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ABSTRACT

Children's orientation to school and various aspects related to children's transition to first and fourth grades are examined in this study. The primary strategy for gathering information was use of questionnaires administered to teachers, principals, and a stratified random sample of parents. Results are reported in terms of seven topics: the initial adjustment and orientation of kindergarten children; transition of children from kindergarten to first grade; transition of children from third to fourth grade; goals, objectives, and instructional practices in kindergarten and elementary classes; the involvement and role of parents in the four grade levels; the selection, assignment, preparation, experience, and development of kindergarten teachers; and the organization and administration of kindergarten and primary school programs. Ten recommendations advise assessing needs of children for orientation programs, establishing core transition classes for the kindergarten to first grade group, shortening kindergarten days at the beginning of the school year, giving kindergarten teachers release time to visit preschool programs, stating kindergarten goals and objectives more specifically, reducing class size, increasing parent involvement in the schools, providing parent education courses, assigning only qualified teachers to kindergarten classes, and obtaining ideas from teachers concerning pertinent inservice programs. Questionnaires, tabular displays, and letters to parents, teachers, and principals are provided in the appendices. (Author/DB)

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ORIENTATIONS AND TRANSITIONS: A SURVEY OF KINDERGARTEN
AND PRIMARY PROGRAMS IN
GREATER VICTORIA SCHOOL DISTRICT #61

A Report Submitted to
The Commission on Education of
Greater Victoria School District

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CHAPTER I

INTRODUCTION

Background

This study was initiated by the Commission on Education for the Board of School Trustees of Greater Victoria School District for the 1979 - 80 school year. It was intended to investigate the Kindergarten and Primary programs with special emphasis on children's orientation to school and various aspects related to their transition from Kindergarten to Grade 1 and the later transition from Grade 3 to Grade 4.

Beginnings and Transitions

And the first step, as you know, is always what matters most, particularly when we are dealing with those who are young and tender. That is the time when they are easily moulded and when any impression we choose to make leaves a permanent mark.

Plato, The Republic, 377

The ancient Greeks had a proverb that the beginning is everything. In many cultures and times, the beginning has been considered a most critical point of an endeavor. For the young child, one of the most important experiences is the beginning of public school. Kindergarten is most children's initial exposure to public education and thus plays a part in the establishment of life-long attitudes towards school and education.

Ideally, Kindergarten should be part of the educational continuum that spans primary, intermediate and upper grades. Kindergarten may be either a beginning or a continuation. For many children, Kindergarten is the next educational step after nursery school or day care. For other

children, it is truly a beginning. It is important to discover how children's initial orientation to public education is facilitated and how successfully.

For most children, the transition from Kindergarten to Grade 1 involves adjustment to a longer day and a more formalized curriculum in a more structured day than children experienced in Kindergarten. The question arises as to whether or not this transition causes difficulties for some children in this School District. And, if this seems to be a problem, what are the probable causes and, most importantly, what are possible solutions?

The next major transition in the school life of primary level children is the transition from Grade 3 at the end of the primary program into Grade 4 at the beginning of the intermediate program. Again, the question has been raised as to whether or not this transition causes difficulties for some children in this School District. And, if this seems to be a problem, what are the probable causes and the possible solutions?

Many factors could be related to these transitions children make during the elementary school years. It is beyond the scope of this study to provide definitive answers to all the possible problems which might beset children, teachers, principals, and parents in the early elementary school. The terms of reference from the Commission on Education outlined specific areas of concern which served as guidelines for this study. These areas of concern are listed in the following section.

Scope of the Study

This section outlines the major areas of concern of this study.

These were as follows:

1. The initial adjustment and orientation of Kindergarten children.
2. The transition of children from Kindergarten to Grade 1.
3. The transition of children from Grade 3 to Grade 4.
4. The goals, objectives, and instructional practices in Kindergarten and primary.
5. The involvement and role of parents in Kindergarten, Grades 1, 3, and 4.
6. The selection, assignment, professional preparation, experience and development of Kindergarten teachers.
7. The organization and administration of Kindergarten and Primary Programs (e.g., class size, early admission, resource people, classroom support, physical environment, etc.).
8. Needs, concerns, and recommendations expressed by teachers in Kindergarten, Grades 1, 3 and 4; principals; and parents.

Research Design

This study utilized questionnaire to teachers, principals and parents as the primary strategy for obtaining information. Interviews of School District personnel were used to obtain other specific information.

Subjects

The Kindergarten questionnaire was sent to the entire population of Kindergarten teachers in School District #61. Similarly all-Grade 1 teachers, Grade 3 teachers, Grade 4 teachers, and Principals received a questionnaire on Grade 1, Grade 3, and Grade 4 and Elementary Programs (K through Grade 4) respectively. Teachers of split grades (e.g. Grade 1/Grade 2) were not included unless the only class at that grade level in a

school was a split grade. The teacher of this class was included as it was judged important that every school be represented at each of the four grade levels used in the survey. Schools with special programs (e.g. George Pearkes and Queen Alexandra Hospital) or special organization (e.g. Sundance) were not included because of their atypical nature and difficulties of statistical analyses.

A stratified random sample was used for parents of children currently enrolled in Kindergarten, Grade 1, and Grade 4. The school district was divided into quadrants equalized by elementary school enrolment. Three schools were randomly selected from each quadrant. All parents of Kindergarten, Grade 1, and Grade 4 children in these schools received questionnaires in January, 1980.

The total number of subjects in each group surveyed and the return rates for the questionnaires are summarized in the following table.

TABLE 1
RATES OF RETURN ON QUESTIONNAIRES

Group	Number of Questionnaires Sent	Number of Questionnaires Returned	Rate of Return
Kindergarten Teachers	44	39	89%
Grade 1 Teachers	51	47	92%
Grade 3 Teachers	52	49	94%
Grade 4 Teachers	54	51	94%
Principals	36	36	100%
Parents of Kindergarten Children	96	53	55%
Parents of Grade 1 Children	96	71	74%
Parents of Grade 4 Children	96	54	56%

Procedure

During September - November, 1979, separate questionnaires were developed for each of the following groups: Kindergarten teachers, Grade 1 teachers, Grade 3 teachers, Grade 4 teachers, Principals, parents of Kindergarten children, parents of Grade 1 children, parents of Grade 4 children. Items for these questionnaires were drawn from a variety of sources including a previous Kindergarten questionnaire, recent Gallup polls, Language B.C., current curriculum guides, interviews with district personnel, recent research and professional literature, etc.

During December, 1979, a pilot study was completed. The pilot study involved teachers and principals from other local school districts and parents not included in the sample for the final survey. The pilot forms of the questionnaires were also reviewed by university and district administrative personnel. As a result of the pilot study, the questionnaires were revised and the final forms of the questionnaires (see Appendix A) were mailed in January, 1980. The cover letter to the questionnaires (see Appendix B) invited respondents to telephone the contractor if they had any questions or additional concerns. Several people did so. Interviews were also done with supervisors and with district personnel involved in hiring.

The information from the returned questionnaires was coded, keypunched, verified, and analyzed. The results of the analyses are presented in the following chapters with additional statistical information presented in Appendix C.

Limitations

The limitations of this study are essentially those weaknesses associated with the use of questionnaires. These weaknesses include the following:

1. Respondent motivation. Completion and return of questionnaires requires time and effort on the part of the subjects. One must recognize that the degree of motivation among respondents differs and hence affects return rate and completeness of responses. This was more of a limitation for the parent sample than for the teacher sample. All the principals returned questionnaires.
2. Interpretation of questions. There exists the possibility of multiple interpretations of the questions. The use of a pilot study and the provision of a telephone number for questions partially ameliorates this weakness.
3. Self-reported data. The accuracy of the responses could not be checked. While the guarantee of anonymity aids increased accuracy of reporting, other factors such as the person who actually completed the questionnaire and possible contamination from other subjects or sources could not be controlled.
4. Format. The length of the questionnaires, the questions chosen, the lay-out, instructions, etc. may also have affected the response of the subjects. The use of a pilot study and additional review of the questionnaires by a variety of interested persons aided the revision and refinement of the final forms of the questionnaires in order to reduce possible negative effects due to format.

Organization of the Report

This report is organized into the following chapters which correspond to the sections of the questionnaires:

Chapter II - Orientation to Kindergarten describes children's initial adjustment to Kindergarten and the role of the school as reported by Kindergarten teachers, principals, and parents of Kindergarten children.

Chapter III - Transition from Kindergarten to Grade 1 describes various aspects of children's adjustment to the beginning of the primary grades as reported by teachers of Kindergarten and Grade 1, principals, and parents of Grade 1 children.

Chapter IV - Comparison of Kindergarten and Grade 1 Programs examines similarities and differences of these two programs in terms of goals and objectives, curriculum, instructional practices, parent involvement, classroom organization, and support services as reported by Kindergarten and Grade 1 teachers, principals, and parents.

Chapter V - Current Concerns in Kindergarten Education discusses topics relevant to today's Kindergarten program (e.g., early admission, length of school day, timetables, class size, teacher training, qualifications and hiring practices). Information from district administrative personnel, Kindergarten and Grade 1 teachers, principals, and parents is presented in light of recent research findings.

Chapter VI - Transition from Grade 3 to Grade 4 describes various aspects of children's adjustment to the beginning of the intermediate level (Grade 4) as reported by teachers of Grades 3 and 4, principals, and parents of Grade 4 children.

Chapter VII - Comparison of Grade 3 and Grade 4 Programs examines similarities and differences of the primary and intermediate programs in terms of goals and objectives, curriculum, instructional practices, parent involvement, classroom organization, and support services as reported by Grade 3 and Grade 4 teachers, principals, and parents of Grade 4 children.

Chapter VIII - Summary, Implications, and Recommendations.

Summary of Chapter

This chapter presented (1) an overview of the background and scope of this study, (2) a description of the research design, (3) a discussion of possible limitations, and (4) an outline of the following chapters.

This study was initiated by the Commission on Education for the Board of School Trustees of Greater Victoria School District to examine the Kindergarten and Primary programs with special emphasis on children's orientation to school and various aspects related to their transition to Grade 1 and the later transition from Grade 3 to Grade 4. Some of these related aspects included goals/objectives, instructional practices, role

of parents, background and selection of Kindergarten teachers, organization and administration (e.g. class size, timetables, early admission, support services, etc.).

The primary strategy for gathering information was the use of questionnaires to all teachers in Kindergarten, Grade 1, Grade 3, and Grade 4, all principals, and a stratified random sample of parents whose children are enrolled in Kindergarten, Grade 1, and Grade 4.

The limitations of this study are essentially those weaknesses associated with the use of questionnaires (e.g. interpretation of questions, self-reported data, etc.).

CHAPTER II,
ORIENTATION TO KINDERGARTEN

Introduction

This chapter examines (1) the significance of children's initial adjustment to Kindergarten, (2) the degree of difficulty or ease of boys' and girls' initial adjustment to Kindergarten, (3) orientation activities for children and/or parents in preparation for beginning Kindergarten, and (4) the use of shortened sessions at the beginning of Kindergarten in September. The chapter reports on information provided by Kindergarten teachers, principals, and parents of Kindergarten children in response to questions on the above topics.

Significance of Initial Adjustment

Background

Most textbooks on Kindergarten education describe the five-year old child's initial adjustment to Kindergarten and give suggestions as to how to best facilitate this transition. Thus, the first step in examining the initial adjustment of children to Kindergarten was to ascertain the views of Kindergarten teachers, principals, and parents of Kindergarten children as to the importance of this transition into school.

Kindergarten teachers, principals and parents of Kindergarten children were asked to respond to the statement *The transition into Kindergarten is very important in setting the tone and determining how a child will feel about school.*¹ Their responses are summarized in Appendix C, Table 2.

¹ This statement is adapted from Paula Weinberger, "Early Education Guide: Evaluating and Planning Ahead," Teacher 93 (May/June 1976), p.74.

Results

There was a very high percentage of agreement as to the importance of this transition into Kindergarten among all respondents. Among Kindergarten teachers, 90% strongly agreed with the statement. There was general overall agreement among principals and parents of Kindergarten children. It should be noted that no parent disagreed with the statement while there was slight disagreement by principals (3%) and Kindergarten teachers (10%).

INITIAL ADJUSTMENT TO KINDERGARTEN

Background

Given the range of individual differences typically found among young children, it was hypothesized that some children would adapt more readily to Kindergarten than other children. Also, the trend for more children to be enrolled in preschool programs of various sorts (e.g. nursery school, Montessori, day care, co-operative preschools, etc.) might have implications on the ease of initial adjustment to Kindergarten.

The first step was to assess whether Kindergarten teachers and principals thought that some children had difficulty making this initial adjustment. The next question asked Kindergarten teachers and principals to estimate the percentage of girls and boys who have difficulty adjusting. The parents were asked if their child had difficulty and if so, why? The data from the Kindergarten teachers and principals is reported first, followed by the data from the parents of Kindergarten children.

Results

In response to the question *Do you think some children have difficulty adapting to Kindergarten?*, 92% of the Kindergarten teachers (N=38) and 94% of the principals (N=36) marked "Yes" while 8% and 6%, respectively, marked "No." The next question asked those who had responded affirmatively to indicate the percentage of girls and the percentage of boys who have difficulty adjusting to Kindergarten. The results are presented in Appendix C, Table 3: Both principals and Kindergarten teachers thought that a higher percentage of boys had difficulty adapting to Kindergarten than did girls. Neither thought a majority of girls had difficulty while 17% of the Kindergarten teachers and 22% of the principals indicated a majority of boys had difficulty adapting to Kindergarten.

The parents of Kindergarten children were asked, *Did your child have difficulty adjusting to Kindergarten?* Of the 47 parents responding to this question, 8 (17%) said their child had difficulties. The reasons for this difficulty as given by 6 of these parents were: length of the Kindergarten day, child's short attention span, child's shyness, child's language problem, child's learning problems (and related negative attitude of other children) and child's moving into new neighbourhood.

Several parents who thought their child did not have difficulty adjusting to Kindergarten wrote comments in the margin indicating that this was due primarily to their child's previous attendance in a preschool program. As a result of these comments, a subsequent analysis was done. Of the 47 parents of Kindergarten children, 83% (N=39) had enrolled at least one of their children in a preschool program. This statistic is quite significant for interpretation. However, the possibility exists that this high percentage might be due in part to a biased return, i.e. parents who have

had children in preschool programs were more likely to complete and return the questionnaire. The relationship of preschool programs and the Kindergarten is examined in more detail in Chapter 5.

Orientation Activities

Background

There are a variety of possible activities that can help prepare children and parents for the beginning of Kindergarten. The importance of a good beginning is discussed in Resource Book for Kindergartens: "First impressions are important and the Kindergarten teacher will be well repaid for any advance preparations she may make."²

The Resource Book for Kindergartens gives "some practical suggestions for the orientation of both children and parents to kindergarten."³ As this book is the resource material used most frequently by Kindergarten teachers in British Columbia,⁴ it may be assumed that most Kindergarten teachers are familiar with (or have had opportunities to become familiar with) these suggestions for orientation activities. These suggestions are: (1) meeting parents during spring registration, (2) calling informal group meetings with parents in the Spring to explain the program and answer questions, (3) arranging visits by parents and children to Kindergarten classroom, (4) doing home visits and using other methods of becoming acquainted with family backgrounds, (5) arranging for printed information to be sent to parents, (6) sending welcome letter to each child, and (7) asking one or two parents to assist in "the initial mechanics of the school opening." It should be noted that not all of these suggestions may be advantageous or even practical for all teachers in all situations.

² Resource Book for Kindergartens. Victoria: Department of Education, 1973, p.78

³ Ibid, p. 78

⁴ Peter Evanchko et al. Language: ²⁸ B.C. Victoria: Department of Education, 1976, vol. 2, p. 35

Results

Of the 39 Kindergarten teachers who returned the questionnaire, 36 (92%) indicated that they and/or the school did some type of orientation work with children and/or parents in preparation for beginning Kindergarten. Table 4 in Appendix C presents a summary of this orientation work.

The most frequently reported type of orientation is an invited visit by children to the Kindergarten during the Spring prior to their registration. No data are available as to the percentage of Kindergarten children who did visit the previous Spring nor the percentage who did not visit and why not (e.g. moved into District during Summer). The next most frequently reported type of orientation is interviews/visits in early September for the purpose of familiarization with the Kindergarten program, classroom, and teacher.

The least frequently reported types of orientation were home visits, distribution of parent handbook, and visits by Kindergarten teacher to neighbourhood day care centres and return visits by children to Kindergarten classroom. Only one teacher reported no contact with parents or children in preparation for beginning Kindergarten.

One of the recommendations resulting from a comprehensive review of the research related to children's entrance age into first grade by Hedges⁵ is:

Each elementary school in each community could plan and implement an educational program for parents who have young children about to enter kindergarten or already enrolled in kindergarten. This program should explain such facts as the tremendous variations in readiness for reading, the uniqueness of each child's maturation cycle, the importance of kindergarten type activities in bringing about readiness to read and the absolute necessity that these first school experiences be happy, interesting, and contributory to feelings of adequacy

⁵ William D. Hedges, At What Age Should Children Enter First Grade: A Comprehensive Review of the Research, Ann Arbor, MI: University Microfilms International, 1977 p. 151.

Table 5 in Appendix C summarizes the responses of Kindergarten teachers, principals, and parents of Kindergarten children to the first sentence in the above recommendation.

It is interesting that the overall percentage of agreement/strong agreement among Kindergarten teachers, principals and Kindergarten parents is almost identical (82 - 84%). The pattern of distribution of Kindergarten teachers' agreement/strong agreement is almost identical to that of Kindergarten parents indicating a common viewpoint.

Parents of Kindergarten children were also asked if they thought the school could have helped them in any way in preparing their child for school. This question originated from a Gallup Poll⁶ which found most parents (53%) with children already in school responded negatively while most parents (53%) whose children were not yet in school responded affirmatively. In this study, most parents of Kindergarten children also responded negatively (62%).

A follow-up question asked those (38%) who had responded that the school could have helped prepare the child to suggest ways this could have been done. The most frequent suggestions were:

1. Provide more information about the program (N=5)
2. Arrange more time for parents to talk to the teacher (N=5)
3. Permit child to visit Kindergarten more than once before September (N=4)
4. Arrange for child to visit once (N=3)
5. Arrange for parent to visit (N=2)

These suggestions are similar to the results of the Gallup Poll which found that parents wanted (1) specific information about expectations

⁶ The 11th Annual Gallup Poll of The Public's Attitudes Toward the Public Schools. Phi Delta Kappan 61 (September 1979) pp 33-45

of their child in Kindergarten and (2) invitations for themselves and their child to visit on a typical day.

Some parents of Kindergarten children wrote comments related to orientation activities. A summary of their points is contained in the following comment:

I feel it would be worthwhile to have meetings for parents having a child about to enter Kindergarten to discuss various aspects of child development, learning, the Kindergarten program, etc. The purpose of such meetings would be to prepare the parents for such a vital step in their child's life and to provide a foundation for successful parent involvement. (Parent of Kindergarten child)

Shortened Kindergarten Day During September

Background

In discussing the schedule for beginning Kindergarten, the Resource Book for Kindergartens suggests that "shortened sessions initially are advantageous.... [and] that not until sometime during the second week should a full, two and one-half hour session be considered."⁷

Kindergarten teachers, principals, and parents of kindergarten children were asked to respond to the statement: *The Kindergarten day in September should be shortened and then gradually extended during the first few weeks.* The results are presented in Appendix C, Table 6.

Results

It is significant that the responses of the Kindergarten parents are almost equally divided between agreement (52%) and disagreement (46%) while both the Kindergarten teachers and principals expressed more agreement (87% and 73% respectively). Some possible explanations for

⁷ Resource Book for Kindergartens, p. 79

some parents' dislike of shortened days can be seen in additional comments made by the parents. The following is a representative comment from a parent of a Kindergarten child:

I found this period of shortened days a nuisance... But mainly, I feel my son was bored by this process of easing into Kindergarten life. He had had two previous years in co-op preschool plus day care centre before that. At least half the class had had similar preschool experiences and were ready to begin a full morning from the first day. So I feel strongly that the Kindergarten day begin with a full session and for those individual pupils not used to it, their parents can pick them up at some point before the session is over.

In order to determine to what extent and which patterns of shortened sessions are actually being implemented, Kindergarten teachers (N=39) were asked if their Kindergarten sessions in September were shortened. Fifty-nine percent responded affirmatively. These teachers were then asked to *Describe the length of the sessions and the number of days the sessions are shortened.* (The responses are summarized in Appendix C Table 7.) A majority (66%) of Kindergarten teachers using a schedule of shortened days do so for a period of three weeks or more. Approximately one-fifth (21%) use a shortened day schedule for one to two weeks.

Summary of Chapter

This chapter examined four major areas of the orientation to Kindergarten. A summary of the results in each of these areas follows:

1. **Significance of Children's Initial Adjustment to Kindergarten.**

At least 90% of Kindergarten teachers, principals, and parents of

Kindergarten children agree that the transition into Kindergarten is very important in setting the tone and determining how a child will feel about school. Few Kindergarten teachers (10%) and principals (3%) disagreed; no parent disagreed.

2. Initial Adjustment to Kindergarten.

A high percentage of Kindergarten teachers (92%) and principals (94%) thought some children have difficulty adjusting to Kindergarten. They indicated that such children are most frequently boys; however, most Kindergarten teachers (62%) and principals (74%) placed this percentage at 10% or less. Few parents (17%) indicated that their child had difficulty adjusting to Kindergarten. The reasons given for those children who had difficulty included length of day, child's individual characteristics (shy, inattentive, new to area) and child's special needs. Several parents volunteered the information that their child did not have problems because of previous enrolment in a preschool program. Subsequent analysis showed a high rate of preschool attendance.

3. Orientation Activities.

Ninety-two percent of the Kindergarten teachers do some type of orientation work with parents and/or children in preparation for beginning Kindergarten. The most frequent type of orientation is a visit by the children to the Kindergarten during the Spring prior to their registration. There is strong support among Kindergarten teachers (84%), principals (83%) and parents of Kindergarten children (82%) for a program for parents which would explain the Kindergarten program and answer their questions

prior to or at the beginning of Kindergarten. The majority (62%) of parents of Kindergarten children in Victoria agreed with respondents in a Gallup Poll that the school could not have helped them prepare their child for school. The remaining 38% felt the school could have helped them prepare their child for school by providing them with more information about the program, more opportunities to meet with the teacher and to visit the Kindergarten classroom.

4. Shortened Kindergarten Day during September.

The Kindergarten teachers and principals support the concept of a shortened Kindergarten day during the first few weeks of school (87% and 73% respectively). On the other hand, parents of Kindergarten children are almost equally divided between agreement (52%) and disagreement (46%). Comments volunteered by parents indicated that many consider a shortened day unnecessary for children who have had previous experience in preschool programs.

CHAPTER III

TRANSITION FROM KINDERGARTEN TO GRADE

Introduction

This chapter examines (1) the degree to which the transition from Kindergarten to Grade 1 seems to be a problem for children, (2) possible reasons for any difficulties children have making the K-1 transition, (3) programs/activities for children and/or parents to promote a smoother K-1 transition, (4) the transition class and the issues of retention and acceleration. The chapter reports on information provided by Kindergarten teachers, Grade 1 teachers, principals, parents of Kindergarten children, and parents of Grade 1 children.

Is the Transition from Kindergarten to Grade 1 a Problem?

Background

One of the primary tasks of this study was to try to determine if the transition from Kindergarten to Grade 1 was difficult for children; and if so for whom and to what degree? Kindergarten teachers, Grade 1 teachers and principals were asked:

Do you think some children have difficulty making the transition to Grade 1?

The parents of Grade 1 children were asked:

Did your child have difficulty making the transition from Kindergarten to Grade 1?

The responses to these two questions are summarized in Appendix C, Table 8.

The Kindergarten teachers, Grade 1 teachers, and principals were then asked to give the approximate percentage of boys and girls who had difficulty making the transition from Kindergarten to Grade 1. The responses to this item are detailed in Appendix C, Table 9.

Results

A high percentage of the Kindergarten teachers (90%), Grade 1 teachers (92%), and principals (86%) who responded to this question stated that they thought some children had difficulty making the transition from Kindergarten to Grade 1. Of the Grade 1 parents who responded, 28% said their child had difficulty making this transition.

In interpreting the data on the percentage of boys and girls who had difficulty making the transition from Kindergarten to Grade 1, it is important to realize that there is a very wide range and that the data reported in Appendix C, Table 9 are grouped data. Some respondents replied that none or a very low percentage had difficulty while other respondents indicated the percentage was over 95%. The most frequently given percentages for girls having difficulty were in the range of 5-10% for teachers and principals. The same is true for boys. However, a very different pattern emerges when one checks the second most frequent range of percentages. For girls, the second most frequently reported range was under 5%; for boys it was over 50% (no one indicated that more than 50% of the girls had difficulty). It is worth noting that the pattern of responses among the Kindergarten teachers, Grade 1 teachers and principals shows a high degree of agreement.

The above pattern is similar to that found by Conway in a 1968 study of School Districts 39 (Vancouver) and 61 (Greater Victoria).¹ He found that in the opinion of primary teachers that the "well-adapted pupils" were usually girls and the "poorly-adapted pupils" were usually boys.

¹ C.B. Conway et al, A Study of Public and Private Kindergarten and Non-Kindergarten Children in the Primary Grades. Victoria: Department of Education, 1968, p. 27.

Reasons for Children's Difficulty in the
Kindergarten to Grade 1 Transition

Background

Once it has been determined that some children do have difficulty making the transition from Kindergarten to Grade 1, it is important to identify possible reasons for these difficulties. In order to discover these possible reasons, Kindergarten teachers, Grade 1 teachers and principals were asked why they thought some children had difficulty making the transition to Grade 1. The parents of Grade 1 children who stated that their child had difficulty were asked what they thought was the reason for this difficulty. A more detailed statistical description of the reasons given by teachers and principals appears, in Appendix C, Table 10 and by parents whose children had difficulty in, Appendix C, Table 11.

Results

Among Kindergarten teachers, Grade 1 teachers, principals, and parents of Grade 1 children who had difficulty making the K-1 transition, there is no consensus but rather three distinct "areas" of difficulty. Nearly half the Grade 1 teachers (48%) and Kindergarten teachers (43%) think the reason for this difficulty is "Immaturity" often as a result of late (October-December) birthdays. The pattern of principals' responses was an equal split (32%) between Health Reasons and "General Readiness".

The third area of difficulty was given by 50% of the parents (N=22) who reported that their child had difficulty making the K-1 transition. This reason was the increase of expectations for children in Grade 1. The increased structure of Grade 1 and its curriculum was the reason given by 27% of the Kindergarten teachers and 17% of the Grade 1 teachers. One

Grade 1 teacher wrote:

My major concern at this time is the increased curriculum load expected of the Grade 1 child. With every revision, programs are increased and more is expected from the first grade child - in all subject areas.

Program/Activities for Children and/or Parents for the
Kindergarten - Grade 1 Transition

Background

Once possible reasons for children's difficulty in making the transition from Kindergarten to Grade 1 have been identified, the next step is to examine possible options to deal with these problems. As described in the previous section, the respondents identified three broad areas responsible for children's difficulties in making the transition from Kindergarten to Grade 1: (1) increased expectations of Grade 1 curriculum, (2) health/general readiness, and (3) immaturity/late birthdays.

This section will deal with the implications of the first area: expectations of children in Grade 1. Options for dealing with the second area of health/general readiness are discussed in Chapter 5. The implications of the third area, immaturity/late birthdays, are discussed in the following section (Transition Classes, Retention, and Acceleration) and in Chapter 5.

Perhaps one of the most important factors in dealing with any difficulties children may have because of the increase in expectations, is the communication and understanding among all groups concerned as to what are these expectations. It is only as a result of a thorough understanding of what is expected of the child that further discussion as to whether such expectations are appropriate and realistic can occur.

This section will examine the communication aspect; a discussion of the

goals and objectives of Kindergarten is included in Chapter 4, Section A.

Kindergarten teachers, Grade 1 teachers, and principals were asked to respond to the statement:

There should be more coordination of Kindergarten and primary grade programs to promote understanding by all teachers of the expectations upon them as well as a more effective transition for children from one level to another.

Table 12 in Appendix C presents a summary of the responses to this question.

Results

There was a relatively high percentage of agreement between Kindergarten teachers (85%) and Grade 1 teachers (78%) on the need for more coordination. There was a lesser degree of agreement among principals (66%) as well as the highest percentage of disagreement (23%) as to the need for more coordination for the purpose of promoting more understanding of the expectations.

A similar, though not as strong, pattern of response can be seen in the answers to a more general statement that *There is a need for increased communication between Kindergarten and Grade 1 teachers.* (For table of data see Appendix C, Table 13).

Thus, it seems that there is a perceived need for increased communication between Kindergarten teachers and Grade 1 teachers in general and specifically in the area of coordination of Kindergarten and primary programs for the purpose of promoting understanding by all teachers of the expectations upon them as well as a more effective transition for children from one level to another.

² This item is based on a finding from an earlier study of Kindergartens in B. C. Peter Evanechko et al, Language, B.C. Victoria: Department of Education, 1976. vl, p. 29.

The group which was most concerned with the difficulties of children in the K-1 transition caused by the increase of expectations was the parents of Grade 1 children. Half of the parents whose children had difficulty with the K-1 transition gave this as the reason. Other parents of Grade 1 children (and parents of Kindergarten children) whose children did not have any difficulty wrote comments that indicated a desire for information about what was expected of their child and what the child would be doing during the year. These parents stated that they did not feel they knew enough about the expectations for their individual children nor how or if they could help their child to be more successful in meeting these expectations.

