element may be present).	0 points

2. If the child has not oriented the book correctly, gently adjust the book before proceeding. Point to the title of the book and ask:

“What is this?”

If the child answers “title” or “name of the book” then read the title.

“The title of this book is Where’s My Monkey?”

If the child does not answer or answers incorrectly say:

“This is the title or name of the book. The title of this book is Where’s My Monkey?”

Scoring: Title

Child identifies the title using the word “title” or reasonable approximation. 1 point

Child does not respond or answers incorrectly. 0 points

3. Point to the name of the author and say:

“by Dieter Schubert. Who is he?”

Accept responses such as author, person who wrote the book, writer, or equivalent responses. If the child does not know then say:

“Dieter Schubert is the author, the person who wrote the book.”

Scoring: Author

Child responds with author, writer, or equivalent. 1 point

Child does not respond or answers incorrectly. 0 points

4. Ask the child:

“Show me the beginning of the story.”

Scoring: Story Start

Child indicates the first page of the story (text or picture). 1 point

Child indicates something other than the first page. 0 points

5. Then say:

“Point to where I should start reading.”

If the child points to the beginning of the text, then ask:

“Show me where I should read next.”

Continue to prompt the child to determine if they understand both elements of directionality (i.e., left to right, and top to bottom). If the child does not know where to start reading, show the child and ask:

“Where should I read next?”

Scoring: Directionality

Child indicates beginning of text and both elements of directionality.	2 points
Child indicates beginning of text but does not show understanding of both elements of directionality. Or, child fails to indicate beginning but does indicate both elements of directionality.	1 point
Child does not indicate the beginning of the text.	0 points

B) READING COMPREHENSION

Specific Instructions:

Before reading the story, *Where's My Monkey?*, readjust your position so that both you and the child are comfortable. Pace your reading so that the child has sufficient time to examine the pictures. This is important because the questions asked of the child are text dependent and, therefore, the child must pay attention to the reading. (Suggested pause before reading text is 3 to 4 seconds.)

1. Read the text printed on page 1, then ask:

“What is Michael going to do?”

Scoring: Question 1

Child says “go on a bicycle ride”.	1 point
Child does not respond or offers incorrect response.	0 points

2. Continue reading until you finish page 4, then ask:

“What did they do before they had a picnic?”

Scoring: Question 2

Child says “fed ducks” or “fed birds”.	1 point
Child gives incorrect response or says “I don’t know”.	0 points

3. Turn to page 5 and read the text. Then ask:

“Why was Michael’s mother riding so fast?”

Scoring: Question 3

Child says “to get out of the rain” or a similar response. 1 point

Child gives an incorrect answer. 0 points

4. Read the text on page 6 then ask:

“How do you think Michael felt when he got home from searching for Monkey?”

Scoring: Question 4

Child indicates that Michael is feeling sad, bad, upset, or provides an equivalent emotion related to loss. 1 point

Child gives an incorrect response (e.g. tired, wet) or says, “I don’t know.” 0 points

5. Continue reading until you reach page 11. Read the text on this page and increase the time you give the child to look at the pictures because the pictures and text together will help the child make the prediction. Ensure you have the child’s attention, then ask:

“What do you think is going to happen next?”

Scoring: Question 5

Child predicts bird will take Monkey or hurt or scare the hedgehogs. 1 point

Child provides an implausible response or says, “I don’t know.” 0 points

6. Continue reading until you reach page 14, then ask:

“Why do you think the crow dropped Monkey?”

Scoring: Question 6

Child says because Monkey was heavy, because the crow was tired or some other plausible answer.	1 point
Child does not respond, offers an implausible reason, or says, "I don't know."	0 points

7. Continue reading until you reach page 17, then ask:

"What do you think the man is going to do?"

Scoring: Question 7

Child gives a plausible response that recognizes the man as a toy maker. For example, says "cleans Monkey" or "tries to sell Monkey".	1 point
Child gives response that does not indicate knowledge of toy maker's profession.	0 points

8. Continue reading the text until page 19. Then ask:

"Can you tell me what the toy maker did first?"

