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ABSTRACT
        A training program carried out by the Center for
Early Education (CEE) to prepare or upgrade the performance of 20
day-care administrators in Los Angeles County is discussed as to the
program, evaluation, and findings. The program, consisting of 2
three-week workshops and six interim seminars, was designed to
achieve 12 goals relating to child development. Courses presented in
the seminars were: Human Development, Creating the Day Care
Environment, Interaction Effectiveness, Practicum and Observation,
and The Parent and the School. The steps in the program-evaluation
process were: (1) Formulation of goals, (2) Operalization of goals,
(3) Selection of criteria for mastery, (4) Selection/development of
tests and measures, (5) Scheduling of testing program, (6)
Dissemination and weighting of program goals, (7) Pretesting of
participants, (8) Analysis of pretest data, (9) Formative assessment
procedures, (10) Post-testing, (11) Analysis of data, and (12) Uses
of evaluation. The findings are in relation to the 12 objectives,
together with descriptions of tests administered, the variables used
in the assessment process, and the results of each test procedure.
The data reveal that 9 of the 12 objectives were achieved as a result
of instruction. (DB)

SUMMATIVE EVALUATION OF A CURRICULUM
DEVELOPED TO PREPARE DAY CARE ADMINISTRATORS
USING MASTERY/NON-MASTERY CRITERIA

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## INTRODUCTION

In 1970, the United States Bureau of Labor reported that 25%
of mothers with children under five years of age are now part of
the labor force. In all, women hold 37% of the jobs in the
United States. The Department of Labor predicts a 43% increase
in employed women during the decade of the 1970's. Currently,
changes in the welfare systems in the several states encourage
job training for women. These factors together with the accept-
ance of the efficacy of group learning for young children and the
recognition of equal status for women have created a need for a
sharply increased number of day care facilities with competent
personnel in leadership and staff positions.

During the academic year 1970-71, the Center for Early Edu-
cation (CEE), funded under the Office of Education, Education
Profession Development Act, developed and carried out a year-long
training program designed to prepare and/or upgrade the performance
of 20 day care administrators in Los Angeles County. This program
was also designed to serve as a reproducible curriculum model to
be used to meet the increasing demands for the preparation of
larger groups of day care administrators.

PROGRAM

Goals

The CEE program, consisting of two three-week workshops and six interim seminars, scheduled during the academic year 1970-71, was designed to achieve 12 major goals. It was expected that the participants would at the end of the period of instruction:

1) Demonstrate understanding of and be able to analyze in a child care facility) specific aspects of child growth and development:

   a) physical
   b) cognitive
   c) emotional
   d) social

2) Apply knowledge of child development in setting educational objectives or selecting learning opportunities to further children's cognitive development.

3) Describe play behavior in children from ages 2 to 6, and to designate appropriate play and learning materials for each stage of development.

4) Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses.

5) Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both

in the dominant and the different or economically-
disadvantaged culture.  Emphasis was given to
optimizing child development by employing coordination
and communication strategies with parents and the school
in order to bring about optimum child development.

6) Demonstrate competence in:

    a) budgeting
    b) menu planning
    c) designing a room and yard
    d) program planning

7) Use strategies to assess community needs, to determine
available services, and to plan a coordinated program
using these resources.

8) Increase awareness of unconscious behavior and its
effects upon individuals and groups through effective
interaction in the workshop setting and later through
outside contacts with staff, parents, and children in
the participant's school.

9) Describe distinctions between public, private, non-
profit and proprietary day care facilities in terms of:

    a) sources of financial support
    b) standards for operation

10) Demonstrate the ability to observe the behavior of
children and adults and to interpret that behavior in
terms of unconscious motivation.

11) Increase the individual's repetoire of teaching and

interpersonal strategies to meet contingent situations
which occur during a day care program.

12) Develop attitudes which make the individual genuinely
concerned for and empathic towards the problems of
staff, children, and parents.

## Organization

The curriculum was organized around a series of seminars
and field experiences, each designed to achieve one or more of
the program's goals. Each instructor or team responsible for a
specific seminar participated in formulating the goals to be
achieved as a result of instruction. A cooperative, open process
in which those responsible for the accomplishment of learning
goals were also participants in the choice of goals was employed.
Thus the criteria for both formative and summative evaluation
were established.

## Curriculum

Descriptions of the seminars offered as well as the goals
which were to be accomplished through the learning experiences
provided in each of the seminars are as follows:

| Course Title | Description | Goals |
|---|---|---|
| Human Development | Advanced course in child development with emphasis on application of principles to the understanding of the child in the day care setting (his needs, his behavior and the | 1,3,10 |

4

conditions that will encourage
his physical, emotional and
intellectual growth, including
cognition and language).