One school has developed a program for parents and children making the transition from Kindergarten to Grade 1.³ The principal wrote "Our K-1 orientation program is unique in this district and is exceptionally worthwhile because it orients both children and their parents. I believe every school would benefit from such a program."

An evaluation questionnaire completed by parents who participated in the program last year showed that 22 out of 23 parents responded "Yes" to the question, *Did the program help you feel more comfortable about your child's entry into Grade 1?* Written comments from these parents included the following:

- a) Definitely a positive step for both parents and child. This should become a regular for all schools. Keep the communication lines open.
- b) I have enjoyed the program. I found it very informative and gave me a good idea where S _____ is in readiness for grade one.

³ View Royal Kindergarten - Grade 1 Transition Program is an 80 page detailed description of the program and is available upon request from the School District and to principals through provincial distribution sources.

- c) Very helpful in answering questions about my child's abilities and disabilities and how to help prepare her for grade one
- d) This program should be set up on a wider basis throughout the province. I feel it would ease many of the fears and misconceptions parents feel prior to their child entering the education system.
- e) I feel the program was good. More programs in our schools would make life a little simpler.

The specific goals of this program were to:

1. Create a positive base for home-school communication early in school life of child.
2. Provide parents with some information related to Grade 1 readiness skills.
3. Provide an improved transition from Kindergarten to Grade 1 for children and their parents.
4. Provide parents with information concerning District Resources.
5. Provide parents with the opportunity of a parenting course.
6. Provide opportunity for parents to have a positive connection with school.

This program is based on an orientation program used in Alberta.⁶

The View Royal adaptation of this program involved three weekly evening sessions in Spring 1979 and a follow-up meeting in September. Coordination, language and perception activities were prepared for children to do at various stations. The parents, who were provided with observation sheets, observed their child as she/he participated in these activities. Parents were given printed pages of suggestions for activities that could be done at home "to carry on with these skills." Various school and District Support People (e.g. the learning assistance teacher, speech therapist, school counsellor) explained the available services and answered questions. A detailed description of the entire program

4 Ibid, p. 63

5 Ibid, p. 1

6 William A. Borgen, "Orientation Program for Beginners and Parents,"
Canadian Counsellor 13 (October 1978): 10-13

is contained in View Royal Kindergarten - Grade 1 Transition Program.

The principal thought the View Royal program is feasible for other schools wishing to implement such a program and is not a program unique to the View Royal situation. Workshops have been given about the program and the principal is willing to answer questions about it.

In the description of the program, it is stated that "the most significant benefit was, in general, improved interaction"⁷ among Kindergarten and Grade 1 teachers, Grade 1 and Grade 2 students, teachers and parents, program team and parents, teachers and resource personnel, and parents and resource personnel. The teachers expressed an improved working relationship among themselves, subsequent parent/teacher meetings were judged to be more comfortable, and referrals to support service personnel increased.

The Transition Class and the Issues of
Retention and Acceleration

Background

A Kindergarten - Grade 1 transition class is seen traditionally as an opportunity for those children who have completed Kindergarten and are not "ready" for Grade 1 to experience a program that is more advanced than the Kindergarten program but not as advanced as Grade 1. Two such classes in Greater Victoria School District are located at Vic West and George Jay Elementary Schools.

Kindergarten teachers, Grade 1 teachers and principals were asked to state the advantages and the disadvantages of Kindergarten - Grade 1

⁷ View Royal Kindergarten - Grade 1 Transition Program p. 2.

transition classes. All three groups reported "giving children more time to mature" as the most frequent advantage followed by "giving children more time to master specific skills". The third most frequent advantage given by principals and Grade 1 teachers was that "a transition class permits more individualized teaching". The third advantage given by the Kindergarten teacher was "the prevention of the development of a pattern of failure" (See Appendix C, Table 14). Voluntary comments from principals, Kindergarten teachers, Grade 1 teachers, and parents mentioned the advantages of K-1 transition class. A representative sample of these comments is:

School should be more at the level of any one child's learning ability. For example, if a child is 6 in November or has just turned 6, he may be immature in some levels of learning.....Schools should have different levels, say half Kindergarten to half Grade 1... Too many little ones seem discouraged by not being able to keep up with the rest. (Parent of Grade 1 child)

Let us please look at a Senior Kindergarten or Junior 1 very positively and objectively. An extra year could 'bail out' potential learning disability in that a premature introduction to formalized auditory/visual patterns (reading) causes the beginners to discourage and 'drop out.' (Grade 1 teacher)

The most frequent response of all three groups as to the disadvantages of a Kindergarten - Grade 1 transition class is that there was none. The administrative and organizational difficulties of such a possibly small class was the second most frequently given disadvantage. As one principal wrote:

I believe there is much merit in the Kindergarten - Grade 1 transition class and have maintained such a class from time to time. The problem generally is one of numbers. At present we have six pupils in the school who would have benefitted from such a class but this of course is too few to make such a class practical.

For children who are judged not to be ready for Grade 1, the options are either placement in a K-1 transition class (if one is available) or retention. In order to determine the degree of use of these options, Kindergarten teachers (who were teaching Kindergarten in this District last year) were asked what percentage of children were retained in Kindergarten or placed in a K-1 transition class.

Of the eleven Kindergarten teachers who stated that children were retained, four retained 1% of the class, four retained 5%, and three retained 10%. Of the five teachers who stated that children were placed in a K-1 transition class, two teachers reported 10%, three other teachers reported 20%, 80% and 100% respectively placed in a transition class. The fact that only five teachers placed children in transition classes is probably more a reflection of the unavailability of such classes rather than the lack of need for transition classes. Several teachers wrote in the margin that placement in a transition class was not an available option at their school.

The other side of the issue of retention is the issue of acceleration and enrichment. This is the idea that there are children who are "bright" enough and "mature" enough to need more than is provided in the regular Kindergarten program. If such children are to be challenged up to the limit of their abilities, special provisions within the classroom or in a special class need to be made.

Kindergarten teachers, Grade 1 teachers, principals, parents of Kindergarten and Grade 1 children were asked to respond to the following statement which is based on one of the recommendations in Language B.C.:⁸

There is a need to make provision for "mature" or "bright" children for whom less than a full year of Kindergarten is sufficient.

⁸ Language B. C., v. 2, p. 63.

The results are presented in Appendix C, Table 15.

Just more than half of the Grade 1 teachers (53%) and Kindergarten teachers (56%) agreed with this statement. The parents of Kindergarten and Grade 1 children expressed a higher percentage of agreement (70% and 68% respectively). The highest percentage of agreement (77%) and lowest percentage of disagreement was expressed by the principals. The additional written comments on this subject included the following:

[The educational program would be improved by] more flexibility for Kindergarten placement e.g. early admission to Grade 1 for the gifted, transition or junior grade 1 class. (Kindergarten teacher).

You imply that the solution is acceleration. Surely we have had enough experience to realize that (a) we still can't evaluate 5/6 year olds adequately, and (b) acceleration may be fine for this year and next, but how can we tell if it will be fine for the child 7 to 8 years from now?
(Principal)

The provision of enrichment seemed to be mentioned most frequently in the written comments of parents of Kindergarten children who had attended preschool programs, for example:

My second child is frankly bored with Kindergarten after her preschool experience but our school system is not set up for her needs. She is ready to start grade 1 now but can't until September and there is no enrichment program available. (Parent of Kindergarten child)

As with the issue of early admission the problem is who determines if a child should be placed in an enrichment or gifted class, what criteria are used, etc. (these issues are discussed in Chapter 5).

One option is the placement of children who are "too advanced" for the Kindergarten program in a transition class with children who are not yet "ready" for Grade 1 could possibly provide the opportunity to meet the needs of all these children if the class size were kept to

a number where individualization was possible and practical. Such a small class size of a transition class should not mean larger classes for other teachers due to teacher:student ratio calculations. A teacher for a transition class who had experience in both Kindergarten and Grade 1 (see Teacher Qualifications in Chapter 5) could plan a program for these children that would meet their specific needs. Based on individual progress, these children could then be placed in Grade 1 or 2 when they were ready.

Summary of Chapter

This chapter examined four areas related to the transition from Kindergarten to Grade 1. A summary of the results for each area follows:

1. Is the Transition from Kindergarten to Grade 1 a Problem?
A high percentage of the Kindergarten teachers (90%), Grade 1 teachers (92%), and principals (86%) thought some children had difficulty making this transition. Of the Grade 1 parents who responded, 28% said their child had difficulty at this time. The percentage of children having difficulty as reported by Kindergarten teachers, Grade 1 teachers, and principals ranged from under 5% to over 95%. The most frequently reported percentage was 5 - 10%, the second most frequently reported percentage was under 5% for girls and over 50% for boys. The pattern of response among the teachers and principals shows a high degree of agreement. Thus, the conclusion can be made that the degree of difficulty varies greatly although

girls seem to have less difficulty making the transition from Kindergarten to Grade 1 than do boys.

2. Reasons for Children's Difficulty in the Kindergarten-Grade 1 Transition.

Although there was no consensus among Kindergarten teachers, Grade 1 teachers, principals, and parents of Grade 1 children who had difficulty making the K-1 transition, there were three "areas" of difficulty identified: (1) immaturity (reported by Kindergarten and Grade 1 teachers), (2) health reasons and "general readiness" (principals), and (3) increase of expectations for children in Grade 1 (parents of children who had difficulty).

3. Programs/Activities for Children and Parents for the Kindergarten-Grade 1 Transition.

There was a relatively high percentage of agreement between Kindergarten teachers (85%) and Grade 1 teachers (78%) on the need for more coordination of Kindergarten and primary grade programs to promote understanding by all teachers of the expectations upon them as well as to promote a more effective transition for children from one level to another. The principals expressed a lesser degree of agreement (66%). A similar pattern of response was seen to a statement on the need for more communication between Kindergarten and Grade 1 teachers. Parents commented that they would like more information on what was expected of their child during the year and what the child would be doing. One school has developed an orientation program for children and their parents during the Spring of

Kindergarten with a follow-up in September. The program was evaluated positively by parents, teachers, and District support personnel. A detailed description of the program is available for possible replication.

4. The Transition Class and the Issues of Retention and Acceleration. Kindergarten teachers, Grade 1 teachers, and principals most frequently listed "giving the child more time to mature" as the advantage of a K-1 transition class followed by "permitting the child more time to master specific skills." All three of these groups most frequently indicated that there were "no disadvantages." The second most frequently given disadvantage was the problems of organization and administration involved in classes of very small enrolments per school. Eleven Kindergarten teachers reported retaining between 1 and 10% of the children. Five teachers reported 10% - 100% of their Kindergarten class was placed in a transition class. Many teachers do not seem to have the option of transition classes and must retain children or send them to Grade 1. Slightly more than half of the Grade 1 teachers (53%) and Kindergarten teachers (56%) agreed with the principals (77%) and parents of Kindergarten children (70%) and Grade 1 children (68%) that provision should be made for those children for whom less than a full year of Kindergarten is sufficient. Although there may be problems to be resolved, a transition class might provide for the needs of both the child who is not ready for Grade 1 at the end of Kindergarten and the child who needs enrichment beyond the average Kindergarten program.

CHAPTER IV
COMPARISON OF KINDERGARTEN
AND GRADE ONE PROGRAMS

Introduction

This chapter examines the overall Kindergarten program in the context of a comparison with the Grade 1 program (whenever applicable) in the following areas: (1) goals and objectives, (2) curriculum, (3) instructional practices, (4) parent involvement, (5) classroom materials, and (6) support services.

As stated in the previous chapter, it is important to be knowledgeable about the similarities and differences of various aspects of the Kindergarten and Grade 1 programs in order to better examine possible reasons for some children having difficulty making the transition from Kindergarten to Grade 1. Also reported in the previous chapter was the agreement by Kindergarten and Grade 1 teachers as to the need for more coordination of Kindergarten and primary programs. Therefore, it is important to identify areas of "match" and areas of "mismatch" between Kindergarten and Grade 1 as a possible starting point for such an endeavor.

Goals and Objectives of Kindergarten

Background

The philosophy of Kindergarten teachers was not examined in this study because a recent study of Kindergartens in School District #61 stated that

The emphasis of the program is on meeting the individual differences of very young children... This includes a concern for the development of the whole child which encompasses personal and social growth, the development of language skills, auditory discrimination, visual perception, psycho-motor skills ...and intellectual development. This philosophy is supported by the Kindergarten teachers in School District #61 and incorporated into the Kindergarten curriculum as evidenced by the statements of philosophy made by Victoria's Kindergarten teachers.¹

In order to assess the degree of consensus on goals for Kindergarten among Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten children, these groups were asked to rate their agreement/~~disagreement~~ on the general reasons for including Kindergarten in the school system. These general reasons were assessed by 664 B.C. Kindergarten teachers in the Language B.C. survey.² In that study, the three reasons with the highest mean values were:

- 1) To develop a positive self-concept to increase the probability of reading success.
- 2) To make the transition from home to school less traumatic.
- 3) To provide for an early observation period to diagnose and correct learning problems.

On the other hand, it was reported that "comments revealed that the respondents deplored the pressures to provide advanced instruction through the transfer of children to Grade 1 situations."³

¹ Jan Sarkissian, A Review of School District #61's Kindergarten Curriculum. October 1979, p.1.

² Peter Evanechko et al, Language B.C. Victoria Department of Education, 1976. v.1, pp.18-19.

³ Ibid. p.18.

The response of Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten children to nine general reasons for including Kindergarten in the School System are summarized in Appendix C, Tables 16 - 20.

Results

The three reasons with the highest mean values for Kindergarten teachers were the same ones as for the Kindergarten teachers in Language B.C. The one with the highest mean value for Grade 1 teachers and parents of Kindergarten children was: *to provide for an early observation period to diagnose and correct learning problems.* This reason placed second in the principals' listing.

Another reason in the Kindergarten results *to provide a foundation for skills and knowledge* was rated second by Grade 1 teachers and third by parents of Kindergarten children.

The second reason of Kindergarten teachers *to make the transition from home to school less traumatic* was also second for parents of Kindergarten children and third for both Grade 1 teachers and principals.

Thus, it can be seen that there was considerable over-all agreement among Grade 1 teachers, principals, and parents of Kindergarten children in that all three groups included the same reasons in the top four positions (although in different order). Kindergarten teachers included three of the four reasons; however, *development of a positive self-concept* was given instead of *improving chances of success in primary grades.*

The reason selected as least important by Kindergarten and Grade 1 teachers and principals was *to lessen the learning burden in Grade 1 by presenting some of the activities usually assigned to that grade.* Parents

of Kindergarten children selected to compensate for a deprived environment as their least favoured reason.

Therefore, it can be seen that there is definite agreement among Kindergarten and Grade 1 teachers, and principals that Kindergarten's purpose is not to simply ease the learning burden in Grade 1. There is a pattern of agreement as to the reasons for including Kindergarten in the school system among Grade 1 teachers, principals, and parents of Kindergarten children. With the addition of developing a positive self-concept, a similar pattern is also found among Kindergarten teachers. Although there seems to be general agreement as to the reasons for including Kindergarten in the school system, the order of mean values for these reasons is not the same.

When asked to indicate agreement/disagreement with the statement

*There is a clear understanding of the goals of Kindergarten among the administration, teachers, and parents in the School District.*⁴

Kindergarten teachers and principals differed in their responses. Of the Kindergarten teachers, 71% disagree and 18% agree (see Appendix C, Table 21). The principals are more divided as to agreement (31%) and disagreement (46%).

One possible reason for this feeling that a clear statement of goals of Kindergarten is lacking may be due to the nature of the Kindergarten program. Therefore, Kindergarten teachers and principals were asked to respond to the statement:

⁴ This is based in part on a recommendation in Language B.C., v.1, p.30.

*Because the Kindergarten is less formalized, it seems to be the least defined of the grades.*⁵

A majority of Kindergarten teachers (69%) and principals (55%) agreed with this statement (see Appendix C, Table 22).

In response to the statement *There is a need for a more specific statement of goals and objectives for Kindergarten*, 46% of the Kindergarten teachers agreed; 41% disagreed. Of the Grade 1 teachers, 53% agreed and only 19% disagreed (see Appendix C, Table 23). Thus, it seems that there is slightly stronger feeling among the Grade 1 teachers for the formulation of a more specific statement of goals and objectives for Kindergarten than there is among the Kindergarten teachers. One Kindergarten teacher commented

I think the Kindergarten programme could be improved by a clearer statement of goals and objectives of the programme.

The next area of interest is the objectives of the Kindergarten program as perceived by Kindergarten teachers and Grade 1 teachers. A list of 43 specific objectives for the Kindergarten curriculum was compiled by Kindergarten teachers in A Review of School District #61's Kindergarten Curriculum.⁶ This list was used for the questionnaire in order to determine agreement/disagreement of Kindergarten and Grade 1 teachers on the value of each of these objectives for Kindergarten children. Table 24 (see Appendix C) gives the means and standard deviations for the 43 objectives.

⁵ Paula Weinberger, "Early Education Guide." Evaluating and Planning Ahead," Teacher 93 (May/June 1976), p.73.

⁶ Jan Sarkissian, A Review of School District #61's Kindergarten Curriculum, 1979, pp.2-4.

There is a very high level of agreement between Kindergarten teachers and Grade 1 teachers as to the value of these objectives for Kindergarten children. Of the 43 objectives, there is a statistically significant difference of the mean values at the .01 level for only three. (The complete list of objectives is given in Table 24 and only the three objectives that showed a statistically significant difference are discussed below.)

These three objectives were:

- 1) *Develop an awareness of self and others (life interaction skills).*
- 2) *Learn comprehension skills.*
- 3) *Develop an awareness of nutrition through cooking.*

This difference in statistical significance was due to the distribution of the responses for #1 and #2 above and reflects a degree of agreement only (e.g. for #1 above, 95% of the Kindergarten teachers indicated it was essential and 5% as important, while 62% of the Grade 1 teachers indicated it was essential and 38% as important. No Kindergarten or Grade 1 teacher rated the item as less than "Important.")

This high degree of agreement by Kindergarten teachers and Grade 1 teachers on the value of these objectives for the Kindergarten child may be explained in part by the fact that the majority of Kindergarten teachers (57%) and Grade 1 teachers (60%) disagree with the statement that *The objectives of Kindergarten and primary education are different.* (See Appendix C, Table 25). This statement was given by Bettye Caldwell as an example of a common misconception that makes "coordination between early childhood and primary education...difficult to obtain.

⁷ Bettye M. Caldwell, "Bridging the Chasm Between Kindergarten and Primary," Instructor 83 (December 1973)

Another concept that can affect the goals and objectives at the level was suggested by Caldwell:⁸ *Children learn differently in Kindergarten than in primary grades.* Disagreement was expressed by the majority of Kindergarten teachers (57%), Grade 1 teachers (57%), and principals (69%) and mixed agreement/disagreement by parents of Kindergarten children (40%/38%) and parents of Grade 1 children (59%/32%). (See Appendix C, Table 26).

Another factor related to the topic of goals and objectives is teachers' and principals' perceptions of the importance of self-concept. There is a high level of agreement to the statement *The child's self-concept is the most important factor in his/her development by* Kindergarten teachers (93%), Grade 1 teachers (88%), and principals (88%).

Curriculum

Background

This section examines the responses of Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten and Grade 1 children to general statements about the Kindergarten curriculum and specific statements about the K-1 curriculum in regard to the issue of reading. The source for most of the general statements about the Kindergarten curriculum are from the provincial guide to Kindergarten.⁹

⁸ Ibid

⁹ Resource Book for Kindergartens. Victoria: Department of Education, 1973.

For example, the following statement provided the basis for two separate questions about the Kindergarten program:

To demonstrate that the Kindergarten programme must be viewed as a co-ordinate whole with an integrated curriculum...the kindergarten teacher needs to organize much of her programme around activity centres.¹⁰

Results

The response of Kindergarten teachers, Grade 1 teachers, and principals to the statement *The most effective type of curriculum for Kindergarten is an integrated curriculum* was definite agreement (70% - 90%). No Kindergarten teacher or principal disagreed with the statement although 15% of Grade 1 teachers disagreed. (See Appendix C, Table 28).

A similar significant level of agreement between Kindergarten teachers (90%) and principals (88%) was their response to *Much of the Kindergarten program should be organized around activity centres*.¹¹ There was little disagreement expressed by Kindergarten teachers (5%) or principals (3%) (See Appendix C, Table 29).

These results seem to indicate recognition that the organization of the Kindergarten program is different than the primary program. Only 43% of the principals and 34% of the Grade 1 teachers agreed that the Grade 1 program should be organized around activity centres (See Appendix C, Table 30). The implication of these findings for children making the transition from Kindergarten to Grade 1 is that they will probably need to adjust to another type of program organization.

¹⁰ *ibid*, p.29.

¹¹ A list of typical Kindergarten activity centres is given in A Review of School District #61's Kindergarten Curriculum, pp.7-8.

The Resource Book for Kindergartens also suggests that the children should help plan the activities for the free activity time.¹² Of the 39 responding Kindergarten teachers, 95% agreed with this suggestion, 2½% were neutral/didn't know, and 2½% disagreed.

When asked if this current Kindergarten guide, Resource Book for Kindergartens was adequate for their needs, 59% of the Kindergarten teachers (N=37) replied affirmatively, while 41% did not think it was adequate. In their written comments, several teachers commented on the Resource Book or indicated their fears that a revised Kindergarten curriculum would become too prescriptive. (The Resource Book for Kindergartens is not highly prescriptive as to the content of the Kindergarten curriculum.) Some representative comments written by two Kindergarten teachers are:

I believe that regimentation is wrong. I believe that... we do a better job of it if we are allowed to do things 'our' way... if one is told that 'on September 15th we will all discuss cows, or run along a balance beam' well, I think we lose a great deal more than we stand to gain by choosing competent, caring teachers and trusting them to reach common ends by individual routes.

We need an outline as to how teachers can best impart oral language, literature, creative dramatics and games, art science, and all aspects of reading readiness...not a more detailed one than issued by the Ministry of Education.

One concern on Kindergarten curriculum expressed in Language B.C. was "an increasing tendency for Kindergarten programmes to be a watered-down version of a formal Grade 1 programme."¹³ The majority of Kindergarten teachers (57%), Grade 1 teachers (68%), and principals (79%) disagreed with the above statement. Of the Kindergarten parents who responded, 48% indicated they didn't know and 46% disagreed with the

¹² Resource Book for Kindergarten, p.33.

¹³ Language B.C., v.1, p.28.

statement. (See Appendix C, Table 31).

One of the greatest areas of controversy in the Kindergarten curriculum is reading/reading readiness. The debate is traditionally clouded by a confusion as to exactly what is meant by reading. If by reading, one refers to formalized reading/reading readiness programs, then the majority of Kindergarten teachers (83%) and Grade 1 teachers (64.5%) stated they disagreed with more formalized reading/reading readiness programs in Kindergarten. Principals were almost equally divided (47% for) and (50% against) more formalized reading while the parents of Kindergarten children were more in favour (53%) of such programs than against (30%) (See Appendix C, Table 32). This view held by many parents, is also illustrated in that, of the 5 Kindergarten teachers (15%) who felt pressure to run a formalized reading/reading readiness program, ninety percent stated that the source of pressure was parents. Of the 8 principals (21%) who reported such pressure, 37.5% felt the source was the school administration (often themselves) and 25% felt the source was the parents. (See Appendix C, Table 33)

The issue of reading becomes even more clouded in responses to the statement that *Kindergarten children who are ready should be taught to read.*¹⁴ The majority of parents of Kindergarten children (77%) and principals (53%) agree. The Kindergarten teachers are equally divided (47%/47%) on this issue while a majority of Grade 1 teachers (58%) disagree with the statement. (See Appendix C, Table 34). Comments written by

¹⁴ Christine La Conte, "Reading in the Kindergarten: Fact or Fantasy," Elementary English 47 (May 1970) pp 382-87. Results of her questionnaire showed agreement on this question by Kindergarten teachers and proponents of Kindergarten reading.

respondents from these groups help to illustrate the different viewpoints:

The Kindergarten programme and the amount of readiness activities given seem to be dictated by the Kindergarten teacher herself and not by a well defined curriculum as other primary teachers must follow (Grade 1 teacher) ...a formal reading program in Kindergarten is not the answer. To me, it is much more important to expose them to developmental experiences which will help them to (1) understand and use language, (2) to regard school as an exciting place where they can learn to do all kinds of important things, (3) to think well of themselves... (4) to acquire the ability to follow directions... (Kindergarten teacher).

I thought that in Kindergarten that the children would be taught a little bit of reading and writing... I find that some of the things that the children do in Kindergarten are similar to things done in nursery school. (Kindergarten parent)

I do not feel a formal reading program is appropriate at this level. If a child is ready then this can be....used in an informal manner... (Kindergarten parent)

I feel that the children who have had preschool experience are ready for more exposure to reading and mathematical skills (Grade 1 parent)

I feel strongly that many children are ready to learn to read in Kindergarten. My own child learned to read at home during this time. Provisions should be made to reach reading to those who are interested and ready. (Grade 1 parent)

One Kindergarten parent's comment on this topic raises yet another area of controversy:

I would like to see more reading or reading preparation done in the Kindergarten...Perhaps there is too much time spent on free play...

The area of play is often debated. Teachers and principals were asked to respond to the statement *Play is the most important learning method of Kindergarten children.*¹⁵ Kindergarten teachers (95%) and Grade 1

¹⁵ This is based on a statement in the Resource Book for Kindergartens, p. 33.

teachers (68%) agreed with the statement. It is significant that not one Kindergarten teacher disagreed while 40% of the principals disagreed (41.5% agreed). (See Appendix C, Table 35)

These responses to the role of play and place of reading in the Kindergarten support the view (reported earlier) of the majority of Kindergarten and Grade 1 teachers that there is a need for a more specific statement of goals and objectives for Kindergarten. The written comments of Kindergarten and Grade 1 parents indicate a need for a clearer explanation of the role of play and reading in the Kindergarten. Better communication about the Kindergarten curriculum may be needed.

Overall, the majority of Kindergarten teachers (86%), Grade 1 teachers (89%); principals (83%), Kindergarten parents (74%), and Grade 1 parents (82%) agree that the current Kindergarten program is effective as preparation for Grade 1. (See Appendix C, Table 36).

Instructional Practices

Background

In trying to assess if there are differences between Kindergarten and Grade 1 that might contribute to any difficulty some children have making the transition, it was judged to be important to examine various instructional practices. This section examines the topics of instructional materials/activities, grouping, evaluation and reporting.

Instructional Materials/Activities

In order to assess the frequency of use of instructional materials/activities, a list of typical materials was provided and the teacher was asked to indicate whether these were used daily, weekly, monthly, occasionally, or never. The data are summarized in Appendix C, Table 37.

Kindergarten teachers reported using the following most frequently: free play, and reading aloud to the class (both these activities were done daily by all Kindergarten teachers. These findings are the same as in Language B. C.¹⁶ These were also the most frequently used activities in Grade 1 although not used as frequently as in Kindergarten.

The following were used least frequently by Kindergarten teachers in this study: workbooks with whole class, small group, or individuals. (Reading workbooks also were used least frequently by Kindergarten teachers in the Language B. C.¹⁷ study.) The least used materials/activities by Grade 1 teachers were commercial worksheets with individuals and the whole class followed by workbooks with individuals.

The most frequently used activities/materials are the same for Kindergarten and Grade 1 so there would be little change for the children in this respect. The mean values for the frequency of use of instructional materials/activities indicates an increased frequency of use in workbooks and that this use continues to increase into Grade 4. The infrequent use of these materials by Kindergarten teachers may reflect their disagreement with the use of more formalized reading/readiness programs in the Kindergarten.

Grouping for Instruction

All of the Grade 1 teachers (N=45) report grouping for instruction while 68% of the Kindergarten teachers use grouping. (See Appendix C, Table 38). Of the Kindergarten teachers who report using grouping, 35% use "interest" as the criterion, 21% use "random" selection, and 54% report using a "combination of criteria" (e.g. ability and social,

¹⁶ Language B. C., p. 52

¹⁷ Ibid, p. 52

interest and ability). In contrast, 33% of the Grade 1 teachers use a "combination of criteria" for grouping and 66% use "ability." The areas most frequently used for grouping in both Grade 1 and Kindergarten are mathematics and reading instruction. (See Appendix C, Table 39) Thus, most Kindergarten children going into Grade 1 will have some experience with grouping for instruction although the basis for grouping may be somewhat different.

Evaluation and Reporting

The traditional evaluation technique for use with young children is observation. However, the use of observation without recording is limiting as a person cannot accurately remember details over time. When asked to respond to the statement *Observation is the most suitable evaluation technique for Kindergarten*, 77% of the Kindergarten teachers and 70% of the principals agreed with the statement. (See Appendix C, Table 40) Seventy percent of the Grade 1 teachers agreed it was the most suitable evaluation technique for primary (See Appendix C, Table 41)

The teachers were given a list of evaluation techniques and asked to indicate whether they used these techniques daily, weekly, monthly, occasionally, or never. The most frequently used evaluation techniques by Kindergarten were observation without recording, observation with recording, then anecdotal notes. Grade 1 teachers reported observation without recording, observation with recording, then file of work. (See Appendix C, Table 42)

For most teachers part of the transition between Kindergarten and Grade 1 is sharing information about the children going into Grade 1. When asked if the Kindergarten teacher shared information about these children 96% of the Grade 1 teachers (N=46) responded affirmatively.

