

ED 021 626

PS 001 075

By- Stern, Virginia, Gordon, Anne

HEAD START EVALUATION AND RESEARCH CENTER. PROGRESS REPORT OF RESEARCH STUDIES 1966 TO 1967. DOCUMENT 4, DEVELOPMENT OF OBSERVATION PROCEDURES FOR ASSESSING PRESCHOOL CLASSROOM ENVIRONMENT.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency- Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 67

Note- 39p.

EDRS Price MF-\$0.25 HC-\$1.64

Descriptors- CHECK LISTS, *ENVIRONMENTAL RESEARCH, *EVALUATION CRITERIA, FACILITY INVENTORY, LEARNING ACTIVITIES, PRESCHOOL EVALUATION, *PRESCHOOL PROGRAMS, RATING SCALES, *SCHOOL ENVIRONMENT, STUDENT TEACHER RELATIONSHIP, TEACHER EVALUATION

Identifiers- Head Start, *Preschool Environment Inventory

A preschool environment inventory was developed to provide a method for characterizing the school environment of children in Head Start and other preschool programs. The inventory summarizes the most salient features of a preschool environment and describes these dimensions for measurement with ordinal scales. Consisting of 44 scales and 23 check lists, the instrument requires administration by observers familiar with basic concepts in early childhood education. The inventory will be subjected to systematic classroom use and, after evaluation, will be refined, clarified, and trimmed. Upon completion of the final revision, determination will be made of the degree of training required to achieve satisfactory levels of interscorer agreement. This progress report includes a complete reproduction of the inventory form. Check lists and scales are grouped under the headings of (1) physical set-up, materials, and equipment, (2) play activities, (3) structure, balance, and organization of program, (4) mode of teaching, (5) teacher's role regarding language, communication, and articulation of ideas and feelings, (6) control and management, (7) aspects of teacher's relationship with the children, (8) teacher's role regarding peer relations, (9) style and tone of teacher, and (10) classroom atmosphere. (JS)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

HEAD START EVALUATION AND RESEARCH CENTER

**Progress Report of Research Studies
1966 to 1967
(Documents 1 - 6)**

Document 4

**DEVELOPMENT OF OBSERVATION PROCEDURES FOR ASSESSING
PRESCHOOL CLASSROOM ENVIRONMENT**

Staff

**Virginia Stern, B.A., M.S. (Principal Investigator)
Anne Gordon, B.A.**

**Research Division
Bank Street College of Education
216 West 14th Street
New York, N.Y. 10011**

December, 1967

ED021626

PS001075

DEVELOPMENT OF OBSERVATION PROCEDURES FOR ASSESSING
PRESCHOOL CLASSROOM ENVIRONMENT

The Preschool Environment Inventory (attached) was developed for the purpose of providing a method for characterizing the school environment of children in Head Start and other preschool programs so as to relate children's behavior on tests and/or in the classroom to environment variables. It embodies the Bank Street College view of what is salient in the education of young children. This view is expressed in the choice of the general aspects of the school environment to be evaluated as well as in the specific dimensions. Although this instrument expresses a clear theoretical position, the scales and check lists are phrased in non-evaluative language. The Inventory is intended to serve as an instrument which summarizes the most salient features of a preschool environment (from the viewpoint of a developmental and psychodynamic approach to preschool education) and describes these dimensions so that they can be measured with ordinal scales.

The focus is on the teacher (her mode of teaching, the quality of her relationship with the children both individually or as a group, her teaching style), but we have also included the physical environment, materials and equipment, and the general atmosphere of the classroom. The predominance of items on the teacher's stance with respect to children's play and her utilization of play for stimulating cognitive behavior, stems from a conviction that play is an important medium for learning, a view shared by both psychoanalytic and development theorists.¹

It will be noted that the Inventory cannot be used by untrained observers but requires them to be familiar with basic concepts in early childhood education.

1. This point of view is also stated clearly in the Head Start pamphlet, "Daily Program I."

For the most part, this instrument was based on previous work of the investigator.² Its development was also greatly influenced by discussions and writings of Bank Street faculty, and by rating forms developed for studies done by members of the Bank Street research staff. Discussions with staff members who were observing Head Start programs contributed a realistic view of the range of teaching to be found in Head Start programs, and therefore, clearer definitions of scale points.

Our first task was to develop as exhaustive and differentiated a group of scales and check lists as possible. This Inventory is the outcome. The next step is for several observers (singly and in pairs) to use the Inventory systematically in classrooms. The ratings and other judgments will be made on the basis of running records taken by the observers. Subsequent discussion of this experience should pinpoint where clarification is needed, what important dimensions are omitted, where there is overlap, whether the scales call for too much differentiation, whether the examples given are appropriate and useful, and the major sources of interscorer disagreement. On the basis of these discussions, the Inventory will be refined, clarified, and trimmed.

Upon completion of the final revision, determination can be made of the degree of training required to achieve satisfactory levels of interscorer agreement. The reliability of the scale will be assessed and its validity determined with this year's evaluation sample.

2. See Cohen, Dorothy H., and Stern, Virginia, Observing and recording the behavior of young children. One of a series in Alice Miel (Ed.), Practical Suggestions for Teaching. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

PRESCHOOL ENVIRONMENT INVENTORY

**Developed by Virginia Stern, in collaboration with
Anne Gordon and other members of the Bank Street
College of Education Research Division**

**Bank Street College of Education
Research Division
216 West 14th Street
New York, N.Y. 10011**

Fall, 1967

PS 001075

Acknowledgments

The approach to the education of young children reflected in this Inventory stems from a long association with Bank Street College, the writings of faculty members and recent meetings about the education of disadvantaged, preschool children.

Scales #31 and #42 of the Inventory are from "The Observer's Rating Form" (Appendix B, Long Form), by John Pierce-Jones, Bill S. Caldwell and Emma Lou Linn, Child Development Research and Evaluation Center, University of Texas, by permission from the authors.

Scales #25, #27 and #33 have been adapted from scales used in a study of teacher personality: see Zimiles, H., Biber, Barbara, Rabinowitz, W., and Hay, L., Personality aspects of teaching: a predictive study. Genetic Psychology Monographs, 1964, 69, 101-149.

Scale #39 and Check Lists XX and XXI are adapted from scales used in a study of classroom processes: see Leacock, Eleanor B., Teaching and Learning in City Schools. New York: Basic Books, Inc., for publication in 1968.

Check Lists I, IV and VIII are adapted from Notes on Evaluation of Educational Program in Head Start Centers, City of New York Community Development Agency, Human Resources Administration.