When the child responds, ask for the next event by saying, ***"Then what did he do?"***

Ask for a third event in the sequence by saying, ***"Then what?"***

Scoring: Question 8

Child gives three sequential events.	3 points
Child gives two sequential events but cannot give more, or gives a non-sequential event, after probing.	2 points
Child gives one event but cannot give a sequential event, even after probing.	1 point
Child does not respond or says, "I don't know."	0 points

9. Continue reading until page 21, then ask:

"Why do you think Monkey was in the window?"

Scoring: Question 9

Child indicates that Monkey was for sale. 1 point

Child gives incorrect response or says, "I don't know." 0 points

10. Finish reading the book.

C) PRINT CONCEPTS -SECTION 2

Specific Instructions

Once the book reading is finished, proceed with the remaining three items related to print concepts.

1. Open the book to page 1 and say:

"Show me a word."

If the child points to the beginning of a word only, prompt the child by saying:

"Can you show me the whole word?"

Scoring: Word Identification

Child indicates a word on the page. 1 point

Child indicates multiple words, letter, or gives no response. 0 points

2. Next, say:

"Show me a letter."

Scoring: Letter Identification

Child indicates a letter. 1 point

Child indicates a word or provides no response. 0 points

3. Finally, turn to page 1 of the book.

Tell the child you are going to read the first part of the story again. Read the first sentence, pointing to each word as you say the word. ***"One autumn day, Michael woke Monkey up from his nap."***

Then say:

"Read me the same sentence, pointing to the words as you say them."

Scoring: Reading

Child repeats words and points to each word correctly.	2 points
Child repeats words and points to words on the first line.	1 point
Child is unable to do the task.	0 points

Emergent Literacy Assessment is complete.

Appendix D

Classroom Assessment Instrument

Early Childhood Classroom Observation

National Association for the Education of Young Children (NAEYC)

Early Childhood Classroom Observation (NAEYC)

**Adapted by Education Development Center, Inc. (EDC)
for the Step by Step Evaluation 1998**

**Used with permission of the National Association for the Education of
Young Children (NAEYC).**

Early Childhood Classroom Observation (NAEYC)

Codes: For Data Collectors' Use Only

Country: _____

Condition: _____

Kindergarten: _____

Classroom: _____

Role: _____

Teacher: _____

#Children in class _____ #boys: _____ #girls: _____

#Adults in classroom _____

_____ Head Teacher

_____ Assistant Teacher

_____ Parent Volunteer

_____ Student Teacher

_____ Other: Specify

Age Range:

_____ 4 - 5 years old

_____ 5 years old

_____ 5 -6 years old

_____ Other (Specify):

Observer: _____

Date of Observation: _____

Start time of observation: _____

End time of observation: _____

A. Interactions among Staff and Children

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
A-1. Staff interact frequently with children showing affection, interest, and respect. <input type="checkbox"/> Staff interact nonverbally by smiling, touching, holding. <input type="checkbox"/> Staff talk with and listen to individual children during activities and routines (arriving/departing, eating). <input type="checkbox"/> Staff actively seek meaningful conversations with children.	1	2	3	
A-2. Staff are available and responsive to children. <input type="checkbox"/> Listen to children with attention and respect. <input type="checkbox"/> Respond to children's questions and requests. <input type="checkbox"/> Staff are aware of the activities of the entire group even when dealing with a smaller group; staff position themselves strategically and look up often from involvement. <input type="checkbox"/> Staff spend time observing each child without interrupting an actively involved child.	1	2	3	
A-3a. Staff speak with children in a friendly, courteous manner. <input type="checkbox"/> Speak with individual children often. <input type="checkbox"/> Staff include child in conversations; describe actions, experiences, and events; listen and respond to children's comments and suggestions. <input type="checkbox"/> Speak with children at eye level. <input type="checkbox"/> Call children by name.	1	2	3	
A-3b. Staff talk with individual children, and encourage children of all ages to use language. <input type="checkbox"/> Staff ask preschoolers open-ended questions. <input type="checkbox"/> Staff encourage children to talk about their day and their experiences at home..	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
<p>A-4a. Staff treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.</p> <p><i>For example,</i> Staff initiate activities and discussions to build positive self-identity and teach value of differences.</p> <p>Staff provide books, dolls, toys, dress-up props, photos, pictures, and music that reflect diverse images children may not likely see elsewhere, as well as those that reflect lives of those in the classroom.</p> <p>Staff make it a consistent practice that a person's identity (age, race, ethnicity, family life, physical appearance, and ability) is valued, acknowledged, and represented in images and activities.</p> <p>Staff talk positively about each child's physical characteristics and cultural heritage.</p> <p>Staff react to teasing or rejecting among children by intervening to discuss similarities and differences.</p>	1	2	3	
<p>A-4b. Staff provide children of both sexes with equal opportunities to take part in all activities.</p> <p><i>For example,</i> Provide models, props, and visual images that counter traditional sex-role limitations (i.e., female firefighter, male nurses).</p> <p>Value positive levels of noise and activity involving both girls and boys.</p> <p>When acknowledging individual children, avoid gender stereotypes in language references (i.e., use words such as <i>strong, gentle, pretty, helpful</i> for both girls and boys).</p> <p>If small groups are designated, avoid dividing by gender.</p>	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
<p>A-5. Staff encourage independence in children as they are ready.</p> <p><input type="checkbox"/> Encourage children to assume responsibility for performing responsible jobs (i.e., picking up toys, setting table).</p> <p><input type="checkbox"/> Assume responsibility for self-help (for example, dressing themselves).</p> <p><input type="checkbox"/> Encourage children to make choices among activities.</p>	1	2	3	
<p>A-6a. Staff use positive approaches to help children behave constructively.</p> <p><input type="checkbox"/> Consistent, clear rules developed in conjunction with children and discussed with them to make sure they understand.</p> <p><input type="checkbox"/> Staff describe the situation to encourage children's evaluation of the problem rather than impose the solution.</p> <p><input type="checkbox"/> Logical or natural consequences applied in problem situations.</p>	1	2	3	
<p>A-6b. Staff do not use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.</p> <p><i>For example,</i> Staff do not force children to apologize or explain their behavior but help children recognize another child's feelings.</p> <p>Food or beverage is never withheld as a discipline device.</p>	1	2	3	
<p>A-7. Overall sound of group is pleasant most of the time.</p> <p><i>For example,</i> Happy laughter, excitement, busy activity, relaxed talking.</p> <p>Adult voices do not dominate.</p>	1	2	3	
<p>A-8a. Children are generally comfortable, relaxed, happy, and involved in play and other activities.</p>	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
A-8b. Staff help children deal with anger, sadness, and frustration by comforting, identifying, reflecting feelings, and helping children use words to solve their problems.	1	2	3	
A-9. Staff encourage prosocial behaviors in children such as cooperating, helping, taking turns, talking to solve problems.	1	2	3	
<i>For example,</i> Adults model the desired behaviors.				
Adults identify, describe, and offer strategies to develop prosocial behaviors.				
Adults initiate opportunities for exploring and valuing similarities and differences.				
A-10. Staff expectations of children's social behavior are developmentally appropriate.	1	2	3	
<i>For example,</i> Preschoolers are encouraged to cooperate in small groups.				
Children have opportunities to participate in group games or to work or play alone.				
A-11. Children are encouraged to talk about feelings and ideas instead of solving problems with force.	1	2	3	
<input type="checkbox"/> Adults intervene quickly when children's responses to each other become physical and discuss the inappropriateness of such responses.				
<input type="checkbox"/> Adults discuss alternative solutions with children.				

