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ABSTRACT

The Early Childhood Observation Form was developed to compare and evaluate two distinct curriculums used in Title I and Title I Migrant Pre-Kindergarten classrooms in the Austin Independent School District during the 1979-1980 school year. Variables recorded on the form included language spoken, group size, activity, adult instructional involvement, instructional responsibility, adult contact, and curriculum used. Design of the form provided for day-long, minute-by-minute observations of randomly selected students on randomly selected observation days by two trained observers. The form was judged useful in examining a variety of curriculum approaches, assessing the extent to which a curriculum has been implemented, relating classroom practices to achievement gains, and/or contrasting curriculums. Findings from a total of 100 day-long observations were that Title I students received 22 minutes more instruction in a day which averaged 19 minutes longer, took more naptime (36% compared with 27%), spoke and heard less Spanish (1% compared with 11%), were part of larger groups (averaging 10 members, compared with 8), and received less instruction from teacher aides and more from teachers than Title I migrant students. Also included are background material on the form's development, directions and procedures for observers, statistical results, the Early Childhood Observation Form, a card file layout for computer analysis, and the computer program. (AN)

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A Peek at Pre-K



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## A PEEK AT PRE-K

AN OBSERVATION INSTRUMENT WAS DEVELOPED TO USE IN COMPARING AND EVALUATING TWO DISTINCT CURRICULUMS USED IN LOCAL TITLE I AND TITLE I MIGRANT PREKINDERGARTEN CLASSROOMS. DUE TO THE GENERAL NATURE OF THE OBSERVATION CATEGORIES, THE OBSERVATION INSTRUMENT SHOULD BE HELPFUL IN DESCRIBING THE IMPLEMENTATION OF A VARIETY OF EARLY CHILDHOOD PROGRAMS. ITS GREATEST POTENTIAL MAY BE FOR THOSE WHO ARE INTERESTED IN EXAMINING ACHIEVEMENT GAINS IN LIGHT OF CLASSROOM PRACTICES.

## A Peek at Pre-K

For the past several years, the Austin Independent School District's Title I and Title I Migrant Programs have conducted early childhood education projects for pre-school children. Although both programs provide full-day instruction to four-year-olds and have classrooms staffed with a teacher and an instructional aide, the Title I pre-K curriculum is distinctly different from the Migrant pre-K curriculum.

The Migrant Pre-K Program uses the Bilingual Early Childhood Program (BECP) curriculum developed by the Southwest Educational Development Laboratory. The BECP curriculum is very structured and provides oral language learning activities for both English and Spanish dominant children. The Migrant pre-K classes are predominantly Mexican American, and may include students who speak little or no English.

The Title I Pre-K Program uses a locally developed curriculum aimed at improving oral language skills. It is much less structured than the BECP curriculum, and was not developed for specific use with bilingual students. The Title I pre-K classes are predominantly Black.

During the 1979-80 school year, a question arose as to which curriculum was the most effective in promoting student achievement. It was decided AISD's Office of Research and Evaluation would compare and evaluate the BECP and AISD Early Childhood curriculums on the basis of observation and achievement data.

Although a variety of observation instruments have been used in prekindergarten classes for the purpose of program evaluation (Angrist & Borke, 1974; and Karlson & Stodolsky, 1973), it was felt best to develop a new observation instrument specifically tailored to the needs of the Title I/Migrant pre-K evaluation. This paper describes the development and use of the new observation instrument, entitled the Early Childhood Observation Form.

#### Procedure

A draft observation instrument was developed in the fall of 1979 following discussions by Title I and Migrant evaluation staffs, and consideration of input from program and district personnel. Extensive instructions for use of the instrument were prepared to define the various observation categories. The draft instrument was field-tested for 12 hours in November in a total of three Title I and Migrant pre-K classrooms. Following the field-testing, additional revisions were made in the instrument and its instructions. More revisions were made in the instructions throughout the observation period as the need arose. Attachment 1 is a copy of the final instrument. The variables observed include language spoken, group size, activity, identification of the individuals primarily responsible for the instruction, adult contact, and curriculum used. Attachment 2 is a copy of the directions for the observers.

The design of the Early Childhood Observation Form provides for the observation of one student's classroom activities for the period of one instructional day. Day-long observation of randomly selected students, combined with a random selection of observation days, were considered to provide a more representative picture of the on-going instructional activities than would a briefer observation.

A total of 100 day-long observations were performed by two observers. Forty observations were conducted in Migrant pre-K classrooms, with five observations performed in each of the eight Migrant pre-K units. Sixty observations were conducted in Title I pre-K units, with 10 observations performed in each of the six Title I pre-K units. The observations were conducted from December 12, 1979 through April 30, 1980. Prior to the data collection, the observers received general training in observation processes and a practicum in observing with the Early Childhood Observation Form.