Table of Contents

	<u>page</u>
A. PHYSICAL SET-UP, MATERIALS AND EQUIPMENT Check Lists I-VII	1
B. PLAY ACTIVITIES Check List VIII	6
C. PROGRAM: STRUCTURE, BALANCE, ORGANIZATION Scales 1-4	7
D. MODE OF TEACHING Scales 5-17; Check Lists IX-XII	9
E. TEACHER'S ROLE RE LANGUAGE, COMMUNICATION, ARTICULATION OF IDEAS AND FEELINGS Scales 18-23; Check Lists XIII-XVI	16
F. CONTROL AND MANAGEMENT Scales 24-31; Check List XVII	21
G. ASPECTS OF TEACHER'S RELATIONSHIP WITH THE CHILDREN Scales 32-38; Check Lists XVIII-XIX	24
H. TEACHER'S ROLE RE PEER RELATIONS Scales 39-40	28
J. STYLE AND TONE OF TEACHER Scales 41-42; Check Lists XX-XXI	30
K. CLASSROOM ATMOSPHERE Scales 43-44; Check Lists XXII-XXIII	31

BANK STREET COLLEGE OF EDUCATION
 Research Division

A. PHYSICAL SET-UP, MATERIALS AND EQUIPMENT
 (Check Lists I - VII)

CHECK LIST I - INDOOR PREMISES

	<u>Yes</u>	<u>No</u>
1. Is the space adequate? (i.e., at least 20' x 25')	—	—
2. Is it reasonably free of extraneous noise?	—	—
3. Ventilation:		
windows	—	—
other	—	—
4. Lighting:		
artificial	—	—
daylight	—	—
Is it adequate?	—	—
5. Bathroom location:		
adjacent to room	—	—
close to room	—	—
at a distance	—	—
6. Bathroom facilities:		
1 toilet and basin for 15 children	—	—
2 or more toilets and basins for every 15 children	—	—
child height:		
toilet	—	—
basin	—	—
7. Is the bathroom used exclusively by children and staff?	—	—
8. Are the premises clean? E.g., floors, bathroom fixtures. (Do not count playing mess.)	—	—
9. Is there adequate space for children's clothing, etc.?		
1 locker for each child	—	—
1 locker for 2 or more children	—	—
no lockers, but hooks, boxes or other arrangement	—	—

CHECK LIST II - ROOM APPEARANCE AND ARRANGEMENT

	<u>Yes</u>	<u>No</u>
1. Is the room cheerful? (e.g., light-colored walls, children's products displayed)	---	---
2. Is the room clearly subdivided for different activities? (e.g., for painting, block building, doll play, water play)	---	---
3. If so, does the arrangement allow for cross-area movement and play?	---	---
4. Does the arrangement impress you as:		
spacious	---	---
cluttered		

CHECK LIST III - INDOOR MATERIALS AND EQUIPMENT

	<u>Within reach or sight of children</u>	<u>Out of Reach or sight of children</u>	<u>Not available at Center</u>
1. <u>Building Materials and Accessories</u>			
Unit building blocks	---	---	---
several sizes	---	---	---
different shapes	---	---	---
Small colored cubes	---	---	---
Hollow wood or cardboard blocks .	---	---	---
Boards	---	---	---
Steering wheel(s)	---	---	---
Vehicles:			
small (e.g., cars, trucks, planes, etc.)	---	---	---
large (i.e., child can sit in or on)	---	---	---
Small animal figures	---	---	---
Small human figures	---	---	---
Puppets	---	---	---
Other	---	---	---
2. <u>House Play Equipment</u>			
Small table and chairs	---	---	---
Doll bed	---	---	---
with mattress and/or blankets .	---	---	---
Carriage	---	---	---
Stove	---	---	---

	<u>Within reach or sight of children</u>	<u>Out of reach or sight of children</u>	<u>Not available at Center</u>
2. <u>House Play Equipment</u> (cont'd)			
Refrigerator	---	---	---
Sink	---	---	---
sponges, straws, containers . .	---	---	---
Cupboard	---	---	---
dishes	---	---	---
pots	---	---	---
cutlery	---	---	---
cooking utensils (e.g., egg- beater, funnels, bowls) . . .	---	---	---
House cleaning set (e.g., broom, mop, dustpan, carpet sweeper) .	---	---	---
Ironing board and irons	---	---	---
Dolls: Negro	---	---	---
White	---	---	---
Dress-up clothes			
for boys	---	---	---
for girls	---	---	---
Stuffed animals	---	---	---
3. <u>Creative-Expressive Materials</u>			
Easel	---	---	---
Paints	---	---	---
Paper	---	---	---
Paint brushes	---	---	---
Finger paints and paper	---	---	---
Construction paper	---	---	---
Crayons	---	---	---
Paste	---	---	---
Scissors	---	---	---
Pipe cleaners	---	---	---
Collage materials	---	---	---
Clay	---	---	---
Dough	---	---	---
4. <u>Music Equipment</u>			
Phonograph and records	---	---	---
Autoharp	---	---	---
Xylophone	---	---	---
Piano	---	---	---
Children's instruments: e.g., drum, triangles, bells, shakers, sticks	---	---	---
5. <u>Work bench</u>			
Vises, nails, screws	---	---	---
Hammers, saws, screwdrivers . . .	---	---	---
6. <u>Books</u>			
7. <u>Puzzles</u>			

	<u>Within reach or sight of children</u>	<u>Out of reach or sight of children</u>	<u>Not available at Center</u>
8. <u>Games</u> : e.g., lotto, dominoes, etc. .	—	—	—
9. <u>Manipulative Toys</u> : e.g., beads, form boards, nested boxes, cones . .	—	—	—
10. <u>Plants</u>	—	—	—
11. <u>Animals</u>	—	—	—
12. <u>Aquarium with Fish</u>	—	—	—
13. <u>Climbing or Other Large Equipment</u> . .	—	—	—
14. <u>Mats</u> (to sit or lie on)	—	—	—
15. <u>Furniture</u> : e.g., tables, chairs, shelf cabinets	—	—	—
16. <u>Sink with Running Water</u>	—	—	—
17. <u>Sand Table</u>	—	—	—
18. <u>Miscellaneous</u>			
<u>Pictures</u>	—	—	—
<u>Flannel board</u>	—	—	—
<u>Magnifying glass</u>	—	—	—

CHECK LIST IV - OUTDOOR PREMISES

	<u>Yes</u>	<u>No</u>
1. How near is outdoor play area to the classroom?		
adjacent or very close	—	—
within walking distance of school	—	—
2. If not adjacent to classroom, are water and toilet facilities available? . . .	—	—
3. Space: (minimum: approx. 30' x 35' to 30' x 50')		
adequate	—	—
good	—	—
4. Is it a public playground?	—	—
5. If not, do other children use the playground at the same time?	—	—

	<u>Yes</u>	<u>No</u>
6. Is the surface in good repair?	—	—
7. Is there sun	—	—
shade	—	—
8. Are there trees	—	—
grass	—	—
shrubs	—	—