The most frequently shared information is anecdotal information, information on special learning problems, and test results. When Grade 1 teachers were asked *What additional information would you like from the Kindergarten teacher*, 70% (N=27) wrote that there was nothing else. Thus, it seems as though there is sufficient communication between Kindergarten and Grade 1 teachers about the children who are making the transition from Kindergarten to Grade 1.

Reporting to parents is described in the next section.

Parent Involvement

Background

The Resource Book for Kindergartens states that education should be a "continuing parent-teacher partnership" ...[and that] getting parents involved in the school and its activities can be richly rewarding for everyone concerned."¹⁸ In order to assess this partnership, teachers, principals, and parents were asked their opinions on the practice of parent involvement (especially as it relates to the Kindergarten program), actual and preferred types of contact with parents, actual and preferred types of parent assistance in the classroom, parent interest in participation and possible obstacles to parent involvement, parent education, and what parents like and dislike about their child's school.

Parent Involvement and the Kindergarten

The Resource Book for Kindergartens states that "The Kindergarten

18 Resource Book for Kindergartens, p. 92.

teacher is in a unique position to set the stage for early and continuing parent-teacher relationship."¹⁹ A very high percentage of Kindergarten teachers (97%), principals (97%) and parents of Kindergarten children (91%) agree. It is significant that no Kindergarten teacher disagreed with this statement and that disagreement by the other groups was minimal (2-3%). (See Appendix C, Table 43).

In order to assess the relative degree of parent involvement, the same groups were asked to respond to the statement *There should be more parent involvement in Kindergarten programs*. There was majority agreement by Kindergarten teachers (58%) and Kindergarten parents (63%) while 46% of the principals agreed and 34% disagreed. (See Appendix C, Table 44).

In response to that same question but for primary grades, 53% of the principals agreed, 77% of the Grade 1 parents agreed and Grade 1 teachers were equally divided between agreement (43.5%) and disagreement (43.5%). (See Appendix C, Table 44).

A majority of Kindergarten teachers (83%), Grade 1 teachers (58%), principals (69%), and parents of Grade 1 children (51%) agreed with the statement *Parent involvement and contact are greater in Kindergarten than in the primary grades*. (See Appendix C, Table 45).

Actual and Preferred Types of Contacts.

Kindergarten and Grade 1 teachers and parents of Kindergarten and Grade 1 children were asked to report the frequency (daily, weekly, monthly, occasionally, or never) of 9 types of contact with parents: *telephone calls, informal notes, newsletters, informal conferences, scheduled conferences, group parent meetings, report cards, home visits, and parental visits to classroom for observation*. In addition, parents

¹⁹ Ibid, p. 92

of Kindergarten and Grade 1 children were asked to indicate their preferred frequency for each type of parent contact. The responses to these items are presented in Appendix C, Tables 46 - 51.

The "typical" Kindergarten teacher's contacts with parents consist of a monthly newsletter, an occasional telephone call, informal note, informal conference, scheduled conference, group parent meeting, report card, and parental visit for observation. She/he does home visits either occasionally or never. (See Appendix C, Table 46).

In comparison, the "typical" Grade 1 teacher's contacts with parents consists of a weekly or occasional telephone call and informal note, a monthly newsletter, an occasional informal conference, scheduled conference, group parent meeting, report card, and parental visits to classroom for observation. She/he never does home visits. (See Appendix C, Table 47).

The "typical" parent of a Kindergarten child reports that she/he receives a monthly newsletter, an occasional informal note, informal conference, scheduled conference, and report card. She/he never receives telephone calls, home visits, or attends group parent meetings. (See Appendix C, Table 48). This parent agrees with the above frequency except she/he would prefer an occasional telephone call and group parent meeting, finally, she/he would prefer an informal conference occasionally or never. (See Appendix C, Table 49).

The "typical" Grade 1 parent reports receiving a monthly newsletter, an occasional informal conference, scheduled conference, and report card, and never receives a telephone call, an informal note, a home visit, or attends a group parent meeting. (See Appendix C, Table 50). She/he agrees with this frequency except she/he would prefer an occasional

telephone call, informal note, and group parent meeting (See Appendix C, Table 52).

In summary, it seems that over-all the most frequent type of reporting to parents by Kindergarten and Grade 1 teachers is a monthly newsletter and the least frequent is the home visit. This conforms with the preferences of parents. The Kindergarten and Grade 1 parents who responded to this questionnaire indicated that they would like an occasional telephone call and group parent meeting. While Kindergarten and Grade 1 teachers both report making occasional telephone calls, a majority of Kindergarten and Grade 1 parents who responded to this questionnaire never receive telephone calls. It may be that teachers make occasional telephone calls to a relatively few number of parents.

In studying the implications of the above profiles, it is important to remember that certain types of contacts are more practical and appropriate in one situation than another. The concept of individual differences should be extended to parents and teachers so that they may determine each other's preferences and decide upon the most suitable types of contact. For example, the written comments of some parents expressed the problem of the single, working parent who wants contact with the school but due to time constraints finds it difficult to attend meetings or scheduled conferences. Two representative comments by parents were:

....being a full time working parent severely limits my involvement with the school. For this reason it is doubly important to receive regular informational newsletters, etc. (Kindergarten parent)

I personally feel little informal notes should be given out for more about the child's successes or behaviour that could be improved. Also parents should

write little notes too, to the teachers if they feel happy about something their child has done.
(Grade 1 parent)

Another factor to consider is the parents' expectations of Kindergarten and Grade 1 teachers may be influenced by the frequency and type of contact typical in preschool programs. With 83% of the Kindergarten -
ents reporting that at least one child has attended a preschool/day care program, these parents may be accustomed to more frequent contacts with their child's teachers.

Actual and Preferred Types of Assistance

The basis for this item was a list of types of assistance by parents in Kindergarten programs in Victoria.²⁰ Kindergarten and Grade 1 teachers and parents of Kindergarten and Grade 1 children were asked to report the frequency (daily, weekly, monthly, occasionally, or never) of 9 types of parent assistance: *assisting on field trips, working with groups of children, helping in one-to-one situations, acting as resource people, assisting in centres, reading to children, listening to children's stories/oral reading, helping to prepare materials for class activities, and doing clerical work.* The responses to the above items are presented in Appendix C, Tables 52 - 55.

The "typical" Kindergarten teacher reported the following types and frequencies of parent assistance: occasionally assisting with field trips and acting as resource people; occasionally or daily working with groups of children; occasionally or never helping in one-to-one situations, assisting in centres, reading to children, helping to prepare materials for class activities; and never doing clerical work or listening to children's stories/oral reading. (See Appendix C, Table 52)

²⁰ Jan Sarkissian, A Review of School District #61's Kindergarten Curriculum, 1979. p. 11.

The "typical" Grade 1 teacher reported parents occasionally assisting on field trips and acting as resource people; occasionally or never working with groups of children and helping in one-to-one situations, and never assisting in centres, reading to children, listening to children's reading, helping to prepare materials, or doing clerical work (See Appendix C, Table 53). These results support the finding reported earlier that Kindergarten teachers, Grade 1 teachers, principals and parents of Grade 1 children agree that parent involvement and contact are greater in Kindergarten than in the primary grades.

A comparison of the mean values of frequency of parent assistance as reported by Kindergarten and Grade 1 teachers shows that although both report using the same types of parent assistance, Kindergarten teachers use the 9 types of parent assistance in the classroom more frequently (with the exception of "doing clerical work."). (See Appendix C, Tables 52-53). When asked to *Describe the parent involvement in your program during the past 5 days*, the involvement most frequently described by Kindergarten teachers (N=39) was preparing materials (N=12) and working with a group (N=11). Grade 1 teachers' (N=47) most frequent response was there had been no parent involvement (N=16) in the past five days. (See Appendix C, Table 56).

Of the parents who responded to the question asking for the frequency of their assistance in the classroom, the majority of Kindergarten parents (53%-94%) and Grade 1 parents (75%-94%) reported that they had never assisted in the classroom for any of the 9 different types of parent assistance listed. (See Appendix C, Tables 54 - 55). It seems possible that relatively few parents are assisting in classrooms with some assisting more frequently than others.

In response to the statement *Most parents are not interested in being actively involved in the Kindergarten program*, the majority of Kindergarten teachers (70%) disagreed and a majority of principals agreed (51%). Parents of Kindergarten children expressed mixed agreement (34%) and disagreement (34%). (See Appendix C, Table 57). When asked the same question about the Grade 1 program, Grade 1 teachers, principals and parents of Grade 1 children gave the same pattern of response as described above. (See Appendix C, Table 58).

Therefore, in summary, it appears that there is more parent involvement in Kindergarten than in the primary grades. The majority of Kindergarten teachers and parents think there should be even more. Kindergarten teachers indicated that most parents were interested in parent involvement while Kindergarten parents were of mixed opinion, and principals disagreed. In contrast, the principals and Grade 1 parents felt there should be more parent involvement in the primary program while Grade 1 teachers were of divided opinion. Grade 1 teachers tended to think that parents are interested in being involved in the program while principals do not think so and parents of Grade 1 children had mixed opinions.

Obstacles to Parent Involvement

Kindergarten and Grade 1 teachers, principals, and parents of children in Kindergarten and Grade 1 were asked to respond to the question *If you think there are obstacles to increased parent involvement, what are the major ones?* (See Appendix C, Tables 59-60). Principals, Kindergarten and Grade 1 parents stated the major obstacle was working parents. Kindergarten teachers stated the major obstacles were teacher attitude followed by working parents. Grade 1 teachers stated the major obstacles were (1) that parents were a disruptive force and tended to talk about the children and (2) working parents. Some

representative comments on the topic of parent involvement included:

I feel that the general set-up at school does not take into consideration the single, working parent. We would like to be much more involved, but find it nearly impossible. When we do attend meetings, quite often we are made to feel guilty about our lack of involvement. (Grade 1 parent)

Parent involvement is an area that I think needs more improvement but the socio-economic area of the school is such that parents have good intentions to help but have neither the time or energy for daily or weekly commitment to help. (Grade 1 teacher).

Having myself been a teacher in the past I do not feel that I would have wanted parents involved in the classroom. Neither do I feel as a parent that I want my child's teacher involved in his home life. (Grade 1 parent)

A parent volunteer program is good. I feel a school should use the parents' help as much as possible. (Grade 1 parent)

I find that parent participation in the class is good for both child and parent. (Kindergarten parent)

Children should be primed for Grade 1 with not too much parent involvement. The teacher needs 'private time' to attract complete attention span. (Kindergarten parent)

I would very much like to be more involved in my child's school if it were not frowned on. (Grade 1 parent).

With both parents working, which is a common place thing, it is very difficult to attend most parent participation events. (Grade 1 parent)

In summary, the obstacles to parent involvement seem to reflect recent trends in the increase of single parents who must work as well as the increase of both parents in two parent families working. For those parents who wish to become involved in the school, a variety of options may be necessary.

Parenting/Parent Education

The last ten years have seen an increase in the number and type of

programs available to help parents. One explanation often given for this increase is the increasing numbers of single parent families and the breakdown of the extended family with the support system it provided. In order, to assess if there was a perceived need for such a program, teachers, principals, and parents were asked to respond to the statement:

Courses on parenting/parent education should be made available to parents in this District.

There was a high level of agreement among Kindergarten teachers (87%), Grade 1 teachers (87%), principals (84%), parents of Kindergarten (79%) and Grade 1 (79%) children. (See Appendix C, Table 61). One Kindergarten teacher wrote:

For our type of parents, an education program needs to be developed and made so appealing that they attend and learn how to parent before a crisis develops. Simple things like reading to their children are often neglected until a teacher tells them when their child enters school.

When parents were asked to respond yes/no/don't know to the question *Do you think courses on parenting/parent education...should be made available to parents in this District?* 89% of Kindergarten parents, 87% of Grade 1 parents, and 82% of Grade 4 parents answered affirmatively. Those who responded "yes" were asked *Would you attend if the classes were held in a nearby location at a convenient time?* A high percentage of Kindergarten parents (82%), Grade 1 parents (90%), and Grade 4 parents (81%) responded affirmatively. (See Appendix C, Table 62)

No questions were asked to determine who the respondents thought could best provide such a program (e.g. School District, Ministry of Human Resources, private group, etc.) The school itself might be a good location for such a program as 91% of Kindergarten parents, 97% of Grade 1 parents, and 90% of Grade 4 parents indicated that they had

attended a *meeting, lecture, or social occasions in a local school building during the last year.* (See Appendix C, Table 63).

What Parents Like Best/Least about Kindergarten and Grade 1

A Gallup Poll asked parents with children enrolled in public and independent schools what they liked best about the child's school and what they liked least. The most liked aspects were (1) good teachers, (2) high standards and (3) special programs. The least liked aspects were (1) lack of discipline, (2) low standards, and (3) teachers.²¹ These two questions were replicated on the parents' questionnaires. (See Appendix C, Tables 64 - 65)

Both Kindergarten and Grade 1 parents responded that what they liked best was (1) teachers, and (2) special programs/activities for the children. Their written comments also indicate their liking of the teacher:

I am pleased with both Kindergarten and Grade 1 teachers and what my girls are learning. (Grade 1 parent)

The teachers are very concerned about their students' well being. I'm really pleased with their program. (Grade 1 parent)

Very pleased with the school, particularly the professional attitude of the teacher. (Grade 1 parent)

Mrs. _____ is a terrific teacher. (Grade 1 parent)

The aspect least liked by Kindergarten parents was the lack of specific programs/activities. The second most frequent response was class size (discussed in Chapter 5) or "nothing else." Grade 1 parents least liked (1) class sizes (see Chapter 5) and (2) the pressure/pace of Grade 1 or (3) could think of "nothing else."

²¹ The 11th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Phi Delta Kappan 61 (September 1979) p. 43

Classroom Materials

Background

This section is concerned with the physical space and equipment in Kindergarten and Grade 1 classrooms. One of the recommendations for Kindergarten in Language B.C. was that "every effort should be made to provide adequate space, equipment, and materials."²⁰

Therefore, teachers were asked to respond to two statements:

- 1) *There is adequate physical space in my classroom.*
- 2) *There is an adequate amount of equipment and materials in my classroom.*

The teachers were later asked

If you could add equipment or materials or improve the physical space in your classroom, what would be the top priority item?

The data for these items are presented in Appendix C, Tables 66-68.

Results

A slight majority of Kindergarten teachers (54%) and Grade 1 teachers (58%) agreed there was adequate physical space in their classroom. Forty-six percent of the Kindergarten teachers and 40% of the Grade 1 teachers disagreed. (See Appendix C, Table 66).

A larger majority of Kindergarten teachers (56%) and Grade 1 teachers (76%) agreed they had an adequate amount of equipment and materials. Forty-four percent of the Kindergarten teachers and 24% of the Grade 1 teachers disagreed. (See Appendix C, Table 67).

The priorities by Kindergarten teachers for additional equipment, materials or space are (1) shelves/storage, (2) sink/hot water, (3) more physical space. Grade 1 teachers want (1) more tables or dividers or carpet, (2) more physical space, (3) more large type

²⁰ Language B. C. p. 63

equipment/toys. (See Appendix C, Table 68)

Support Services

Background

This section examines the support services available to teachers and their frequency of using these services. First teachers were asked if they agreed/disagreed that they were getting adequate support and if the children and their families were. Then Kindergarten and Grade 1 teachers were asked to indicate how frequently (very frequently, often, sometimes, seldom, never) they used the following professional/para-professional assistance: *school nurse, speech therapist, audiologist, learning assistance class teacher, teacher aide, psychologist/counsellor, community resource persons, other teachers, subject-matter specialists, parents, and older pupils in the school.*

Results

The majority of Kindergarten teachers (69%) and principals (59%) agree that Kindergarten teachers have adequate support from district staff (e.g. supervisors, resource centre staff, etc). A larger majority of Grade 1 teachers (83%) and principals (86.5%) agree that primary teachers also have adequate support. (See Appendix C, Table 69).

A majority of Grade 1 teachers (52%) and principals (64%) agree that there are sufficient support services for children and their families in the District; Kindergarten teachers are divided as to agreement (26%) and disagreement (46%). (See Appendix C, Table 70)

Based on the mean values for frequency of use of professional and/or para-professional assistance, Kindergarten teachers most frequently use

(1) school nurse, (2) older pupils in the school, and (3) parents (either occasionally or regularly.) Grade 1 teachers most frequently use (1) learning assistance class teacher, (2) teacher aide, and (3) school nurse. (See Appendix C, Table 71). In comparing these two lists, the only common professional is the school nurse. Kindergarten teachers use parent help more frequently than Grade 1. This finding provides additional support for the earlier reported finding that parent involvement is greater in Kindergarten than in the primary grades.

The most frequent assistance used by Grade 1 teachers is the learning assistance teacher who ranks in the bottom one-third of the Kindergarten teachers' list. When asked *Do you receive sufficient help from learning assistance people*, 62% of the Kindergarten teachers and 81% of Grade 1 teachers responded affirmatively. Of the Kindergarten teachers who responded negatively, 70% said the situation could be improved by providing more time for the Kindergarten. (See Appendix C, Table 72).

As it is agreed that Kindergarten teachers should do more screening of children (see Chapter 2), it may be that teachers will need more help, possibly from learning assistance people. However, at this time, the majority of Kindergarten teachers indicate that they receive sufficient help from learning assistance.

Summary of Chapter

This chapter examined six areas related to the Kindergarten and Grade 1 programs. A summary of the results for each of these six areas follows:

1. Goals and Objectives of Kindergarten.

Kindergarten teachers in this study agreed with Kindergarten teachers in Language B.C. in that the three reasons for including

Kindergarten in the school system with the highest mean value were (1) *To develop a positive self-concept*, (2) *To make the transition from home to school less traumatic*, and (3) *To provide an early observation period to diagnose and correct learning problems*. There was considerable over-all agreement among Grade 1 teachers, principals, and Kindergarten parents in their selection of the same four reasons (different order). In relation to the Kindergarten teachers' list, these groups substituted *improving chances of success in primary grades for the development of a positive self-concept*.

The Kindergarten teachers did not think there is a clear understanding of the goals of Kindergarten among administration, teachers, and parents. Principals' opinions were mixed. Both principals and Kindergarten teachers agreed that because the Kindergarten is less formalized, it seems to be the least defined of the grades. Grade 1 teachers would like a more specific statement of Kindergarten goals and objectives while Kindergarten teachers have mixed opinions.

There was a very high level of agreement between Kindergarten teachers and Grade 1 teachers on the value of forty-three objectives for the Kindergarten child. The majority of Kindergarten and Grade 1 teachers disagreed with the statement that *The objectives of Kindergarten and primary education are different*.

2. Curriculum.

Kindergarten teachers, Grade 1 teachers and principals agree that the most effective type of Kindergarten curriculum was an integrated curriculum. Kindergarten teachers (90%) and principals (88%) agreed that *Much of the Kindergarten program should be organized around*

activity centres. This result seems to indicate recognition of the different organization of the Kindergarten program in that only 43% of the principals and 34% of the Grade 1 teachers felt Grade 1 should be organized around activity centres. This implies that children making the transition from Kindergarten to Grade 1 will probably need to adjust to another type of organization.

A majority of the Kindergarten teachers (59%) agreed that the present curriculum guide, Resource Book for Kindergartens, was adequate for their needs. Many teachers wrote they did not want the curriculum to be highly prescriptive. The majority of Kindergarten teachers (57%), Grade 1 teachers (68%), and principals (79%) did not think the Kindergarten program was becoming a watered-down version of Grade 1.

The majority of Kindergarten teachers (83%) and Grade 1 teachers (64.5%) disagreed with use of more formalized reading/reading readiness programs in Kindergarten. Principals had mixed opinions and Kindergarten parents favoured such programs. Kindergarten parents (77%) and principals (53%) agree that Kindergarten children who are ready should be taught to read. Kindergarten teachers are equally divided (47%) on this issue while Grade 1 teachers disagree. Although there seems to be general agreement on goals and objectives for Kindergarten, there is not agreement on the role of reading in the Kindergarten. Written comments of Kindergarten parents indicate diverse viewpoints on the role of play and reading in the Kindergarten.

Thus, there seems to be a need for a more specific statement of goals and objectives for Kindergarten which includes the role

of play and reading. Also, such a statement needs to be shared with parents and opportunities provided for their questions to be answered.

3. Instructional Practices.

The activities/materials used most frequently in Kindergarten are free play and reading aloud to children (done daily). The same is true for Grade 1 although not done as frequently. The least used material in Kindergarten is the workbook. It is used with greater frequency in Grade 1 and this use continues to increase into Grade 4. The infrequent use of workbooks by Kindergarten teachers may reflect their disagreement with the use of more formalized reading/readiness programs in Kindergarten.

All of the Grade 1 teachers report grouping for instruction usually by ability. Of the Kindergarten teachers who use grouping (68%), a majority (54%) use a combination of criteria (e.g. ability, social, interest, etc.) Both Kindergarten and Grade 1 teachers use grouping most frequently for reading and mathematics instruction. (This may be in contradiction to their disagreement with the use of more formalized reading/reading readiness programs in the Kindergarten.)

Most Kindergarten children will have had some experience with grouping for instruction before beginning Grade 1 although the basis for grouping may be somewhat different.

The most frequent forms of evaluation for both Kindergarten and Grade 1 teachers are (1) observation without recording and (2) observation with recording. A high percentage (96%) of Grade 1 teachers reported that the Kindergarten teacher shared information

(most frequently anecdotal information, information on special learning problems, and test scores) on the children about to begin Grade 1. There seems to be sufficient communication about the children between Kindergarten and Grade 1 teachers.

4. Parent Involvement.

Nearly all Kindergarten teachers (97%), principals (97%), and Kindergarten parents agree that the Kindergarten teacher is in a unique position to set the stage for continuing parent-teacher relationships. The majority of Kindergarten teachers (58%) and Kindergarten parents (63%) agree that there should be more parent involvement in the Kindergarten. Principal opinion is divided (46%/34%). A majority of Kindergarten teachers (83%), Grade 1 teachers (58%), principals (69%), and parents of Grade 1 children (51%) agreed that there is greater parent involvement and contact in Kindergarten than Grade 1.

The most frequent type of reporting to parents by Kindergarten and Grade 1 teachers is a monthly newsletter and the least frequent is the home visit. This conforms with the preferences of parents of Kindergarten and Grade 1 children. Not all types of contact are appropriate or practical for all situations. The type of contact should be adapted to the needs of the parents (e.g. working mothers) and the teachers.

Kindergarten and Grade 1 teachers report having the assistance of parents in the classroom occasionally. Although both use the same types of assistance, the Kindergarten teachers use it more frequently. The majority of Kindergarten and Grade 1 parents reported they have never assisted in the classroom. Therefore, it

seems possible that relatively few parents are assisting in the classrooms, some more frequently than others.

Kindergarten teachers indicated that most parents were interested in parent involvement; Kindergarten parents had mixed opinions; principals disagreed.

The major obstacles to increased parent involvement are working parents (reported by principals, Kindergarten and Grade 1 parents), teacher attitude (Kindergarten teachers), and parents as a disruptive force (Grade 1 teachers). Written comments by parents indicated they would like to be more involved but were working or felt unwelcome. A variety of options may be necessary for those parents who wish to be involved but are working.

The majority of Kindergarten teachers (87%), Grade 1 teachers (87%), principals (84%), and parents (79%) agree that parenting/parent education courses should be made available to parents in this District. Of those parents who indicated such a program should be available, 82% of Kindergarten parents, 90% of Grade 1 parents, and 81% of Grade 4 parents said they would attend if the classes were held in a nearby location at a convenient time. As 90.97% of these parents have attended a meeting, social occasion, etc. at local school in the past year, this might be a suitable location. No data were gathered as to what organization(s) should be responsible for such a course.

What Kindergarten and Grade 1 parents like best about their child's school are the teacher and then the special programs/activities. What they liked least are lack of specific programs/activities and class size. Parents were very supportive of the

schools and the second or third most frequent response to what they liked least was that they could think of nothing else to mention.

5. Classroom Materials

A majority of Kindergarten and Grade 1 teachers agree that they have adequate physical space and an adequate amount of equipment and materials in their classrooms. If they could add something, Kindergarten teachers would like shelving/storage and Grade 1 teachers would like more tables/divider/carpet.

6. Support Services

A majority of Kindergarten and Grade 1 teachers, and principals agree that there is adequate support from District staff (e.g. supervisors, resource centre staff, etc). A majority of Grade 1 teachers (52%) and principals (64%) agree that there are sufficient support services for children and their families; the Kindergarten teachers are divided (26% agree, 46% disagree).

The professional/para-professional used most frequently by Kindergarten teachers is the school nurse, by Grade 1 teachers it is the learning assistance class teacher. Use of the learning assistance teacher by Kindergarten teachers is less although 62% agree that they receive sufficient help from learning assistance people. Kindergarten teachers use parent help more frequently than Grade 1 teachers.

CHAPTER V

CURRENT CONCERNS IN KINDERGARTEN EDUCATION

Introduction

This chapter examines the following current concerns in Kindergarten education: (1) the practice of early admission, (2) the length of the Kindergarten day, (3) the timetables used by Kindergarten teachers, (4) class size, (5) the training and qualifications of Kindergarten teachers, (6) the hiring and assignment of Kindergarten teachers, and (7) the relationship of the preschool and the Kindergarten.

The chapter presents a brief review of relevant research and literature as well as information provided by Kindergarten teachers, principals, and parents in response to questions on the above topics.

The Practice of Early Admission to Kindergarten

Background

Early admission is the practice of permitting children who meet an established criteria to begin school before the age required by the usual enrolment policy. Such a practice is a subject of considerable debate.

In general, it has been found that parents are more supportive of such a policy than of a specific age of entrance policy.¹ This seems to be particularly the case of parents whose child "misses" the cut-off date by a few days or weeks.

On the other hand, an early admission plan "is generally not well liked by teachers."² In a review of research investigating teacher

¹ Annie L. Butler, Early Childhood Education: Planning and Administering Programs. New York: D. Van Nostrand Company, 1974, p. 116.

² Ibid, p. 116

attitude toward early admission, Braga concluded that teachers' "responses were generally negative and at odds with the information reported in the literature (that supports early admission for 'mentally advanced children')." ³ Braga found that teachers who favor early admission gave many reasons for their opinions such as (1) children who are ready will benefit from early admission, (2) children should not be held back arbitrarily because of age, (3) "early admission to kindergarten is preferable to early admission to Grade 1 because kindergarten is more flexible and generally less demanding." ⁴ Teachers who did not favor early admission stated that (1) children admitted early needed more supervision and were less likely to cope with working independently and classroom routine, (2) there would be social adjustment problems now and in later grades, and (3) "children need more, not less, time at home, and children should not be forced to grow up so quickly." ⁵

The responses to questions on opinion towards early admission and reasons for or against this practice are summarized below and in tables in Appendix C.

Results

In responding to the question

"Current policy is to admit children to kindergarten in September if they will be five years old before December 31. Are you satisfied with this policy?"

³ Joseph L. Braga, "Early Admission: Opinion versus Evidence." Elementary School Journal 72 (October 1971): 35 - 46.

⁴ Ibid, p. 43.

⁵ Ibid, p. 44.

the majority of Kindergarten teachers (69%), Grade 1 teachers (57%), principals (69%), and parents of Kindergarten children (68%) stated that they were satisfied with this policy. Of those who were not satisfied with this policy, all but Kindergarten teachers preferred screening to determine readiness (40%, 36%, 36% respectively). Kindergarten teachers' preferred option was an August 31st cut-off date (36%). (Additional data are presented in Appendix C, Tables 73 - 74.)

Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten children were then asked:

Do you favor early admission (admitting children whose birthdays are after December 31st) if the children seem ready for kindergarten?

The response to this question was the same pattern as Butler found (ref. p. 67): the teachers (and principals) did not favor early admission to Kindergarten while parents tended to do so. The majority of Kindergarten teachers (64%), Grade 1 teachers (52%), and principals (54%) responded that they did not favor early admissions. Forty-nine percent of the parents of Kindergarten children favored early admission, 38% did not, and 13% marked "Don't Know."

The reasons given for their responses were varied (these are summarized in Appendix C, Table 76). The most frequent response of Kindergarten teachers (36%) and principals (32%) was that they did not favor early admission because of the problem of how readiness for Kindergarten would be assessed and who would make the decision. The importance of screening was emphasized. The most frequent response of Grade 1 teachers (25%) was that they did not favor early admission because most children younger than the current admittance

age were not developmentally ready for Kindergarten. In support of early admission, parents of Kindergarten children stated that children should be admitted whenever they were ready (28%) and that children who begin whenever ready learn best (11%). One parent of a Kindergarten child wrote: "Children should always be judged when ready for Kindergarten. Age 5 does not necessarily mean prepared for school." Eleven percent of the parents recognized that assessment of readiness for Kindergarten is a problem. This concern of the respondents about the assessment of children is a very legitimate concern and one that is central to a policy of early admission.

The need for a screening program was mentioned in the voluntary comments of Kindergarten and Grade 1 teachers:

[Kindergarten program could be improved by] greater access to early identification of potential learning disabilities as well as potentially able learners ...
(Kindergarten teacher)

... quickly, earnestly and consistently spot the children suffering from Perceptual, Conceptual and Language Acquisition lags and remediate.
(Grade 1 teacher)

I feel that we should be more prepared and less afraid to a) screen children for Kindergarten and b) retain children in Kindergarten instead of saying 'Well, he's very immature but so bright, I'm sure he'll do well in Grade 1.' He won't.
(Grade 1 teacher)

One advantage of a screening program for all children is the early diagnosis and subsequent remediation of problems likely to interfere with learning (e.g. hearing or vision problems). Another advantage is the early identification of the more developmentally advanced children. However, it is of the utmost importance that such screening be done by persons who are trained in screening procedures (including observation skills) and highly knowledgeable about child development.