Some research evidence indicates the presence of an observer in the classroom tends to affect the nature of the activities occurring. However, since the presence of an observer was a constant situational variable, it was felt the effect of an observer's presence would be equal for all students and would not affect the validity of comparisons made between groups of students.

The Early Childhood Observation Form employs a time-sample system that requires the observer to record observations at the end of every minute. A one-minute time duration was selected as appropriate, since a period of less than one minute would have required an inordinate amount of attention by the observer to the form, and a period of more than one minute would not have been a sufficiently sensitive indicator of the activities transpiring.

In mid-November a memo explaining the observation research was sent to the principals with Title I and/or Migrant pre-K classes. The memo explained the purpose of the observations and the procedures that would be employed. The following steps were taken with each observation:

1. The pre-K teacher and principal were notified of the week in which the observation would be conducted at their school.

2. The student for the observation was randomly selected from the most recent attendance form.
3. The observer reported to the school 5-10 minutes early to check in at the school office and acquaint herself with the pre-K teacher in whose classroom the observation was being conducted. The pre-K teacher was asked to identify the student previously selected by the observer for the observation, along with four alternate students. If the student selected for the observation was absent, an alternate was observed. The pre-K teacher was not told which of the students was under observation.
4. After identifying the student for observation, the observer observed the selected student throughout the school day according to the directions in Attachment 2. During the observations the observer sat in an out-of-the-way place so as not to interfere with classroom activities, but such that the observer could see and hear as many classroom proceedings as possible. Although the observer was allowed to change positions if necessary, walking around the room was avoided whenever possible.
5. The observer did not talk to the students in the classroom. If one of the students began to speak to the observer, the observer told the student she had work to do and could not talk.
6. At the end of the school day, the observer asked the pre-K teacher the name of the curriculum(s) for the instructional activities observed during the day.\*

\*Migrant pre-K teachers were encouraged to use the AISD Early Childhood curriculum to supplement their BECP activities.

7. The observation form was printed on two-part paper. A copy of the completed observation form was given to the pre-K teacher before the observer left the school at the end of the day, or sent to the teacher through the school mail. The observer was allowed to answer any questions the teacher might have about the purpose of the observation or the nature of the observation form, but was not allowed to offer any comments about the identity of the student observed or the outcome of the observation.

Reliability observations were conducted on December 18, 1979 and February 8, 1980. On both occasions, the Title I observer and the Migrant observer were present in the same classroom and observed the same pre-K student. The intraclass correlation coefficient was used to measure the consistency of the ratings. This correlation assesses judgemental consistency by indicating the relative excess of among-subjects over among-raters variation. Observation totals were compared using program INTRAR of the EDSTAT statistical package (Veldman, 1971) on the University of Texas CDC 6000 computer system.

In order to obtain interrater reliability coefficients for both December and February, it was necessary to treat each day of observation as two half-days. As a result, reliability coefficients for each of the 33 categories were obtained for the two December half-days (Figure 1), the two February half-days (Figure 2), and all four half-days combined (Figure 3). The reported coefficients are estimates of the reliability of single-judge ratings. When all four half-days were included in the analysis (Figure 3), 25 of the 33 categories yielded coefficients of .93 or above, and only two categories yielded coefficients below .45. These reliability estimates were considered



acceptable for the purpose of the study.

The SPSS programs CROSSTABS, MULT RESPONSE, and BREAKDOWN were used to analyze the Title I and Migrant data (Nie, Hull, Jenkins, Steinbrenner & Bent, 1975). Attachment 3 provides the card file layout and a listing of the control file.

## Results

The results of the observation research are presented in Figure 4 through Figure 18. The results reveal the Early Childhood Observation Form was successful in describing and distinguishing between the activities conducted in the Title I and Migrant pre-K classrooms. The following were among the findings:

- On the average, the Title I school day lasted 390 minutes, 19 minutes longer than the Migrant school day. In a school year with 175 school days, therefore, the Title I teachers would have approximately 55 more school hours available to them than the Migrant teachers. Whereas Migrant pre-K students are bussed to school, Title I pre-K students are not. Apparently the bussing activities have shortened the school day for the Migrant pre-K students. (Figure 4)
- The Title I students received about 22 minutes more instruction each day than the Migrant students. The Migrant students would need about 26.4 extra days a year to get an equal amount of time in instruction. (Figure 5)
- More naptime was taken by Title I students (36%) than Migrant students (27%). (Figure 6)