This course included a review
of principles of child develop-
ment covering physical, social,
emotional and intellectual
growth; readings and discussion
of most recent findings in area
of concept development; study
of developmental problems likely
to be seen in the day care setting.

Case material for analysis and
discussion was drawn from the
experience of participants,
readings, and films. Direct
observation of children at CEE
and video-taped sequences were
used.

**Creating the Day
Care Environment**

The major assumption of this                2,3,6,7,9
course was that a good day care
program provides for the needs of
working mothers, for the needs of
their children, and provides a
community service.

The aspects of day care opera-
tions covered were: The Facility--
room and yard design and selection
of equipment; Standards--State
Department of Social Welfare
Licensing Standards and Federal
Interagency Day Care Requirements;
Operations--budgets, menus, food
preparation, purchasing and
maintenance; Program Planning--
daily, monthly, and yearly
schedules for children, parents
and staff; Community Resources--
Health, Social Welfare and Legal
Aid, and Staff Development.

The effect of the day care environ-
ment on the child was considered

|  |  |  |
|---|---|---|
|  | in comparison with the home-reared child. Other communal child-rearing practices were considered. |  |
| Seminar in Inter-action Effectiveness | This unstructured seminar designed to consolidate and reinforce learning after each institute, focused on the development of an awareness of the unconscious motivation of behavior. Discussions were centered on the student's own experiences with individuals or groups and how he was perceived by others and in turn perceived them. The emphasis was placed on understanding and abrogating barriers to effective interaction. | 8,10,12 |
| Practicum and Observation | Participation under qualified supervision in a public, private or non-profit institution that provided full day care for young children.<br><br>Observation of five other facilities which offered full day programs. | 9,10,11 |
| The Parent and the School | This course focused on patterns of family behavior and their effects on the interaction between parent and school. Identification of the ways in which child-rearing attitudes of the teacher and those of the parents might effect the relationships between parent and child, teacher and child, and parent and teacher was included. Evaluation of factors which enabled parents and school to establish positive communication was made. | 4,5,7,10 |

## Schedule

The program consisted of two three-week full time institutes for which each participant was paid a weekly stipend through the

EPDA grant and six follow-up seminars which were held on
Saturdays and for which remuneration was also available.
These interim sessions were used to help participants relate
their new knowledge and skills to their actual work situation.
In addition an orientation and pre-test session was held be-
fore the program began and a post-test workshop was conducted
after the program was completed.   (See Figure 1)

## Participants

Applicants were solicited from all day care agencies in
Los Angeles County.  The primary criterion for selection was
current involvement in day care of the young.  Screening
practices included interviews and review of transcrips and
recommendations.  Twenty participants from Los Angeles County
were selected; all but one was female.  The ages of participants
ranged from under 25 to over 55 with the median and mean in the
late 30's (Table 1).

TABLE 1
Age Distribution of CEE Program Participants

| Ages | N = 20 |
|------|--------|
| Under 25 | 3 |
| 25-29 | 1 |
| 30-34 | 5 |
| 35-39 | 2 |
| 40-44 | 5 |
| 45-59 | --- |
| 50-53 | 3 |
| 55-59 | 1 |

FIGURE 1

TIME SCHEDULE

Orientation and Pre-Testing
        October 3, 1970        -- 9 A.M. to 5 P.M.

Institute I
        October 12-16, 1970    -- 9 A.M. to 5 P.M.
        October 19-23, 1970    -- 9 A.M. to 5 P.M.
        October 26-30, 1970    -- 9 A.M. to 5 P.M.

Follow-up and Evaluation Seminars
        November 7,21, 1970    -- 9 A.M. to 1 P.M.
        December 12, 1970      -- 9 A.M. to 1 P.M.
        January 9,23, 1971     -- 9 A.M. to 1 P.M.

Institute II
        February 15-19, 1971   -- 9 A.M. to 5 P.M.
        February 22-26, 1971   -- 9 A.M. to 5 P.M.
        March 1-5, 1971        -- 9 A.M. to 5 P.M.

Follow-up Seminars
        March 13,27, 1971      -- 9 A.M. to 1 P.M.
        April 17, 1971         -- 9 A.M. to 1 P.M.
        May 1,15, 1971         -- 9 A.M. to 1 P.M.

Evaluation for Participants and Staff
        June 5, 1971           -- 9 A.M. to 5 P.M.

Ethnically, a majority of the program's participants

were black. There were also representatives from the

Mexican-American, Puerto Rican and Anglo communities (Table 2).