Kindergarten teachers, Grade 1 teachers, and principals were asked to agree/disagree with the following statement on Kindergarten screening:

Classroom teachers should do more screening of Kindergarten children for learning disabilities.

All three groups agreed with this statement: Kindergarten teachers - 59%, Grade 1 teachers - 68%, and principals-63%. (Additional data are shown in Appendix C, Table 77).

In order to achieve optimal effectiveness, any assessment program for young children should be a continuous, on-going process. Much can be learned by observing and recording the behaviours of the young child in a variety of situations.

The selection of instructional strategies and materials for use with the child must be predicated on a thorough knowledge of the child's strengths and weaknesses. These strengths and weaknesses need reassessment throughout the year if continuous progress is to become a reality.

The Primary Development Project, funded by the Ministry of Education and several School Districts, is a provincial-wide project on the assessment of children in Kindergarten and the development of resources, materials and suggestions to provide for effective, continuous progress by all children throughout their primary years. Currently, four Kindergartens in Victoria are part of this project. Next year it is scheduled to be extended to Grade 1.

Length of the Kindergarten Day

Background

The length of the Kindergarten day in Canada varies from half day programs (usually 2 - 2½ hours long) to full day programs (5 - 6 hours). The literature on this topic is varied and the results of research studies do not produce conclusive evidence of the advantages of full day or half day programs. Some research supports full day programs (e.g. Gorton and Robinson⁶) while other research supports half day (e.g. Johnson⁷). Research (Grand Rapids, Minnesota Department of Education, Cleminshaw⁸) comparing full day, half-day, and alternate-day schedules also has not produced conclusive results in terms of student achievement. Parents in these studies favored an alternate full-day schedule while teachers had mixed reactions.

Results

Kindergarten teachers and principals were asked to complete the following:

The maximum daily length of the Kindergarten session should be _____ hours.

Two and one-half hours was the response of 84% of the Kindergarten teachers and 71% of the principals. Only 3% of the principals and 10% of the Kindergarten teachers preferred a daily session of more than 3 hours (Appendix C, Table 78). This agrees with a finding reported by

⁶ Harry B. Gorton and Richard L. Robinson, "For Better Results - a Full-Day Kindergarten." Education 83 (February 1969): 217 - 21.

⁷ Cited in "A Study of the Relationship of Kindergarten Class Size, Length, and Scheduling of the Kindergarten Day and Teacher Self-Concept to School Success." Tamyra L. Beckner et al 1978, ED165 - 891. 17p.

⁸ Ibid.

the Canadian Education Association that found "a half-day (2½ hours) class is the norm in Canadian kindergartens."⁹

Timetable for Kindergarten

Background

The Resource Book for Kindergartens¹⁰ gives the following

Kindergarten timetable:

8:50 - 9:05	Arrival	10 - 15 minutes
12:45 - 12:55	Free Choice (for early arrivals)	
9:05 - 10:00	Group Opening	50 - 55 minutes
12:55 - 1:45	Work Period	
10:00 - 10:20	Music	20 minutes
1:45 - 2:05		
10:20 - 10:45	Snack, Rest, Toileting	25 minutes
2:05 - 2:30		
10:45 - 11:05	Movement Education	20 minutes
2:30 - 2:50		
11:05 - 11:25	Language Arts	20 minutes
2:50 - 3:10		
11:25 - 11:30	Preparation for Dismissal	5 minutes
3:10 - 3:15		

The Resource Book for Kindergartens cautions that "any timetable must be flexible...[and] the order of activities may vary to meet different needs and circumstances."¹¹

The following discussion is based on a comparison of District Kindergarten timetables with the timetable from the Resource Book for Kindergartens given above. Thirty-six timetables were available for

⁹ Canadian Education Association, Kindergartens in Canada. Toronto: CEA, 1972. p. 18.

¹⁰ Resource Book for Kindergartens. Victoria: Department of Education, 1973. p. 84.

¹¹ Ibid.

analysis, one was eliminated from the analysis because it was the only full-day timetable. The summary table (see Appendix C, Table 79) is based on 35 Kindergarten timetables (all half-day programs).

Results

Taken as a whole, the mean number of minutes for each of the areas listed on the Kindergarten timetable in the Resource Book for Kindergartens is very close to the mean number of minutes reported on the timetable of Kindergarten teachers. The maximum difference between mean number of minutes on the District Kindergarten timetables and number given on the suggested timetable is 5 minutes (Preparation for Dismissal).

Class Size

Background

Class size is a perennial issue in educational circles. It is a high priority concern of classroom teachers, administrators, school trustees, and parents. Major reviews of the literature on class size have reported conflicting results in which some research supported smaller classes and others did not.¹²

One recent review concluded that "On the average, student achievement increases as class size is reduced, and the advantage rises sharply for a class of 15 and below. Reductions in size of from, say, 28 to 25, are projected to make only a small difference in average achievement."¹³

¹² Leonard S. Cahen and Nikola N. Filby, "The Class Size/Achievement Issue: New Evidence and a Research Plan," Phi Delta Kappan 60 (March 1979), 492 - 95, 538.

¹³ *Ibid.* p. 492

Another review concluded that "Studies have shown that teachers of small classes tend to invent and adopt new practices, tend to give more individual attention and to show greater understanding of individuals, and tend to use a greater variety of teaching methods than do teachers of large classes."¹⁴

The results of a study which gathered data from 20,000 elementary and secondary public school classrooms showed that "any way one tries to slice it, smaller classes produced significantly higher scores [on the criteria of individualization, interpersonal regard, group activity and creativity] than large ones."¹⁵

On the other hand, studies have found that not all teachers will change teaching methods and use more individualized instruction if given smaller classes.¹⁶ Otto studied large and small elementary classes and concluded that "the findings do not reveal small classes as possessing the expected distinctive advantages over large classes."¹⁷

One study which specifically investigated Kindergarten class size found that in the larger class there was more aggressive behaviour, less individual attention, and less opportunity to work on problems.¹⁸ In the small Kindergarten class there were more teacher-child contacts.

¹⁴ John E. Reisert, "Class Size," The Encyclopedia of Education. New York: Macmillan and Free Press, 1971. p. 159.

¹⁵ Martin N. Olson, "Ways to Achieve Quality in School Classrooms: Some Definitive Answers," Phi Delta Kappan (September 1971), 63 - 65.

¹⁶ William S. Vincent, "Class Size," Encyclopedia of Educational Research. New York: The Macmillan Company, 1969, 141 - 46.

¹⁷ Ibid., p. 143

¹⁸ Gwendolyn McConkie Cannon, "Kindergarten Class Size - A Study," Childhood Education 43 (September 1966), 9 - 13.

Teacher satisfaction and sense of achievement was greater with the smaller class.

In an assessment of the research on class size, one must also consider the interactive effects. As many researchers have pointed out, there are many factors that influence the effect of class size. For example, the class size effect is influenced by the quality of instruction. Poor teaching will not be effective even though the class is small. A weakness of the research on class size has been the failure to control for these variables; therefore "inconsistent results have been obtained between studies and it is difficult to get to the heart of the effects of class size itself."¹⁹

Class size is also a concern of teachers and parents. A poll by the National Educational Association of classroom teachers on class size showed that 79.7% "believed small classes were extremely important in improving the academic achievement of pupils ... [and] 64.5% considered small classes extremely important for the social and personal development of pupils."²⁰ In a recent Gallup Poll when asked what they liked least about their child's school, parents ranked overcrowding (too many students in a class) as fifth most frequent response.²¹

For purposes of comparison with data from this study, it is useful to report the conclusion of the report on Kindergartens by the

¹⁹ Stanley M. Shapson, Optimum Class Size?: A Review of the Literature. Toronto, The Board of Education, 1972.

²⁰ Cited in Today's Education 64 (February 1975) p. 109.

²¹ The 11th Annual Gallup Poll of The Public's Attitudes Toward the Public Schools, Phi Delta Kappan 61 (September 1979) pp. 33 - 45.

Canadian Education Association which found that:

The average kindergarten class tends to be only slightly smaller (by just four pupils) than a grade 1 class, using the figures from seven provinces, we find that there are 23 children in the average Canadian kindergarten class. But since the same teacher often takes both morning and afternoon classes she is, on the average, responsible for 38.3 children all told (eleven more than the average grade 1 teacher). 22

When discussing class size in Kindergarten, it is therefore important to keep in mind that most Kindergarten teachers in Victoria have two classes per day. Thus, a Kindergarten teacher interacts with twice as many children (and parents) per day as does a primary teacher.

Results

Kindergarten teachers, principals and parents of Kindergarten children were asked to indicate their agreement/disagreement with the following statement:

The Kindergarten program would be improved if the class size were reduced.

The percentage of agreement with this statement was much higher for Kindergarten teachers (92%) than it was for principals (53%) or parents of Kindergarten children (52%). It seems that although a majority of teachers, principals, and parents agree that the Kindergarten program would improve if the class size were reduced, the Kindergarten teachers feel the most strongly about it. They also expressed less disagreement (3%) with the statement than did principals (17%) or parents (17%). (For a complete description of this data see Appendix C, Table 80.)

22 Kindergartens in Canada, p. 15

If it is generally believed that the program would be improved if the class size were reduced, the next concern is what is an optimum class size for a Kindergarten session. Kindergarten teachers and principals were asked to give what they thought was the *ideal (although realistic) number of children per Kindergarten session*. The most frequent response (44%) of Kindergarten teachers was 17 - 18 children, followed by 23% for 15 - 16 children. Principals' most frequent response (64%) was 19 - 20 children, then 17 - 18 children (13%). (See Appendix C, Table 81.)

It is worth noting that not one Kindergarten teacher considered a class size of over 20 children as an ideal (although realistic) number. This was also mentioned in the volunteered comments of several teachers and principals; for example:

Class size [should be] no larger than 20. Kindergarten is a crucial year and often sets the child's attitude for the rest of his/her school life. Therefore, the Board can make a positive investment of providing smaller class sizes. The child will receive some individual attention. (Kindergarten teacher)

One related issue is the system for assigning children to Kindergarten classes and the differences in class sizes among the Kindergartens. One Kindergarten teacher commented:

"I also feel that the class size discrepancies are a disgrace! One teacher teaches 27 children in one class, another has 14 on one and 13 in another. I realize there must be a 'cut-off' point but there should also be a more flexible system for compensating. An aide put into a class of 27 may help but in no way ensures the quality education that two small classes would receive."

A second related issue that was not dealt with in the questionnaire but was raised by several Kindergarten teachers in their written comments or in telephone calls is the effect of mainstreaming children with special needs into the classroom without subsequent adjustment of the class size. The most frequent example given by these teachers is the extra teacher-time required by children for whom English is a second language. More than one Kindergarten teacher suggested that such children be considered as equivalent to two or three children in the calculation of class size. Thus, a class of fifteen Kindergarten children that included three children who could not speak English would be considered equivalent to a Kindergarten class of eighteen with no special needs children.

Training and Qualifications of Kindergarten Teachers

Background

After a review of pre-primary public education in western Canada, Flemming and Kratzmann concluded that "Today there exists a continued and expanded understanding on the part of professional educators, politicians, and laymen of the cruciality in exposing pre-primary children to planned, formal educational environments. Concurrent with this is an increasing awareness of the significance in entrusting young children to highly-qualified instructional personnel."²³

While it is easy to agree with the above statement, the crucial question is to what degree this criteria of "highly qualified instruc-

²³ Thomas Flemming and Arthur Kratzmann, "Pre-Primary Public Education in Western Canada - Perspectives and Practices," Early Childhood Education 9 (Winter 1975-76), p. 24.

tional personnel" is being met in the Kindergartens of this District. It was decided to assess the background and training considered desirable for Kindergarten teachers and compare that to the background and training of Kindergarten teachers in this School District.

The bases for the questionnaire items used to assess the opinions of Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten children were two of the conclusions and recommendations of Language, B.C.:²⁴

1. Since the Kindergarten year is viewed as being very important and specialized with the teacher being responsible for the development of the Kindergarten curriculum, *it is strongly suggested that teachers with appropriate training and suitable experience should be secured for Kindergarten classes.*
2. Since the pre-service preparation of the Kindergarten teacher may be incomplete and teachers in the field have expressed a need for further practical assistance, and since voluntary participation in workshops and non-credit courses is not high, *it is suggested that School Boards and Districts should provide and schedule in-service opportunities as a required part of the professional development of Kindergarten teachers in their Districts.*

Results

Table 82 (Appendix C) summarizes the responses of Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten children to the statement:

Only teachers with appropriate early childhood education training should be assigned to Kindergarten classes.

²⁴ Language, B.C., 1976, V^o 2, p. 63.

There is a high degree of agreement among Kindergarten teachers (73%), Grade 1 teachers (88%), principals (78%) and parents of Kindergarten children (85%) that Kindergarten teachers should have appropriate training. The pattern of disagreement is interesting in that only 4% of Grade 1 teachers and parents disagree. One explanation for this could be that some teachers completed their training before Kindergarten was part of the school system and are teaching Kindergarten with no formal training in early childhood education.

The number of courses dealing specifically with Kindergarten completed by Kindergarten teachers, Grade 1 teachers, and principals, is summarized in Appendix C, Table 83. Few Kindergarten teachers (4%) have no appropriate training in Kindergarten. It is interesting that 87% of Grade 1 teachers report having completed one or more courses in Kindergarten. In interpreting the data it should be kept in mind that the number responding to the question is not the maximum number of respondents in the survey. Of the non-respondents on this item, a few chose not to answer while most wrote that they were unable to answer as they had done their training elsewhere (e.g. England) and were not able to convert this into a number of courses.

In addition to the Kindergarten courses, 97% of the responding Kindergarten teachers reported that they had completed at least one course in reading/children's literature (See Appendix C, Table 84). Thus, it appears that most Kindergarten and Grade 1 teachers have some academic background in both Kindergarten and Grade 1.

A summary of the educational background, institution of training, and certificate level of Kindergarten teachers appears in Appendix C,

Tables 85 - 87. Half of the Kindergarten teachers reported that they had completed a B.A./B.S./B.Ed. degree compared with the other teachers (Grades 1, 3, 4) and the principals, the percentage of Kindergarten teachers reporting completed degrees is the smallest.

Most teachers (Kindergarten, Grades 1, 3, 4) completed at least part of their teacher training at one of the three universities in B.C. (See Appendix C, Table 86.) Seventy-four percent of the Kindergarten teachers reported doing some work at the University of Victoria, 26% at the University of British Columbia, and 23% had some training at a teacher training institution in Great Britain.

A summary of the highest certificate category for teachers and principals appears in Appendix C, Table 87. Fifty-five percent of the Kindergarten teachers report having a Professional certificate. Language, B.C.²⁵ reported 45% of the Kindergarten teachers in B.C. had Professional certificates and 43% had Standard certificates. Thirty-seven percent of the Victoria Kindergarten teachers report having a Standard certificate. When compared to other teachers (Grades 1,3,4) in this District, Kindergarten teachers have the lowest percentage of Professional certificates and the highest percentage of Standard certificates.

Another question for Kindergarten teachers, Grade 1 teachers, and principals that was based on the recommendations in Language B.C.²⁶ was:

Only teachers with appropriate experience with young children should be assigned to Kindergarten classes.

²⁵ Ibid. v. 2, p. 32

²⁶ Ibid, v. 2, p. 63

As in the earlier question on appropriate training, the majority of Kindergarten teachers (85%), Grade 1 teachers (87%), principals (75%) and parents of Kindergarten children (84%) agree on the qualification of appropriate experience (See Appendix C, Table 88). In interpreting this data, consideration must be given to the fact that "appropriate experience" was not defined and thus was open to the possibly differing interpretations of the respondents. Also, a very real problem in using "appropriate experience" as a requirement is the dilemma of newly trained teachers to get appropriate experience in Kindergarten if no one will hire them because they have no experience.

A summary of the number of years of experience in pre-Kindergarten programs, Kindergarten, and Grade 1 of Kindergarten teachers, Grade 1 teachers, and principals is given in Appendix C, Table 89. Nearly half (46%) of the Kindergarten teachers have between six to ten years experience in Kindergarten. Of the teachers currently teaching Kindergarten, 28% report experience at the pre-Kindergarten level and 62% at Grade 1.

It is significant that only one principal reported having teaching experience in Kindergarten. This combined with the fact that 74% of the principals have had no formal course work in the Kindergarten area supports a statement by Fleming and Kratzmann as a result of their review of pre-prima v education programs in Canada. They concluded that "many individuals in educational administrative roles have not yet been granted the opportunity or the time to study or at least familiarize themselves with current Kindergarten practices."²⁷

²⁷ Thomas Fleming and Arthur Kratzmann, "Pre-Primary Public Education in Western Canada - Perspectives and Practices," Early Childhood Education 9 (Winter 1975-76), p. 12.

If such a familiarity with Kindergarten is undeveloped in administrative personnel, it could have significant implications. One such implication is indicated in the comment of a Grade 1 teacher that "principals should be taught about Kindergartens. Many have the attitude that it is babysitting. Others are afraid to enter or find out what is happening in their own Kindergarten."

One commonly accepted method to help upgrade and help teachers stay updated is attendance at workshops planned to meet their needs. Kindergarten teachers and principals were asked to respond to the statement:

There should be more in-service and professional development activities designed specifically for Kindergarten teachers.

A majority of Kindergarten teachers (69%) and principals (60%) agreed with this statement. It seems that Kindergarten teachers feel more need for workshops designed specifically for the particular grade level that they are teaching than do Grade 1 teachers (65%), Grade 3 teachers (39%), or Grade 4 teachers (50%). (For summary of data see Appendix C, Table 90.) This response by Kindergarten teachers may reflect the relatively few workshops planned specifically for Kindergarten teachers at most professional days and conferences. More activities and presentations are usually planned for primary and intermediate because of the greater number of these teachers in a District. The high level of agreement by Grade 1 teachers (65%) may reflect a concern that many primary workshops are aimed at more advanced primary level children than Grade 1 children (especially those just beginning Grade 1).

The attendance of Kindergarten teachers at workshops dealing specifically with Kindergarten since September 1978 is summarized in Appendix C, Table 91. The majority of Kindergarten teachers who responded to this item on the questionnaire attended 4 or more workshops dealing specifically with Kindergarten during the period September 1978 - January 1980.

Another commonly accepted method to help upgrade and help teachers stay updated is membership in professional organizations and attendance at professional conferences. Membership in professional organizations and attendance at professional conferences since September 1978 are summarized in Appendix C, Tables 92 - 93.

As expected, a large percentage of teachers (Kindergarten, Grades 1, 3, 4) and principals belong to the B.C.T.F. and the G.V.T.A. At least half of the Kindergarten, Grade 1, and Grade 3 teachers belong to the B.C. Primary Teachers' Association. In addition, the Kindergarten teachers belong to the local Kindergarten Teachers' Association. It may be significant that all of the organizations listed on Table 92 are local or provincial organizations. There appears to be little interest in membership in national (e.g. Canadian Asn. for Young Children) or international organizations (e.g. Asn. for Childhood Educ. International).

Of the Kindergarten teachers who indicated the number of professional conferences attended since September 1978, 64% attended one or two while 27% attended between three and six conferences. A comparison of attendance at professional conferences among teachers (Kindergarten, Grades 1, 3, 4) and principals is presented in Appendix C, Table 93.

Yet another commonly accepted method of staying current in the

developments in one's area is the reading of professional journals. A summary of the journals read regularly by teachers and principals is presented in Appendix C, Table 94.

The journal read most frequently by Kindergarten teachers (36%) and Grade 1 teachers (51%) is Prime Areas published by the B.C. Primary Teachers' Association. No principal listed this journal as one read regularly. Other journals read by more than 25% of the Kindergarten teachers are B.C. Teacher (31%) and Instructor (31%). The same journals read by more than 25% of the Grade 1 teachers are B.C. Teacher (43%) and Instructor (28%). The only journal read by more than 25% of the principals is B.C. Teacher (31%).

In order to assess the opinions of Kindergarten teachers, Grade 1 teachers, and principals as to the overall quality of the Kindergarten teachers' preparation and background, these groups were asked to respond to the statement:

*Most Kindergarten teachers in this District
have a good preparation/background for teaching
Kindergarten.*

The results are summarized in Appendix C, Table 95. Overall, most Kindergarten teachers, Grade 1 teachers, and principals agree with the statement. There is an unusually high percentage of Neutral/Don't Know responses. This may reflect some respondents' feeling that they do not have sufficient information about "most Kindergarten teachers" to respond to the statement.

Selection and Assignment of Kindergarten Teachers

The usual District procedures for the selection and hiring of teachers are followed for Kindergarten teachers. In addition to information provided by the candidate on the application form and in the interview, principals and the primary supervisor may contribute any additional information that might be useful for the selection process. The District personnel involved in the selection process have experience at the Kindergarten level and report frequent contact with Kindergarten teachers and their classes.

The qualities seen as important in Kindergarten teachers by District personnel concerned with selection of Kindergarten teachers included:

- 1) Kindergarten/Early Childhood Education training.
- 2) Experience at this level (if possible). It was repeated that now no one is hired without training in Kindergarten/Early Childhood Education or appropriate background of experience.
- 3) Other qualities such as warmth, strong feeling for children, interpersonal relationship skills, originality, flexibility, high energy level, and special skills (e.g. music, puppetry).

When asked if there was any difficulty staffing Kindergarten-Grade 1 transition classes, the reply was that this was "no great problem." It is recognized that such a position requires a special person with both Kindergarten and Grade 1 experience. A recent advertisement for a K-1 teacher resulted in 50 applications being received of which 40 were not suitable. Table 89 in Appendix C shows

37 Kindergarten and Grade 1 teachers with experience at both grade levels.

The structure of the current Kindergarten program in this School District makes half-time Kindergarten assignments possible. A half-time position is attractive to many teachers for various reasons including "more mature primary teachers who want to taper off." There are relatively few reduced-time options for teachers in the existing system. It was emphasized that such half time appointments must meet the criteria for Kindergarten and that "Kindergarten is not a Junior 1."

A summary of the qualifications of the Kindergarten teachers hired in the last three years is presented in Appendix C, Table 96. All but one of the Kindergarten teachers hired in the past three years had some course work or experience in Kindergarten.

The assignment procedure for Kindergarten teachers is the usual District procedure of accommodating transfers within the District first, followed by the hiring and placement of teachers new to the District.

The Relationship of the Preschool and the Kindergarten

Background

One of the most significant educational trends of the 1970's was the increase in children enrolled in pre-Kindergarten programs (e.g. nursery school, play group, day care, etc.). There is "overwhelming evidence ... that mothers enter the work force either as the sole provider for their families or because they found one salary

insufficient to meet the rising cost of living."²⁸ Preschool, and especially day care, is no longer just a luxury of the upper middle class to provide extra socialization experiences for their children but a necessary reality of life for thousands of parents and children. Statistically, "as of March 1978, there were an estimated 486,000 children [in Canada] aged 2 to 6 of working mothers. The data indicates that 61,495 or 12.65% of children aged 2 to 6 of working mothers are enrolled in day care services."²⁹ These statistics do not include attendance in half day programs (e.g. nursery schools).

This trend toward increased preschool enrolment can be seen in this study in that 83% of the parents of Kindergarten children who responded to the questionnaire have had one or more children enrolled in some type of preschool program. As of March 1980, there are 86 licensed centres (group day care, family day care, nursery schools, out of school programs, special needs programs, and child minding) serving the needs of 2309 young children in the Greater Victoria area.³⁰ Therefore, given the local indications of increasing preschool enrolment (nationally, a 40.28% increase from 1977 to 1978³¹), it was judged to be important to ascertain the views of teachers, principals, and parents on preschool education and its relationship to the public school system.

²⁸ National Day Care Information Centre. Status of Day Care in Canada. Ottawa: Department of National Health and Welfare, 1978, p. 1

²⁹ Ibid, p. 6

³⁰ Thanks to Jean Faith, Preschool Consultant, Ministry of Human Resources for providing these current statistics.

³¹ Status of Day Care in Canada, 1978, p. 8

Data on (1) the effects of preschool attendance, (2) public funded pre-Kindergartens, and (3) Kindergarten teachers' contacts with preschool programs are presented in Appendix C, Tables 97 - 100.

Results

Table 97 presents a summary of the responses of Kindergarten teachers, Grade 1 teachers, principals, and parents of children in Kindergarten and Grade 1 to the statement:

Children who have attended preschool and/or day care are generally more ready for Kindergarten than children who have not had these experiences.

A pattern of agreement is found among Kindergarten teachers (54%), parents of Kindergarten children (80%), and parents of Grade 1 children (65%). Grade 1 teachers (56%) disagree. Principals' responses are almost equally divided between agreement and disagreement. One possible explanation for the response by Grade 1 teachers is that any "extra" readiness which might be due to preschool attendance is no longer evident by the time the child reaches Grade 1.

A Gallup Poll found that nearly half of the adults surveyed favored including child-care centres for preschool children as a part of the public school system.³² A subsequent study of principals' views on preschool education showed that principals supported pre-kindergarten education but not as part of the public school system.³³

Kindergarten teachers, Grade 1 teachers, principals, and parents of Kindergarten and Grade 1 children were asked to respond to the

³² Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools, Phi Delta Kappan (October 1976), p. 198.

³³ Sandra Anselmo, "Principals' Views of Group Pre-Kindergarten Education," Phi Delta Kappan 60 (May 1979), p. 682.

statement:

Public funded prekindergarten classes should be available for those who want their children to attend.

A summary of the data is presented in Appendix C, Table 98.

A majority of principals (64%) do not favor publicly funded pre-kindergarten classes. On the other hand, a majority of parents of Kindergarten children (62%) and Grade 1 children (52%) favor including prekindergarten classes in the public school system. There is an almost equal division between agreement and disagreement among Kindergarten teachers (41% v. 40%) and Grade 1 teachers (40% v. 42%). Thus, on this issue of including prekindergarten classes in the public school there is a wide ranging opinion - from significant disagreement by the principals through equally divided opinion by Kindergarten and Grade 1 teachers to significant agreement by the parents of Kindergarten and Grade 1 children.

One parent of a Kindergarten child wrote:

I feel that a public preschool system should be made available for children of pre-kindergarten age to help them learn to adjust to the necessary regimentation of school and also to train them in the art of learning how to learn.

Given the growing numbers of children who are enrolled in some type of prekindergarten, whether it be half-day nursery school or ten hour day care; it was judged important to ask Kindergarten teachers and principals to respond to the statement:

Kindergarten teachers should try to establish regular contacts with the preschools and day care centres near the school.

The results are presented in Appendix C, Table 99. There is more

agreement, although not strong agreement, about this statement by Kindergarten teachers and principals than disagreement. Nearly a third of the Kindergarten teachers and a fifth of the principals don't know or have no opinion. It would be of interest to obtain the opinions of preschool teachers and day care supervisors on this issue.

As a follow-up to the preceding question, Kindergarten teachers were asked to describe any contacts they have with preschools and/or day care centres. Of the 32 Kindergarten teachers who responded, 44% stated they had "personal contact". The next most frequent response (25%) was "no contact". 16% of the Kindergarten teachers invited preschool/day care classes to visit the Kindergarten. The remainder of the responses were single responses (e.g. Kindergarten teacher visits after school day care program, day care teacher visits Kindergarten). (See Appendix C, Table. 100.)

Summary of Chapter

This chapter examined seven current concerns in Kindergarten education: (1) the practice of early admission to Kindergarten, (2) the length of the Kindergarten day, (3) the timetables used by Kindergarten teachers, (4) class size, (5) the training and qualifications of Kindergarten teachers, (6) the selection and assignment of Kindergarten teachers and (7) the relationship of the preschool and the Kindergarten. A review of the literature and research was provided at the beginning of each of the above seven sections. A summary of the findings for each of these topics follows:

1. The Practice of Early Admission to Kindergarten.

The majority of Kindergarten teachers, principals and parents of Kindergarten children are satisfied with the current policy of admission to Kindergarten in September if the child will be five years old before December 31. A policy of early admission was more favored by parents than by teachers and principals. Other research has produced similar findings. The most frequent reason given by teachers and principals for not favoring early admission is the problems associated with determining readiness for school. Teachers mentioned the need for a screening program for children entering Kindergarten. There was unanimous agreement among Kindergarten teachers, Grade 1 teachers, and principals that classroom teachers should do more screening of Kindergarten children for identification of learning disabilities.

2. Length of the Kindergarten Day.

A high percentage of Kindergarten teachers (84%) and principals (71%) responded that 2½ hours should be the maximum daily length of the Kindergarten session. Two and one-half hours is the norm for Kindergarten sessions across Canada.

3. The Timetable for Kindergarten.

A comparison of 35 Kindergarten timetables to the timetable suggested in the Resource Book for Kindergartens showed little difference. There is great similarity among Kindergarten timetables in the District.

4. Class Size.

A review of the research showed mixed results as to the effect of reducing class size. Due to the interactive effect of multiple variables, it is difficult to accurately assess the class size effect. In this study, a majority of Kindergarten teachers (92%), principals (53%) and parents of Kindergarten children (52%) agreed that the Kindergarten program would be improved if class size were reduced. Kindergarten teachers most frequently (44%) indicated 17 - 18 children as an "ideal (although realistic) number" per Kindergarten session; principals (64%) indicated 19 - 20 children. Kindergarten teachers wrote comments that class size should take into account special problems and be adjusted accordingly (e.g. a Kindergarten class of 15 children that included three children who could not speak English might be considered equivalent to a class of 18 children with no special needs).