- Spanish was spoken during 11% of the instructional time observed in Migrant pre-K classes, and less than 1% of the instructional time observed in Title I pre-K classes. (Figure 9)
- The Title I teachers were responsible for the classroom instruction more often than the Migrant teachers. Migrant teachers shared more of the responsibilities of instruction with the aide and student helper. (Figure 11)
- The average group size during instructional activities was 10 for Title I students, and 8 for Migrant students. (Figure 12)

### Discussion

The Early Childhood Observation Form appears to be a viable method of describing the activities occurring in a prekindergarten classroom. Due to the general nature of the observation categories, it should be useful in examining a variety of curriculum approaches. Its greatest potential may be for those who are interested in:

- assessing the extent to which a curriculum has been implemented
- relating classroom practices to achievement gains
- contrasting curriculums

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Category	Reliability
Language	
Silence	.9593
English	.9696
Spanish	*
Mixture - English & Spanish	.3846
Undetermined	.0000
Mean Group Size	.7073
No Instruction	
Other	1.0000
Breakfast	*
Lunch	1.0000
Nap	1.0000
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	.9936
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	.9955
Informal Instruction 2	.9903
Instructional Involvement	
Teacher	.9929
Aide	.9963
Student Helper	*
Other	.7785

\*No time use observed in this category.

Figure 1. INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR TWO DECEMBER HALF-DAYS (TWO SUBJECTS, TWO OBSERVERS). (Page 1 of 2)

Category	Reliability
<b>Instructional Responsibility</b>	
Teacher	.8935
Aide	.9776
Student Helper	*
Other	1.0000
No One	.9364
<b>Adult Contact</b>	
Teacher	.9414
Aide	.9396
Student Helper	*
Other	.9600
No One	.9711
<b>Curriculum</b>	
BECF	*
AISD	.9901
Other	*

\*No time use observed in this category.

Figure 1. (continued, page 2 of 2)

Category	Reliability
Language	
Silence	.9813
English	.9757
Spanish	1.0000
Mixture - English & Spanish	.9231
Undetermined	*
Mean Group Size	.9970
No Instruction	
Other	.9955
Breakfast	.8579
Lunch	.9417
Nap	.9999
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	1.0000
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	*
Informal Instruction 2	1.0000
Instructional Involvement	
Teacher	.9942
Aide	1.0000
Student Helper	.9999
Other	*

\* No time use observed in this category.

Figure 2. INTRACLAS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR TWO FEBRUARY HALF-DAYS (TWO SUBJECTS, TWO OBSERVERS). (Page 1 of 2)

Category	Reliability
<b>Instructional Responsibility</b>	
Teacher	.9882
Aide	*
Student Helper	.9928
Other	*
No One	.9945
<b>Adult Contact</b>	
Teacher	.5991
Aide	.0000
Student Helper	.9998
Other	*
No One	.9962
<b>Curriculum</b>	
BECP	1.0000
AISD	*
Other	*

\* No time use observed in this category.

Figure 2. (continued, page 2 of 2)

Category	Reliability
Language	
Silence	.9546
English	.9595
Spanish	1.0000
Mixture - English & Spanish	.4138
Undetermined	.0000
Mean Group Size	.9996
No Instruction	
Other	.9947
Breakfast	.8579
Lunch	.9427
Nap	1.0000
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	.9969
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	.9955
Informal Instruction 2	.9909
Instructional Involvement	
Teacher	.9933
Aide	.9963
Student Helper	.9999
Other	.7785

\* No time use observed in this category.

Figure 3. INTRAClass CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR FOUR HALF-DAYS (FOUR SUBJECTS, TWO OBSERVERS). (Page 1 of 2)



Category	Reliability
<b>Instructional Responsibility</b>	
Teacher	.9789
Aide	.9776
Student Helper	.9928
Other	1.0000
No One	.9367
<b>Adult Contact</b>	
Teacher	.8816
Aide	.9352
Student Helper	.9998
Other	.9600
No One	.9657
<b>Curriculum</b>	
BECP	1.0000
AISD	.9967
Other	*

\* No time use observed in this category.

Figure 3. (continued, page 2 of 2)

TO READ FIGURE 4  
THROUGH FIGURE 18:       The top  
number in each box is an  
estimate of the average  
number of minutes each  
day spent in the category  
in question. The number  
in parentheses is the  
percent of total number  
of minutes observed during  
formal instruction and in-  
formal learning. "Multicoded"  
means more than one category  
could be coded during a minute  
of observation.