TABLE 2
Racial or Ethnic Distribution of Participants
in CEE Program

N = 20

| | |
|---|---|
| Anglo | 7 |
| Negro or Black | 11 |
| Puerto Rican | 1 |
| Mexican-American | 1 |

The educational level of the participants was distributed

over a wide range. Although one participant possessed a

Master's Degree, most of the participants (75%) had earned

no more than a high school diploma (Table 3).

TABLE 3
Educational Levels of CEE Participants

N = 20

| | |
|---|---|
| Less than High School | 1 |
| High School Graduate | 14 |
| Bachelor's Degree | 4 |
| Master's Degree | 1 |

At the time of acceptance into the program all but one

participant was employed in a pre-school setting. Ninety

percent of them were in day care centers serving families of

which a majority had incomes below the poverty level. Fifty-

five percent held positions as teachers, 25% were in adminis-

trative positions and the others were employed as aides or paraprofessionals. Approximately two-thirds of the participants worked in public institutions and one-third in private schools. The years of experience in the field of early childhood education ranged from zero to no more than 15 years (Table 4).

TABLE 4
Total Years of CEE Participants' Employment
in Field of Education

N = 20

| | |
|---|---|
| 0 | 1 |
| 1-4 | 8 |
| 5-9 | 8 |
| 10-14 | 2 |
| 15-19 | 1 |

## EVALUATION

### Purpose

.The plans for evaluation of the program were instituted concurrent with the development of the curriculum. Evaluation process was carried out continually. It served several functions:

First, it provided clarity of focus for planning. By formulating program objectives in operational terms the development of appropriate learning opportunities specifically designed to achieve the goals and the selection of summative measurement instruments was facilitated.

Its second function was to provide data for rational

decision making. The basic skills, attitudes and knowledge necessary for administration of day care facilities were tentatively established. Priorities were chosen and the institution's program staff determined those outcomes which could be reasonably attained.

Its third function was to serve as a standard of accountability in the supervisory process. By explicitly stating program goals and performance criteria, instructional personnel were able to adapt and modify their own teaching behavior to achieve these goals. The need for "second person" supervision was therefore minimal. Emphasis was focused upon the instructional strategies which would achieve objectives rather than on the personalities or traits of the instructors. This allowed for maximum experimentation and creativity in goal achievement and a minimum of ego threat.

Fourth, it facilitated communication among staff members concerning the program. Many conferences and discussions were held to determine how behavior, program and schedules might be modified to better achieve goals. This common process was a key factor in facilitating the formative evaluation of the program.

Fifth, it provided the staff with a set of desired end behaviors against which entry behavior of participants could be measured and assessed. The data from the initial measurements served then in individualizing the program to provide

for individual deficits and to utilize participants' skills
in the program.

Finally, by defining the goals to be met early in the
program and mutually agreeing upon them and the evidence
which would demonstrate competency, the success of the pro-
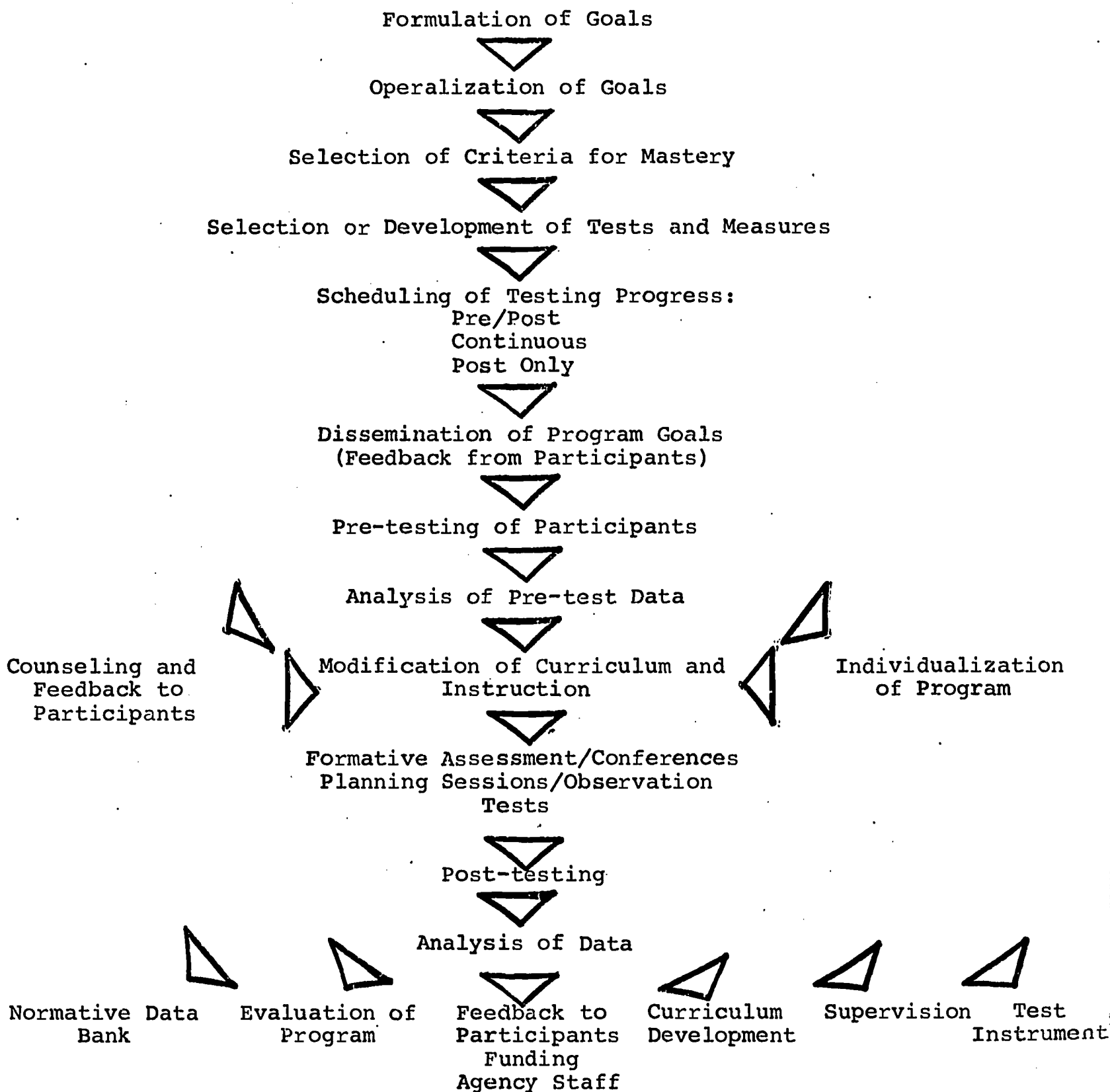gram could then be easily and openly determined.