B. Curriculum (Note: A page is not missing. The letters and numbers are not in consecutive order because only some of the criteria are observed in each classroom.)

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
B-4. The daily schedule provides a balance of activities in consideration of the child's total daily experience what happens before, during, and after the program with attention to the following dimensions:	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
B-4a. All age groups play outdoors daily, weather permitting.	1	2	3	
B-4b. The schedule provides for alternating periods of quiet and active play.	1	2	3	
B-4c. More than one option for group activity (individual, small group, or large group) is available most of the day.	1	2	3	
B-4d. A balance of large muscle/small muscle activities is provided in the daily schedule.	1	2	3	
B-4e. A balance of child-initiated/staff-initiated activity is provided while limiting the amount of time spent in large group, staff-initiated activity.	1	2	3	
B-5a. Multiracial, nonsexist, nonstereotyping pictures, dolls, books, and materials are available.	1	2	3	
B-5d. Developmentally appropriate materials and equipment are available for <i>preschoolers</i> . <input type="checkbox"/> Active play equipment for play and balance. <input type="checkbox"/> Unit blocks and accessories. <input type="checkbox"/> Puzzles, manipulative toys. <input type="checkbox"/> Picture books and records, musical instruments. <input type="checkbox"/> Art materials such as finger and tempera paints, crayons, scissors, and paste. <input type="checkbox"/> Dramatic play materials such as dolls, <input type="checkbox"/> Sand and water toys. <input type="checkbox"/> Science projects.	1	2	3	
B-7. Staff provide a variety of developmentally appropriate hands-on activities for children to achieve the following goals: <i>(Rate each goal separately considering the examples related to the age group being observed.)</i>	1	2	3	

CRITERION

RATING
 Not Partially Fully
 Met Met Met
1 2 3

COMMENTS

B-7a. Foster positive self-concept.

For example,

Allow time for children to talk about what they see, do, and like.

Use children’s names frequently in songs, games.

Display children’s work and photos of children and their families.

Encourage children to draw pictures and tell stories about self, family, and cultural practices.

Provide many opportunities for children to initiate activity, develop and demonstrate control of their bodies and self-help skills.

Provide opportunities to express growing independence/self-reliance such as the ability to make choices, initiate own activities

Allow opportunities to work or play alone.

Provide ways to ensure privacy.

Plan cooperative rather than competitive activities.

Recognize preference for self-selected peer groups.

Display children’s work and photos of children and their families.

Provide opportunities to explore cultural heritage.

B-7b. Develop social skills.

1 2 3

- Create space and time for small groups of children to build blocks together or enjoy dramatic play.
- Provide opportunities for children to work together, to take responsibility for the group (e.g., caring for pets or helping others).
- Explore ways to respond to interact in acceptable ways (e.g., how to respond to biased or negative comments and behaviors).
- Allow time to sit and talk with friend or adult

CRITERION

Not
Met 1

RATING
Partially
Met 2

Fully
Met 3

COMMENTS

B-7c. Encourage children to think, reason, question, and experiment.

- Activities for labeling, classifying, sorting objects by shape, color, and size.
- Extend children’s thinking and learning by adding new materials.
- Provide open-ended activities that allow for exploration and concept development. For example, gardening, seed growing, field trips, opportunities to count and use numbers.
- Discuss daily and weekly routines in terms of time concepts, seasons of the year.
- Extend children’s thinking by offering ideas or suggestions, joining in their play, and providing assistance in solving problems.

B-7d. Encourage language and literacy development.

- Read books each day.
- Provide time for conversation. (E.g., tell stories about experiences, talk about pictures, use puppets, songs or finger plays.)
- Label things in room, use written words with pictures and spoken language, provide a print-rich environment.
- Provide opportunities to read books.
- Write down experience stories children dictate.
- Answer children's questions and ask child questions that require more than a one-word answer.
- Encourage children's emerging interest in writing (scribbling, drawing, copying, and inventing own spelling).