POPULATION	NO INSTRUCTION	FORMAL INSTRUCTION 1 & 2	INFORMAL LEARNING 1 & 2	TOTAL TIME
Title I N = 60	218 (56%)	127 (33%)	45 (12%)	390 (100%)
Migrant N = 40	221 (60%)	112 (30%)	38 (10%)	371 (100%)

Figure 4. TIME SPENT IN ALL ACTIVITIES.

POPULATION	Formal Instruction		Informal Instruction		TOTAL TIME
	1	2	1	2	
Title I N = 60	120 (70%)	7 (4%)	5 (3%)	40 (23%)	172 (100%)
Migrant N = 40	109 (73%)	2 (2%)	3 (2%)	36 (24%)	150 (100%)

Figure 5. TIME SPENT IN INSTRUCTIONAL ACTIVITIES.

POPULATION	Breakfast	Lunch	Nap	Snacks	Recess	Other	Total Time
Title I N = 60	17 (8%)	26 (12%)	79 (36%)	6 (3%)	13 (6%)	77 (36%)	218 (100%)
Migrant N = 40	25 (11%)	29 (13%)	59 (27%)	6 (3%)	17 (8%)	84 (38%)	221 (100%)

Figure 6. TIME SPENT IN NONINSTRUCTIONAL ACTIVITIES.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	112 (94%)	<1 (<1%)	<1 (<1%)	0 (0%)	7 (6%)	120 (100%)
Migrant N = 40	83 (76%)	14 (12%)	8 (8%)	<1 (<1%)	4 (3%)	109 (100%)

Figure 7. LANGUAGE USED DURING FORMAL INSTRUCTION 1.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	27 (60%)	0 (0%)	0 (0%)	0 (0%)	18 (40%)	45 (100%)
Migrant N = 40	21 (56%)	2 (6%)	1 (2%)	2 (5%)	12 (31%)	38 (100%)

Figure 8. LANGUAGE USED DURING INFORMAL LEARNING.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	139 (85%)	<1 (<1%)	<1 (<1%)	0 (0%)	25 (15%)	165 (100%)
Migrant N = 40	105 (71%)	16 (11%)	9 (6%)	2 (1%)	16 (11%)	148 (100%)

Figure 9. LANGUAGE USED DURING TOTAL INSTRUCTIONAL TIME OBSERVED (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING),

POPULATION	1	2 - 4	5 - 7	8 - 10	11 - 13	14 or Greater	Average Group Size
Title I N = 60	10 (9%)	6 (5%)	15 (13%)	10 (9%)	16 (13%)	62 (52%)	12.6
Migrant N = 40	12 (11%)	9 (9%)	30 (28%)	15 (14%)	6 (6%)	37 (33%)	9.0

Figure 10. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING FORMAL INSTRUCTION 1.

POPULATION	1	2 - 4	5 - 7	8 - 10	11 - 13	14 or Greater	Average Group Size
Title I N = 60	19 (42%)	21 (47%)	2 (5%)	<1 (<1%)	<1 (1%)	2 (5%)	3
Migrant N = 40	18 (46%)	18 (47%)	1 (4%)	1 (1%)	<1 (<1%)	1 (2%)	2

Figure 11. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING INFORMAL LEARNING.

POPULATION	1	2 - 4	5 - 7	8 - 10	11 - 13	14 or Greater	Average Group Size
Title I N = 60	29 (18%)	27 (17%)	17 (11%)	10 (6%)	16 (10%)	65 (39%)	10
Migrant N = 40	29 (20%)	27 (19%)	32 (22%)	16 (11%)	6 (4%)	37 (25%)	8

Figure 12. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING TOTAL INSTRUCTIONAL TIME.

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	85	16	0	4	14
Migrant N = 40	62	33	11	2	13

Figure 13. ADULT CONTACT DURING FORMAL INSTRUCTION 1 (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	3	1	0	<1	41
Migrant N = 40	7	3	1	<1	29

Figure 14. ADULT CONTACT DURING INFORMAL LEARNING (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	88	17	<1	5	55
Migrant N = 40	69	36	12	2	41

Figure 15. ADULT CONTACT DURING TOTAL INSTRUCTIONAL TIME (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING 1 AND 2, MULTI-CODED).

POPULATION	TEACHER	AID%	STUDENT HELPER	OTHER
Title I N = 60	132	52	0	6
Migrant N = 40	117	79	29	2

Figure 16. INSTRUCTIONAL INVOLVEMENT OF ADULTS WITH STUDENTS (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	87 (53%)	18 (11%)	0 (0%)	5 (3%)	55 (33%)
Migrant N = 40	62 (42%)	26 (18%)	9 (6%)	2 (1%)	48 (33%)

Figure 17. AMOUNT OF TIME VARIOUS INDIVIDUALS WERE PRIMARILY RESPONSIBLE FOR THE INSTRUCTION.