CHECK LIST V - OUTDOOR MATERIALS AND EQUIPMENT

	<u>Within reach or sight of children</u>	<u>Out of reach or sight of children</u>	<u>Not available at Center</u>
1. Jungle gym	—	—	—
2. Three-way ladders	—	—	—
3. Sandbox or sand pile	—	—	—
4. Pails, shovels, molds	—	—	—
5. Concrete pipes	—	—	—
6. Tunnel	—	—	—
7. Slide	—	—	—
8. Swing	—	—	—
9. Hollow blocks	—	—	—
10. Boards	—	—	—
11. Tricycle(s)	—	—	—
12. Wagon(s)	—	—	—
13. Dolly	—	—	—
14. Rocking boat	—	—	—
15. Trucks, cars, to sit on and/or drive	—	—	—
16. Balls	—	—	—
17. Rope	—	—	—

**CHECK LIST VI - SUMMARY OF INDOOR MATERIALS AND EQUIPMENT WITHIN REACH
OR SIGHT OF CHILDREN (refer to Check List III)**

All —
Most —
Some —

**CHECK LIST VII - SUMMARY OF OUTDOOR MATERIALS AND EQUIPMENT WITHIN
REACH OR SIGHT OF CHILDREN (refer to Check List V)**

All —
Most —
Some —

B. PLAY ACTIVITIES
(Check List VIII)

CHECK LIST VIII - PLAY ACTIVITIES

	<u>Yes</u>	<u>No</u>
1. Building with unit blocks	_____	_____
2. Clay	_____	_____
3. Dough	_____	_____
4. Painting (easel)	_____	_____
5. Finger painting	_____	_____
6. Cutting, pasting, collage	_____	_____
7. Crayoning	_____	_____
8. Puzzles	_____	_____
9. Manipulative toys	_____	_____
10. Wood working	_____	_____
11. Cooking	_____	_____
12. Listening to stories	_____	_____
13. Looking at books	_____	_____
14. Looking at pictures	_____	_____
15. Group discussion	_____	_____
16. Group or individual dictation of stories	_____	_____
17. Trip	_____	_____
18. Science	_____	_____
19. Numbers and math	_____	_____
20. Dramatic Play:		
house and domestic	_____	_____
other	_____	_____
21. Water play	_____	_____
22. Listening to records	_____	_____
23. Playing instruments	_____	_____
24. Group musical games	_____	_____
25. Singing	_____	_____
26. Rhythms	_____	_____
27. Games	_____	_____
28. Sand or mud play	_____	_____
29. Large-muscle activities:		
climbing	_____	_____
sliding	_____	_____
crawling	_____	_____
swinging	_____	_____
building with large blocks	_____	_____
pulling wagons	_____	_____
riding tricycles, trucks, cars	_____	_____
pushing dolly or wheelbarrow	_____	_____
jumping rope	_____	_____
playing with balls	_____	_____

C. PROGRAM: STRUCTURE, BALANCE, ORGANIZATION
(Scales 1 - 4)

SCALE 1. PROPORTION OF TIME DEVOTED TO VARIOUS ASPECTS OF THE PROGRAM

For this, make a note of the time that activities relevant to each aspect of the program begin and end; then calculate the percentage of total time devoted to each.

- 1 - Free play, indoors
- 2 - Free play, outdoors
- 3 - Routines
 (e.g., taking off and putting on outer clothing, group time devoted to picking up and putting away materials, washing, toileting, snack, lunch and rest)
- 4 - Teacher-directed (initiated and structured) group play activities (e.g., story-reading, rhythms, games, listening to music, singing)
- 5 - Formal lessons

SCALE 2. EXTENT TO WHICH CHILDREN ENGAGE IN LARGE- AND SMALL-MUSCLE ACTIVITY DURING PLAY

"Large-muscle activity": climbing, running, building with large blocks, rhythms;
 "Small-muscle activity": manipulative or other table activities, e.g., puzzles, dough, clay.

- 1 - Preponderance of large-muscle activity
- 2 - Somewhat more large-muscle than small-muscle activity
- 3 - Equal balance between large-muscle and small-muscle activity
- 4 - Somewhat more small-muscle than large-muscle activity
- 5 - Preponderance of small-muscle activity

SCALE 3. FREQUENCY OF TEACHER-INITIATED CHANGES OF ACTIVITY FOR GROUP AS A WHOLE

- 1 - Very frequent: 16 or more times
- 2 - Frequent: 11 - 15 times
- 3 - Moderate: 7 - 10 times
- 4 - Few: 5 - 6 times
- 5 - Very few: 3 - 4 times

SCALE 4. DEGREE OF ORGANIZATION

- 1 - Very high
(e.g., teacher seems to know exactly what she is going to do, and when and how she is going to do it; all necessary materials are prepared and available, whether for play, routines or lessons.)
- 2 - High
(e.g., most of the time teacher seems to know what she is going to do, and when and how she is going to do it; for the most part, necessary materials are prepared and available.)
- 3 - Moderate
- 4 - Low
(e.g., teacher frequently does not seem to know what she is going to do. There may be a lack of communication between teacher and aides about plans for the day. Insufficient preparation may cut off activities shortly after they are started, and/or rush routines. There may be periods in which children are waiting around with nothing to do.)
- 5 - Very low
(e.g., teacher confused, disorganized; materials not prepared in advance. Clear evidence of lack of planning and communication between teachers.)

D. MODE OF TEACHING
(Scales 5 - 17; Check Lists IX - XII)

There is a general distinction between two modes of teaching which underlies many of the scales in this section. This has to do with the teacher's point of view about how children learn and her attitude toward children's play. On the one hand, play may be viewed as the basic medium through which young children learn and, therefore, as equivalent to "work"; on the other hand, it may be considered merely as pleasurable experience, unrelated to learning.

If a teacher considers play a medium for learning, she will try to provide the kinds of materials, activities, equipment and program which will stimulate play. She will try to expand the children's knowledge, clarify their understanding of the world, etc., in relation to their ongoing activities, experiences and response to their environment. Her program will be closely integrated.

If a teacher views play merely as pleasure, separated from "work," her main efforts will be to plan lessons and activities (possibly in the form of games, puzzles, trips, etc.) which she considers appropriate for children of a particular age, maturity and home background. She will not consider it important to introduce these lessons and activities at times when the children's play activities or their spontaneous remarks and questions might make them relevant, nor will she show much interest in the content of the children's spontaneous play. For this teacher, the program will be clearly demarcated in terms of work and play, education and fun.

SCALE 5. DEGREE TO WHICH TEACHER UTILIZES SPECIFIC ASPECTS OF THE PROGRAM FOR ENCOURAGING AND STIMULATING CHILDREN'S COGNITIVE DEVELOPMENT

The "specific aspects" of the program to be considered are:

- (a) free play activities
- (b) teacher-directed activities (for the whole group or sub-groups) such as, story reading, musical games and rhythms, lotto and similar games, trips
- (c) routines and transitions
- (d) formal lessons

"Cognitive development," as used here and in scales 6 through 10, includes:

- (a) language development
- (b) understanding of concepts
- (c) development of ability to differentiate, generalize and abstract
- (d) understanding of physical and other relationships
- (e) understanding of the immediate environment (home and school) and as much of the larger environment as is age-appropriate

SCALE 5. Continued

10

- 1 - Uses all four aspects of the program
- 2 - Uses three aspects of the program
- 3 - Uses two aspects of the program
- 4 - Uses one aspect of the program
- 5 - Uses none

SCALE 6. EXTENT OF TEACHER'S ACTIVE ENCOURAGEMENT AND STIMULATION OF CHILDREN'S COGNITIVE DEVELOPMENT

In considering the number of such incidents, take into account both the amount of time and the elaboration the teacher gives in each case. Two contrasting examples are:

Unelaborated: T shows child(ren) a color, or a series of colors, and asks, "What color is this?"