B-7e. Enhance physical development.

For example,

Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles.

Provide creative movement activity using obstacle course or activity songs and records.

Provide fine-motor activities such as stacking rings, pop-beads, pegboards, and puzzles, lacing cards, and woodworking.

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
<p>B-7f. Encourage and demonstrate sound health.</p> <p><i>For example,</i> Cook and serve a variety of nutritious foods. Discuss good nutrition.</p> <p>Do activities to develop safety awareness in the center, home, and community.</p> <p>Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.</p> <p>Talk about visiting doctor, dentist.</p>	1	2	3	
<p>B-7g Encourage creative expression and appreciation for the arts.</p> <p><i>For example,</i> Do creative art activities such as brush painting, drawing, collage, and playdough, weaving, singing, playing instruments.</p> <p>Provide time and space for dancing, movement activities, creative dramatics.</p> <p>Do musical activities such as singing, listening to records, playing instruments.</p> <p>Provide materials representative of a variety of cultures.</p> <p><input type="checkbox"/> Most art activities are offered as an exploratory process rather than to produce a product.</p> <p><input type="checkbox"/> Adult made models, patterns, and pre-drawn forms are used infrequently.</p> <p><input type="checkbox"/> Provide planned and spontaneous activities in arts and crafts such as mural and easel painting, ceramics, carpentry.</p>	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
<p>B-7h. Respect cultural diversity.</p> <p><i>For example,</i></p> <p>Provide materials, images, and experiences that reflect diverse cultures that children may not likely see, as well as those that represent their family life and cultural group.</p> <p>Initiate discussions and hands-on activities to build appreciation for differences and counter biases.</p> <p>Talk positively about each child’s physical characteristics, family, and cultural heritage.</p> <p>Avoid stereotyping of any group through materials, objects, language.</p> <p>Cook and serve foods from children’s various contemporary cultures.</p> <p>Celebrate holidays of various cultures reflected in the group.</p> <p>Read books, display pictures of various cultures.</p> <p>Invite parents and other visitors to share arts, crafts music, dress, and stories of various cultures.</p> <p>Take trips to museums, cultural resources of community.</p> <p>Infuse all curriculum topics with diverse cultural perspectives, avoiding a “tourist” approach.</p>	1	2	3	
<p>B-8. Staff provide materials and time for children to select their own activities during the day.</p> <p><input type="checkbox"/> Several alternative activities are available for preschooler’s choice.</p> <p><input type="checkbox"/> Staff respect the child’s right not to participate in some activities.</p> <p><input type="checkbox"/> Staff pick up on activities that children start, or interests that children show.</p> <p><input type="checkbox"/> Children prepare materials, plan and choose their own activities.</p>	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
B-9. Staff conduct smooth and unregimented transitions between activities. <input type="checkbox"/> Children are told to get ready for transition ahead of time. <input type="checkbox"/> Children are not always required to move as a group from one activity to another. <input type="checkbox"/> The new activity is prepared before the transition from the completed activity to avoid waiting.	1	2	3	
B-10. Staff are flexible and change planned or routine activities as needed. <i>For example,</i> Staff follow needs or interests of the children. Staff adjust to changes in weather or other unexpected situations in a relaxed ay without upsetting children.	1	2	3	
B-11. Routine tasks such as toileting, eating, dressing, and sleeping are handled in a relaxed and individualized manner. <input type="checkbox"/> Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children’s learning. <input type="checkbox"/> Self-help skills are encouraged as children are ready. <input type="checkbox"/> Routines are tailored to children’s needs and rhythms as much as possible.	1	2	3	

G. Physical Environment

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
G-2. Space is arranged to accommodate children individually, in small groups, and in a large group. <i>For example,</i> There are clear pathways for children to move from one area to another without disturbing activities. Areas are organized for easy supervision by staff. Program staff have access to the designated space in sufficient time to prepare the environment before children arrive.	1	2	3	