POPULATION	BECP	AISD
Title I N = 60	2	51
Migrant N = 40	58	2

Figure 18. TIME SPENT USING BECP AND AISD CURRICULA.

# Early Childhood Observation Form

1979-1980

CARD	TIME	LANGUAGE	GROUP SIZE	Activity				Instrus Involv				Instrus Reason				Adult Contact				Curric		
				NO INSTRUCT	INSTRUCT	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD
1	:01																					
	:02																					
	:03																					
2	:04																					
	:05																					
	:06																					
3	:07																					
	:08																					
	:09																					
4	:10																					
	:11																					
	:12																					
5	:13																					
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7	:19																					
	:20																					
	:21																					
8	:22																					
	:23																					
	:24																					
9	:25																					
	:26																					
	:27																					
0	:28																					
	:29																					
	:30																					

FILE ID: ANI  
 OBSERVER NO: \_\_\_\_\_  
 OBSERVATION NO: \_\_\_\_\_  
 DATE:    /    /

## NOTES

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**Early Childhood Observation Form**

**1979-1980**

CARD	TIME	LANGUAGE	GROUP SIZE	Activity			Intrus Involv			Intrus Reason			Adult Contact			Curric						
				NO INSTRUCT	INSTRUCTION	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD
1	:31																					
	:32																					
	:33																					
2	:34																					
	:35																					
	:36																					
3	:37																					
	:38																					
	:39																					
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NOTES

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## INSTRUCTIONS FOR USING THE EARLY CHILDHOOD OBSERVATION FORM

This observation instrument was developed to provide information for use in comparing Title I and Title I Migrant early childhood program classes. The observations in pre-kindergarten classes are day-long observations of single pre-k students.

Prior to the observation, the observer selects four students at random from the class to be observed. The first student selected is the student to be observed. The other three are backup students. In order to keep the teacher's knowledge of which student is being observed from influencing her behavior toward that child during the day, the observer asks the teacher to identify all four students. The name of the student under observation is not revealed to the teacher until the end of the day.

The information described below is then recorded on a minute-by-minute basis for the school day.

### Card Number

The first column on the left indicates the card number on which the information on each three-line section of the observation form will be keypunched. The observer adds the necessary digits required to make the numbers consecutive from 1 to 130 for the school day.

### Language

The predominant spoken language is coded for each minute except during breakfast, lunch, nap, snack and recess. The language coded is not limited to the language spoken by the teacher but is based on the total experience of the student during the minute. It is the language heard by the students under observation regardless of whether it is spoken by the teacher, aide, the student under observation, someone else, or a combination of these sources. The following codes are used to record language:

- Blank = No language used. Silence.
- 1 = English was the predominant language.
- 2 = Spanish was the predominant language.
- 3 = An equal mixture of English and Spanish was heard.
- 4 = Undetermined (observer cannot hear).

### Group Size

Group size is determined by the number of students involved in an activity with the student under observation. If no other students are involved in an activity with the observed student, group size is recorded as one. Therefore the group size is the number of students involved in the activity, including the student under observation.

### Activities

Each minute of the school day is coded as belonging to one of the three following categories:

- a. Formal Instruction: Formal instructional activities are those activities in which the student under observation works directly with an adult in a group or alone. The activities in which he or she is engaged are planned and have specific rules or expectations concerning student behavior. The key element is that the student's behavior is directed in some way by an adult.

Formal instructional activities are coded in one or two of the following manners:

1. A "1" is placed in the column under Formal Instruction for each minute the student under observation is engaged in a planned activity occurring under the direction of an adult.

Formal instruction may occur outside of the regular classroom. For example, formal instructional activities occurring in the library or in other Early Childhood classrooms would be counted. (The observer in this case accompanies the students to the area and records whatever activity is occurring in the same manner as "inside the regular classroom" activities.) The exceptions to this rule are described below.

2. When students go outside the classroom to art, music, and PE, the time spent in these activities is coded with a "2" under Instruction. To record these activities the observer accompanies the student to the site of the class. Once the supervision by the new teacher begins, the observer leaves. A "2" is coded until the PE, music, or art instruction is completed. Regular coding begins again as the students line up and leave the room to go back to the regular classroom. No other information is coded when the students are at art, music, or PE.

- b. Informal Learning Opportunities: There are also two classes of informal learning opportunities. Both types occur when the student is engaged in an activity where there is only incidental adult supervision or contact.