5. Training and Qualifications of Kindergarten Teachers.

Based on recommendations from Language B.C. on Kindergarten teacher qualifications, teachers, principals, and parents were asked about requiring teachers assigned to Kindergarten classes to have (1) appropriate Early Childhood Education training and (2) appropriate experience with young children. There is a high degree of agreement among Kindergarten teachers (73%), Grade 1 teachers (88%), principals (78%), and parents of Kindergarten children (85%) that Kindergarten teachers should have appropriate training. Only 4% of the

Kindergarten teachers who responded had no training in Kindergarten. In addition, 97% of the responding Kindergarten teachers reported completion of at least one course in reading/children's literature. Eighty-seven percent of Grade 1 teachers reported completion of at least one course on Kindergarten. Half of the Kindergarten teachers have completed a B.A./B.S./B.Ed. degree; this is the smallest percentage among teachers (K, 1, 3, 4) and principals. A majority (55%) of Kindergarten teachers have a Professional certificate. Kindergarten teachers have the lowest percentage of Professional certificates and the highest percentage of Standard certificates among teachers (K, 1, 3, 4) in the District. A majority of Kindergarten teachers (85%), Grade 1 teachers (87%) and principals (75%) and parents of Kindergarten children (84%) agree that teachers assigned to Kindergarten should have appropriate experience. Nearly half (46%) of the Kindergarten teachers have between six to ten years experience in Kindergarten. Of the teachers currently teaching Kindergarten, 28% report experience at the pre-Kindergarten level and 62% at Grade 1. Only 1 principal reported teaching experience in Kindergarten and 74% of the principals reported no formal course work in the Kindergarten area. Reviews in the literature and comments from teachers suggest that administrators be given the opportunity and time to familiarize themselves with the current Kindergarten practices.

Kindergarten teachers (69%) and principals (60%) agreed that there should be more in-service and professional development activities designed specifically for Kindergarten teachers. The majority of Kindergarten teachers who responded reported attendance at four or more workshops dealing specifically with Kindergarten during the period September 1978 - January 1980. Membership in professional organizations by teachers (K, 1, 3, 4) and principals is almost exclusively in local and provincial organizations. Nearly all Kindergarten teachers (91%) have attended at least one professional conference since September 1978, 27% attended 3 - 6. Journals read by more than 25% of the Kindergarten teachers are: Prime Areas (36%), B.C. Teacher (31%), and Instructor (31%). Overall, most Kindergarten teachers, Grade 1 teachers, and principals agree that most Kindergarten teachers in this District have a good preparation/background for teaching Kindergarten.

6. Selection and Assignment of Kindergarten Teachers.

The usual District procedures for the selection and hiring of teachers are followed for Kindergarten teachers. Qualities judged to be important by District personnel involved in hiring are training in Kindergarten/Early Childhood Education and experience at this level (if possible). Staffing Kindergarten-Grade 1 transition classes was not seen as a problem because of the availability of teachers with experience in both Kindergarten and Grade 1. The structure of Kindergarten

permits half-time assignments which are, otherwise, relatively few. Teachers assigned to these positions must meet the same criteria required of full-time Kindergarten teachers. All but one Kindergarten teacher hired in the past three years had some course work or experience in Kindergarten. The assignment procedure for Kindergarten teachers is the usual District procedure.

7. The Relationship of the Preschool and the Kindergarten.

Greater Victoria reflects the national trend of increasing enrolments in preschool programs. Of the parents of Kindergarten children who responded to this questionnaire, 83% have had one or more children enrolled in some type of preschool program. The growth of preschool education has implication for Kindergarten and the public school system. Kindergarten teachers (54%), parents of Kindergarten children (80%) and Grade 1 children (65%) agreed that children who have attended preschool and/or day care programs are generally more ready for Kindergarten than children who have not had these experiences. Grade 1 teachers (56%) disagree and principals are almost equally divided between agreement and disagreement.

As predicted by a review of the research, a majority of principals (64%) do not favor publicly funded pre-Kindergarten classes while a majority of parents of Kindergarten (62%) and Grade 1 children (52%) do. Kindergarten teachers and Grade 1 teachers are nearly equally divided between agreement

and disagreement on this issue. There is some agreement among Kindergarten teachers and principals on the desirability of Kindergarten teachers trying to establish regular contact with preschools and day care centres near the school. Of the Kindergarten teachers who reported contacts with preschool and/or day care centres, 44% described these as "personal contacts". One-fourth of the Kindergarten teachers reported "no contact".

CHAPTER VI
TRANSITION FROM GRADE 3 TO GRADE 4

Introduction

This chapter examines (1) the degree to which the transition from Grade 3 at the end of primary to Grade 4 at the beginning of intermediate seems to be a problem for children (2) possible reasons for any difficulties children have making the Grade 3 - 4 transition, and (3) the possible use of programs/activities to promote a smoother 3-4 transition. The chapter reports on information provided by Grade 3 teachers, Grade 4 teachers, principals, and parents of Grade 4 children.

Is the Transition from Grade 3 to Grade 4 a Problem?

Background

One of the primary tasks of this study was to try to determine if the transition from Grade 3 to Grade 4 was difficult for children; and if so, for whom, and to what degree. In order to assess this, the parents of Grade 4 children were asked *Did your child have difficulty making the transition from Grade 3 to Grade 4?* Grade 3 teachers, Grade 4 teachers and principals were asked *If you think some children have difficulty adjusting to Grade 4, approximately what percentage are: Girls? Boys?* The response to these questions are detailed in Appendix C, Tables 101-102.

Results

Of the parents of Grade 4 children who responded to this question, 22% reported that their child had difficulty making the transition to Grade 4; 78% reported their child did not have difficulty. These percentages are very similar to those of Grade 1 parents (28% v. 72%) on their child having difficulty making the transition from Kindergarten to Grade 1.

Approximately one-third of Grade 3 (33%) and Grade 4 teachers (31%) and 78% of the principals indicated that they thought some children had difficulty adjusting to Grade 4 and indicated percentages of boys and girls. In interpreting the data on the percentage of boys and girls, it is important to realize that there is a very wide range and that the data reported on Table 102 are grouped data. Some respondents indicated none or a very low percentage had difficulty while other respondents indicated the percentage was over 50%. The most frequently given percentages for girls having difficulty were in the range 5 - 10% for teachers, while principals indicated under 5%. Teachers and principals most frequently indicated the 5 - 10% range for boys. However, a more varied pattern emerges when one checks the second most frequent range of percentages. For girls, the second most frequently reported range was under 5%; for boys it was over 51% for Grade 3 teachers, 41 - 50% for Grade 4 teachers, and under 5% for principals.

In summary, most Grade 3 and 4 teachers and principals think relatively few children have difficulty making the transition between Grade 3 and Grade 4. Most parents (78%) reported that their child did not have difficulty making this transition.

Reasons for Children's Difficulty in the Grade 3 - 4 Transition

Background

Once it has been determined that some children (although not many) do have difficulty making the transition from Grade 3 to Grade 4, it is important to identify possible reasons for these difficulties. In order to discover these possible reasons, the parents of Grade 4 children who stated that their child had difficulty were asked what they thought was the reason for this difficulty and if the school could have helped.

Grade 3 and 4 teachers were asked to rate their agreement/disagreement with each of the following three statements:

- 1) *If the child has difficulty making the transition from Grade 3 to Grade 4, this is due primarily to the difference in the curriculum and instructional materials.*
- 2) *If a child has difficulty making the transition from Grade 3 to Grade 4, this is due primarily to the difference in teacher styles/attitudes.*
- 3) *If a child has difficulty making the transition from Grade 3 to Grade 4, this is due primarily to the social adjustment.*

The data from the above items are presented in Appendix C. Tables 103 - 105.

Results

Of the parents whose children had difficulty making the transition from Grade 3 to Grade 4, half (50%) said this was because their child was poorly prepared academically. The second most frequent response (17%) was the child's non-Canadian background. As to what the school could have done to help, 46% stated that the school had helped/was helping. Twenty-seven percent indicated that the school could have

provided extra help for their child earlier (See Appendix C, Table 101).

Some parents commented on why their child did or did not have problems:

I personally found no problem with my son going from grade three to grade four; he enjoys school at this time and there wasn't a great change involved coming from grade three.

These questions [on transition difficulties] depend on the teachers the child has had up to grade four. My oldest son was ready to quit school in grade three and if he did not have a decent teacher in grade four I would have problems.

In response to the three questions on children's difficulty in making the Grade 3 - Grade 4 transition being due to 1) curriculum/instructional materials, 2) teachers styles/attitudes or 3) social adjustment, the pattern of response by Grade 3 and Grade 4 teachers and principals is one of general disagreement to either teacher style/attitude or the difference of curriculum and instructional materials as a primary cause of difficulty. Seventy percent of the Grade 3 teachers and 51% of the principals disagreed with social adjustment as the primary cause. Half of the Grade 4 teachers (50%) agreed. Thus, there seems to be no strong consensus as to a primary cause for children's difficulty making the Grade 3 - Grade 4 transition. One Grade 3 teacher commented:

I disagreed with all of these [reasons] because I feel that children may have difficulty adjusting to an intermediate classroom for a variety of reasons, and that it is almost impossible to pinpoint one factor...

And two Grade 4 teachers wrote:

I do not see the transition from 3 to 4 as a problem. The teachers at both levels are aware of the aims and methods used by each other and work to make the transition as smooth as possible. (Grade 4 teacher).

Basically, I feel there is not much of a problem in my school for children making the transition from primary to intermediate. I do feel, however, that it is important for the school administrators to bring the Grade 3 and 4 teachers together in both June and September to discuss the differences between primary and intermediate programs to facilitate teacher awareness of this. (Grade 4 teacher)

Programs/Activities for Children for the Grade 3 - 4 Transition

Background

One possible approach to the Grade 3 - 4 transition period is one of a variety of activities/programs to familiarize children with Grade 4 teachers, curriculum, materials, expectations, etc. Grade 3 teachers, Grade 4 teachers, and principals were asked to *Describe any orientation work carried out by you and/or the school with children in preparation for beginning Grade 4.* The data are summarized in Appendix C, Table 106.

Grade 3 and 4 teachers, principals, and parents of Grade 4 children were asked *Do you favour a specific orientation program to help Grade 3 children make the transition to the intermediate grades? Why or why not?* (See Appendix C, Tables 107 - 108)

Results

"No orientation work" was the response of 36% of Grade 3 teachers, 85% of Grade 4 teachers and 32% of principals when asked to describe what preparation was done for Grade 4. Of those who indicated that some work is done, 33% of Grade 3 teachers said they began "more Grade 4 type work" (e.g. more independent activities, research projects, written assignments). Orientation work by Grade 4 teachers who responded to the question was negligible.

In regards to a specific orientation program, a majority of Grade 3 teachers (65%), Grade 4 teachers (32.5%), principals (80%), and parents of Grade 4 students (70%) did not favour such a program. The most frequently (42% - 53%) given reason by all groups was that it was unnecessary.

Several Grade 3 and Grade 4 teachers wrote comments which express a range of viewpoints on this topic. Some representative comments are:

It would be very useful to get together with Grade 4 teachers to work out ways in which we might introduce Grade 3's to the intermediate program. (Grade 3 teacher)

I would like to see the end of primary children being 'babied.' I think that given the opportunity to be responsible, primary children will be responsible. (Grade 3 teacher)

There is also a need for greater awareness by Grade 3 teachers of the content of the Grade 4 curricula and vice versa. Administrators should be careful to discuss transition problems for students with teachers who are teaching Grade 4 for the first time, especially male teachers who are often unaware of the classroom atmosphere that primary children are used to (Grade 4 teacher)

I would like to suggest an organizing of a 'bridge' between the 3rd and 4th years for those who are socially and physically mature but lack academic skills, particularly in language arts. This should be small in number and correspond to a Junior I which bridges Grade 1 and Kindergarten. (Grade 4 teacher)

Summary of Chapter

This chapter examined three areas related to the transition from Grade 3 (primary) to Grade 4 (intermediate). A summary of the results for each area follows:

1. Is the transition from Grade 3 to Grade 4 a Problem?

A majority of parents of Grade 4 children (78%) reported that their child did not have any difficulty making the transition to Grade 4; 22% responded that their child had difficulty.

The percentage of boys and girls having difficulty as reported by Grade 3 and Grade 4 teachers and principals ranged from under 5% to over 50%. The most frequently reported range was 5 to 10%. More boys than girls seem to have difficulty making the transition from primary to intermediate.

2. Reasons for Children's Difficulty in the Grade 3 - 4 Transition

Half of the parents of Grade 4 children who had difficulty with the Grade 3 - 4 transition stated that this was due to the child's poor academic preparation. Forty-six percent reported that the school had helped or was helping; 27% indicated that the school could have provided help earlier.

There was general agreement among Grade 3 and 4 teachers and principals that the primary reason for any difficulty was not curriculum/instructional materials or teacher style/attitude or social adjustment. Several teachers wrote comments indicating a combination of a wide variety of factors was the reason for any difficulty.

3. Programs/Activities for Children and/or Parents for the Grade 3 - 4 Transition

A majority of Grade 4 teachers (85%) and approximately one-third of Grade 3 teachers (36%) and principals reported doing no orientation

work. Of those who reported such work, the most frequent response was that they began "more Grade 4 type work."

The majority of Grade 3 teachers (65%), Grade 4 teachers (82.5%), principals (80%) and parents of Grade 4 children (70%) did not favour a specific orientation program to help children make the Grade 3 - 4 transition because they felt it was unnecessary. It was indicated that individual teachers should and could deal with any difficulties of individual children.

CHAPTER VII
COMPARISON OF THE GRADE 3 & 4 PROGRAMS

Introduction

This chapter examines the following areas of the Grade 3 and Grade 4 programs: (1) goals and objectives, (2) curriculum, (3) instructional practices, (4) teacher background, experience, and development, (5) parent involvement, (6) class size and organization, and (7) support services.

It is important that Grade 3 and Grade 4 teachers be knowledgeable about the similarities and differences of the various aspects of both programs. Grade 3 teachers need to be aware of what the children will be experiencing in Grade 4 and Grade 4 teachers need to be aware of what the children have experienced in Grade 3 in order to build on these experiences. Ideally, there should be communication between these two levels in order to promote the best possible educational experiences for children in Grades 3 and 4.

Goals and Objectives

Background

In order to assess the degree of commonality of philosophy of education between Grade 3 and Grade 4 teachers, these teachers, the

principals and parents of Grade 4 children were asked to respond to the statement:

Most primary and intermediate teachers in this District have similar philosophies of education.

The data are presented in Appendix C, Table 109 and the results are summarized below.

These groups were also asked to respond to the following three statements:

- 1) *Children learn differently in primary than in intermediate.*
- 2) *A child's self-concept is the most important factor in his/her development.*
- 3) *The objectives of primary education are different.*

The data from these items are reported in Appendix C, Tables 110-111 and 27.

Results

A majority of Grade 4 teachers (52%) and principals (52%) agree that most primary and intermediate teachers in this District have similar philosophies of education. Grade 3 teachers are less sure of this: 33% agree (no one strongly agrees), 36% don't know or are neutral, and 31% disagree. As might be expected, a considerable percentage (45%) of Grade 4 parents responded Don't know/Neutral. Thirty-five percent of the parents felt the teachers did not have similar philosophies.

One Grade 3 teacher commented that it was necessary to "ensure that teachers...within each school are working with similar philosophies

and goals."

One factor relevant to the philosophies and goals of teachers is their opinion on whether or not children in primary learn differently than in intermediate. Again, Grade 4 teachers and principals had a similar response: 60% of the Grade 4 teachers and 61% of the principals did not agree that children learn differently at these levels. The Grade 3 teachers were divided: 45% agreeing, 41.5% not agreeing. The response pattern to Grade 4 parents was similar to that of the Grade 4 teachers (58% agreed, 22% disagreed). Thus, there seems to be a difference of opinion among Grade 3 and 4 teachers, principals and Grade 4 parents as to whether children learn differently in primary than in intermediate grades.

Another factor related to the topic of philosophies and goals is the teachers' perceptions of the role of self-concept in the child's development. There is majority agreement among Grade 3 teachers (82%), Grade 4 teachers (74%), principals (88%) that a child's self-concept is the most important factor in his/her development. In summary, elementary school teachers (K, 1, 3, 4) and principals share a common viewpoint on the importance of the child's self-concept although the percentage of agreement is highest among Kindergarten teachers (93%) and lowest among Grade 4 teachers (74%). (See Appendix C, Table 27)

When asked to respond to the statement *The objectives of primary and intermediate education are different*, the majority of Grade 3 teachers

(53%), Grade 4 teachers (69%), and principals (79.5%) did not agree that these objectives were different. A majority of Grade 4 parents (61%) thought these objectives were different. (See Appendix C, Table 111.)

Curriculum

Background

This section examines the responses of Grade 3 teachers, Grade 4 teachers, principals and parents of Grade 4 children to statements on the general effectiveness of the primary program, the effectiveness as related to basic skills, the effect of Grade 4 curriculum on Grade 3, and the suitability of an integrated curriculum.

Results

The response to the statement:

The current primary program is effective as a preparation for Grade 4.

was majority agreement Grade 3 teachers (89%), Grade 4 teachers (83%), principals (95%) and Grade 4 parents (69%). It is interesting that no principal disagreed with this statement. (See Appendix C, Table 112.)

There was even stronger agreement to the statement:

In general, the primary program does a good job of teaching most children the basic skills.

Ninety-eight percent of the Grade 3 teachers, 88% of the Grade 4 teachers, and 97% of the principals agreed with this statement. Not

one principal or Grade 3 teacher disagreed with the statement.

(See Appendix C, Table 113.)

The basic skills are areas of concern for parents of Grade 4 children. The range of viewpoints is reflected in the following comments by two Grade 4 parents:

In language arts, expressing your feelings is important of course. My daughter writes very intriguing stories, but honestly, the grammar spelling, and punctuation would make your hair stand on end.

I believe there should be a more holistic approach to education. The three R's become less important if the child has not learned to live with himself and with others.

A majority of Grade 3 teachers (72%), Grade 4 teachers (63%), and principals (74%) disagreed with the statement that the *Grade 3 program is becoming a watered-down version of Grade 4*. (See Appendix C, Table 114) This pattern of response was similar to that on the issue of Kindergarten being a watered-down version of Grade 1.

There is a division of opinion among Grade 3 and 4 teachers and principals about the statement

The most effective type of curriculum for the intermediate grades is an integrated curriculum.

A majority of Grade 4 teachers (59%) and a near-majority (46%) of Grade 3 teachers agree. Thirty-seven percent of the principals disagree.

(See Appendix C, Table 115). There was a higher percentage of agreement about an integrated curriculum being the most effective curriculum for primary: 54% of the principals agreed, 74% of the Grade 3 teachers, and 48% of the Grade 4 teachers. (See Appendix C, Table 28).

Instructional Practices

Background

This section examines the topics of instructional materials/activities, evaluation techniques, and grouping. In order to assess the frequency of use of instructional materials/activities, a list of typical materials was provided and the teacher was asked to indicate whether these were used daily, weekly, monthly, occasionally or never. The same procedure was used to assess the frequency of use of various techniques of evaluation. Grade 3 and 4 teachers were also asked about sharing information with one another and their use of grouping for instruction.

Results

Grade 3 and 4 teachers reported using the following instructional materials/activities most frequently: reading aloud to the class and then teacher-made worksheets with the whole class. (See Appendix C, Table 37). Grade 3 teachers used workbooks with individuals and the whole class least frequently; among Grade 4 teachers, experience charts and commercial worksheets with individuals were used least frequently. As the most frequently used activities/materials are the same for Grade 3 and Grade 4 there would be little change for the children in this respect in moving from Grade 3 to Grade 4.

The traditional evaluation technique used with young children is observation. This was the most frequently used technique by Kindergarten and Grade 1 teachers. When Grade 3 and Grade 4 teachers were asked to respond to the statement *Observation is the most suitable evaluation technique*, 83% of the Grade 4 teachers disagreed while Grade 3 teachers were split (41% agree/48% disagree). (See Appendix C, Table 116).

The teachers were given a list of evaluation techniques and asked

to indicate whether they used these techniques daily, weekly, monthly, occasionally, or never. The most frequently used evaluation techniques in both Grade 3 and Grade 4 were observation without recording then observation with recording (this was also the same order for Kindergarten and Grade 1 teachers). The least frequently used techniques were case studies and standardized tests. (See Appendix C, Table 42).

It is interesting that observation is the most frequently used evaluation technique by Grade 3 and Grade 4 teachers of whom 48% and 83% respectively do not consider it to be the most suitable evaluation technique for intermediate grades.

For most teachers in Grades 3 and 4, part of the transition between primary and intermediate is sharing information about the children going into Grade 4. When asked if the Grade 3 teacher shared information about these children, 100% of the Grade 4 teachers responded affirmatively. The most frequently shared information is anecdotal information and test results. Thus, it seems that there is good communication between Grade 3 and Grade 4 teachers about the children who are making the transition from Grade 3 to Grade 4.

Reporting to parents is described later in this chapter.

In response to the question *Do you group for instruction?*, 96% of the Grade 3 teachers and 91% of the Grade 4 teachers responded affirmatively. (See Appendix C, Table 38). Of the Grade 3 and 4 teachers who report using grouping, 74% and 71% respectively use "ability" as the basis. The areas most frequently used for grouping in both Grade 3 and Grade 4 are reading and mathematics. (See Appendix C, Table 39).

Teacher Background, Experience and Development

Background

The first part of this section examines teacher, principal, and parent perceptions of teacher role and teaching style. The next part examines the educational background and experience of teachers. The last examines teachers' attendance at workshops and conferences, membership in professional organizations and journals read.

Results

The response to the statement

The role of the teacher is different in primary than in intermediate

was majority agreement by Grade 3 teachers (56%) and Grade 4 parents (75%) and disagreement by Grade 4 teachers (52%) and principals (69%).

This response pattern is the same as that of teachers, principals and parents to the different roles of Kindergarten and primary teachers: parents and Kindergarten teachers seeing the roles as different and principals and Grade 1 teachers seeing them as the same (Appendix C, Table 117).

A majority of Grade 3 teachers (86%), Grade 4 teachers (96%), principals (85%), and Grade 4 parents (78%) agreed that *The teaching styles of primary teachers are different from those of intermediate teachers.* (See Appendix C, Table 118). As reported in Chapter VI, neither teachers, principals nor parents saw this as a primary cause of difficulty for children making the Grade 3 - 4 transition.

Some comments on teaching styles included:

Intermediate teachers would do well to employ some primary methods, but the curriculum load is too heavy. (Grade 4 teacher)

I believe it is important that teachers of

intermediate grades be trained at that level. The teaching methods are not the same for primary, intermediate, and high school. (Parent of Grade 4 child)

An examination of the training of Grade 4 teachers show that 75% have a bachelor's degree and 7% have a master's degree. (See Appendix C, Table 85). Grade 3 teachers and principals have a higher percentage of master's degrees.

When asked to give the number of courses in primary and intermediate reading/children's literature, 16% of Grade 3 teachers and 61% of the Grade 4 teachers responded that they had no primary level reading courses; 36% of the primary teachers and 8% of the intermediate teachers had no intermediate level reading courses. Thus, it seems that, based on reported coursework, Grade 3 teachers are more familiar with intermediate reading instruction than Grade 4 teachers are with primary reading instruction. (See Appendix C, Table 84).

Most teachers (K, 1, 3, 4) have completed at least part of their teacher training at one of the three universities in B. C. (Appendix C, Table 86). Seventy percent of Grade 3 and 85% of Grade 4 teachers hold Professional certificates with Grade 4 teachers having the highest percentage of Professional certificates among Kindergarten, Grades 1, 3 and 4 teachers.

A summary of the number of years of experience of Grade 3 and Grade 4 teachers is given in Appendix C, Table 119. In the context of the transition from Grade 3 to Grade 4, it is worth noting that 62% of the Grade 3 teachers report some teaching experience at the intermediate level while 43% of the Grade 4 teachers have taught Grades 2 or 3. This "overlapping" experience should help the Grade 3 and 4 teachers be more knowledgeable as to the content, methods, and materials common

to the other grade.

One commonly accepted method to help upgrade and help teachers stay updated is attendance of workshops planned to meet their needs. Forty-six percent of Grade 3 teachers agreed and 33% disagreed that

There should be more in-service and professional development activities designed specifically for Grade 3 teachers.

Half of the Grade 4 teachers agreed that *There should be more in-service and professional development activities designed specifically for Grade 4 teachers*; 37% disagreed. (See Appendix C, Table 90). This pattern is similar to that of Kindergarten and Grade 1 teachers and leads to the conclusion that most teachers, at all levels, do not feel the current in-service and professional development activities are sufficient to meet their specific grade-level needs. One Grade 3 teacher commented:

Primary teachers are dedicated, and competent. They do not need more in-service. They need to be provided with time to prepare and utilize ideas and materials.

Approximately ten percent of the written comments of Grade 3 and 4 teachers (especially Grade 4) stated the need for preparation time, more release time, etc. It seems a significant number of teachers feel frustrated because of the lack of time to accomplish everything they feel should be done.

Another commonly accepted method to help upgrade and help teachers stay updated is membership in professional organizations and attendance at professional conferences. Membership in professional organizations and attendance of professional conferences since September 1978 are summarized in Appendix C, Tables 92 - 93.

As expected, a large percentage of Grade 3 and Grade 4 teachers

and principals belong to the B.C.T.F. and/or the G.V.T.A. It may be significant that all the organizations listed on Table 92 are local or provincial organizations. There appears to be little interest in national or international organizations.

Of the Grade 3 and 4 teachers who indicated the number of conferences attended since September 1978, 41% of the Grade 3 teachers and 48% of the Grade 4 teachers reported attending one or two conferences while 48% of the Grade 3 and 43% of the Grade 4 teachers attended between 3 and 6. (See Appendix C, Table 93).

Yet another commonly accepted method of staying current in the developments in one's area is the reading of professional journals. The journals read most frequently by Grade 3 and Grade 4 teachers are B. C. Teacher and Instructor. (See Appendix C, Table 94).

Parent Involvement

Background

As stated in Chapter IV, there was a very high percentage of agreement among teachers, principals, and parents that the Kindergarten teacher is in a unique position to begin a continuing parent-teacher relationship. This section examines this relationship at the Grade 3 - 4 level.

In order to assess this partnership, teachers, principals, and parents were asked their opinions on the practice of parent involvement, actual and preferred types of contact with parents, actual and preferred types of parent assistance in the classroom, parent interest in participation and possible obstacles to parent involvement, parent education, and what parents like and dislike about their child's school.

Results

In order to assess the relative degree of parent involvement, teachers, principals, and parents were asked to respond to the statement *There should be more parent involvement in the Grade 4 program.*

There was majority agreement by principals (65%) and Grade 4 parents (60%) while Grade 4 teachers were divided (44% for, 45% against). Some representative comments which reflected a range of viewpoints were:

I am more interested in enhanced involvement of parents... (Grade 4 parent)

There should be less parent involvement in the classroom, they are not professionals and could pass on bad reading habits to the children (Grade 4 parent).

In response to the statement *Most parents are not interested in being actively involved in the Grade 4 program,* the majority of principals (51%) agreed while Grade 4 teachers and parents were divided 43%/35% and 44%/22% respectively. (See Appendix C, Table 121). The same pattern of response was seen in regards to the Kindergarten and primary programs with the exception that most Kindergarten and Grade 1 teachers thought parents were interested.

Grade 3 and 4 teachers and Grade 4 parents were asked to report the frequency (daily, weekly, monthly, occasionally, or never) of nine types of contact with parents: *telephone calls, informal notes, newsletters, informal conferences, scheduled conferences, group parent meetings, report cards, home visits, and parental visits to the classroom for observation.* In addition, the parents were asked to indicate their preferred frequency for each type of parent contact. The responses to these items are presented in Appendix C, Tables 122-125.

The pattern of contact with parents by Grade 3 and 4 teachers is the same. The "typical" teacher's contacts with parents consist of monthly newsletter and an occasional telephone call, informal note, informal or scheduled conference, group parent meeting, and report card. She/he never does home visits (See Appendix C, Tables 122-123).

The "typical" Grade 4 parent reported she/he receives a monthly newsletter, an occasional informal or scheduled conference, and report card. She/he never receives a telephone call, informal note, home visit or attends a group parent meeting. (See Appendix C, Table 124).

The "typical" parent reported preferring a monthly newsletter, an occasional telephone call, informal note, informal or formal conference, group parent meeting, report card and never receiving a home visit. (See Appendix C, Table 125).

In summary, it appears that in general the most frequent type of reporting to parents by Grade 3 and 4 teachers is a monthly newsletter and the least frequent is the home visit. This conforms to the preference of Grade 4 parents. This is the same pattern of contact reported and preferred by Kindergarten and Grade 1 teachers and parents.

A comparison of the mean values of frequency of parent assistance as reported by Grade 3 and Grade 4 teachers shows a very similar pattern of use of parent assistance (See Appendix C, Tables 126-127). Of the Grade 4 parents who responded to the question asking for the frequency of their assistance in the classroom, a very high percentage reported that they never assisted in the classroom for any of the nine types of parent assistance listed (See Appendix C, Table 128).

When asked to *Describe the parent involvement in your program during the past 5 days*, most Grade 3 and Grade 4 teachers responded

that there was none. (See Appendix C, Table 56). In summary, there appears to be less parent involvement in Grades 3 and 4 than in Kindergarten and Grade 1.