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
G-3. Space is arranged to facilitate a variety of activities. <input type="checkbox"/> block building area <input type="checkbox"/> dramatic play area <input type="checkbox"/> art and/or music area math area <input type="checkbox"/> science area <input type="checkbox"/> quiet book reading area <input type="checkbox"/> sand or water play available regularly <input type="checkbox"/> space for one or two children to be quiet	1	2	3	
G-4. A variety of age-appropriate materials and equipment are available for children indoors and outdoors. <input type="checkbox"/> A sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting. <input type="checkbox"/> Materials are durable and in good repair. <input type="checkbox"/> Materials are organized consistently on low, open shelves to encourage independent use by children. <input type="checkbox"/> Extra materials are accessible to staff to add variety to usual activities. <input type="checkbox"/> Materials are rotated and adapted to maintain children's interest.	1	2	3	
G-6. Private areas where children can play or work alone or with friend are available indoors, outdoors. <i>For example,</i> Book corners, tunnels, or playhouses that are easy for adults to supervise.	1	2	3	
G-7. The environment includes soft elements. <i>For example,</i> Rugs, cushions, soft furniture, soft toys, comfortable chairs for adults to hold children in their laps.	1	2	3	

I. Nutrition and Food Service

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
I-3. Mealtime is a pleasant social and learning experience for children. <ul style="list-style-type: none"> <input type="checkbox"/> Mealtimes promote good nutrition habits. <input type="checkbox"/> At least one adult sits with children during meals to provide a good role model and encourage conversation. <input type="checkbox"/> Preschoolers are encouraged to serve and feed themselves and assist with clean-up. <input type="checkbox"/> Chairs, tables, and eating utensils are suitable for the size and developmental levels of the children. 	1	2	3	

J. Family Participation

CRITERION	RATING			COMMENTS
	Not Met	Partially Met	Fully Met	
J-1. Families are encouraged to participate in the program. <ul style="list-style-type: none"> <input type="checkbox"/> Staff make program information available to families <input type="checkbox"/> Books and materials are available for loan to families <input type="checkbox"/> Children's work is sent home to parents <input type="checkbox"/> A room is supplied for parents to use <input type="checkbox"/> Staff are available at drop-off and pick-up times <input type="checkbox"/> Family members participate in classroom activities 	1	2	3	

Appendix E

Teacher Beliefs Survey

Teacher Beliefs and Practices Survey

Thank you for agreeing to complete this Teacher Beliefs and Practices Survey. It will take about 20 minutes to complete.

When you have completed the questionnaire, please return to the Research Study representative according to the arrangements that have been made with you.

Thank you for your participation in this study.

Codes: For Data Collectors' Use Only	
Country:	____ _
Condition:	____ _
Kindergarten:	____ _
Classroom:	____ _
Role:	____ _
Teacher:	____ _

I. YOUR BACKGROUND

- 1. What is the official title of your position? Circle one: teacher assistant teacher
- 2. How long have you had your teaching job in this kindergarten? _____ years _____ months
- 3. How long have you taught kindergarten-aged children? _____ years _____ months
- 4. Training.

a) How many total years of formal schooling do you have? Circle the best answer:

- 6 - 8 years 13 years 15 years 17 years
- 9 - 12 years 14 years 16 years other: _____

b) Do you have specialized training to be a kindergarten teacher? YES NO

If you do have specialized training, how many years did this training require? _____

What is your highest completed educational degree? _____

5. What is your ethnic background? _____

6. What is your gender? _____ female _____ male

7. What are the ages of the children in your current classroom? (**Indicate the number of children in your classroom who are in the age categories listed.**)

____ younger than 5 years old

____ 5 years old

____ 6 years old

____ 7 years old or older

____ **Total number of children in your classroom.** (the sum of all the numbers above should equal this total.)

9. What are the ethnic identities of the children in your classroom this year?

Ethnic Group

Number of Children

1) _____

2) _____

3) _____

4) _____

10. What are the native languages of the children in your classroom this year and how many are fluent in the language you use in the classroom?