A "1" is coded when the student is working on a specific task following directions provided by the teacher. Activities coded under this classification are planned and are directed toward a specific outcome. For example, a student might be asked to create a Christmas scene using the materials provided or to build a house with blocks.

Activities coded with a "2" are those where the students are directed to a center to participate in "free play" activities. In these activities the student is not expected to produce a specific outcome. Examples are building something unspecified with blocks, playing house in the kitchen area, and reading a book. Another sort of activity coded with a "2" would be spontaneous opportunities "seized" by the teacher to make a noninstructional task instructional.

For example, if the teacher is passing out colored objects to students for some noninstructional purpose and she quizzes the students about the colors or remarks about the color each is receiving, then a "2" would be coded to record this spontaneous instructional event.

- c. No Instruction: This classification pertains to activities which are not instructional; e.g., washing hands, standing in line, dividing students into groups, etc. Instructions for housekeeping and transition between activities are coded as no instruction. Six numbers are used to code different types of no instruction:

Breakfast	=	2
Lunch	=	3
Nap	=	4
Snacks	=	5
Recess	=	6
Other	=	1

If the student under observation awakens before the others during the nap time and begins doing something instructional, the proper instructional category is coded.

If the student under observation attends an assembly or participates in a planned "reward" activity (films, parties, etc.), the event should normally be coded as no instruction.

If the reward activity becomes an instructional activity, the event should be coded as Informal Instruction 2.

### Adult Instructional Involvement

The adults who were "working with children" in an instructional capacity during the minute are recorded in this section of the form. The observer should record any involvement by adults in the class in activities which would be coded as "Formal Instruction" or "Informal Learning Opportunities" above. The adult's involvement does not have to be his/her predominant activity for the minute; i.e., even transitory involvement by an adult would cause the person to be coded. Neither does the involvement need to be with the student under observation. Adult instructional involvement is indicated by writing a "1" under the appropriate heading(s) (Teacher, Aide, Student Helper, and Other) for the minute.

Adult instructional involvement must be verbalized or made highly visible by the adult in charge. An example of verbalized and visible adult instructional involvement would occur if the teacher or aide introduced a new fingerplay to the students (verbal) and if the teacher or aide led the students in the fingerplay without saying another word after the introduction, a "1" would still be placed in the appropriate column under Adult Instructional Involvement.

There are times when adult instructional involvement is left blank during formal instruction. For instance, when children (the student under observation must be included in this group of children) are watching TV and the teacher or aide does not comment on what is being seen, instructional involvement is left blank and instructional responsibility is coded as no one.

### Instructional Responsibility

This section of the observation form is used to record the person primarily responsible for the instruction occurring each minute for the child under observation.

Instructional responsibility is not coded during no instruction. While the teacher is ultimately responsible for the educational activities occurring in her classroom, she is not indicated for each minute. What is of importance here is the person taking the immediate responsibility for providing or supervising the instructional activity. The decision of which person to code is determined by who is "in charge" (i.e., who is the instructional leader) during the minute.

An example. The aide is sitting at a table with a group of students watching them work on some instructional activity. Occasionally she makes comments to students about the work they do. The teacher walks by the table and stops for a few minutes to comment on the work being done by the students. How should such a situation be coded? Unless the teacher, during her time at the table, changes the nature of the task or in some other way indicates that she is "taking over" the lesson, the aide would be coded. Only one person is coded under this category for each minute. If the responsibility for the instruction is absolutely equally divided between two persons, then the person appearing first on the form as you move from left to right is coded. In this example, if the teacher joined the group and she and the aide shared equally in the leadership provided to the students, the teacher would be coded.

The observer records instructional responsibility by placing a "1" under one of the following headings:

- a. Teacher
- b. Aide
- c. Student Helper
- d. Other
- e. No One

### Adult Contact

Adult contact is recorded each minute formal instruction or informal learning opportunity is coded. To record adult contact, the observer puts a "1" under the heading for each adult having contact with the student under observation during the minute. The observer should record any adult contact regardless of its instructional content or length of occurrence.

For the purpose of this observation form, any verbal statement addressed to the student under observation or the group to which he belongs or any physical contact between an adult and the student under observation is to be recorded as adult contact. Records or films do not constitute adult contact. If students are watching a film under adult supervision and the adult does not speak to or touch the student under observation, no adult contact is coded. If no adult contact occurs during the minute, "No One" is coded.

### Curriculum Source

The information collected on this part of the form documents the amount of time spent in activities from different sources and is not coded during the actual observation. The point of transition into and out of each activity both formal and informal should be clearly marked on the coding sheet. In addition, notes in the notes column should clearly describe each formal or informal activity. At the end of the school day the observer will ask the teacher about the source of each formal activity (informal activities are not coded) so the activities can then be correctly recorded following the definitions given below.