Grade 3 and 4 teachers and Grade 4 parents were asked to respond to the question *If you think there are obstacles to increased parent involvement, what are the major ones?* Grade 3 and 4 teachers and Grade 4 parents identified the major obstacle as working parents. (See Appendix C, Tables 59 - 60). This finding was supported by the written comments of Grade 4 parents indicating that many were working and/or single parents.

As mentioned in Chapter IV, there has been an increase in the number and type of parent education/parenting courses in the past ten years. In order to assess if there was a perceived need for such a program, Grade 4 parents were asked *Do you think courses on parenting/parent education should be made available to parents in this District?* Eighty-two percent of the Grade 4 parents responded affirmatively and, of this group, eighty-one percent said they would attend if the classes were held in a nearby location at a convenient time. (See Appendix C, Table 62). In contrast to the majority response, one Grade 4 parent wrote "I did attend a set of classes on this a few years ago...I was not impressed and did not learn anything."

Grade 4 parents were asked what they liked best about their child's Grade 4 and what they liked least (replication of the Gallup Poll items discussed in Chapter IV). Grade 4 parents responded that what they liked best were (1) the teacher, and (2) special programs/activities for the children (See Appendix C, Table 129). This was the same response as Kindergarten and Grade 1 parents.

This same pattern of response was seen in the least liked aspects: class size and then "nothing else" or the lack of a specific activity (e.g. French).

Several Grade 4 parents wrote comments about their child's teacher, these included:

As a former teacher with 15 years of experience mostly at the Grade 4 level, in several countries including...Canada, I would like to say that I think the teachers here do a fantastic job in every way.

Class Size and Organization

Background

A review of the research on class size was presented in Chapter V. In addition to class size, this section examines the adequacy of physical space and equipment/materials.

As was reported in the previous section, Grade 4 parents least liked the class size of their child's Grade 4. This finding was supported in the response of parents, teachers, and principals to the statement that *The intermediate program would be improved if class size were reduced*. Seventy-nine percent of the Grade 4 teachers, 83% of the principals and 62% of the Grade 4 parents agreed with this statement (See Appendix C, Table 80). The topic of class size was frequently commented on by teachers and parents:

I think classes are too big! Not enough individual attention! (Grade 4 parent)

I want to emphasize that the pupil/teacher ratio is too high and teachers need more help. (Grade 4 parent)

Schools with special needs should be given extra staff--the point system ignores the clientele. (Grade 3 Teacher)

When asked to suggest an ideal (although realistic) number of children per intermediate class, 83% of the principals and 36% of the Grade 4 teachers wrote 25 - 26 children. The second most frequent response by both groups was 19 - 20 children. (See Appendix C, Table 81).

In order to assess adequacy of space and equipment, Grade 3 and 4 teachers were asked to respond to two statements:

- 1) *There is adequate physical space in my classroom.*
- 2) *There is an adequate amount of equipment and materials in my classroom.*

The teachers were later asked

If you could add equipment or materials or improve the physical space in your classroom, what would be the top priority item?

The data for these items are presented in Appendix C, Tables 66-68.

A majority of Grade 3 and Grade 4 teachers agreed there is adequate space; equipment and materials in their classrooms. The priority item to improve their classroom was shelves/storage for Grade 3 teachers and A-V/electrical equipment (especially mini-computers) for Grade 4 teachers.

Support Services

Background

This section examines the support services available to teachers and their frequency of using these services. First, teachers were asked to agree/disagree with the statement that they were receiving adequate support and if the children and their families were. Then

they were asked to indicate how frequently (very frequently, often, sometimes, seldom, never) they used the following professional/para-professional assistance: *school nurse, speech therapist, audiologist, learning assistance class teacher, teacher aide, psychologist/counselor, community resource person, other teachers, subject matter specialists, parents, and older pupils in that school.*

Results

A majority of Grade 3 teachers (75%) and Grade 4 teachers (76%) agreed that they received adequate support from District staff (e.g. supervisors, resource centre staff, etc). (See Appendix C, Table 69)

Forty-four percent of the Grade 3 teachers and 41% of the Grade 4 teachers agreed that there were sufficient support services for children and families in this District; 43% of the Grade 3 and 44% of the Grade 4 teachers disagreed. (See Appendix C, Table 70).

Based on the mean values for frequency of use of professional and/or para-professional assistance, Grade 3 and Grade 4 teachers most frequently use (1) learning assistance class teacher, (2) teacher aide, and (3) school nurse. This is the same listing given by Grade 1 teachers. (See Appendix C, Table 71).

When asked *Do you receive sufficient help from learning assistance people?* 85% of the Grade 3 teachers and 83% of the Grade 4 teachers responded affirmatively (as did Kindergarten and Grade 1 teachers). Of the Grade 3 and 4 teachers who responded negatively, the most frequently given suggestion to improve this situation was to provide more time for their specific grade level. (See Appendix C, Table 72)

Summary of Chapter

This chapter examined seven areas related to the Grade 3 and Grade 4 programs. A summary of the results of each of these areas follows:

1. Goals and Objectives

A slight majority of Grade 4 teachers and principals think that most primary and intermediate teachers in the District have similar philosophies of education. Grade 3 teachers are divided. The same pattern of response was seen about primary and intermediate children learning similarly. A majority of Grade 3 and 4 teachers and principals agreed that a child's self-concept is the most important factor in his/her development. These groups agree that the objectives of primary and intermediate education are the same while parents disagree.

2. Curriculum

A majority of Grade 3 and 4 teachers, principals and Grade 4 parents agree that the current primary program is effective as a preparation for Grade 4 and is doing a good job of teaching most children the basic skills. A majority of Grade 3 and 4 teachers and principals did not agree that the Grade 3 program is becoming a watered-down version of Grade 4. Teachers tended to favour an integrated curriculum in the intermediate grades; principals did not.

3. Instructional Practices

The most frequently used instructional activities/materials by Grade 3 and 4 teachers are reading aloud to children and teacher-made worksheets with the whole class. The most frequently used evaluation technique at both levels is observation without and

with recording although Grade 4 teachers disagree with and Grade 3 teachers are divided on the statement that *Observation is the most suitable evaluation technique*. All Grade 4 teachers reported that the Grade 3 teacher shares information about children coming into the intermediate level; most frequently shared information is anecdotal information and test results. Ninety-six percent of Grade 3 teachers and 91 % of Grade 4 teachers report grouping for instruction usually on the basis of ability and in the areas of mathematics and reading.

4. Teacher Background, Experience and Development

A majority of Grade 3 teachers and Grade 4 parents agree that the role of the teacher is different in primary than in intermediate; Grade 4 teachers and principals disagreed. All four groups agreed that the teaching styles of primary and intermediate teachers are different. Seventy-five percent of Grade 4 teachers have a B.A./B.S./B. Ed. and 7% have a M.A./M.S./M.Ed. Seventy percent of Grade 3 and 85% of Grade 4 teachers hold a Professional certificate. Sixty-two percent of the Grade 3 teachers report some teaching experience at the intermediate level while 43% of the Grade 4 teachers have taught Grades 2 or 3.

Based on reported coursework, Grade 3 teachers are more familiar with intermediate reading instruction than Grade 4 teachers are with primary reading instruction. Half of the Grade 4 teachers felt there should be more in-service designed specifically for Grade 4 teachers. This is similar to the response of teachers at other grades which may mean that most teachers do not feel that the current in-service and professional development activities are

sufficient to meet their specific needs. Many teachers wrote comments on the need for preparation time. The same pattern of membershipⁱⁿ professional organizations is true for Grade 3 and 4 teachers as for Kindergarten, Grade 1, and principals: all local or provincial organizations and no national or international ones. The most frequently read professional journals are B. C. Teacher and Instructor.

5. Parent Involvement

The majority of principals and Grade 4 parents agree that there should be more parent involvement in the Grade 4 program; Grade 4 teachers are divided (44% v. 45%). Principals did not think most parents were interested in being actively involved in the Grade 4 program; opinion of Grade 4 teachers and parents was divided. The most frequent type of reporting to parents is a monthly newsletter and the least frequent is a home visit; this conforms to Grade 4 parents' preferences. A high percentage of parents reported never assisting in the classroom and most Grade 3 and 4 teachers reported no parent involvement in their classroom in the past five days. There appears to be less parent involvement in Grade 3 and 4 than in Kindergarten and Grade 1. The major obstacle to increased parent involvement is seen as working parents by Grade 3 and 4 teachers and Grade 4 parents. Eighty-two percent of the Grade 4 parents thought courses on parenting/parent education should be made available in this District and eighty-one percent of these parents said they would attend if the classes were held in a nearby location at a convenient time. What Grade 4 parents like best about their child's school are (1) teachers and (2) special programs/activities; they least like the class size.

6. Class Size and Organization

A majority of Grade 4 teachers, parents and principals think the intermediate program would be improved if class size were reduced (25 - 26 is seen as a realistic number of children per class).

A majority of Grade 3 and 4 teachers think they have adequate space, equipment, and materials. If they could add anything, Grade 3 teachers would add shelves and storage; Grade 4 teachers V./electrical equipment (especially mini-computers).

7. Support Services

The majority of Grade 3 and 4 teachers agree that they have adequate support from District staff and learning assistance people. Grade 3 and 4 teachers are both divided on the existence of sufficient support services for children and families in this District. The professional/para-professional assistance used most frequently by Grade 3 and 4 teachers are (1) learning assistance class teacher, (2) teacher aide, and (3) school nurse.

CHAPTER VIII

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This study was initiated by the Commission on Education for the Board of School Trustees of Greater Victoria School District to examine the Kindergarten and Primary programs with special emphasis on children's orientation to school and various aspects related to their transition to Grade 1 and the later transition from Grade 3 to Grade 4. Some of these related aspects included goals/objectives, instructional practices, role of parents, background and selection of Kindergarten teachers, organization and administration (e.g. class size, timetables, early admission, support services, etc.).

The primary strategy for gathering information was the use of questionnaires to all teachers in Kindergarten, Grade 1, Grade 3, and Grade 4, all principals, and a stratified random sample of parents whose children are enrolled in Kindergarten, Grade 1, and Grade 4.

The following summary of the results is organized into seven sections which correspond to the major areas of investigation in this study as described in Chapter I. A chapter reference, following each finding, directs the reader to a specific chapter for more detailed information. Recommendations follow the summary of findings.

I. The Initial Adjustment and Orientation of Kindergarten Children.

- A. Nearly all Kindergarten teachers, principals, and parents of Kindergarten children agree that the transition into Kindergarten is very important in setting the tone and determining how a child will feel about school. (Chapter II)

- B. A high percentage of Kindergarten teachers and principals think some children have difficulty adjusting to Kindergarten. These children are most frequently boys. Few parents indicated that their child had difficulty adjusting to Kindergarten. (Chapter II)
- C. Some parents volunteered the information that their child did not have problems because of previous enrolment in a preschool program. (Chapter II)
- D. Nearly all Kindergarten teachers do some type of orientation work with parents and/or children in preparation for beginning Kindergarten. The most frequent type of orientation is a visit by the children to the Kindergarten during the Spring prior to their registration. (Chapter II)
- E. There is strong support among Kindergarten teachers, principals and parents of Kindergarten children for a program for parents which would explain the Kindergarten program and answer their questions prior to or at the beginning of Kindergarten. (Chapter II) Parents at all levels commented that they would like more information on what was expected of their child during the year and what the child would be doing. (Chapters II, III, IV, and VII)
- F. The majority of Kindergarten teachers, principals and parents of Kindergarten children is satisfied with the current policy of admission to Kindergarten in September if the child will be five years old before December 31. A policy of early admission is more favoured by parents than by teachers and principals. The most frequent reason given by teachers and principals for not favouring early admission is the problems associated with determining readiness for school. (Chapter V)
- G. The Kindergarten teachers and principals support the concept of a shortened Kindergarten day during the first few weeks of school. On the other hand, parents of Kindergarten children are almost equally divided between agreement and disagreement. Some parents think that a shortened day was unnecessary for children who have had previous experience in preschool programs (e.g. day care). (Chapter II)
- H. Greater Victoria reflects the national trend of increasing enrolments in preschool programs. Of the parents of Kindergarten children who responded to this questionnaire, 83% have had one or more children enrolled in some type of preschool program. (Chapter V)

- I. Kindergarten teachers and principals agree on the desirability of Kindergarten teachers trying to establish regular contact with preschools and day care centres near the school. Of the Kindergarten teachers who report contacts with preschool and/or day care centres, the most frequent is "personal contacts." One-fourth of the Kindergarten teachers report "no contact." (Chapter V)
- J. Most Kindergarten teachers, parents of Kindergarten and Grade 1 children agree that children who have attended preschool and/or day care programs are generally more ready for Kindergarten than children who have not had these experiences. A majority of Grade 1 teachers disagree and principals are almost equally divided between agreement and disagreement. (Chapter V)
- K. A majority of principals do not favour publicly funded pre-Kindergarten classes while a majority of parents of Kindergarten (62%) and Grade 1 children (52%) do. Kindergarten teachers and Grade 1 teachers are nearly equally divided between agreement and disagreement on this issue. (Chapter V)

II. The Transition of Children from Kindergarten to Grade 1.

- A. A high percentage of the Kindergarten teachers, Grade 1 teachers, and principals think some children have difficulty making this transition. Of the Grade 1 parents who responded, one-quarter think their child had difficulty at this time. (Chapter III)
- B. The reported percentage of children having difficulty varies greatly although fewer girls seem to have difficulty making the transition from Kindergarten to Grade 1 than do boys. (Chapter III)
- C. Eleven Kindergarten teachers reported retaining between 4% and 10% of the children. Five teachers reported 10% - 100% of their Kindergarten class was placed in a transition class. Many teachers do not seem to have the option of transition classes and must retain children or send them to Grade 1. (Chapter III)
- D. Kindergarten teachers, Grade 1 teachers, principals, and parents of Grade 1 children who had difficulty making the K-1 transition, identify three "areas" of possible difficulty (1) immaturity (reported by Kindergarten and Grade 1 teachers), (2) health

reasons and "general readiness" (principals), and (3) increase of expectations for children in Grade 1 (parents of children who had difficulty). (Chapter III)

E. Kindergarten teachers, Grade 1 teachers, and principals most frequently list "giving the child more time to mature" as the advantage of a K-1 transition class followed by "permitting the child more time to master specific skills." All three of these groups most frequently and specifically indicate that there are "no disadvantages" to transition classes when asked to list the disadvantages of transition classes. (Chapter III)

F. There was a relatively high percentage of agreement between principals, Kindergarten and Grade 1 teachers on the need for more coordination of Kindergarten and primary grade programs and more communication between Kindergarten and Grade 1 teachers. This would promote understanding by all teachers of the expectations upon them, as well as to promote a more effective transition for children from one level to another. (Chapter III)

G. View Royal has developed an orientation program for children and their parents during the Spring of Kindergarten with a follow-up in September. The program has been evaluated positively by parents, teachers, and District support personnel. (Chapter III)

H. A majority of the Grade 1 teachers and Kindergarten teachers agree with the principals and parents of Kindergarten children and Grade 1 children that provision should be made for those children for whom less than a full year of Kindergarten is sufficient. (Chapter III)

I. Nearly all Grade 1 teachers reported that the Kindergarten teacher shared information (most frequently anecdotal information, information on special learning problems, and test scores) on the children about to begin Grade 1. (Chapter IV)

III The Transition of Children from Grade 3 to Grade 4.

A. A majority of parents of Grade 4 children report that their child did not have any difficulty making the transition to Grade 4; 22% report that their child had difficulty. (Chapter VI)

- B. The percentage of boys and girls having difficulty as reported by Grade 3 and Grade 4 teachers and principals ranged from 5% to over 50%. The most frequently reported range was 5 to 10%. More boys than girls seem to have difficulty making the transition from primary to intermediate. (Chapter VI)
- C. Half of the parents of Grade 4 children who had difficulty with the Grade 3 - 4 transition stated that this was due to the child's poor academic preparation. Forty-six percent report that the school had helped or was helping; 27% indicated that they thought the school could have provided help earlier. (Chapter VI)
- D. A majority of Grade 4 teachers and approximately one-third of Grade 3 teachers and principals report doing no orientation work. (Chapter VI)
- E. The majority of Grade 3 teachers, Grade 4 teachers, principals and parents of Grade 4 children do not favour a specific orientation program to help children make the Grade 3 - 4 transition because they feel it is unnecessary. It was indicated that individual teachers should and could deal with any difficulties of individual children. (Chapter VI)
- F. All Grade 4 teachers report that the Grade 3 teacher shares information about the children making the transition to the intermediate level; most frequently shared information is anecdotal information and test results. (Chapter VII)
- G. A majority of Grade 3 teachers report some teaching experience at the intermediate level and almost half of the Grade 4 teachers have taught Grades 2 or 3. (Chapter VII)
- I. Based on reported coursework, Grade 3 teachers are more familiar with intermediate reading instruction than Grade 4 teachers are with primary reading instruction. (Chapter VII)

IV. The Goals, Objectives, and Instructional Practices in Kindergarten and Primary.

- A. There is over-all agreement among Kindergarten and Grade 1 teachers, principals, and Kindergarten parents in their selection of reasons for including Kindergarten in the school system. (Chapter IV)

- B. The Kindergarten teachers do not think there is a clear understanding of the goals of Kindergarten among administration, teachers, and parents. Principals' opinions are mixed. (Chapter IV)
- C. Principals and Kindergarten teachers agree that because the Kindergarten is less formalized, it seems to be the least defined of the grades. (Chapter IV)
- D. There is a very high level of agreement between Kindergarten teachers and Grade 1 teachers on the value of forty-three objectives for the Kindergarten child. The majority of Kindergarten and Grade 1 teachers disagreed with the statement that the objectives of Kindergarten and primary education are different. (Chapter IV)
- E. Grade 1 teachers would like a more specific statement of Kindergarten goals and objectives while Kindergarten teachers have mixed opinions. (Chapter IV)
- F. Although there seems to be general agreement on goals and objectives for Kindergarten, there is not agreement among teachers, principals and parents as to the role of reading in the Kindergarten. Written comments of Kindergarten parents indicate diverse viewpoints on the roles of play and reading in the Kindergarten. (Chapter IV)
- G. A majority of Kindergarten parents and principals agree that Kindergarten children who are ready should be taught to read. Kindergarten teachers are equally divided on this issue while Grade 1 teachers disagree. (Chapter IV)
- H. The majority of Kindergarten teachers and Grade 1 teachers disagree with use of more formalized reading/reading readiness programs in Kindergarten. Principals have mixed opinions and Kindergarten parents favoured such programs. (Chapter IV)
- I. The majority of Kindergarten teachers, Grade 1 teachers, and principals do not think the Kindergarten program is becoming a watered-down version of Grade 1. The same is true for the Grade 3 program becoming a watered-down version of Grade 4. (Chapter IV)

- J. A majority of Kindergarten teachers, Grade 1 teachers and principals agree that the most effective type of Kindergarten curriculum is an integrated curriculum and that much of the Kindergarten program should be organized around activity centres. (Chapter IV)
- K. There is unanimous agreement among Kindergarten teachers, Grade 1 teachers, and principals that classroom teachers should do more screening of Kindergarten children for identification of learning disabilities. (Chapter V)
- L. The most frequently used evaluation techniques by Kindergarten, Grade 1, Grade 3, and Grade 4 teachers are (1) observation without recording and (2) observation with recording. (Chapter IV and VII)
- M. Teachers of Grades 1, 3, and 4 report grouping for instruction usually on the basis of ability. Most Kindergarten teachers use grouping based on a combination of criteria (e.g. ability, social, interest, etc.) Kindergarten, Grade 1, 3, and 4 teachers use grouping most frequently for reading and mathematics instruction. (This seems to be a contradiction to their disagreement with the use of more formalized reading/readiness programs in the Kindergarten.) (Chapter IV and VII)
- N. The activities/materials used most frequently in Kindergarten and Grade 1 are free play and reading aloud to children. The least used material in Kindergarten is the workbook. It is used with greater frequency in Grade 1 and this use continues to increase into Grade 4. The infrequent use of workbooks by Kindergarten teachers may reflect their disagreement with the use of more formalized reading/readiness programs in Kindergarten. (Chapter IV and VII)
- O. A majority of the Kindergarten teachers agree that the present curriculum guide, Resource Book for Kindergartens, is adequate for their needs. Many teachers wrote they did not want the Kindergarten curriculum to be highly prescriptive. (Chapter IV)
- P. A majority of Grade 3 and 4 teachers, principals and Grade 4 parents agree that the current primary program is effective as a preparation for Grade 4 and is doing a good job of teaching most children the basic skills. (Chapter VII)

- Q. Grade 3 and 4 teachers and principals agree that the objectives of primary and intermediate education are the same while parents disagree. (Chapter VII)

V The Involvement and Role of Parents in Kindergarten, Grades 1, 3, and 4.

- A. Nearly all Kindergarten teachers, principals, and Kindergarten parents agree that the Kindergarten teacher is in a unique position to set the stage for continuing parent-teacher relationships. (Chapter IV)
- B. The majority of Kindergarten teachers and Kindergarten parents agree that there should be more parent involvement in the Kindergarten. Principal opinion is divided. (Chapter IV)
- C. The majority of principals and Grade 4 parents agree that there should be more parent involvement in the Grade 4 program; Grade 4 teachers are divided. (Chapter VII)
- D. A majority of Kindergarten teachers, Grade 1 teachers, principals and parents of Grade 1 children agree that there is greater parent involvement and contact in Kindergarten than Grade 1. There appears to be a greater parent involvement in primary than in intermediate grades. (Chapter IV and VII)
- E. Kindergarten teachers indicate that most parents are interested in parent involvement; Kindergarten parents have mixed opinions; principals disagree. Principals do not think most parents are interested in being actively involved in the intermediate program; Grade 4 teachers and parents are of divided opinion. (Chapter IV and VII)
- F. Most Kindergarten and Grade 1 teachers report having the assistance of parents in the classroom occasionally. Although both use a variety of types of assistance, the Kindergarten teachers use it more frequently. Most Grade 3 and 4 teachers report no parent involvement in their classrooms except for occasionally assisting on a field trip or acting as a resource person. (Chapters IV and VII)
- G. The majority of Kindergarten, Grade 1 and Grade 4 parents report they have never assisted in the classroom. (Chapter IV and VII)

- H. The major obstacle to increased parent involvement is working parents (reported by principals; Kindergarten, Grade 1 and 4 parents; Grade 3 and 4 teachers), teacher attitude (Kindergarten teachers), and parents as a disruptive force (Grade 1 teachers). Written comments by parents indicated they would like to be more involved but are working or feel unwelcome. (Chapter IV and VII)
- I. The most frequent type of reporting to parents by Kindergarten, Grade 1, Grade 3, and Grade 4 teachers is a monthly newsletter and the least frequent is the home visit. This conforms with the preferences of parents of Kindergarten, Grade 1, and Grade 4 children. (Chapter IV and VII)
- J. What Kindergarten Grade 1 and Grade 4 parents like best about their child's school are the teacher and the special programs/activities. What they liked least are class size and lack of specific programs/activities (e.g. French). Parents are very supportive of the schools and the second or third most frequent response to what they liked least is that they could think of nothing else to mention. (Chapter IV and VII)
- K. The majority of Kindergarten, Grade 1, 3, and 4 teachers, principals, and Kindergarten, Grade 1 and 4 parents agree that parenting/parent education courses should be made available to parents in this District. Of those parents who indicated such a program should be available, 83% of Kindergarten parents, 90% of Grade 1 parents and 81% of Grade 4 parents said they would attend if the classes were held in a nearby location at a convenient time. As 90 - 97% of these parents have attended a meeting, social occasion, etc. at local school in the past year, this might be a suitable location. No data were gathered as to what organization(s) should be responsible for such a course. (Chapter IV and VII)

VI The Selection, Assignment, Professional Preparation, Experience, and Development of Kindergarten Teachers.

- A. The usual District procedures for the selection and hiring of teachers are followed for Kindergarten teachers. (Chapter V)
- B. Qualities judged to be important by District personnel involved in hiring are training in Kindergarten/Early Childhood Education and experience at this level (if possible). (Chapter

- C. There is a high degree of agreement among Kindergarten teachers Grade 1 teachers, principals, and parents of Kindergarten children that Kindergarten teachers should have appropriate Early Childhood Education/Kindergarten training and appropriate experience. (Chapter V)
- D. Half of the Kindergarten teachers have completed a B.A./B.S./B.Ed degree; this is the smallest percentage among teachers (K, 1, 3, 4) and principals. Kindergarten teachers have the highest percentage of Standard certificates among teachers (K, 1, 3, 4). Nearly all teachers (K, 1, 3, 4) have attended workshops and/or conferences in the past two years (Chapter V and VII)
- E. All but one Kindergarten teacher hired in the past three years had some course work or experience in Kindergarten (Chapter V)
- F. Only 4% of the Kindergarten teachers who responded have no training in Kindergarten. Only 1 principal reported teaching experience in Kindergarten and 74% of the principals reported no formal course work in the Kindergarten area. (Chapter V)
- G. Nearly half (46%) of the Kindergarten teachers have between six and ten years experience in Kindergarten. (Chapter V)
- H. Most Kindergarten teachers, Grade 1 teachers, and principals agree that most Kindergarten teachers in this District have a good preparation/background for teaching Kindergarten. (Chapter V)
- I. The assignment procedure for Kindergarten teachers is the usual District procedure. (Chapter V)
- J. The structure of Kindergarten permits half-time assignments which are, otherwise, relatively few. It is reported that teachers assigned to these positions meet the same criteria required of full-time Kindergarten teachers. (Chapter V)
- K. A majority of teachers (K, 1, 3, 4) agree that there should be more in-service and professional development activities designed specifically for their own grade level. (Chapter V and VII)
- L. Membership in professional organizations by teachers (K, 1, 3, 4) and principals is almost exclusively in local and provincial organizations. (Chapter V and VII)

- M. The professional journal read most frequently by Kindergarten, Grades 1, 3, and 4 teachers and principals is B. C. Teacher. Other journals read most frequently by teachers are Prime Areas, and Instructor. (Chapter V and VII)

VII The Organization and Administration of Kindergarten and Primary Programs.

- A. The majority of teachers (K, 1, 3, 4), principals and parents of Kindergarten, Grade 1 and Grade 4 children agree that the Kindergarten/Primary/Intermediate program would be improved if class size were reduced. Kindergarten teachers most frequently indicate 17 - 18 children as an "ideal (although realistic) number" per Kindergarten session; Grade 1 and 3 teachers indicate 19 - 20 for Grade 1 and Grade 3 respectively; Grade 4 teachers indicate 25 - 26 children. (Chapter V and VII)
- B. Many teachers wrote comments that class size should take into account special problem and be adjusted accordingly (e.g. a Kindergarten class of 15 children that included three children who could not speak English might be considered equivalent to a class of 18 children with no special needs). (Chapter V and VII)
- C. A majority of teachers and principals agree that there is adequate support from District staff (e.g. supervisors, resource centre staff, etc) and learning assistance people. A majority of Grade 1 teachers and principals agree that there are sufficient support services for children and their families Kindergarten, Grade 3, and Grade 4 teachers are divided. (Chapter IV and VII)
- D. The professional/para-professional used most frequently by Kindergarten teachers is the school nurse, by Grade 1, 3 and 4 teachers the learning assistance class teacher. (Chapter IV and VII)
- E. A majority of teachers (K, 1, 3, 4) agree that they have adequate physical space and an adequate amount of equipment and materials in their classrooms. If they could add something, Kindergarten and Grade 3 teachers would like shelving/storage and Grade 1 teachers more tables/divider/carpet, and Grade 4 teachers A-V/electrical equipment (especially mini-computers) (Chapter IV and VII)

- F. There is great similarity among Kindergarten timetables in the District and a high degree of agreement with the timetable suggested in the B. C. Resource Book for Kindergartens. (Chapter V)
- G. A high percentage of Kindergarten teachers and principals indicated that 2½ hours should be the maximum daily length of the Kindergarten session. (Chapter V)

Based on the above finding and the additional information reported in Chapters II - VII, the following recommendations are given.

1. It is recommended that the Kindergarten teachers, Grade 1 teachers and principals at each school assess the needs of its children and parents and determine if an orientation program to Kindergarten and Grade 1 or Grade 1 would be appropriate and advantageous. A program, such as the one developed at View Royal, could meet the expressed need of parents, teachers, and parents for an opportunity to explain the Kindergarten and/or Grade 1 program and answer parents' questions as well as provide an opportunity for children to experience school activities and meet the teachers. It is recommended that the School Board support any school that wishes to implement such a program by providing release time and such funding as may be needed.
2. It is recommended that more Kindergarten-Grade 1 transition classes be established to meet the needs of both the child who is not ready for Grade 1 at the end of Kindergarten and the "mature" or "bright" child who needs to progress to a higher level than can be easily provided within the current Kindergarten program. In order to best meet these individual differences, it is imperative that Kindergarten teachers be well-versed in the various assessment techniques (especially recorded observation) that help identify these needs and that these techniques be used throughout the school year. It is further recommended that such transition classes be taught by teachers with training and experience at both the Kindergarten and Grade 1 level (staffing is not seen as a problem because of the availability of such teachers) and that the class size be kept small in order to facilitate individualization. The reduced class size of the transition class should not mean larger classes for the other teachers.
3. It is recommended that the policy of shortened Kindergarten days at the beginning of September for the purpose of easing the initial adjustment to school be re-evaluated in terms of the needs of the individual children. An increasing number of children are being enrolled in preschool programs and the child who has been in day care for three years is less likely to need shortened days than

the child with no preschool experience. Provision should be made to meet the needs of each of these children in their beginning of Kindergarten.