- a) Language used in your classroom: _____
- b) Number of children for whom this is their native language: _____
- c) Number of children in your room whose native language is different from the language used in your classroom: _____
- d) Number of different native languages of the children in your classroom: _____
- e) Number of children in your room who have limited ability to speak the language used in your classroom: _____

II. PARENT INVOLVEMENT

Please read the following statements and indicate about how often the following activities occur. (Circle one response that best indicates how often each activity occurs.)

a) Parent or volunteer eats lunch with children.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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b) Parent or volunteer is with children in room.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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c) Breakfast or lunch served at school for parents and children.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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d) Student performances or programs for parents.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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e) Conferences with parents to discuss a child’s progress.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
--------------	--------------------------------	--------------------------------	---------------------------	--------------------------	-------------------	------------------

f) Reports sent to parents about the child’s progress.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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g) Workshops provided to parents to discuss parenting issues or to given them advice about parenting.

<i>never</i>	<i>1-2 times a school year</i>	<i>4-6 times a school year</i>	<i>about once a month</i>	<i>2-3 times a month</i>	<i>every week</i>	<i>every day</i>
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III. BELIEFS AND PRACTICES

Below are a number of statements about beliefs teachers may hold about teaching and practices they might use. Read each statement carefully and decide if you do or do not agree with it. Indicate whether you agree or disagree with a statement by circling the response that best describes your feelings about it.

- 1) When there are behavior problems in the classroom, teachers should have a group discussion and ask children to suggest ways to solve the problem.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 2) In the past 6 months I have gotten good ideas about how to teach from my supervisor.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 3) I try to ask children questions that lead them into telling me how they think about the world.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 4) Teachers know most of what they need to know about teaching after they finish their specialized training.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 5) Young children learn new ideas best when teachers give them information to practice and memorize.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 6) When a child asks me a question and I don't know the answer, I say I don't know and together we try to find the answer.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 7) In the past two years I have been able to take part in professional development activities that have made important differences in the way I teach.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 8) When there are behavior problems in the classroom teachers should review classroom rules and punish those who break the rules.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 9) Teachers must constantly be learning new pedagogical methods.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 10) Children should be involved in establishing rules for the classroom.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 11) Young children learn new ideas best when they have opportunities to play with materials that allow them to experience the concept.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*

- 12) In the past 3 months I have gotten good ideas about how to teach from other teachers I work with.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 13) When teachers ask a child a question, they are curious about how that child understands the world and often do not have a particular answer that they expect the child to give.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 14) Experienced teachers know what children need and should establish classroom rules without discussion.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 15) When a child asks me a question and I don't know the answer, I avoid responding until I can find out.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 16) In the past two years I have not had been given opportunities to learn ways to improve my teaching skills.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 17) When I ask a child a question I am usually checking to see if he or she understands something that I taught.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 18) Young children should be allowed to choose many of their own activities from among a number of activity areas that the teacher has provided.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 19) In the past 6 months my supervisor has been concerned mostly with administrative issues and has not been able to help me grow professionally.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 20) Young children learn best when their activities are well planned out for them and the teacher tells them what activity they should do.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 21) When teachers ask children questions, they want to find out if children have learned what they have been taught.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*
- 22) In the past 6 months I have had little occasion to discuss instruction with other staff in my kindergarten.
Strongly Disagree *Disagree* *Agree* *Strongly Agree*

IV. GOALS FOR CHILDREN

Below are listed goals that a kindergarten teacher might have for her children. Read each goal carefully and decide whether or not that you believe it is appropriate and important for kindergarten children. Indicate your response by circling the phrase that best describes your feeling. Think of each item as completing this phrase: **Kindergarten children should**