Elaborated: T may do the same as above, but follows this with, "Find me something that's red," "Find me something that's green," etc., and/or "What color is Tim's shirt," "What color is Jenny's dress," etc., and/or ask the children to mix paints in order to see what colors they get, etc.

In the rating, one elaborated instance is counted as equivalent to from three to five unelaborated instances, depending on degree of elaboration.

- 1 - Very active: 21 or more instances
- 2 - Active: 11 - 20 "
- 3 - Moderately active: 4 - 10 "
- 4 - Somewhat active: 1 - 3 "
- 5 - Not active: 0 "

SCALE 7. DEGREE OF EMPHASIS ON VERBAL-SYMBOLIC MODE FOR ENCOURAGING AND STIMULATING CHILDREN'S COGNITIVE DEVELOPMENT

"Verbal-symbolic": emphasis on verbalization, explanation, use of books and pictures as sources of information about the world and the children's relationship to it, etc. The underlying concept is that children learn through words and the verbalization of ideas and concepts.

When rating, take into account the amount of time and elaboration involved in each incident. One elaborated instance is equivalent to from three to five unelaborated instances, depending on the degree of elaboration.

- 1 - Very high: 21 or more instances
- 2 - High: 11 - 20 "
- 3 - Moderate: 4 - 10 "
- 4 - Low: 1 - 3 "
- 5 - None: 0 "

SCALE 8. DEGREE OF EMPHASIS ON EXPERIENTIAL MODE FOR ENCOURAGING AND STIMULATING CHILDREN'S COGNITIVE DEVELOPMENT

"Experiential": emphasis on sensory motor experiences as source of learning; provision of relevant experiences, materials, activities through which to broaden children's understanding of the physical world, etc.

When rating, take into account the amount of time and elaboration involved in each incident. One elaborated instance is equivalent to from three to five unelaborated instances, depending on the degree of elaboration.

- 1 - Very high: 10 or more instances
- 2 - High: 6 - 10 "
- 3 - Moderate: 3 - 5 "
- 4 - Low: 1 - 2 "
- 5 - None: 0 "

SCALE 9. EXTENT TO WHICH TEACHER RELIES ON FORMAL LESSONS FOR PROMOTING CHILDREN'S COGNITIVE DEVELOPMENT

"Formal lesson": Teacher-directed instruction for the group as a whole or for sub-groups.

- 1 - Five or more lessons
- 2 - Four lessons
- 3 - Two to three lessons
- 4 - One lesson
- 5 - No lessons

SCALE 10. EXTENT TO WHICH TEACHER UTILIZES CHILDREN'S ONGOING PLAY ACTIVITIES, EXPERIENCES, SPONTANEOUS REMARKS AND QUESTIONS FOR PROMOTING THEIR COGNITIVE DEVELOPMENT

Teacher may do this by asking a relevant question, by providing information or materials, by making suggestions, etc. The salient features are the teacher's awareness of and sensitivity to what the children are playing, and her ability to detect the cues which indicate what action she can take.

- 1 - Very frequently: 12 or more instances
- 2 - Frequently: 7 - 11 "
- 3 - Sometimes: 3 - 6 "
- 4 - Seldom: 1 - 2 "
- 5 - Never: 0 "

SCALE 11. DEGREE TO WHICH TEACHER, THROUGH HER BEHAVIOR, INDICATES THAT SHE IS CURIOUS, EXPLORATORY

"Curious, exploratory": Teacher expresses curiosity, both verbally and non-verbally, about the world (why things are as they are, about relationships, causes, motivations, physical change, etc.); indicates that asking questions is important and interesting; that it is possible, through exploration, to find answers to questions; that she herself does not know all the answers, that no one does.

"Incurious": Teacher does not express curiosity about the world; does not explore the environment nor ask questions to which she may not know the answers; her behavior therefore may imply that she knows all the answers.

- 1 - Very high curiosity
- 2 - High "
- 3 - Moderate "
- 4 - Low "
- 5 - Incurious

SCALE 12. EXTENT TO WHICH TEACHER ACTIVELY ENCOURAGES CHILDREN'S CURIOSITY, EXPLORATION

- 1 - Very high encouragement
(e.g., T is always responsive to children's questions. Although she may sometimes answer them directly, her tendency is to help them to find the answers by asking relevant questions herself, by encouraging them to think for themselves, by providing or suggesting materials, activities, experiences which may lead to further explorations, etc.)
- 2 - High encouragement
- 3 - Moderate encouragement
- 4 - Little encouragement
(e.g., T frequently ignores children's questions; does not give them opportunities to explore; may stress right and wrong way of doing things.)
- 5 - No encouragement
(e.g., T ignores children's questions or tells them she is too busy to answer questions. When they make spontaneous remarks which do not fit in with her plans or preconceived ideas, she may ignore them or tell them to keep quiet.)

SCALE 13. TEACHER'S ROLE RE CHILDREN'S CHOICE OF ACTIVITIES, INDOORS

- 1 - Always gives children complete freedom to choose materials and activities; makes no suggestions even to children who seem unable to choose.
- 2 - Generally gives children free choice, but occasionally will make a suggestion or start a child on an activity if he seems unable to do so on his own.
- 3 - Sometimes gives children free choice, sometimes makes suggestions and offers help. At times when the group, in general, or individual children seem unable to make their own choices, she will set out materials for them or help them get started on activities.
- 4 - More often than not, T determines children's activities by suggestion, getting material and giving it to child, etc.
- 5 - Children have little opportunity to choose own activity. T nearly always determines activity for children by suggestion, getting material and giving it to child, etc.

SCALE 14. TEACHER'S ROLE RE CHILDREN'S CHOICE OF ACTIVITIES, OUTDOORS

(Scale points as defined in Scale #13)

SCALE 15. DEGREE OF DIRECTIVENESS RE CHILDREN'S PLAY ACTIVITIES, INDOORS

This scale refers to the degree to which the teacher tells children what to paint, build, draw, etc., and/or how to do it, verbally or by example. It does not refer to directiveness with respect to choice of activity. This scale does not apply to formal lessons but to all child-initiated play and to appropriate teacher-directed activities, e.g., collage, music, rhythms.

When rating, consider not only frequency but also the number of children involved each time.

- 1 - Very high
- 2 - High
- 3 - Moderate
- 4 - Low
- 5 - None

SCALE 16. DEGREE OF DIRECTIVENESS RE CHILDREN'S PLAY ACTIVITIES, OUTDOORS

(Scale points as defined in Scale #15)

SCALE 17. DEGREE OF EMPHASIS ON EXPLICIT TEACHING OF MOTOR AND MANUAL SKILLS

This refers to the explicit teaching of how to climb, jump, skip, cut, paste, control drips in painting, button, zip, wash, etc.