## Process

The steps in the evaluation process are presented in
Figure 2 and described as follows:

1. <u>Formulation of goals:</u> Possible program objectives
were considered in the light of the mission of the program,
i.e., the preparation of day care administrators.  The past
experience of the staff of the Center for Early Education,
research data on early childhood learning, and input from an
advisory committee were used in selecting the 12 program goals.

2. <u>Operalization of goals:</u> Specific behaviors represen-
tative of each goal were identified.  These examples of desir-
able skills, attitudes, and knowledge served as guideposts in
curriculum planning and evaluation; in no way were they meant
to represent the total population of behaviors to be achieved.

3. <u>Selection of criteria for mastery:</u> For each objective
a level of performance was stipulated which in the judgment of
the staff would give evidence that a program participant had

- - - - - - - - - -

. Insert Figure 2

- - - - - - - - - -

FIGURE 2
PROCESS OF EVALUATION
CEE Project to Train Day Care Administrators

Formulation of Goals

▽

Operalization of Goals

▽

Selection of Criteria for Mastery

▽

Selection or Development of Tests and Measures

▽

Scheduling of Testing Progress:
Pre/Post
Continuous
Post Only

▽

Dissemination of Program Goals
(Feedback from Participants)

▽

Pre-testing of Participants

▽

Analysis of Pre-test Data

▽

Counseling and          Modification of Curriculum and          Individualization
Feedback to                      Instruction                              of Program
Participants

▽

Formative Assessment/Conferences
Planning Sessions/Observation
Tests

▽

Post-testing

▽

Analysis of Data

▽

Normative Data    Evaluation of    Feedback to    Curriculum    Supervision    Test
Bank              Program          Participants   Development                  Instrument
                                   Funding
                                   Agency Staff

achieved mastery[1], i.e., a level of performance acceptable
in a practicing day care administrator.

4. Selection/development of tests and measures:
Methods of measuring learners' performance were examined.
The selection or development of testing instruments and other
assessment procedures were facilitated by the data gathered
in Step 2. Procedures used included teacher-made objective
tests, projective techniques, the use of such unobtrusive
measures as psychoanalytic observations and diagnosis and
assessment of task performance. The types of behavior
measured included the acquisition and application of knowl-
edge as well as attitudes and skills.

5. Scheduling of testing program: Decisions were made
whether to test participants' entry and exit behavior thus
measuring growth during the program for a specific objective
or whether to assume success if behavior exhibited at the end
of the program was at an acceptable level (mastery) for a
day care administrator. Provisions were also made for contin-
uous monitoring procedures, i.e., staff conferences, feedback
meetings, interviews.