- | | | | | |
|--|-------------------|---------------------------|------------------|-----------------------|
| 1) Learn to write their own name. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 2) Learn how to make choices. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 3) Learn to solve problems with other children. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 4) Become comfortable asking the teacher questions when they are puzzled or curious. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 5) Understand the concept of adding (i.e., putting together makes more). | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 6) Learn to select a task and keep working on it. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 7) Develop a love of books and reading. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 8) Learn to pay attention during large group activities. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 9) Learn how to copy letters and words. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 10) Learn how to count to 20. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 11) Learn to follow a teacher's directions. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 12) Learn to be responsible for tasks in their classroom. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 13) Learn to write the letters of the alphabet. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |
| 14) Experiment with materials. | <i>Not at all</i> | <i>Somewhat important</i> | <i>Important</i> | <i>Very important</i> |

Appendix F

Data Verification Sheet

Kindergarten Code _____

DATA VERIFICATION SHEET

Use this sheet to check data included in package sent to EDC. Complete one form for each kindergarten.

	E 1	E 2	C
Student Selection Worksheet	2	0	2
Peabody Picture Vocabulary Test (PPVT)	14 (min) – 20	0	14 (min) – 20
Emergent Literacy Assessment	14 (min) – 20	0	14 (min) – 20
Test of Early Mathematics Ability (TEMA)	14 (min) – 20	0	14 (min) – 20
Torrance Tests of Creative Thinking (TTCT)	14 (min) – 20	0	14 (min) – 20

	E 1	E 2	C
Classroom Observation Instrument	2	2	2
Teacher Beliefs Rating Scale (Lead teacher + Assistant teacher)	4	4	4

Appendix G

Sample Letter to Kindergarten Directors

SAMPLE LETTER TO KINDERGARTEN DIRECTORS

This letter is to make arrangements, confirm dates, and provide you with information about the procedures to be used in EDC's evaluation of the Step by Step program.

As per our conversation, we will be testing at your Kindergacenter on _____. Our plan is to be at your site for five consecutive days, during which time we will be supervising the testing of the children. Enclosed is a copy of the timeline we will be following. This timeline describes all of the activities we will be engaged in during the five days we are there.

During our telephone conversation we discussed the importance of informing parents about the evaluation. Would you please help us in distributing and collecting parent consent forms? We have enclosed twenty copies of these forms. Obtaining parents' permission to test their children is crucial to the testing. We have found through experience that the easiest way to acquire parental permission is to distribute and collect all consent forms during a regularly scheduled parent meeting.

We appreciate your time and effort in helping us to do our job better. If you have any questions or comments or encounter any problem with our requests, please do not hesitate to call us at _____. Thank you for your cooperation.

Appendix H

Self-Assessment Scale

SELF-ASSESSMENT SCALE

There are a variety of ways in which you can use this set of items to help monitor your present level of fieldwork skills. Your task is to prepare a short report for your field supervisors and for yourself, outlining your strong and weak points in each of the areas listed below. The supervisors will review your report and work with you during the coming months on specific field problems.

You might want to construct a five-point rating scale with “Very Concerned” at one end and “Very Confident” at the other and rate yourself on each item. Writing a sentence or paragraph on each area could be another way of giving a picture of where you are. Use the following list to conceptualize for yourself your own fieldwork skills; use it to make suggestions as to how the field supervisorial staff and EDC can work with you to improve your weaknesses and capitalize on your strengths. Use it for making suggestions for changes and improvements in the training workshops.

Personal Style

Role management and diplomacy/sensitivity
Perspective/sense of humor
Flexibility and tolerance
Memory
Curiosity/spirit of inquiry
Self-discipline/perseverance/self-control
Survival skills

Technical Skills

Rapport with Children
Monitoring skills/noticing
Questions-generating
Systematic/accurate
Promptness/reliability
Coding Skills
Self-reliance in decision-making
Procedural/administrative skills
Interviewing styles

General Knowledge and Information

Specific knowledge about events/preparedness
Knowledge of Step by Step program
Language skills in _____
Cultural sensitivity