- 1 - Very high: 12 or more instances
- 2 - High: 7 - 11 "
- 3 - Moderate: 3 - 6 "
- 4 - Low: 1 - 2 "
- 5 - None: 0 "

CHECK LIST IX - MODE OF RESPONSE TO CHILDREN'S PLAY ACTIVITIES, INDOORS
(Check one item on rating sheets.)

1. Ignores what children are doing; not responsive when child shows her what he is doing or has made.
2. Responds to requests for materials, help, and/or approval.
3. Appears interested in children's play; of her own accord, may provide additional materials, make suggestions, give information relevant to children's play.
4. Indiscriminately makes suggestions, gives information, provides additional materials; intrusive at times.

CHECK LIST X - MODE OF RESPONSE TO CHILDREN'S PLAY ACTIVITIES, OUTDOORS
(Check one)

(Items as in Check List IX)

CHECK LIST XI - TEACHER'S INTEREST IN CHILDREN'S THINKING VIS-A-VIS CORRECT ANSWERS

(Check One)

"Thinking": Children's reasoning, evaluating and judgments about the physical world and about people and social relationships.

1. Teacher is more interested in children's thinking than in their giving correct answers.
(e.g., T tends to show interest in children's explanations and to accept and/or approve evidence of their thinking even if the conclusion is incorrect.
T tends to ask relevant questions, e.g.,
Jane - "I'm older than Tommy."
Teacher - "How do you know?"
Jane - "Because I'm bigger.")
2. Teacher is interested both in the thinking process and in correct answers.
(e.g., T asks relevant questions, encourages verbalization of thinking process, gives approval to children's thinking. If child's conclusion is based on inadequate information, she may supply the necessary information and help him arrive at the correct conclusion.)
correct
3. Teacher is more interested in/answers than in the thinking process.
(e.g., T tends to pay little or no attention when child attempts to explain his ideas; she makes little or no attempt to encourage children to verbalize their reasoning. She gives approval only to "correct" answers or to what she considers the proper answer and expresses disapproval of incorrect answers, e.g.,
Jane - "I'm older than Tommy."
Teacher - "No, you're not. He's five and you're four.")
4. Teacher is interested neither in the thinking process nor correct answers.

CHECK LIST XII - TEACHER'S INTEREST IN THE WORKING-PLAYING PROCESS VS. "QUALITY" OF THE FINAL PRODUCT

(Check One)

"Working-playing process": Children's involvement in, active use of and expression through various creative media, e.g., blocks, paints, clay, crayons, etc.

"Quality": Representativeness, prettiness, neatness, etc.

1. Teacher is more interested in, values more, the working-playing process than the quality of the final product.

CHECK LIST XII. Continued

2. Teacher is interested both in the working-playing process and the quality of the final product.
3. Teacher is more interested in, values more, the quality of the final product than the effort and involvement that went into it.
(e.g., T tends to express approval of products that meet conventional standards and disapproval of those that do not, e.g.,
"That doesn't look like a flower" or
"That's a very pretty picture.")
4. Teacher is interested neither in the process nor the product.

E. TEACHER'S ROLE RE LANGUAGE, COMMUNICATION, ARTICULATION OF IDEAS AND FEELINGS
(Scales 18 - 23; Check Lists XIII - XVI)

SCALE 18. TEACHER'S MODE OF COMMUNICATION: VERBAL/NON-VERBAL

Only deliberate and explicit communications are to be considered here, i.e., the explicit content of statements or deliberate signs, signals and gestures. Unconscious facial expressions, gestures and body movements are not included.

- 1 - Always communicates verbally with the children (even if children do not understand).
- 2 - Communications mostly verbal; occasional non-verbal signals used (e.g., for children to be quiet).
- 3 - Uses both verbal and non-verbal modes equally. Both modes may be used simultaneously.
- 4 - Non-verbal communications more frequent than verbal.
- 5 - Predominance of non-verbal communications.

SCALE 19. AMOUNT OF VERBALIZATION

Do not include amount of talking T does with adults.

- 1 - Teacher is extremely verbal, talks constantly.
- 2 - Very verbal
- 3 - Moderately verbal
- 4 - Verbalization limited
- 5 - Minimal verbalization

SCALE 20. EXTENT TO WHICH TEACHER ATTENDS TO THE CHILDREN'S COMMUNICATIONS (OR THEIR ATTEMPTS TO COMMUNICATE), WHETHER VERBAL OR NON-VERBAL

- 1 - Always attends to children's communications (regardless of content).
(e.g., T indicates, verbally and/or non-verbally, that she values what the child is communicating or trying to. If unable to attend at the moment, T indicates to the child that she will get back to him, and does so. During group discussion or lessons, T indicates to any child who wishes to speak that he will have a turn and sees that he does.)
- 2 - Attends more frequently than not to children's communications.
(e.g., Non-verbal communications may be ignored more often than verbal; unassertive children more than assertive ones. T is not as likely to promise or carry through on promises to get back to a child if she is unable to attend at the moment, either in individual or group situations.)
- 3 - Moderate attention to children's communications.
- 4 - More frequently than not ignores children's attempts to communicate.
(e.g., T's attention is selective: she may attend to specific kinds of communications, or particular children's, or may be attentive only in certain situations, such as formal lessons or "show and tell.")
- 5 - Generally ignores or actively discourages children's attempts to communicate.
(e.g., T tells children to be quiet when they try to communicate or will attend only to the most urgent communications, such as when a child is hurt or wants to go to the bathroom. She may ignore them because she is unaware when children are trying to communicate.)

SCALE 21. DEGREE OF TEACHER'S EMPHASIS ON CORRECT USE OF LANGUAGE

"Correct use of language": Correct pronunciation, word meaning, grammar, etc.

- 1 - Very high
(e.g., T corrects children's mistakes whenever she hears them (whether in formal lessons, teacher-directed activity, free play, etc.)

SCALE 21. Continued

- 2 - High
(T corrects children's mistakes most of the time.)
- 3 - Moderate
(T sometimes corrects children's mistakes and may limit her corrections to formal lessons, recitations, "Show and Tell," etc.)
- 4 - Low
(T seldom corrects children's mistakes.)
- 5 - None
(T never corrects children's mistakes.)

SCALE 22. DEGREE TO WHICH TEACHER ENCOURAGES AND/OR STIMULATES CHILDREN'S VERBAL EXPRESSION

"Encouragement" may include active interest in and attention to what a child is saying and/or intermittent nods, gestures, sounds and/or verbal response. "Stimulation" includes asking a child to clarify what he is saying, making responses which require further elaboration by the child, direct questions to children who are not saying anything (e.g., "What do you think this is?" or "Can you tell me what your painting is about?"), asking a child to tell a story, asking children to talk about relevant personal experiences and how they felt when they had these experiences, asking a child to describe his feelings when frustrated, upset, angry, enjoying himself; asking children to describe sensory experience in words, e.g., how different textured fabrics feel, playing word games -- "quiet as a _____," "fast as a _____," etc.