6. Dissemination and weighting of program goals: Prior
to the beginning of the program, the statement of goals were

1. Bloom, Benjamin S., "Learning for Mastery," Instruction and
Curriculum, Topical Papers and Reprints No.1, Regional
Education Laboratory for the Carolinas and Virginia (RELCV),
May 1968.

mailed to the participants. They were asked to rank the goals in order of importance to them (Figure 3). This procedure served two purposes. First it sensitized the participants to the program objectives and second it served as a basis for feedback to the staff about the relative importance to the participants of these goals.

7. Pretesting of participants: The purpose of the pretest session was explained to the participants. Selected tests were administered. For each test administered, participants were made aware of the desired goal behavior the test was designed to measure.

8. Analysis of pretest data: Pretests were scored and analysed. Changes were made in the planned curriculum and in instructional strategies to provide for individual differences (A) and to meet the groups' needs (B). Individual conferences were held to review pretest results in order to help participants become aware of any areas of strengths or weakness (C).

9. Formative assessment procedures: During the on-going program provisions were made for continuous assessment of participants' needs and modification of learning experiences. Feedback was obtained through observation of classroom behavior, conferences, staff discussion and samples of student performance.

10. Post-testing: Post tests were administered. A critique of the program was held with staff and participants.

11. <u>Analysis of data</u>: Scoring was done on a mastery/non-mastery basis as suggested by Bloom (see Footnote 1). Variables to be used in scoring were identified for each test. A level of performance mastery, that is a level acceptable for a performing day care administrator, was determined. Scores of either 1 (non-mastery) or 2 (mastery) were assigned for each variable on the test and then a 1 or 2 was assigned to each test as a whole.

For those tests for which only post-measures were obtained, a criterion of 60% of participants achieving mastery was used to assess the success of the program.

For the tests on which both pre- and post-test measures were available, a test of proportion[2] was used to determine whether the improvement (if any) of the 20 participants' scores could be inferred to have been achieved as a result of the program or by chance. The level of significance to be accepted was set at $P = .05$.

12. <u>Uses of evaluation</u>: The information received was then used for the purposes discussed in the previous section. They included curriculum development, normative data collection, supervision, instrument instruction and evaluation.

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2. Wallis, W. Allen and Harry V. Roberts, <u>Statistics: A New Approach</u>, New York: The Free Press, 1956.

FIGURE 3

Participants' Ranking of Program Goals

| GOALS: | RANKED BY PARTICIPANTS: |
|---|---|
| 1. Demonstrate understanding of the following aspects of child growth and development: a) physical; b) cognitive; c) emotional; d) social | 3 |
| 2. Apply knowledge of child development in setting educational objectives or selecting learning opportunities to further children's cognitive development. | 5 |
| 3. Describe play behavior in children from ages 2 to 6 and designate appropriate play and learning materials for each stage of development. | 4 |
| 4. Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses. | 2 |
| 5. Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both in the dominant culture, and in the culturally different or economically-disadvantaged, in order to bring about optimum child development through better communication and coordination between parent and school. | 1 |
| 6. Demonstrate competence in: a) budgeting; b) menu planning; c) designing a room and yard; d) program planning. | 11 |
| 7. Use strategies to assess community needs, to determine available services, and to plan a coordinated program using these resources. | 6 |
| 8. Increase awareness of unconscious behavior and its effects upon individuals and groups through effective interaction in the workshop setting and later through outside contacts with staff, parents, and children in the participant's school. | 7 |
| 9. Describe distinctions between public, private, non-profit and proprietary day care facilities in terms of: a) sources of financial support; b) standards for operation | 12 |
| 10. Demonstrate the ability to observe the behavior of children and adults and to interpret that behavior in terms of unconscious motivation. | 10 |
| 11. Increase the individual's repetoire of teaching and interpersonal strategies to provide for all situations which occur during a day care program. | 8 |
| 12. Develop attitudes which make the individual genuinely concerned for and empathic towards the problems of staff, children, and parents. | 9 |

## FINDINGS

Following, organized by objectives are the descriptions
of tests administered, the variables used in the assessment
process and the results of each test procedure.

>OBJECTIVE 1 -- Demonstrate understanding of the following
>aspects of child growth and development:
>a) physical; b) cognitive; c) emotional;
>d) social; and the ability to analyze
>specific behavior encountered in a child
>care facility within this conceptual frame-
>work.