- a. BECP: A "1" is placed under this heading for each minute the student spent in an activity taken from the Bilingual Early Childhood Program (BECP) Curriculum. Activities from the BECP are likely to be found only in Title I Migrant early childhood classes.

This column is also coded if the teacher and students engage in an activity which she developed using ideas from the BECP curriculum.

- b. AISD: A "1" is placed under this heading for each minute the student spent in an activity from the curriculum developed for the Title I early childhood classes and are used in Title I Migrant classes as supplementary activities.

As in the case of coding BECP, this column is also coded if the teacher and students engage in an activity which was developed using ideas or suggestions from the Title I early childhood curriculum.

- c. OTHER: This column will not be used during analysis of data gathered with the coding sheets during the 1979-80 school year.

There are two instances during formal instruction when neither BECP or AISD curriculum sources are coded. They are as follows:

- a. the teacher developed the activity completely on her own.

- b. early childhood (Title I and Migrant) classes merge for a joint activity. All other categories such as instruction, instructional involvement, instructional responsibility and adult contact are coded.

### Notes

The notes column on the form is important for recording descriptive information. This information can be useful in interpreting the results with the teacher. The notes column is also important in checking the form for coding errors after the observation has been completed. Each activity should be briefly described in this section.

FILE ID A / N / I

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

AISSD

YEAR: 1979-80

UT PF \_\_\_\_\_, \_\_\_\_\_, OBS1  
acct. pass. file name

CONTENTS: TITLE I AND MIGRANT PRE-K OBSERVATIONS - 1979-80

Field	Columns	Description
A	1 - 3	FILE ID
B	4 - 5	School Code: See attached list
C	6 - 6	Observer Number: 1 = Wanda, 2 = Karla
D	7 - 8	Observation Number
E	9 - 11	Card Number 130 per observation
F	12 - 12	Language: 0 = No language 2 = Spanish 1 = English 3 = Eng. & Span. 4 = Undetermined
G	13 - 14	Group Size:
H	15 - 15	No Instruction: 2 = Breakfast 4 = Nap 6 = Recess 3 = Lunch 5 = Snack 1 = Other
I	16 - 16	Formal Instruction 1 or 2
J	17 - 17	Informal Learning Opportunities 1 or 2
K	18 - 18	Teacher
L	19 - 19	Aide
M	20 - 20	Student Helper
N	21 - 21	Other

Attachment 3  
(Page 1 of 5)

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FILE ID A / N / I

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

       AISD       

YEAR: 1979-80

UT  PF       ,       ,       

acct. pass. file name

CONTENTS:

Field	Columns	Description
O	22 - 22	Teacher
P	23 - 23	Aide
Q	24 - 24	Student Helper
R	25 - 25	Other
S	26 - 26	No One
T	27 - 27	Teacher
U	28 - 28	Aide
V	29 - 29	Student Helper
W	30 - 30	Other
X	31 - 31	No One
Y	32 - 32	BECP
Z	33 - 33	AISD
AA	34 - 34	Other
	35 - 57	Fields F - AA for next minute of the observation.

58 - 80 Fields F - AA for the next minute of the observation.

Attachment 3 (continued, page 2 of 5)

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PAGE SIZE      EJECT
RUN NAME      ANALYSES OF CLASSROOM OBSERVATION DATA
VARIABLE LIST SCH LANG GRBIZE NOINST INST INFLRN IITCH IIAID IISTH
              IIOTH IRTCH IRAID IRSTH IROTH IRNON ACTCH ACAID AC8TH ACOTH
              ACNON CRBECR CRAISD CROTH

INPUT MEDIUM  DISK
N OF CASES    UNKNOWN
INPUT FORMAT  (3X,F2,6X,F1,F2,20F1)
COMPUTE       POP#0
IF            (SCH LE 6)POP#1
IF            (SCH GE 7)POP#2
RECODE        LANG(BLANK,0#5)
RECODE        NOINST(1#7)
COMPUTE       IGRSIZE#GRBIZE.
RECODE        IGRSIZE(2 THRU 4 # 2)(5 THRU 7 # 3)(8 THRU 10 #4)
              (11 THRU 13 #5)(14 THRU HI #6)