N.B. If a teacher gives a child the opportunity for verbal expression but corrects his use of language, a careful judgment should be made as to whether this constitutes an instance of encouragement.

When rating, consider not only the frequency of occurrence but also the amount of time and elaboration involved in each. One elaborated instance is equivalent to from three to five unelaborated instances, depending on degree of elaboration.

- | | | |
|----------------|----------------------|---|
| 1 - Very high: | 15 or more instances | |
| 2 - High: | 10 - 14 | " |
| 3 - Moderate: | 5 - 9 | " |
| 4 - Low: | 1 - 4 | " |
| 5 - None: | 0 | " |

SCALE 23. EXTENT TO WHICH TEACHER RELIES ON CHILDREN'S ONGOING ACTIVITIES VS FORMAL LESSONS AND PRE-STRUCTURED MATERIALS FOR TEACHING LANGUAGE

"Ongoing activities" includes free play, routines, teacher-directed play activities, etc.

Examples of reliance on ongoing activities: To a child who is high up on jungle gym, T says, "You are up so high" or "Now you're taller than I am." In a circle game in which each child does something for the others to imitate, T may name the motion -- "Johnny is shaking his leg" or "turning round and round" or "jumping up and down." When children are feeling fabrics of different textures, T might ask them to say how each fabric feels and echo the children's words.

- 1 - Relies almost entirely on children's ongoing activities; seldom or never uses formal lessons and/or pre-structured materials.
- 2 - Relies more on children's ongoing activities than on formal lessons and/or pre-structured materials.
- 3 - Relies about equally on children's ongoing activities and on formal lessons and/or pre-structured materials.
- 4 - Relies more on formal lessons and/or pre-structured materials than on children's ongoing activities.
- 5 - Relies almost entirely on formal lessons and/or pre-structured materials, seldom or never on children's ongoing activities.

CHECK LIST XIII - TEACHER'S LANGUAGE: ADULT VS CHILD LEVEL
(Check one item on rating sheet.)

1. Teacher adjusts language to child level, i.e., related to their age and maturity. Her vocabulary is limited and simple, with short sentences, sometimes just a word. Her sentence structure is simple; her communications are brief.
2. Teacher adjusts her language to child level but also includes in her vocabulary words and phrases common to the social class and/or ethnic groups to which children belong.
3. Teacher does not adjust her language to child level, but her language is restricted and frequently ungrammatical.
4. Teacher does not adjust her language to child level. She may use difficult vocabulary or words unfamiliar to children; and/or long sentences; and/or complex sentence structure.

CHECK LIST XIV - TEACHER'S RESPONSE TO CHILDREN'S NON-VERBAL COMMUNICATIONS
(Check one)

1. Teacher responds to children's non-verbal communications; she does not try to get children to verbalize their non-verbal communications nor clarify by interpreting (e.g., if child is pointing in the general direction of the easel, she might say, "You can paint" or take him over to the easel and put an apron on him).
2. Responds to children's non-verbal communications. Generally attempts to clarify meaning of children's non-verbal communications by interpreting (e.g., if child is pointing in the general direction of the easel, "Do you want to paint?" etc.).
3. Responds to children's non-verbal communications; generally tries to get children to verbalize their non-verbal communications (e.g., "Tell me what you want").
4. Generally ignores or rejects children's non-verbal communications.

CHECK LIST XV - PREPARATION FOR NEXT ACTIVITY, CHANGE

1. Teacher generally prepares the children (verbally and/or non-verbally) for transition to next segment of program and for unexpected changes in schedule or activity. For example, she warns them several minutes in advance that it will soon be time to pick up and/or may start picking up but tell the children they can finish what they are doing and then pick up.
2. Teacher generally does not prepare children for transition, etc.

CHECK LIST XVI - TEACHER'S MODE OF COMMUNICATION WITH NON-ENGLISH SPEAKING CHILDREN

(Check one)

1. Teacher talks to non-English speaking children only in English.
2. Teacher uses some English but also tries to communicate with the children non-verbally, through conscious gestures, movements, facial expressions.
3. Teacher uses some English, but also uses some words and phrases of the children's native language.
4. No non-English speaking children

F. CONTROL AND MANAGEMENT
(Scales 24 - 31; Check List XVII)

SCALE 24. TEACHER'S MODE OF CONTROL: VERBAL-GESTURAL/PHYSICAL

"Verbal-gestural": Includes verbal restrictions, limits on children's behavior, instructions and demands re behavior; conscious signs, signals, gestures, body movements and facial expressions for the purpose of controlling and directing children's behavior.

"Physical": Includes holding, moving, touching, restraining child's body or part of body for purposes of controlling behavior; physical punishment.

- 1 - Teacher uses only verbal-gestural mode.
- 2 - T uses verbal-gestural mode most of the time; occasionally uses physical mode.
- 3 - Physical mode used about as often as verbal-gestural.
- 4 - Physical mode used more often than verbal-gestural.
- 5 - Physical mode used most of the time; teacher seldom uses verbal-gestural mode.

SCALE 25. DEGREE TO WHICH TEACHER EXPLAINS REASONS FOR HER DEMANDS, RULES AND RESTRICTIONS

- 1 - Always explains reasons.
- 2 - Usually explains reasons.
- 3 - Sometimes explains reasons.
- 4 - Seldom explains reasons.
- 5 - Never explains reasons.

SCALE 26. PUNITIVENESS OF CONTROL

"Punitiveness": Use of sarcasm, shaming, strong criticism; hurting a child, though not necessarily consciously, when holding, picking him up, moving him, etc.; use of physical punishment.

- 1 - Control methods always non-punitive.
- 2 - Control methods usually non-punitive.

SCALE 26. Continued

- 3 - Control methods as frequently punitive as non-punitive.
- 4 - Control methods frequently punitive.
- 5 - Control methods almost always punitive.

SCALE 27. EXTENT TO WHICH TEACHER IMPOSES LIMITS ON CHILDREN

- 1 - Rarely imposes restrictions and limits: 0 - 4 instances
- 2 - Imposes few restrictions and limits: 5 - 10 "
- 3 - Imposes a moderate number of restrictions and limits:
11 - 15 instances
- 4 - Imposes many restrictions and limits: 16 - 24 instances
- 5 - Imposes numerous restrictions and limits: 25+ "

SCALE 28. CONSISTENCY OF ENFORCEMENT OF DEMANDS AND RESTRICTIONS

- 1 - Very high: T always enforces demands and restrictions.
- 2 - High: T enforces demands and restrictions most of the time.
- 3 - Moderate: T enforces demands and restrictions about half the time.
- 4 - Low: T seldom enforces demands and restrictions.
- 5 - Very low: T almost never enforces demands and restrictions.