Task A:   List developmental concepts

Assessment Variables:

>1.   Knowledge of physical development of children
>aged 1-10
>
>2.   Knowledge of Freud's stages of psychosexual
>development
>
>3.   Knowledge of Erikson's stages of development
>
>4.   Knowledge of steps in the process of language
>development
>
>5.   Familiarity with Piaget's stages of cognitive
>development

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 2 | 17 | 19 |
| Non-Mastery | 0 | 1 | 1 |
| Total | 2 | 18 | 20 |

Task B:   Analysis of video-taped episodes

<u>Assessment Variables</u>:

1.   Objectivity of description (non-projection)

2.   Accuracy of description

3.   Identification of Problem

4.   Recognition of individual differences

5.   Recognition of age typical and non-typical behavior

6.   Recognition and acceptance of actual problem (non-avoidance)

7.   Labeling of assumptions

8.   Support of assumptions

<u>Results</u>:

VIDEO-TAPE
EPISODE I

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 13 | 3 | 16 |
| Non-Mastery | 1 | 2 | 3 |
| Total | 14 | 5 | 19 |

VIDEO-TAPE
EPISODE II

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 10 | 4 | 14 |
| Non-Mastery | 2 | 2 | 4 |
| Total | 12 | 6 | 18 |

OBJECTIVE 2 -- To be able to apply this knowledge of child development in setting objectives or selecting learning opportunities to further the children's cognitive development.

Task A: Given a catalog and a budget of $100, select equipment to further children's cognitive development for 3 groups--3, 4, and 5 years old. The rooms are already furnished with tables, chairs, bookshelves, cots and art materials.

Assessment Variables: At least one appropriate item for each category:

1. Motor-sensory manipulation
2. Language and communication skill
3. Number and seriation
4. Science
5. Social studies and community exploration
6. Self-image and social awareness

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 12 | 3 | 15 |
| Non-Mastery | 2 | 1 | 3 |
| Total | 14 | 4 | 18 |

Task B:  Select a learning objective and write a week's

program designed to achieve the objective.

Assessment Variables:

1.  Appropriateness of objective selected for

age level of children

2.  Effectiveness of activities rated in terms

of number of activities

3.  Effectiveness of activities rated in terms

of whether they achieve objective

Results:  Mastery:  83%


OBJECTIVE 3 -- Describe play behavior in children from

ages 2 to 6, and designate appropriate

play and learning materials from each

stage.

Task A:  List play behavior in 2-6 year olds.  Describe

role of play.

Assessment Variables:

1.  Four behaviors specific to each age including

at least one: a) motor behavior; b) social

pattern; and c) play and fantasy

2.  Define the role of play in child development

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 9 | 7 | 16 |
| Non-Mastery | 1 | 2 | 3 |
| Total | 10 | 9 | 10 |

OBJECTIVE 4 -- Demonstrate an awareness of one's personal strengths and limitations in relation to the role of day care administrator, and the ability to utilize the strengths and remediate the weaknesses.

Task A: To answer the following questions at the beginning of the program:

1. What kinds of people do you have the most difficulty helping?

2. Give a short description of circumstances under which your difficulty arises

3. How do you usually deal with these difficulties?

Task B: At the conclusion of the program, to use the above statements and be asked to answer the following question: How would you deal with these people now?

Assessment Variables:

Participants were ranked by an evaluator (psychiatrist) primarily on the answer to question No. 3. In general, the psychiatrist's evaluation considered

factors such as:

1. Shows awareness of one's own attitudes and feelings and how they affect relationships with others

2. Shows awareness of feelings and attitudes of others and how one reacts to them

3. Shows ability to understand the situation from the other person's point of view without feeling threatened

4. Shows general awareness of importance of feelings and attitudes in human relationships and how they affect one's ability to cope with difficult situations

5. Shows ability to act appropriately rather than ignoring the situation/problem

Results:

| Post Test | Pre-Test | | Total |
|-----------|---------|-------------|-------|
| | Mastery | Non-Mastery | |
| Mastery | 10 | 5 | 15 |
| Non-Mastery | 2 | 3 | 5 |
| Total | 12 | 8 | 20 |

OBJECTIVE 5 -- Demonstrate knowledge of cultural and environmental factors that affect specific child-rearing practices, both in the dominant culture and in the culturally different or economically-disadvantaged, in order to bring about optimum child development through better communication and coordination between parent and school.

Task A: Given a list of specific child-rearing practices, to select those which are common among a particular ethnic group.

Assessment Variables:

1. Appropriateness of matching

2. Awareness (mention) that it is difficult to "stereotype"

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 8 | 12 | 20 |
| Non-Mastery | 0 | 0 | 0 |
| Total | 8 | 12 | 20 |

OBJECTIVE 6 -- Demonstrate competence in a) budgeting;

b) menu planning; c) designing a room and

d) program planning.

Task A: Evaluate a representative budget for a day care
program for 30 children.