4. It is recommended that Kindergarten teachers be given release time to visit preschool and day care programs near their schools for the purposes of establishing more regular contact with preschool teachers, to become more familiar with their specific programs, to meet some of the children who may be attending their Kindergarten next year and to participate in reciprocal activities by both groups of teachers and children.
5. It is recommended that a more specific statement of the goals and objectives of Kindergarten be formulated by Kindergarten teachers with input from Grade 1 teachers, supervisors, and others concerned with the program. This statement of goals and objectives should also address the role of play and the status of reading in the Kindergarten program and should be shared among teachers, administrators and parents for the purposes of discussion and clarification. It is also recommended that principals be given the time and opportunity to become more familiar with current Kindergarten programs.
6. It is recommended that the current policy on class size be re-examined as a response to the nearly universal agreement among parents, principals and teachers that reduction of class size would improve the programs. The most frequently suggested ranges were 17 - 18 for Kindergarten, 19 - 20 for Grade 1 and Grade 3, 25 - 26 for Grade 4. It is also recommended that a system for the calculation of class size be devised that takes into account a variety of special circumstances (e.g., special needs children in the class, low SES area, etc.) and adjusts the class sizes accordingly.
7. It is recommended that a variety of options be provided for increased parent involvement and contact. Parents report wanting to have more contact with their child's school but many of the traditional practices (e.g. scheduled conferences during the day, helping in the classroom, etc.) are not possible for all parents (e.g. single, working parents). Other options (e.g. regular newsletters, informal notes, etc.) may be more effective. Not all types of contact are appropriate or practical for all parents or all schools but it is recommended that each school and each teacher explore the variety of possible ways to increase parent contact and involvement.

8. It is recommended that parenting/parent education courses be provided for the parents of this District as a response to the very high level of support for and interest in such a program among parents, teachers, and principals. It is suggested that the School District investigate possible avenues of implementation such as a joint project between the District and an outside agency (e.g. Integrated Services, YM/WCA, etc.)

9. It is recommended that the present policy of assigning teachers to Kindergarten only if they have appropriate Early Childhood/ Kindergarten training and/or experience be continued. Primary or intermediate teachers should not be assigned to Kindergarten (part-time or full-time) positions unless their Kindergarten/Early Childhood training and experience is recent.

10. It is recommended that teachers at each grade level be asked to identify and define their own grade-specific needs as a response to their expressed desire for more in-service and professional development activities at their own grade level. After these needs have been identified, District staff can plan appropriate in-service and professional development activities to meet these specific needs.

Pages 144 through 243 of this document are not available for reproduction due to small print size and poor print quality. They are not included in the pagination.

GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear

As a Kindergarten teacher, the Commission on Education is interested in your perceptions of Kindergarten education in this School District. The Commission is interested in many aspects of the Kindergarten program.

The only way to gather the necessary information is to ask you. Thus, in order to do a comprehensive survey, it was necessary to prepare a rather lengthy questionnaire. This questionnaire has expanded on some of the information given in last September's Kindergarten survey. For example, you are asked to rate the importance of the objectives for Kindergarten given in that previous survey. Any repetition of previous items is necessary for a valid comparison with the same item on other questionnaires (e.g. parents or principals). All the items on the questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

I hope that you can find the time to answer this questionnaire. In order that the results truly represent the thinking and concerns of the Kindergarten teachers in this District, it is important that each questionnaire be completed and returned.

The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the School District be better informed about the needs of Kindergarten children, teachers, and parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield
Margie I. Mayfield, Ph.D.



GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980

Dear

As a Grade One teacher; the Commission on Education is interested in your perceptions of the Kindergarten and Grade One programs in this School District. The Commission is interested in many aspects of these programs including childrens transition from Kindergarten to Grade One. The only way to gather the necessary information is to ask you. Thus, it was necessary to prepare a rather lengthy questionnaire enclosed with this letter. All the items on the questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

I hope that you can find the time to answer this questionnaire. In order that the results truly represent the thinking and concerns of the Grade One teachers in this District, it is important that each questionnaire be completed and returned. The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the School District be better informed as to the needs of Grade One children, teachers, and parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Sincerely,



Margie I. Mayfield, Ph.D.



GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear

As a Grade Three teacher, the Commission on Education is interested in your perceptions of the primary program in this School District. The Commission is interested in several aspects of this program including children's transition from primary to intermediate. The only way to gather the necessary information is to ask you. Thus, it was necessary to prepare the enclosed questionnaire. All the items on the questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

I hope that you can find the time to answer this questionnaire. In order that the results truly represent the thinking and concerns of the Grade Three teachers in this District, it is important that each questionnaire be completed and returned. The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the School Board be better informed as to the needs of Grade Three children, teachers, and parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,



Margie I. Mayfield, Ph.D.

GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear

As a Grade Four teacher, the Commission on Education is interested in your perceptions of the primary and intermediate programs in this School District. The Commission is interested in several aspects of these programs including children's transition from primary to intermediate.

The only way to gather the necessary information is to ask you. Thus, it was necessary to prepare the enclosed questionnaire. All the items on the questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

I hope that you can find the time to answer this questionnaire. In order that the results truly represent the thinking and concerns of the Grade Four teachers in this District, it is important that each questionnaire be completed and returned. The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the School Board be better informed as to the needs of Grade Four children, teachers, and parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield, Ph.D.

GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980

Dear

As an elementary school principal, the Commission on Education is interested in your perceptions of the Kindergarten, Grades One, Three and Four programs in this School District. The Commission is interested in several aspects of these programs including children's orientation to Kindergarten, the transition between Kindergarten and One and Grades Three and Four, parent involvement, etc.

The only way to gather the necessary information is to ask you. Thus, in order to do a comprehensive survey, it was necessary to prepare a rather lengthy questionnaire to cover the four grade levels. All the items on the questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

I hope that you can find the time to answer this questionnaire. In order that the results truly represent the thinking and concerns of the elementary school principals in this District, it is important that each questionnaire be completed and returned.

The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the School District be better informed about the needs of the children, parents, principals, and teachers.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield, Ph.D.



GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear Parent,

School District #61 has established a Commission on Education. As a parent of a Kindergarten child, the Commission on Education is interested in your perceptions of Kindergarten education in this school district. The Commission is interested in many aspects of the Kindergarten program including your child's experiences beginning school and your wishes for involvement in your child's education.

The only way to gather the necessary information is to ask you. Thus, it was necessary to prepare the enclosed questionnaire. All the items on this questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You are one of a small number of Kindergarten parents being asked to give their opinion on these matters. Your name was drawn in a random sample of Kindergarten parents in this District. In order that the results will truly represent the thinking of Kindergarten parents, it is important that each questionnaire be completed and returned. One or both parents may answer the questions; however, there must be only one response for each question.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the District be better informed as to the needs of Kindergarten children and their parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield, Ph.D.



GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear Parent,

School District #61 has established a Commission on Education. As a parent of a child in Grade One the Commission on Education is interested in your perceptions of Kindergarten and Grade One education in this School District. The Commission is interested in several aspects of these programs including your child's experiences moving from Kindergarten to Grade One and your wishes for involvement in your child's education. The only way to gather the necessary information is to ask you. Thus, it was necessary to prepare the enclosed questionnaire. All the items on this questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You are one of a small number of Grade One parents being asked to give their opinions on these matters. Your name was drawn in a random sample of Grade One parents in this District. In order that the results will truly represent the thinking of Grade One parents, it is important that each questionnaire be completed and returned. One or both parents may answer the questions; however, there must be only one response for each question.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this survey will be presented to the School Board by the Commission on Education in late Spring. The information you provide will be used to help the District be better informed as to the needs of Grade One children and their parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield, Ph.D.



GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 15th, 1980.

Dear Parent,

School District #61 has established a Commission on Education. As a parent of a child in Grade Four, the Commission on Education is interested in your perceptions of the Grade Four program in this School District. The Commission is interested in several aspects of this program including your child's experiences moving from the primary to intermediate grades and your wishes for involvement in your child's education. The only way to gather the necessary information is to ask you. Thus it was necessary to prepare the enclosed questionnaire. All the items on this questionnaire relate to the Terms of Reference from the Commission indicating areas they would like more information about in order to improve education in this District.

You are one of a small number of Grade Four parents being asked to give their opinions on these matters. Your name was drawn in a random sample of Grade Four parents in this District. In order that the results will truly represent the thinking of Grade Four parents, it is important that each questionnaire be completed and returned. One or both parents may answer the questions; however, there must be only one response for each question.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so your name may be checked off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this survey will be presented to the School Board by the Spring. The information you provide will be used to help the District be better informed as to the needs of Grade Four children and their parents.

I would be glad to answer any questions you might have. Please telephone me at 477-6911, Local 6167.

Thank you for your assistance.

Sincerely,

Margie I. Mayfield
Margie I. Mayfield, Ph.D.

GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

January 29, 1980.

Dear

Two weeks ago a questionnaire asking your opinion about the Kindergarten-Primary program in School District #61 was mailed to you.

According to our records, you have not returned the questionnaire. Please do so as soon as possible. It is extremely important that your opinions be included in the study if the results are to accurately represent the opinions of Victoria teachers.

If by some chance you did not receive the questionnaire misplaced, please call Judy Meloche today at the Commission Local 228) and one will be sent to you immediately.

it has been
Education (592-1211,

Thank you for your cooperation.

Sincerely,

Margie I. Mayfield, Ph.D.

GREATER VICTORIA SCHOOL DISTRICT
COMMISSION ON EDUCATION

March 1980

TO:

Thank you for the time and effort you gave responding to the recent questionnaires on the Kindergarten/Primary programs and children's transitions through the primary grades. The rate of return for the different groups ranged from 89% to 100% (a return rate above 70% is considered to be very good). A special thank you to those of you who wrote comments on the questionnaire. I have read all the questionnaires and shall include a summary of your comments and concerns in the report that will be submitted to the Commission on Education the end of March.

To answer one question, the numbers on the questionnaires were for mailing purposes (a reminder letter and thank you). Anonymity was guaranteed and has been maintained. As the surveys were received, the blue cover sheets with the numbers were removed and separated from the questionnaires. Coding numbers indicating grade level only were written on the questionnaires before keypunching. This was the first number that appeared on the blue cover sheet; no other numbers were retained. Thus, there is no way to identify individual respondents.

To answer a second question, this report will be submitted to Mr. Bernard Gillie, Chairman, Commission on Education on or before March 31st. He will include this report in his final report to the School Board in late September. A copy of this final report will be available to all the schools. At that time, if you have any questions or would like to discuss the results presented in my section of the report, please telephone me (477-6911, local 6167).

Thank you again for taking the time to share your views and opinions about the education of young children in this School District.

Sincerely,

Margie I. Mayfield, Ph.D.

APPENDIX C

TABLES

TABLE 2

PERCENTAGE - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO THE IMPORTANCE OF THE TRANSITION INTO KINDERGARTEN IN SETTING TONE AND DETERMINING CHILD'S ATTITUDE TOWARD SCHOOL

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teacher ¹ (N=39)	90%	---	---	10%	---
Principals ² (N=36)	53%	44%	---	39%	---
Kindergarten Parents ³ (N=47)	64%	34%	2%	---	---

¹Mean = 1.10, Sd = .31

²Mean = 1.53, Sd = .65

³Mean = 1.38, Sd = .53

TABLE 3
 PERCENTAGE - GIRLS AND BOYS HAVING DIFFICULTY ADAPTING TO KINDERGARTEN
 AS REPORTED BY TEACHERS AND PRINCIPALS

	Kindergarten Teachers (N = 28)	Principals (N = 25)
Girls under 5%	29%	36%
5 - 7%	21%	36%
8 - 10%	21%	8%
11 - 15%	4%	8%
16 - 20%	7%	4%
21 - 30%	11%	4%
31 - 40%	7%	4%
41 - 50%		4%
51% +		4%
	(N = 29)	(N = 27)
Boys under 5%	14%	18%
5 - 7%	21%	26%
8 - 10%	27%	30%
11 - 15%	7%	
16 - 20%	7%	
21 - 30%	7%	
31 - 40%		
41 = 50%		4%
51% +	17%	22%

TABLE 4

PERCENTAGE - TYPES OF KINDERGARTEN ORIENTATION ACTIVITIES REPORTED BY
KINDERGARTEN TEACHERS AND PRINCIPALS

Type	Number of Kindergarten Teachers ¹	Number of Principals ²
Children invited to attend for visit in spring	35	19
September familiarization and interviews of parents and children	9	2
Testing by L.A. or nurse	7	3
Open house for parents	6	6
Letters sent to children	5	0
Parents invited to observe class	2	4
Handout for parents describing teacher expectations	1	11
Visits by teacher to day care and by day care to class	1	4
Home visits by teacher	1	2
Staggered entrance time to allow for visits	0	2
Parent-teacher meeting in June	0	1

¹Maximum number of kindergarten teachers = 39. Multiple responses were possible.

²Maximum number of principals = 36. Multiple responses were possible.

TABLE 5

PERCENTAGE - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO SCHOOL'S PLAN-
NING EDUCATIONAL PROGRAMS FOR CHILDREN AND PARENTS BEGINNING KINDERGAR-
TEN

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	39%	45%	5%	11%	---
Principals ² (N = 35)	23%	60%	6%	11%	---
Kindergarten parents ³ (N = 46)	37%	45%	9%	9%	---

¹Mean = 1.87, Sd = .93

²Mean = 2.06, Sd = .87

³Mean = 1.89, Sd = .90

TABLE 6
 PERCENTAGE - TEACHER, PRINCIPAL AND PARENT RESPONSE TO THE SHORTENED
 KINDERGARTEN DAY IN SEPTEMBER

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	61%	26%	5%	8%	
Principals ² (N = 34)	29%	44%	6%	21%	
Kindergarten parents ³ (N = 46)	19%	33%	2%	39%	7%

¹Mean = 1.59, Sd = .91

²Mean = 2.18, Sd = 1.09

³Mean = 2.80, Sd = 1.33

TABLE 7

PERCENTAGE - KINDERGARTEN TEACHERS USE VARIOUS SCHEDULES FOR SHOPTENED DAYS IN SEPTEMBER

Schedules of length of session and number of days shortened	% of Kindergarten teachers using each schedule (N = 24)
1. week 1 = 1½ hrs/day week 2 = 2 hrs/day week 3 = 2½ hrs/day	38%
2. Shortened day for more than 3 weeks (e.g. 1 hr. → 1½ hrs. → 2 → 2½ hrs.)	25%
3. Shortened day for 1 - 2 weeks	21%
4. ½ hour increase each week (# of weeks not stated)	8%
5. Only first day shortened	4%
6. Not specified	4%

TABLE 8

PERCENTAGE - TEACHER, PRINCIPAL AND PARENT RESPONSE TO CHILDREN HAVING DIFFICULTY MAKING TRANSITION TO GRADE 1

DO YOU THINK SOME CHILDREN HAVE DIFFICULTY
MAKING THE TRANSITION TO GRADE 1?

Group	Yes	No	Don't Know
Kindergarten teachers (N = 38)	90%	5%	5%
Grade 1 teachers (N = 47)	92%	4%	4%
Principals (N = 36)	86%	14%	----

DID YOUR CHILD HAVE DIFFICULTY MAKING THE TRANSITION FROM
KINDERGARTEN TO GRADE 1?

Group	Yes	No	Don't Know
Grade 1 parents (N = 67)	28%	72%	

TABLE 9
 PERCENTAGE - CHILDREN HAVING DIFFICULTY MAKING THE TRANSITION TO GRADE 1
 AS REPORTED BY KINDERGARTEN AND GRADE 1 TEACHERS AND PRINCIPALS

Sex and Percentage Ranges	Kindergarten teachers	Grade 1 teachers	Principals
	(N = 22)	(N = 33)	(N = 22)
Girls			
under 5%	32%	21%	32%
5% - 10%	32%	46%	41%
11% - 20%	13%	15%	9%
21% - 30%	14%	3%	9%
31% - 40%	9%	9%	4.5%
41% - 50%	---	6%	4.5%
51% +	---	---	---
	(N = 23)	(N = 36)	(N = 22)
Boys			
under 5%	13%	8%	23%
5% - 10%	35%	36%	36%
11% - 20%	13%	19%	14%
21% - 30%	9%	3%	---
31% - 40%	4%	---	---
41% - 50%	---	6%	4%
51% +	26%	28%	23%

TABLE 10

PERCENTAGE - REASONS FOR DIFFICULTY IN MAKING TRANSITION TO GRADE 1:
TEACHERS AND PRINCIPALS

Reason for Difficulty ¹	Kindergarten Teachers (N = 37)	Grade 1 Teachers (N = 42)	Principals (N = 22)
Immaturity/late birthday	43%	48%	4.5%
The more structured Gr. 1 and its curriculum	27%	17%	9%
"General readiness"	8%	19%	32%
Length of day	5%	5%	9%
Health reasons	3%	2%	32%
Parents/home life	3%	---	9%
Other or uncodable responses	11%	9%	4.5%

¹Only reasons given by 10% of the total respondents are listed on this table. The other reasons have been combined in "Other."

TABLE 11

PERCENTAGE - REASONS FOR DIFFICULTY MAKING TRANSITION TO GRADE 1:
PARENTS OF GRADE 1 CHILDREN WHO HAD DIFFICULTY MAKING TRANSITION

Reasons	Grade 1 Parents (N = 22)
Increase in expectations	50%
Not knowing other children	23%
Other	23%
Length of day	4%

TABLE 12

PERCENTAGE - TEACHER AND PRINCIPAL RESPONSE TO MORE COORDINATION OF KINDERGARTEN AND PRIMARY GRADE PROGRAMS FOR UNDERSTANDING AND MORE EFFECTIVE TRANSITIONS

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	49%	36%	7.5%	7.5%	---
Grade 1 teachers ² (N = 47)	40%	38%	11%	7%	4%
Principals ³ (N = 36)	22%	44%	11%	20%	3%

¹Mean = 1.74, Sd = .91

²Mean = 1.08, Sd = 1.08

³Mean = 2.36, Sd = 1.12

TABLE 13

PERCENTAGE - KINDERGARTEN TEACHER, GRADE 1 TEACHER, AND PRINCIPAL
RESPONSE TO NEED FOR INCREASED COMMUNICATION BETWEEN KINDERGARTEN
AND GRADE 1 TEACHERS

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 39)	38.5%	38.5%	5%	18%	---
Grade 1 teachers ² (N=46)	32.5%	32.5%	11%	20%	4%
Principals ³ (N = 36)	11%	45%	8%	33%	3%

¹Mean = 2.03, Sd = 1.09

²Mean = 2.30, Sd = 1.24

³Mean = 2.72, Sd = 1.14

TABLE 14

RESPONSES OF TEACHERS AND PRINCIPALS TO ADVANTAGES AND DISADVANTAGES OF KINDERGARTEN - GRADE 1 TRANSITION CLASS

ADVANTAGES¹

	Number of Responses to Reasons by		
	Kindergarten teachers (N = 36)	Grade 1 teachers (N = 39)	Principals (N = 36)
More time to develop/mature	20	21	9
More time to master skills	14	10	8
Pattern of failure avoided	9	4	6
More time for kindergarten program	6	1	7
Smoother transition to Gr. 1/less pressure	5	4	8
More individualization	4	9	8
None	---	---	1
Other or uncodable	6	2	4

DISADVANTAGES¹

None	8	7	9
Small number of pupils	6	6	5
Coordination of Kgn- Gr. 1 objectives	5	5	2
Parents dislike/pressure	5	1	4
Pattern of retention/labelling	4	3	3
Need to individualize	4	4	---
Staffing difficulties	2	4	5
Pressure on teacher/workload	1	3	3
Pupil perception of class	1	4	---

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TABLE 15

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO NEED TO MAKE PROVISION FOR "MATURE" OR "BRIGHT" CHILDREN FOR WHOM LESS THAN A FULL YEAR OF KINDERGARTEN IS SUFFICIENT

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	23%	33%	13%	28%	3%
Grade 1 teachers (N = 44)	23%	30%	20%	23%	4%
Principals ³ (N = 35)	20%	57%	11%	9%	3%
Kindergarten Parents ⁴ (N = 47)	28%	32%	15%	21%	4%
Grade 1 Parents ⁵ (N = 38)	28%	40%	10%	16%	6%

¹Mean = 2.54, Sd - 1.21

²Mean = 2.57, Sd - 1.21

³Mean = 2.17, Sd - .95

⁴Mean = 2.42, Sd - 1.23

⁵Mean = 2.32, Sd - 1.21

TABLE 16

MEAN VALUES¹ - GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL SYSTEM: TEACHERS AND PRINCIPALS AND LANGUAGE B.C.²

Reason	Kindergarten teachers (N = 38)	Grade 1 teachers (N = 47)	Principals (N = 36)	Kindergarten parents (N = 47)	Language B.C. ² (N = 664)
To make the transition from home to school less traumatic	$\bar{x} = 1.42$ sd = .76	$\bar{x} = 1.60$ sd = .50	$\bar{x} = 1.75$ sd = .77	$\bar{x} = 1.60$ sd = .80	1.5 ---
To compensate for a deprived environment	$\bar{x} = 2.11$ sd = 1.07	$\bar{x} = 1.89$ sd = .73	$\bar{x} = 2.69$ sd = 1.24	$\bar{x} = 3.32$ sd = 1.22	2.0 ---
To provide educational opportunities for children who mature early	$\bar{x} = 2.0$ sd = .90	$\bar{x} = 2.19$ sd = 1.01	$\bar{x} = 2.50$ sd = 1.08	$\bar{x} = 2.37$ sd = 1.14	2.5 ---
To develop a positive self-concept to increase the probability of reading success	$\bar{x} = 1.36$ sd = .74	$\bar{x} = 1.63$ sd = .85	$\bar{x} = 1.86$ sd = .84	$\bar{x} = 1.91$ sd = .89	1.3 ---
To improve the chances of success in the primary grades	$\bar{x} = 1.67$ sd = .87	$\bar{x} = 1.60$ sd = .74	$\bar{x} = 1.69$ sd = .86	$\bar{x} = 1.67$ sd = .67	2.1 ---

¹ 1 = Strongly Agree 2 = Agree 3 = Neutral/Don't Know 4 = Disagree 5 = Strongly Disagree

² The means from Language B.C. are included for information. A five point rating scale was used; however, the response categories were different (i.e., Essential, Important, Moderate Importance, Little Importance, No Importance) No sd scores were given.

TABLE 16 (cont'd)

Reason.	Kindergarten teachers (N = 38)	Grade 1 teachers (N = 47)	Principals (N = 36)	Kindergarten parents (N = 47)	Language B.C. (N = 664)
To provide a foundation for skills & knowledge	x = 1.56 sd = .79	x = 1.55 sd = .72	x = 1.78 sd = .76	x = 1.61 sd = .65	1.8 ---
To lessen the learning burden in Grade 1 by presenting some of the activities usually as- signed to that grade	x = 3.79 sd = 1.28	x = 3.28 sd = 1.41	x = 3.25 sd = 1.13	x = 2.20 sd = 1.18	3.7 ---
To provide for an early observation period to diagnose and correct learning problems	x = 1.56 sd = .75	x = 1.41 sd = .72	x = 1.72 sd = .74	x = 1.56 sd = .69	1.7 ---
To make an early effort to involve parents in the educational system	x = 2.08 sd = 1.15	x = 2.47 sd = 1.21	x = 2.50 sd = 1.20	x = 2.28 sd = .91	2.6 ---

TABLE 17

PERCENTAGES - GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL SYSTEM: KINDERGARTEN TEACHERS

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To make the transition from home to school less traumatic	66%	31%	---	---	3%
To compensate for a deprived environment	30%	49%	5%	13%	3%
To provide educational opportunities for children who mature early	24%	66%	---	8%	2%
To develop a positive self-concept to increase the probability of reading success	72%	26%	---	---	2%
To improve the chances of success in the primary grades	49%	43%	3.3%	3.3%	3.3%
To provide a foundation for skills and knowledge	54%	41%	2.5%	---	2.5%
To lessen the learning burden in Grade 1 by presenting some of the activities usually assigned to that grade	8%	13%	5%	40%	34%

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TABLE 17 (cont'd)

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To provide for an early observation period to diagnose and correct learning problems	51%	46%	---	---	3%
To make an early effort to involve parents in the educational system	39%	32%	13%	13%	3%

TABLE 18

PERCENTAGES - GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL
SYSTEM: GRADE 1 TEACHERS

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To make the transition from home to school less traumatic	40%	60%	---	---	---
To compensate for a deprived environment	26%	66%	2%	6%	---
To provide educational opportunities for children who mature early	21%	55%	11%	9%	4%
To develop a positive self-concept to increase the probability of reading success	54%	35%	4%	7%	---
To improve the chances of success in the primary grades	51%	43%	2%	4%	---
To provide a foundation for skills and knowledge	55%	36%	7%	2%	---
To lessen the learning burden in Grade 1 by presenting some of the activities usually assigned to that grade	15%	22%	2%	41%	20%

TABLE 18 (cont'd)

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To provide for an early observation period to diagnose and correct learning problems	68%	28%	---	4%	---
To make an early effort to involve parents in the educational system	25%	30%	23%	15%	6%

TABLE 19

PERCENTAGES - GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL SYSTEM: PRINCIPALS

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To make the transition from home to school less traumatic	39%	53%	3%	5%	---
To compensate for a deprived environment	14%	42%	16.5%	16.5%	11%
To provide educational opportunities for children who mature early	8%	64%	3%	19%	6%
To develop a positive self-concept to increase the probability of reading success	34%	54%	3%	9%	---
To improve the chances of success in the primary grades	47%	45%	---	8%	---
To provide a foundation for skills and knowledge	36%	55.5%	3%	5.5%	---
To lessen the learning burden in Grade 1 by presenting some of the activities usually assigned to that grade	---	42%	3%	44%	11%

TABLE 19 (cont'd)

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To provide for an early observation period to diagnose and correct learning problems	39%	55.5%	---	5.5%	+
To make an early effort to involve parents in the educational system	19.5%	44.5%	8%	22%	6%

TABLE 20

PERCENTAGES - GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL SYSTEM: KINDERGARTEN PARENTS

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To make the transition from home to school less traumatic	53%	41%	---	6%	---
To compensate for a deprived environment	6%	26%	15%	36%	17%
To provide educational opportunities for children who mature early	24%	41%	11%	22%	2%
To develop a positive self-concept to increase the probability of reading success	37%	41%	15%	7%	---
To improve the chances of success in the primary grades	41%	52%	5%	2%	---
To provide a foundation for skills and knowledge	46%	50%	2%	2%	---
To lessen the learning burden in Grade 1 by presenting some of the activities usually assigned to that grade	35%	35%	9%	19%	2%

TABLE 20 (cont'd)

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
To provide for an early observation period to diagnose and correct learning problems	52%	41%	5%	2%	—
To make an early effort to involve parents in the educational system	17	50%	20%	13%	—

TABLE 21

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO CLEAR UNDERSTANDING OF THE GOALS OF KINDERGARTEN AMONG THE ADMINISTRATION, TEACHERS, AND PARENTS IN THE SCHOOL DISTRICT

	1	2	3	4	5
	Strongly Agree	Agree	Neutral D/K	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 38)	---	18%	11%	58%	13%
Principals ² (N = 35)	3%	28%	23%	40%	6%

¹Mean = 3.66, Sd = .94

²Mean = 3.17, Sd = 1.01

TABLE 22
PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO KINDERGARTEN SEEMING TO BE THE LEAST DEFINED AND UNDERSTOOD OF THE GRADES BECAUSE IT IS LESS FORMALIZED

	1	2	3	4	5
	Strongly Agree	Agree	Neutral D/K	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 39)	28%	41%	10%	18%	3%
Principals ² (N = 35)	6%	49%	14%	31%	---

¹Mean = 2.26, Sd = 1.14

²Mean = 2.71, Sd = .99

TABLE 23
PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO NEED FOR A MORE SPECIFIC
STATEMENT OF GOALS AND OBJECTIVES FOR KINDERGARTEN

	1	2	3	4	5
	Strongly Agree	Agree	Neutral D/K	Disagree	Strongly Disagree
Kindergarten teachers ² (N = 39)	10%	36%	13%	36%	5%
Grade 1 teachers ² (N = 47)	17%	36%	28%	19%	---

¹Mean = 2.90, Sd = 1.16

²Mean = 2.49, Sd = 1.00

TABLE 24

MEAN VALUES - OBJECTIVES FOR KINDERGARTEN CHILD: BY KINDERGARTEN AND
GRADE 1 TEACHERS

Objective	Kindergarten teachers (Maximum N = 39)	Grade 1 teachers (Maximum N = 47)
<u>Physical Development</u>		
Develop manipulative skills by cutting, colouring, modelling, pasting, the use of puzzles, tying, lacing, and tracing	\bar{x} = 1.23 Sd = .43	1.26 .44
Develop gross motor skills through climbing, skipping, jumping, balancing, hopping, running and group games	\bar{x} = 1.23 Sd = .43	1.26 .49
Develop co-ordination skills through the use of art techniques, construction toys, and manipulative games	\bar{x} = 1.23 Sd = .43	1.39 .53
Develop body awareness through creative movement and music	\bar{x} = 1.41 Sd = .50	1.72 .62
Establish dominant handedness	\bar{x} = 2.32 Sd = 1.16	2.11 .85
<u>Emotional/Attitudinal/ Social Development</u>		
Develop an awareness of self and others. (life interaction skills)	\bar{x} = 1.05 Sd = .22	1.38* .49
Learn how to share, co-operate, and be responsible	\bar{x} = 1.13 Sd = .34	1.30 .51
Develop social skills through harmonious play, both independent and group	\bar{x} = 1.13 Sd = .41	1.34 .56
Develop a positive attitude toward learning	\bar{x} = 1.21 Sd = .41	1.21 .41