SCALE 29. DEGREE OF RATIONALITY OF TEACHER'S DEMANDS AND RESTRICTIONS

"Rationality": In this Scale demands and restrictions imposed by the T are based on

- a) Health and safety, e.g., not climbing on cabinet shelves or, if the assistant teacher is absent, the teacher might impose temporary restrictions on the children's use of certain equipment (saws, jungle gym) which requires adult supervision;
- b) Developmental factors are those concerning the children's capacity for impulse control, e.g., restrictions on young children's movement for long periods of time would not be considered rational since children are not developmentally ready for this.

SCALE 29. Continued

- 1 - Very high: All rules, restrictions seem to have a rational basis.
- 2 - High: Most rules, restrictions seem to have a rational basis.
- 3 - Moderate: About half the rules, restrictions seem to have a rational basis.
- 4 - Low: Few rules, restrictions seem to have a rational basis.
- 5 - Very low: Very few, if any, rules, restrictions have a rational basis.

SCALE 30. DEGREE OF TEACHER'S EMPHASIS ON MANNERS

"Manners": verbal politeness, e.g., "Thank you," "Please," "Excuse me," etc.; table manners, e.g., use of proper utensils, not messing with food, etc.

- 1 - Very high: 10 or more instances
- 2 - High: 6 - 9 "
- 3 - Moderate: 3 - 5 "
- 4 - Low: 1 - 2 "
- 5 - None: 0 "

SCALE 31. EXTENT TO WHICH THE TEACHER RESPONDS TO THE CONSEQUENCES VS. THE INTENT OF A CHILD'S ACT

- 1 - Always focuses on intent.
- 2 - Focuses on intent more than on act.
- 3 - Focuses on act and intent about equally.
- 4 - Focuses on the act more often than the intent.
- 5 - Always focuses on the act itself.

CHECK LIST XVII - STANDARDS OF BEHAVIOR
(Check one)

1. Teacher's predominant emphasis is on verbal expression of politeness (e.g., T may insist that children say "thank you," "please," etc. T is satisfied with and/or gives approval to verbal expression of politeness: if a child knocks down another child's building, whether intentionally or not, T may ask child to apologize and say nothing further when he does.)
2. T's predominant emphasis is on children's understanding of the needs, feelings, rights of others (e.g., T does not insist that children use verbal expression of politeness. If a child knocks down another child's building, she may point out that the other child worked hard on his building and is upset -- if he is -- at having it knocked down.)
3. No emphasis observed.

G. ASPECTS OF TEACHER'S RELATIONSHIP WITH THE CHILDREN
(Scales 32 - 38; Check Lists XVIII - XIX)

SCALE 32. AMOUNT OF OVERT AFFECTION EXPRESSED BY TEACHER

This refers not only to physical and verbal expressions of affection, but also to facial and other, less explicit expressions.

- | | | |
|--|----------------------|---|
| 1 - Numerous expressions of affection: | 15 or more instances | |
| 2 - Many expressions of affection: | 9 - 14 | " |
| 3 - Some expressions of affection: | 4 - 8 | " |
| 4 - Few expressions of affection: | 1 - 3 | " |
| 5 - None: | 0 | " |

SCALE 33. DEGREE OF EMOTIONAL DISTANCE FROM CHILDREN

- 1 - Very great
(T is very remote and distant -- not really in contact with the children.)
- 2 - Great
(T is somewhat cold and aloof, but is able to reach the children to some extent or on some occasions.)

SCALE 33. Continued

3 - Moderate

(T interacts easily and comfortably with the children, sensing their feelings yet retaining adult perspective.)

4 - Little

(T is occasionally overinvolved in the emotions and feelings of the children and tends to lose adult perspective.)

5 - Very little

(T is inappropriately close to the children and overreacts to children's feelings and moods.)

SCALE 34. AMOUNT OF ASSISTANCE GIVEN TO CHILDREN BY TEACHER DURING ROUTINE ACTIVITIES

Take into account only the amount of spontaneous assistance given, not the assistance given as a result of children's need for or requests for help.

When rating, consider not only frequency of occurrence but the amount of time and help involved each time.

- 1 - Very great: 21 or more instances
- 2 - Great: 13 - 20 "
- 3 - Moderate: 6 - 12 "
- 4 - Little: 1 - 5 "
- 5 - None: 0 "

SCALE 35. DEGREE TO WHICH TEACHER ENCOURAGES CHILDREN TO COME TO HER FOR HELP (DURING ANY ACTIVITY)

"Encouragement" here may mean that the T asks children if they want help or she may tell them that she will help them if they want her to or that she is available and ready to help when a child is struggling with something.

- 1 - Very high: 12 or more instances
- 2 - High: 7 - 11 "
- 3 - Moderate: 4 - 6 "
- 4 - Low: 1 - 3 "
- 5 - None: 0 "

SCALE 36. BALANCE OF APPROVAL/DISAPPROVAL EXPRESSED BY TEACHER

All expressions of approval or disapproval are included, e.g., of children's behavior, products, effort, clothing, verbal expression, etc.

- 1 - Expressions of approval predominate. Little or no disapproval expressed.
- 2 - More frequent expressions of approval than of disapproval.
- 3 - Expression of approval and disapproval about equal.
- 4 - More frequent expressions of disapproval than of approval.
- 5 - Expressions of disapproval predominate. Little or no approval expressed.

SCALE 37. DEGREE OF TEACHER'S DIFFERENTIAL RESPONSE TO THE CHILDREN

"Differential Response": Teacher's special treatment of groups of children -- two or more -- having a specific characteristic in common (see Check List XVIII), e.g., T pays a great deal of attention or very little, expresses a great deal of affection or none, gives much praise or much criticism, gives special privileges or none, is highly involved, identified with or not at all involved, identified with.

- 1 - Very great
- 2 - Great
- 3 - Moderate
- 4 - Little
- 5 - None

SCALE 38. DEGREE TO WHICH TEACHER'S ATTENTION IS DEVOTED TO THE WHOLE GROUP VS. INDIVIDUAL CHILDREN

- 1 - Teacher devotes most of her time and energy to overseeing and managing the group as a whole, with little attention to the activities of individual children or small groups of children. (The aides may or may not be working with individuals or small groups.)
- 2 - Teacher devotes a good part of her time and energy to overseeing the group as a whole; occasionally shows awareness of or gets involved with a child or a small group.

SCALE 38. Continued

- 3 - Teacher keeps a watchful eye on the group as a whole but is able, at the same time, to work with individual children and small groups.
- 4 - Occasionally gets so involved with an individual child or a small group that she seems to be ignoring the total group.
- 5 - Spends most of her time working with individual children or small groups. Gives little attention to overall managerial role.

CHECK LIST XVIII - APPARENT BASIS FOR DIFFERENTIAL RESPONSE TO CHILDREN

A differential response has to have been observed with two or more children.