Assessment Variables:

1. Analyze representative budget using per-
centages discussed in class

2. Identify errors in budget; also exclusions
and over-allotments

3. Suggest ways by which representative budget
could be improved

Results: Mastery: 60%

Task B: Plan a classroom

Assessment Variables: Indoor

1. Deliniation between areas is clear (i.e.,
between block area, housekeeping, quiet, etc.)

2. Storage--materials close at hand

3. Clear pathway between units

4. No hidden units for ease of supervision

5. Units--emphasis on super, complex (weighted
twice)

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 9 | 4 | 13 |
| Non-Mastery | 1 | 6 | 7 |
| Total | 10 | 10 | 20 |

Task C: Plan an outdoor area

Assessment Variables: Outdoor

1. Units (this item weighted twice)

   a) simple units; b) super units; c) complex

   units; and d) potential units

2. Outdoor area has defined path for trikes

3. No play units are hidden

4. Lack of central dead space

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 8 | 2 | 10 |
| Non-Mastery | 2 | 8 | 10 |
| Total | 10 | 10 | 20 |

OBJECTIVE 7 -- Use strategies to assess community needs,
determine available services, and to plan
a coordinated program using these resources.

Task A: Take a walking tour of the one square mile area
surrounding their own day care site and make a
map listing community resources available and
lacking.

Assessment Variables:

1. Provides accurate map, indicating day care
center and its relationship to specific
institutions, services, resources

2. Indicates community resources offering
services to families

3. Indicates community resources available to
children and their teachers

4. Indicates what types of services or facilities
are unavailable in the community

Results:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 4 | 5 | 9 |
| Non-Mastery | 0 | 5 | 5 |
| Total | 4 | 10 | 14 |

OBJECTIVE 8 -- Increase awareness of unconscious behavior
and its effects upon individuals and
groups through outside contacts with
staff, parents, and children in the par-
ticipant's school.

Task A: Complete a self-evaluation instrument including
the following questions:

--List the names of the 3 individuals in the
seminars with whom you have the most trouble
dealing.

--For each individual try to explain what the
difficulty is.

--How do you think the difficulty can be resolved?

Assessment Variables:

1. Awareness of unconscious behavior and its
effects upon individuals and groups

2. A minimal level of acceptable behavior for
a day care administrator (staff prognosis)

Results: Mastery: 80%

OBJECTIVE 9 -- Describe distinctions between public,
private, non-profit and proprietary
day care facilities in terms of:

    a) sources of financial support

    b) standards for operation

Task A: For each type of facility list:

    a) sources of funds available and programs
offered at local, state, and federal levels

    b) state standards which must be met

    c) federal standards which must be met

Results: Mastery: 55%


OBJECTIVE 10 -- Demonstrate the ability to observe the
behavior of children and adults and to
interpret that behavior in terms of un-
conscious motivation.

Task A: Observe a video-tape of a typical nursery school
incident and describe what is happening.

Assessment Variables:

    1. Describes behavior accurately

    2. Gives hypotheses for observed behavior

    3. Evaluates activities seen in terms of child's
needs

Results:

| Post<br>Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 2 | 10 | 12 |
| Non-Mastery | 0 | 6 | 6 |
| Total | 2 | 16 | 18 |

OBJECTIVE 11 -- Increase the individual's repetoire of
teaching and interpersonal strategies to
provide for all situations which occur
during a day care program.

Task A: Demonstrate newly-acquired teaching strategies.

Assessment Variables:

1. Plan the day for children

2. Record fully and accurately the observations
   of a child(ren) at different times of the day

3. Describe and evaluate interaction between the
   director-teacher, director-parent, and
   teacher-parent

4. Describe a day care family indicating its
   routines and its special needs

Results: Mastery: 53%

OBJECTIVE 12 -- Develop attitudes which make the individual genuinely concerned for and empathic towards the problems of staff, children, and parents.

Task A:   Staff will make subjective evaluations of participants in their own schools in terms of increased concern and empathy.

Assessment Variables:

1. Has there been an increased concern and empathy toward the problems of others?

2. What is your prognosis for participant's success as an administrator?

Results:  Mastery:  53%

Task B:  Draw a teacher

Assessment Variables:

1. Teacher interacting with one or more children

2. Teacher in informal classroom setting

3. Teacher responding to child(ren) (evidence through body posture, touching, holding, etc.)

Results:

| Post Test | Pre-Test Mastery | Non-Mastery | Total |
|---|---|---|---|
| Mastery | 5 | 0 | 5 |
| Non-Mastery | 5 | 10 | 15 |
| Total | 10 | 10 | 20 |

Task C:   Draw an administrator

Assessment Variables:

Part One:

a)   Administrator alone--partial              0

b)   Administrator alone--whole               1

c)   Administrator at desk                    2

d)   Administrator involved with specific

function of role                         3

e)   Administrator involved or relating

to adults or child                       4


Part Two:

a)   Administrator interacting with adults

or children

b)   Administrator performing specific tasks

of role

Results/Part Two:

| Post Test | Pre-Test | | Total |
|---|---|---|---|
| | Mastery | Non-Mastery | |
| Mastery | 2 | 3 | 5 |
| Non-Mastery | 0 | 14 | 14 |
| Total | 2 | 17 | 19 |

TABLE 5
Summary of Tests Administered and
Levels of Significance/Mastery

| GOAL | TASK | WHEN ADMINISTERED | SIGNIFICANCE OR % OF MASTERY |
|------|------|-------------------|------------------------------|
| 1 | a) List levels of development | Pre/Post | .001* |
|  | b) Analyses or video-taped episodes of parents, teachers, children's behavior | Pre/Post | .15 .20 |
| 2 | a) Order $100 worth of equipment from catalog | Pre/Post | .34 |
|  | b) Write a one-week program around selected objectives | Post | 83%** |
| 3 | Describe typical play behavior of 2-6 year olds | Pre/Post | .02 |
| 4 | Kinds of people participants have most difficulty helping? Describe circumstances. How to deal with different circumstances. | Pre/Post | .09 |
| 5 | Identification of child-rearing practices common to a specific ethnic group | Pre/Post | .001 |
| 6 | Plan a yearly budget for a day care center | Post | 60% |
|  | Plan a classroom | Pre/Post | .09 |
|  | Plan an outside yard |  | .00 |
| 7 | Survey and map community resources for specific day care center | Pre/Post | .01 |
| 8 | Complete self-evaluating instrument analyzing reasons for poor interpersonal relations with specific individuals | Post | 80% |
| 9 | Differentiate among types of day care facilities | Post | 55% |
| 10 | Describe video-taped behavior | Pre/Post | .001 |
| 11 | Perform in classroom | Post | 53% |
| 12 | Draw a teacher | Pre/Post | -.01 |
|  | Draw an administrator | Pre/Post | -.02 |
|  | Staff observation & evaluation | Post | 65% |

* Underlining indicates result meets present acceptable level of significance (P ≤ .05)

Double underlining meets criterion level for goal achievement.

## CONCLUSIONS AND RECOMMENDATIONS

Table 5 lists the goals of the Program for Effective Leadership in Day Care, the tests administered to measure goal achievement, and the level of goal achievement (e.g., mastery or significant behavior change). An examination of these data reveals that 9 of the 12 objectives or 75% were achieved as a result of instruction. This conclusion is based on either a mastery criterion of 60% of participants or less than a 5% probability that the change in behavior which occurred could not be attributed to the curriculum. If the criterion for mastery were set at the 50% level, two more program objectives fall into the "successful" category.

Several general explanations may be offered for the lack of evidence of achievement as measured by some of the test instruments. The first is that, since in some cases many of the participants had achieved mastery on the pre-test, the number of persons who could achieve competency because of the program was severely limited. In these cases, analysis of the pre-test data should have indicated that either the goal be deleted or modified or that the program be individualized and those who already possessed the desired skills be given an opportunity to participate in other learning opportunities to increase their proficiency.

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A second explanation suggests that the goals were not achieved because either the period of time was not adequate to bring about behavioral change or indeed that change in behavior was not possible. The sights set for the program may have been unrealistic, especially if the program objective was to change attitudes and values.

A third explanation deals with the hypothesis that inappropriate or inadequate learning experiences were provided. If enough resources or program time were not allocated to achieve a specific program goal, either the importance of the goal should be reevaluated or the program schedule altered to provide for mastery.

A fourth explanation--that the tests constructed to measure mastery were not adequate for the task--may also be offered. More effort must be expended in validating the tailor-made test instruments and determining their reliability. The use of available standardized tests should also be considered.

From two projective instruments designed to measure Goal 12, the data collected indicated significant change, but in a negative direction. The question is voiced whether the instruments were invalid or whether the program had unintended consequences.

It is suggested also that the criteria selected against which mastery is to be determined be reviewed and refined. They should be easily observable and/or measurable and reflect

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the type and level of behavior required in the day care
field. More research is needed as the foundation for this
task. In brief the characteristics of competent day care
personnel are still to be identified.

Further staff training in testing and observation is
also desirable. Optimum testing conditions will also
facilitate data collection.

In summary, it may be concluded that the program
achieved a large majority of its stipulated goals and pro-
vided a model for curriculum development and evaluation of
day care training projects. In addition it generated a pool
of normative data which may be used in the future.