COMPUTE:      DRPT#0
IF            (INST GE 1 AND INFLRN GE 1)DRPT#1
IF            (INST GE 1 AND NOINST GE 1)DRPT#DRPT+2
IF            (INFLRN GE 1 AND NOINST GE 1)DRPT#DRPT+4
COMPUTE       REPORT,#DRPT
COMPUTE:      INCOND#0
IF            (INST EQ 1)INCOND#1
IF            (INFLRN EQ 1 OR 2)INCOND#2
COMPUTE:      ACTIVITY#0
IF            (NOINST GE 1)ACTIVITY#1
IF            (INST GE 1)ACTIVITY#2
IF            (INFLRN GE 1)ACTIVITY#3
COMPUTE:      INACT#0
IF            (INST GE 1)INACT#INST
IF            (INFLRN GE 1)INACT#INFLRN+2
MISSING VALUES ALL(0,BLANK)
VAR LABELS   SCH SCHOOL/
              LANG LANGUAGE SPOKEN/
              GRBIZE GROUP SIZE/
              IGRSIZE GROUP SIZE/
              NOINST NONINSTRUCTIONAL ACTIVITIES/

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Attachment 3  
(continued, page 3 of 5)

INST INSTRUCTIONAL ACTIVITIES/  
 INFLRN INFORMAL LEARNING/  
 IITCH TEACHER/  
 IIAID AIDE/  
 IISTH STUDENT HELPER/  
 IIOTH OTHER/  
 IRTCH TEACHER/  
 IRAID AIDE/  
 IRSTH STUDENT HELPER/  
 IROTH OTHER/  
 IRNON NO ONE/  
 ACTCH TEACHER/  
 ACAID AIDE/  
 ACSTH STUDENT HELPER/  
 ACOTH OTHER/  
 ACNON NO ONE/  
 CRBECB BECP CURR/  
 CRAISD AISD CURR/  
 CROTH OTHER CURR/  
 POP POPULATION/  
 INCOND TYPE OF INSTRUCTION/  
 INACT INSTRUCTIONAL ACTIVITY/  
 LANG(1)ENGLISH(2)SPANISH(3)MIXED(4)UNDETERMINED  
 (5)NONE= SILENCE/

VALUE LABELS

IGRSIZE: (1)1(2)2-4(3)5-7(4)8-10(5)11-13(6)14 OR GREATER/  
 NOINST(2)BREAKFAST(3)LUNCH(4)NAP(5)SNACKS(6)RECESS(7)OTHER/  
 POP(1)TITLE I(2)TITLE I MIGRANT/  
 INCOND(1)INSTRUCTION = 1(2)INFORMAL LEARNING/  
 ACTIVITY(1)NO INSTRUCTION(2)INSTRUCTION(3)INFRMAL LEARNING/  
 INACT(1)INSTRUCTION = 1(2)INSTRUCTION = 2(3)INFORMAL LRNG 1  
 (4)INFORMAL LRNG 2/  
 SCH(1)BLACKSHEAR(2)BROWN(3)OAK SPRINGS 1(4)OAK SPRINGS 2  
 (5)DRTEGA(6)SIMS(7)ALLISON(8)BROOKE(9)DAWSON(10)METZ  
 (11)OAK SPRINGS = MIG(12)RIDGETOP(13)ST, ELMO(14)ZAVALA  
 VARIABLES=POP INCOND (1,2) ACTIVITY (1,3) LANG (1,5)  
 NOINST(2,7) IGRSIZE(1,6) INACT(1,4) SCH(1,14)/

CROSSTABS

Attachment 3  
(continued, page 4 of 5)

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TABLES# POP SCH BY LANG IGRSIZE BY INCOND/  
INCOND BY LANG IGRSIZE BY POP SCH/  
POP SCH BY ACTIVITY INACT NOINST  
4 5 9

OPTIONS

READ INPUT DATA

MULT RESPONSE

GROUPS#INSINV INSTRUCTIONAL INVOLVEMENT(IITCH TO IIOTH(1))  
INSRES INSTRUCTIONAL RESPONSIBILITY(IRTCH TO IRNON(1))  
ADCON ADULT CONTACT(AC TCH TO ACNON(1))  
CURR1 CURRICULUM WITH OTHER(CRBECP TO CROTH(1))  
CURR2 CURRICULUM WITHOUT OTHER(CRBECP CRAISD(1))/  
VARIABLES#POP(1,2)INCOND(1,2)SCH(1,14)/  
TABLES#POP SCH BY INSINV INSRES CURR1 CURR2/  
POP SCH BY ADCON BY INCOND/  
INCOND BY ADCON POP SCH/

STATISTICS

TASK NAME

BREAKDOWN

1  
AND ACTUAL MEAN FOR GROUPSIZE  
VARIABLES#GRSIZE(LO,HI)POP INCOND(1,2) SCH(1,14)/  
CROSSBREAK#GRSIZE BY POP BY INCOND SCH/

FINISH