1. Sex
 - a. Boys
 - b. Girls
2. Racial, ethnic background
3. Behavioral deviance
 - a. Excessively shy, withdrawn, passive children
 - b. Excessively aggressive, assertive children
 - c. Excessively dependent children
4. Intellectual ability
 - a. High
 - b. Low
5. Other

CHECK LIST XIX - DEGREE TO WHICH TEACHER RESPONDS TO THE CHILDREN AS INDIVIDUALS

1. Very high

(Teacher's manner of response to the children is highly differentiated, e.g., she tends to talk to the children individually, her voice and manner vary when dealing with different children, there may be indications that she knows a great deal about what the children are like in terms of personality, interests, likes and dislikes or home background.)

2. High

3. Moderate

4. Low

5. Very low

(Teacher's response is stereotyped, as if the group were an undifferentiated mass, e.g., she tends to address the group as a whole, her voice and manner are the same for all children, she seems to know little about children as individuals -- their personalities, interests, likes and dislikes or home background.)

H. TEACHER'S ROLE RE PEER RELATIONS

(Scales 39 - 40)

SCALE 39. DEGREE TO WHICH TEACHER ATTEMPTS TO PROMOTE SOCIAL AND PLAY CONTACTS BETWEEN CHILDREN

When rating, consider not only frequency of occurrence but also the amount of time and elaboration involved in each. One elaborated instance is equivalent to from three to five unelaborated instances, depending on degree of elaboration. Two contrasting examples are:

Unelaborated: T suggests to David, who is pulling a wagon, that he give Emma a ride.

Elaborated: Same as above. If the children agree to this, T might stay near them and make other suggestions, such as that Emma and David might get some blocks to put in the wagon, and/or that some other wheeled toy might be attached to the wagon. She might, in addition, help other children to join in the wagon play and/or make suggestions to help them develop the dramatic aspects of the play.

SCALE 39. Continued

- 1 - Very high: 11 or more instances
- 2 - High: 6 - 10 "
- 3 - Moderate: 3 - 5 "
- 4 - Low: 1 - 2 "
- 5 - None: 0 "

SCALE 40. DEGREE TO WHICH TEACHER EMPHASIZES THE REQUIREMENTS OF GROUP LIVING

"Requirements of group living" include sharing, taking turns, listening to others, cooperation, respect for the property belonging to others, etc.

When rating consider not only the frequency of occurrence but also the amount of time and elaboration involved in each. One elaborated instance is equivalent to from three to five unelaborated instances, depending on the degree of elaboration. Two contrasting examples are:

- Unelaborated: If Johnny is trying to grab a wagon from Lucy, T says to Johnny, "You'll have the next turn with the wagon."
- Elaborated: T says, "You'll have a turn with the wagon as soon as Lucy is through. Everybody who wants to can have a turn, but we only have one wagon. Maybe you could let Lucy pull you in the wagon for a while, and then you could have a turn pulling her." T may also sing a song about each child pulling the wagon, or each child having a turn, etc.

- 1 - Very high: 11 or more instances
- 2 - High: 6 - 10 "
- 3 - Moderate: 3 - 5 "
- 4 - Low: 1 - 2 "
- 5 - None: 0 "

J. STYLE AND TONE OF TEACHER
(Scales 41 - 42; Check Lists XX - XXI)

SCALE 41. DEGREE OF THE TEACHER'S INVOLVEMENT IN TEACHING

The judgment of "involvement" should not be affected by the teacher's style of expression, i.e., a teacher who has a vivacious manner is not necessarily more involved than one who does not. Rather, consider how much the teacher talks with her aides, with visitors, with observers; whether she engages in activities unrelated to the children and the program; whether she seems to know what is going on with the children regardless of what she is doing; whether she reacts positively or negatively to interruptions which turn her attention away from the children, etc.

When rating take into account both the proportion of time that the teacher's attention is focused on the children and their activities as well as its intensity.

1 - Very high

(Teacher shows complete concentration on and interest in her teaching role, and/or the program, and/or the children.)

2 - High

3 - Moderate

4 - Low

5 - Very low

(Teacher appears bored with her teaching role and all aspects of the program; her performance is mechanical, a job she has to do; she may find extraneous ways of alleviating her boredom.)

SCALE 42. EXTENT TO WHICH THE TEACHER SEEMS TO DEPEND ON EXPRESSIONS OF APPRECIATION AND/OR AFFECTION FROM THE CHILDREN

1 - Very great dependence

2 - Great dependence

3 - Moderate dependence

4 - Slight dependence

5 - Little or no dependence

CHECK LIST XX - MATURITY OF MANNER

(Check one)

1. Immature
(e.g., Tends to be self-pitying, and/or complaining, and/or demanding, and/or indicates envy or jealousy.)
2. Mature
(e.g., Tends to be well-controlled emotionally, natural in manner, realistic.)

CHECK LIST XXI - STEADINESS: IMPULSIVE/STABLE

(Check one)

1. Teacher tends to behave in an impulsive, erratic manner
(e.g., She is sometimes affectionate toward children, sometimes cold and unloving; unable to control her anger at times, at other times she is well controlled; she is subject to obvious mood swings.)
2. Teacher tends to behave in a stable manner
(e.g., Her behavior re affection for the children is even; she shows consistency of mood; she has an equable temper.)

K. CLASSROOM ATMOSPHERE

(Scales 43 - 44; Check Lists XXII - XXIII)

SCALE 43. RELAXATION/TENSION: TEACHERS

- 1 - Very relaxed
(e.g., Teachers seem unpressured, unrushed; there is very little teacher-child friction.)
- 2 - Generally relaxed
- 3 - Moderately relaxed
- 4 - Generally tense
- 5 - Very tense
(e.g., Teachers seem pressured and pressuring most of the time; there is a great deal of teacher-child friction.)

SCALE 44. RELAXATION/TENSION: CHILDREN

- 1 - Very relaxed
(e.g., Children seem unpressured, unrushed; there is very little child-child friction.)
- 2 - Generally relaxed
- 3 - Moderately relaxed
- 4 - Generally tense
- 5 - Very tense
(e.g., Children seem upset; there is frequent wild and excited behavior; a great deal of child-child friction; relaxed periods are rare.)

CHECK LIST XXII - RELATIONSHIP OF HEAD TEACHER TO AIDES

1. Teacher has authoritarian relationship with aides
(e.g., T gives orders to aides without explanation; aides are not allowed to take responsibility but must wait for T to tell them what to do, or are relegated to clean-up jobs exclusively; the manner in which T talks with aides, her tone of voice, indicates a contemptuous attitude and/or enjoyment in bossing them around.)
2. Teacher has democratic relationship with aides
(e.g., T makes suggestions to aides about how to handle current situations; she explains; she listens to suggestions from aides; aides take some responsibility for the group, or parts of the group, or for particular group activities; T's manner and tone of voice indicate respect for the aides.)
3. Neither (or not observable)

CHECK LIST XXIII - AFFECTIVE RELATIONSHIP OF TEACHER AND AIDES

1. Positive relationship
(Relationship seems amicable; no signs of friction, tension, conflict, or temperamental incompatibility.)
2. Negative relationship
(Teachers seem to dislike each other; signs of friction, tension, conflict, temperamental incompatibility.)