TABLE 24 (cont'd)

Objective	Kindergarten teachers (Maximum N = 39)	Grade 1 teachers (Maximum N = 47)
Develop a self-concept which involves awareness of one's own feelings as well as perception of the feelings of others	\bar{x} = 1.23 Sd = .43	1.32 .47
Develop a willingness to participate and adapt to the needs of others in a flexible manner	\bar{x} = 1.23 Sd = .43	1.43 .54
Learn self-control.	\bar{x} = 1.36 Sd = .49	1.36 .49
Develop an inquiring mind	\bar{x} = 1.41 Sd = .50	1.51 .51
Develop appropriate work habits	\bar{x} = 1.55 Sd = .50	1.65 .53
Develop creativity in the use of materials	\bar{x} = 1.82 Sd = .56	1.94 .67
Learn to distinguish between reality and fantasy	\bar{x} = 1.92 Sd = .62	2.04 .69
<u>Cognitive Development</u>		
Learn to attend to what is being said	\bar{x} = 1.36 Sd = .46	1.19 .40
Develop a listening and speaking vocabulary	\bar{x} = 1.36 Sd = .49	1.32 .52
Learn to follow oral directions	\bar{x} = 1.38 Sd = .49	1.28 .45
Learn to listen to gain information	\bar{x} = 1.49 Sd = .51	1.47 .58
Learn to listen courteously	\bar{x} = 1.56 Sd = .50	1.43 .58
Learn to speak distinctly	\bar{x} = 1.59 Sd = .55	1.77 .60

TABLE 24 (cont'd)

Objective	Kindergarten teachers (Maximum N = 39)	Grade 1 teachers (Maximum N = 47)
Learn to speak in sentences	\bar{x} = 1.62 Sd = .59	1.74 .57
Learn to recognize colours, shapes, letters, numbers, child's name, and words suitable to the child's skill development	\bar{x} = 1.64 Sd = .58	1.70 .59
Learn left to right progression and directionality	\bar{x} = 1.64 Sd = .58	1.79 .22
Learn to use the five senses	\bar{x} = 1.64 Sd = .58	1.94 .73
Learn observation and classification skills	\bar{x} = 1.67 Sd = .58	1.81 .71
Learn to differentiate between likenesses and differences	\bar{x} = 1.69 Sd = .73	1.66 .56
Develop an understanding of numbers	\bar{x} = 1.69 Sd = .66	1.94 .64
Develop a visual memory	\bar{x} = 1.74 Sd = .72	1.70 .55
Learn comprehension skills	\bar{x} = 1.76 Sd = .71	2.30* .81
Develop an auditory memory	\bar{x} = 1.77 Sd = .54	1.83 .70
Learn to perceive relationships	\bar{x} = 1.77 Sd = .67	2.00 .73
Develop the imagination	\bar{x} = 1.79 Sd = .61	2.02 .64
Learn to do patterning	\bar{x} = 1.85 Sd = .59	1.89 .67
Develop habits of correct usage of language	\bar{x} = 1.87 Sd = .62	1.94 .60

TABLE 24 (cont'd)

Objective	Kindergarten teachers (Maximum N = 39)	Grade 1 teachers (Maximum N = 47)
Develop the ability to name, describe, and classify objects common in the environment	\bar{x} = 1.90 Sd = .68	2.04 .76
Learn to retell a story in sequence	\bar{x} = 1.92 Sd = .66	2.26 .67
Learn to sing and make tonal replies	\bar{x} = 2.18 Sd = .60	2.40 .83
Learn to distinguish between rhyming words	\bar{x} = 2.26 Sd = .68	2.38 .77
Learn the meaning of opposite	\bar{x} = 2.26 Sd = .75	2.45 .65
Develop an awareness of library and its functions	\bar{x} = 2.28 Sd = .72	2.57 .71
Learn to distinguish between initial and final sounds in words	\bar{x} = 2.29 Sd = .77	2.35 .90
Develop an awareness of nutrition through cooking	\bar{x} = 2.33 Sd = .66	2.77* .81

* Significant difference of means at .01 level

TABLE 25

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO OBJECTIVES OF KINDERGARTEN AND PRIMARY EDUCATION BEING DIFFERENT

	1	2	3	4	5
	Strongly Agree	Agree	Neutral D/K	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 37)	5%	27%	11%	46%	11%
Grade 1 teachers ² (N = 47)	8%	19%	13%	45%	15%
Principals ³ (N = 36)	5%	25.5%	3%	55.5%	11%

¹Mean = 3.30, Sd = 1.15

²Mean = 3.38, Sd = 1.21

³Mean = 3.42, Sd = 1.16

TABLE 26

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO CHILDREN LEARNING DIFFERENTLY IN KINDERGARTEN THAN IN PRIMARY

	1	2	3	4	5
	Strongly Agree	Agree	Neutral D/K	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 37)	8%	27%	8%	43%	14%
Grade 1 teachers ² (N = 47)	11%	28%	4%	51%	6%
Principals ³ (N = 36)	3%	22%	6%	58%	11%
Kindergarten parents ⁴ (N = 47)	15%	25%	22%	36%	2%
Grade 1 parents ⁵ (N = 68)	21%	28%	9%	29%	3%

¹Mean = 3.27, Sd = 1.24

²Mean = 3.15, Sd = 1.21

³Mean = 3.53, Sd = 1.05

⁴Mean = 2.85, Sd = 1.14

⁵Mean = 2.56, Sd = 1.20

TABLE 27

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO CHILD'S SELF-CONCEPT AS THE MOST IMPORTANT FACTOR IN HIS/HER DEVELOPMENT

Group	1 Strongly Agree	2 Agree	3 Neutral D/K	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	62%	31%	5%	2%	---
Grade 1 teachers ² (N = 47)	43%	45%	4%	8%	---
Principals ³ (N = 35)	34%	34%	12%	---	---
Grade 3 teachers ⁴ (N = 48)	40%	42%	8%	10%	---
Grade 4 teachers ⁵ (N = 47)	21%	53%	15%	11%	---

¹Mean = 1.49, Sd = .72

²Mean = 1.79, Sd = .88

³Mean = 1.77, Sd = .65

⁴Mean = 1.90, Sd = .95

⁵Mean = 2.15, Sd = .88

TABLE 28

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO AN INTEGRATED CURRICULUM AS MOST EFFECTIVE FOR KINDERGARTEN OR PRIMARY GRADES

FOR KINDERGARTEN					
Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	58%	37%	5%	---	---
Grade 1 teachers ² (N = 47)	30%	40%	15%	15%	---
Principals ³ (N = 35)	14%	69%	17%	---	---
FOR PRIMARY GRADES					
Grade 3 teachers ⁴ (N = 46)	9%	65%	15%	11%	---
Grade 4 teachers ⁵ (N = 46)	13%	35%	43%	9%	---
Principals ⁶ (N = 35)	6%	48%	23%	23%	---

¹ Mean = 1.47, Sd = .60
² Mean = 2.15, Sd = 2.15
³ Mean = 2.03, Sd = .57
⁴ Mean = 2.28, Sd = .78
⁵ Mean = 2.48, Sd = .84
⁶ Mean = 2.63, Sd = .91

TABLE 29

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO ORGANIZATION OF KINDERGARTEN PROGRAM AROUND ACTIVITY CENTRES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	51%	39%	5%	5%	---
Principals ² (N = 35)	14%	74%	9%	3%	---

¹Mean = 1.64, Sd = .81
²Mean = 2.0, Sd = .59

TABLE 30

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO ORGANIZATION OF GRADE 1 PROGRAM AROUND ACTIVITY CENTRES

Grade 1 teachers ¹ (N = 47)	11%	23%	8.5%	49%	8.5%
Principals ² (N = 35)	3%	40%	17%	34%	6%

¹Mean = 3.21, Sd = 1.21
²Mean = 3.0, Sd = 1.06

TABLE 31

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO KINDERGARTEN PROGRAM BECOMING WATERED-DOWN VERSION OF GRADE 1

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 37)	3%	19%	21%	46%	11%
Grade 1 teachers ² (N = 47)	2%	6%	24%	51%	17%
Principals ³ (N = 34)	---	6%	15%	73%	6%
Kindergarten parents ⁴ (N = 46)	2%	4%	48%	39%	7%

¹Mean = 3.43, Sd = 1.01

²Mean = 3.75, Sd = .90

³Mean = 3.80, Sd = .64

⁴Mean = 3.43, Sd = .78

TABLE 32

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO MORE FORMALIZED
READING/READING READINESS PROGRAMS IN KINDERGARTEN

Group	1 Strongly Agree	2 Agree	3 Neutral D/K	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 36)	---	11%	6%	58%	25%
Grade 1 teachers ² (N = 45)	11%	15.5%	9%	49%	15.5%
Principals ³ (N = 36)	14%	33%	3%	44%	6%
Kindergarten parents ⁴ (N = 47)	21%	32%	17%	30%	---

¹Mean = 3.97, Sd = .88

²Mean = 3.42, Sd = 1.25

³Mean = 2.94, Sd = 1.26

⁴Mean = 2.55, Sd = 1.14

TABLE 33

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO PRESSURE FOR FORMALIZED READING/READINESS PROGRAMS IN KINDERGARTEN AND SOURCE OF PRESSURE

Do You Feel Pressure To Do Formalized Reading/Readiness Program?

	Kindergarten teachers (N = 34)	Principals (N = 39)
Yes	15%	21%
No	85%	79%

If Yes, Source of Pressure

Sources of Pressure	Kindergarten teachers (N = 10)	Principals (N = 8)
Parents	90%	25%
School Administration	---	37.5%
Children	---	25%
Other teachers	---	12.5%
Combinations of the above	10%	---

TABLE 34
 PERCENTAGES TEACHER, PRINCIPAL, PARENT RESPONSE TO KINDERGARTEN
 CHILDREN WHO ARE READY TO BE TAUGHT TO READ

Groups	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 36)	14%	33%	6%	42%	5%
Grade 1 teachers ² (N = 45)	4%	31%	7%	42%	16%
Principals ³ (N = 36)	11%	42%	8%	36%	3%
Kindergarten parent ⁴ (N = 47)	32%	45%	4%	17%	2%

¹Mean = 2.92, Sd = 1.25

²Mean = 3.33, Sd = 1.21

³Mean = 2.78, Sd = 1.15

⁴Mean = 2.13, Sd = 1.11

TABLE 35

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO PLAY AS MOST IMPORTANT
LEARNING METHOD OF KINDERGARTEN CHILDREN

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	58%	37%	5%	---	---
Grade 1 teachers ² (N = 47)	13%	53%	13%	21%	---
Principals ³ (N = 36)	19.5%	22%	19.5%	33%	6%

¹Mean = 1.47, Sd = .60

²Mean = 2.42, Sd = .97

³Mean = 2.83, Sd = 1.25

TABLE 36

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO KINDERGARTEN PROGRAM AS EFFECTIVE PREPARATION FOR GRADE 1

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 35)	23%	63%	11%	3%	---
Grade 1 teachers ² (N = 47)	15%	74%	11%	---	---
Principals ³ (N = 36)	19%	64%	6%	11%	---
Kindergarten parents ⁴ (N = 46)	22%	52%	17%	7%	2%
Grade 1 parents ⁵ (N = 68)	29%	53%	6%	9%	3%

¹Mean = 1.94, Sd = .68

²Mean = 1.96, Sd = .51

³Mean = 2.08, Sd = .84

⁴Mean = 2.15, Sd = .92

⁵Mean = 2.03, Sd = .99

TABLE 37

MEAN VALUES¹ - FREQUENCY OF USE OF INSTRUCTIONAL MATERIALS/ACTIVITIES BY TEACHERS (K, 1, 3, 4)

Materials/Activities	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 48)	Grade 4 teachers (N = 47)
Workbook with whole class	Mean = 4.90 Sd = .50	2.55 1.70	3.23 1.75	3.09 1.76
Workbook with small group	Mean = 4.82 Sd = .69	2.40 1.65	2.67 1.69	2.46 1.49
Workbook with individuals	Mean = 4.69 Sd = .86	2.83 1.70	3.42 1.58	3.43 1.52
Commercial worksheets with whole class	Mean = 4.67 Sd = .48	2.89 1.40	2.79 1.32	2.91 1.44
Commercial worksheets with small groups	Mean = 4.59 Sd = .64	2.78 1.31	2.64 1.34	2.93 1.31
Commercial worksheets with individuals	Mean = 4.56 Sd = .68	3.17 1.27	3.17 1.27	3.60 1.21
Teacher made worksheets with whole class	Mean = 4.26 Sd = .71	2.32 1.22	2.0 .86	2.16 .93
Teacher made worksheets with small groups	Mean = 4.23 Sd = .78	2.11 1.11	2.12 .91	2.53 1.21

TABLE 37 (cont'd)

Materials/Activities	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 48)	Grade 4 teachers (N = 47)
Teacher made worksheets with individuals	Mean = 4.20 Sd = .77	2.53 1.28	2.94 1.26	3.19 1.23
Free play	Mean = 1.0 Sd = 0.	1.45 .80	2.07 1.35	2.72 1.44
Experience charts	Mean = 2.38 Sd = 1.07	2.23 1.05	3.11 1.08	3.86 1.14
Read to class	Mean = 1.0 Sd = 0.	1.06 .44	1.32 .69	1.40 .75

¹Daily = 1, Weekly = 2, Monthly = 3, Occasionally = 4, Never = 5

TABLE 38

PERCENTAGES - TEACHERS' RESPONSE TO GROUPING FOR INSTRUCTION AND THE BASIS FOR GROUPING

Do You Group for Instruction?				
Basis	Kindergarten teachers (N = 28)	Grade 1 teachers (N = 46)	Grade 3 teachers (N = 46)	Grade 4 teachers (N = 44)
Yes	68%	100%	90%	91%
No	32%	---	4%	9%

If Yes, What Is the Basis for Grouping?				
Basis	Kindergarten teachers (N = 28)	Grade 1 teachers (N = 46)	Grade 3 teachers (N = 46)	Grade 4 teachers (N = 44)
Ability	14%	67%	74%	71%
Social	4%	---	---	---
Random	21%	---	---	2%
Interest	3.5%	---	---	---
Combination of the above	54%	33%	26%	25%
Other	3.5%	---	---	2%

TABLE 39

PERCENTAGES - TEACHERS' RESPONSE TO AREAS OF INSTRUCTION WHERE GROUPING USED

Subjects	Kindergarten teachers (N = 28)	Grade 1 teachers (N = 46)	Grade 3 teachers (N = 46)	Grade 4 teachers (N = 46)
Reading/Language Arts	7%	17%	17%	30%
Math	3%	---	---	---
Math and Reading	29%	66%	61%	42%
3 - 4 subjects	29%	---	11%	24%
5 or more subjects	---	---	11%	2%
Combination	21%	17%	---	---
Other	11%	---	---	2%

TABLE 40

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO OBSERVATION AS MOST SUITABLE EVALUATION TECHNIQUE FOR KINDERGARTEN

Groups	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	28%	49%	8%	15%	---
Principals ² (N = 36)	6%	64%	8%	22%	---

¹Mean = 2.10, Sd = .99

²Mean = 2.47, Sd = .91

TABLE 41

PERCENTAGES - TEACHER RESPONSE TO OBSERVATION AS MOST SUITABLE EVALUATION TECHNIQUE FOR PRIMARY

Groups	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 1 teachers ¹ (N = 46)	24%	46%	11%	17%	2%
Grade 3 teachers ² (N = 46)	2%	39%	11%	48%	---

¹Mean = 2.28, Sd = 1.09

²Mean = 3.04, Sd = .99

TABLE 42

MEAN VALUES¹ - FREQUENCY OF USE OF TYPES OF EVALUATION

Type of Evaluation	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 46)	Grade 3 teachers (N = 45)	Grade 4 teachers (N = 47)
Observation without recording	\bar{x} = 1.0 Sd = 0	1.09 .46	1.0 0	1.23 .84
Observation with recording	\bar{x} = 2.63 Sd = 1.02	2.44 1.03	2.06 1.04	2.19 .92
Anecdotal notes	\bar{x} = 2.83 Sd = 1.11	2.85 1.23	2.85 1.10	3.21 1.20
Checklists	\bar{x} = 3.03 Sd = 1.29	2.87 1.13	2.23 1.32	2.91 1.44
File of work	\bar{x} = 3.08 Sd = .96	2.68 1.0	2.71 1.13	2.85 1.06
Individual testing	\bar{x} = 4.0 Sd = .73	3.52 .94	3.62 1.00	3.66 .98
Case studies	\bar{x} = 4.28 Sd = .61	4.23 .86	4.30 .46	4.42 .59
Standardized tests	\bar{x} = 4.50 Sd = .51	3.98 .34	4.0 .21	3.93 .25
Group testing	\bar{x} = 4.63 Sd = .54	3.46 .75	2.82 .21	2.89 .89

1 = Daily, 2 = Weekly, 3 = Monthly, 4 = Occasionally, 5 = Never

TABLE 43
 PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO KINDERGARTEN
 TEACHER SETTING STATE FOR PARENT-TEACHER RELATIONSHIP

Groups	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	63%	34%	3%	---	---
Grade 1 teachers ² (N = 47)	34%	40%	22%	4%	---
Principals ³ (N = 36)	42%	55%	---	3%	---
Kindergarten parents ⁴ (N = 47)	36%	55%	7%	2%	---

¹Mean = 1.39, Sd = .55

²Mean = 1.96, Sd = .86

³Mean = 1.64, Sd = .64

⁴Mean = 1.74, Sd = .67

TABLE 44

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO MORE PARENT INVOLVEMENT IN KINDERGARTEN OR PRIMARY PROGRAM

IN KINDERGARTEN PROGRAM					
Group	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
Kindergarten teachers ¹ (N = 38)	21%	37%	18%	21%	3%
Principals ² (N = 35)	6%	40%	20%	34%	---
Kindergarten parents ³ (N = 46)	26%	37%	22%	15%	---

¹Mean = 2.47, Sd = 1.13

²Mean = 2.83, Sd = .98

³Mean = 2.26, Sd = 1.02

IN PRIMARY PROGRAM

Grade 1 teachers ⁴ (N = 46)	11%	32.5%	13%	32.5%	11%
Grade 3 teachers ⁵ (N = 47)	6%	32%	13%	43%	6%
Principals ⁶ (N = 34)	6%	47%	6%	41%	---
Grade 1 parents ⁷ (N = 67)	25%	52%	13%	8%	2%

⁴Mean = 3.0, Sd = 1.13

⁵Mean = 3.10, Sd = 1.13

⁶Mean = 2.82, Sd = 1.06

⁷Mean = 2.07, Sd = .91

TABLE 45

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO PARENT INVOLVEMENT BEING GREATER IN KINDERGARTEN THAN IN PRIMARY GRADES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 37)	43%	40%	11%	6%	9%
Grade 1 teachers ² (N = 47)	9%	49%	21%	19%	2%
Principals ³ (N = 36)	14%	55%	---	31%	---
Grade 1 parents ⁴ (N = 67)	9%	42%	15%	27%	7%

¹Mean = 1.78, Sd = .85

²Mean = 2.57, Sd = .97

³Mean = 2.47, Sd = 1.08

⁴Mean = 2.82, Sd = 1.15

TABLE 46

PERCENTAGES - TYPE OF CONTACT WITH PARENTS: REPORTED BY KINDERGARTEN TEACHERS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasionally	5 Never
Telephone calls ¹ (N = 35)	11%	23%	9%	57%	---
Informal notes ² (N = 34)	12%	23%	12%	53%	---
Newsletters ³ (N = 36)	---	3%	64%	28%	6%
Informal conferences ⁴ (N = 34)	6%	20%	18%	56%	---
Scheduled conferences ⁵ (N = 38)	---	---	5%	95%	---
Group parent meetings ⁶ (N = 36)	---	---	11%	72%	17%
Report cards ⁷ (N = 39)	---	---	---	100%	---
Home visits ⁸ (N = 38)	---	---	---	50%	50%
Parental visits to class- room for observation ⁹ (N = 36)	14%	6%	8%	72%	---

¹Mean = 3.11, Sd = 1.13²Mean = 3.06, Sd = 1.13³Mean = 3.36, Sd = .64⁴Mean = 3.23, Sd = .99⁵Mean = 3.95, Sd = .23⁶Mean = 4.06, Sd = .53⁷Mean = 4, Sd = 0⁸Mean = 4.5, Sd = .51⁹Mean = 3.39, Sd = 1.10

TABLE 47

PERCENTAGES - TYPE OF CONTACT WITH PARENTS: REPORTED BY GRADE I TEACHERS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasionally	5 Never
Telephone Calls ¹ (N = 47)	4%	47%	15%	34%	---
Informal notes ² (N = 46)	9%	37%	9%	45%	---
Newsletters ³ (N = 46)	2%	2%	61%	24%	11%
Informal conferences ⁴ (N = 46)	4%	26%	20%	50%	---
Scheduled conferences ⁵ (N = 46)	---	---	13%	87%	---
Group parent meetings ⁶ (N = 46)	---	2%	13%	63%	22%
Report cards ⁷ (N = 46)	---	---	4%	96%	---
Home visits ⁸ (N = 47)	---	---	---	43%	57%
Parental visits to class- room for observation ⁹ (N = 47)	4%	---	11%	70%	15%

¹Mean = 2.79, Sd = .98²Mean = 2.91, Sd = 1.09³Mean = 3.39, Sd = .80⁴Mean = 3.15, Sd = .96⁵Mean = 3.87, Sd = .34⁶Mean = 4.04, Sd = .66⁷Mean = 3.96, Sd = .21⁸Mean = 4.57, Sd = .50⁹Mean = 3.91, Sd = .80

TABLE C

PERCENTAGES - CONTACT WITH PARENTS: REPORTED BY PARENTS: KINDERGARTEN

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasionally	5 Never
Telephone calls ¹ (N = 42)	---	9%	13%	34%	53%
Informal notes ² (N = 46)	---	4%	9%	50%	37%
Newsletters (N = 46)	2%	11%	63%	20%	4%
Informal conferences (N = 45)	---	2%	18%	62%	18%
Scheduled conferences (N = 47)	---	---	2%	94%	4%
Group parent meetings (N = 46)	---	---	5%	28%	67%
Report cards (N = 47)	---	---	2%	92%	6%
Home visits (N = 47)	---	---	---	---	100%

¹Mean = 4.40, Sd = .71⁴Mean = 3.96, Sd = .67⁷Mean = 4.04, Sd = .29²Mean = 4.20, Sd = .78⁵Mean = 4.02, Sd = .25⁸Mean = 5, Sd = 0³Mean = 3.13, Sd = .75⁶Mean = 4.63, Sd = .57

TABLE 49

PERCENTAGES - PREFERRED FREQUENCY OF PARENT CONTACT: REPORTED BY KINDERGARTEN PARENTS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone calls ¹ (N = 46)	---	22%	13.5%	71%	13.5%
Informal notes ² (N = 46)	---	13%	33%	52%	2%
Newsletters ³ (N = 46)	---	6%	72%	22%	---
Informal conferences ⁴ (N = 45)	---	22%	29%	64.5%	64.5%
Scheduled conferences ⁵ (N = 46)	---	---	15%	83%	2%
Group parent meetings ⁶ (N = 46)	---	---	19.5%	61%	19.5%
Report cards ⁷ (N = 46)	---	---	33%	67%	---
Home visits ⁸ (N = 46)	---	---	---	48%	52%

¹Mean = 3.96, Sd = .60
²Mean = 3.43, Sd = .75
³Mean = 3.15, Sd = .51
⁴Mean = 3.71, Sd = .59

⁵Mean = 3.87, Sd = .40
⁶Mean = 4, Sd = .63
⁷Mean = 3.67, Sd = .47
⁸Mean = 4.52, Sd = .50

TABLE 50

PERCENTAGES - CONTACT WITH PARENTS: REPORTED BY GRADE 1 TEACHERS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone call ¹ (N = 66)	---	---	6%	44%	50%
Informal notes ² (N = 66)	1%	5%	5%	42%	47%
Newsletters ³ (N = 68)	---	6%	46%	23%	25%
Informal conferences ⁴ (N = 67)	---	5%	10%	58%	27%
Scheduled conferences ⁵ (N = 68)	---	---	6%	91%	3%
Group parent meetings ⁶ (N = 68)	---	2%	10%	41%	47%
Report cards ⁷ (N = 67)	---	---	1.5%	97%	1.5%
Home visits ⁸ (N = 68)	---	---	---	1%	99%

¹Mean = 4.44, Sd = .61

²Mean = 4.29, Sd = .87

³Mean = 3.68, Sd = .92

⁴Mean = 4.07, Sd = .74

⁵Mean = 3.97, Sd = .30

⁶Mean = 4.34, Sd = .72

⁷Mean = 4, Sd = .17

⁸Mean = 4.98, Sd = .12

TABLE 51

PERCENTAGES - PREFERRED FREQUENCY OF PARENT CONTACT: REPORTED BY GRADE I PARENTS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone calls ¹ (N = 65)	---	---	6%	76%	18%
Informal notes ² (N = 68)	---	4%	28%	63%	4%
Newsletters ³ (N = 67)	---	6%	58%	34%	2%
Informal conferences ⁴ (N = 67)	---	1.5%	21%	76%	1.5%
Scheduled conferences ⁵ (N = 67)	---	---	16%	84%	---
Group parent meetings ⁶ (N = 67)	---	2%	19%	67%	12%
Report cards ⁷ (N = 66)	---	---	27%	71%	2%
Home visits ⁸ (N = 65)	---	---	---	38%	62%

¹Mean = 4.12, Sd = .48

²Mean = 3.68, Sd = .63

³Mean = 3.31, Sd = .61

⁴Mean = 3.78, Sd = .49

⁵Mean = 3.84, Sd = .37

⁶Mean = 3.89, Sd = .61

⁷Mean = 3.74, Sd = .47

⁸Mean = 4.61, Sd = .49

TABLE 52

PERCENTAGES - TYPE AND FREQUENCY OF PARENT ASSISTANCE IN THE CLASSROOM:
REPORTED BY KINDERGARTEN TEACHERS

Type of Assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 36)	---	5%	17%	75%	3%
Working with groups of children ² (N = 38)	24%	21%	5%	29%	21%
Helping in 1-to-1 situations ³ (N = 38)	24%	18%	3%	24%	31%
Acting as resource people ⁴ (N = 39)	5%	3%	5%	82%	5%
Assisting in centres ⁵ (N = 39)	21%	13%	3%	28%	36%
Reading to children ⁶ (N = 39)	8%	10%	---	38%	44%
Listening to children's stories or oral reading ⁷ (N = 39)	10%	5%	---	36%	49%
Helping to prepare materials for class activities ⁸ (N = 39)	15%	23%	3%	36%	23%
Doing clerical work ⁹ (N = 39)	5%	13%	---	31%	51%

¹Mean = 3.75, Sd = .60

²Mean = 3.03, Sd = 1.53

³Mean = 3.21, Sd = 1.63

⁴Mean = 3.79, Sd = .80

⁵Mean = 3.46, Sd = 1.59

⁶Mean = 4.0, Sd = 1.26

⁷Mean = 4.08, Sd = 1.28

⁸Mean = 3.28, Sd = 1.45

⁹Mean = 4.10, Sd = 1.23

TABLE 53

PERCENTAGES - TYPE AND FREQUENCY OF PARENT ASSISTANCE IN THE CLASSROOM:
REPORTED BY GRADE I TEACHERS

Type of Assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 45)	---	---	13%	85%	2%
Working with groups of children ² (N = 47)	8%	13%	---	36%	43%
Helping in 1-to-1 relationships ³ (N = 47)	15%	8%	---	34%	43%
Acting as resource people (N = 47)	2%	4%	---	62%	32%
Assisting in centres ⁵ (N = 47)	---	6%	---	30%	64%
Reading to children ⁶ (N = 47)	---	2%	---	25%	73%
Listening to children's stories or oral reading ⁷ (N = 47)	9%	6%	---	36%	49%
Helping to prepare materials for class activities ⁸ (N = 47)	2%	---	7%	36%	55%
Doing clerical work ⁹ (N = 47)	---	---	4%	25%	70%

¹Mean = 3.89, Sd = .38

²Mean = 3.91, Sd = 1.32

³Mean = 3.81, Sd = 1.45

⁴Mean = 4.17, Sd = .81

⁵Mean = 4.51, Sd = .80

⁶Mean = 4.68, Sd = .59

⁷Mean = 4.11, Sd = 1.24

⁸Mean = 4.42, Sd = .80

⁹Mean = 4.66, Sd = .56

TABLE 54

PERCENTAGES - FREQUENCY OF PARENT ASSISTANCE IN CLASSROOM: REPORTED BY KINDERGARTEN PARENTS

Type of Assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 47)	---	---	4%	32%	64%
Working with groups of children ² (N = 47)	---	2%	4%	21%	73%
Helping in 1-to-1 relationships ³ (N = 47)	2%	2%	4%	13%	79%
Acting as resource person ⁴ (N = 47)	2%	---	2%	19%	77%
Reading to children ⁵ (N = 47)	---	2%	---	4%	94%
Listening to children's stories/oral reading ⁶ (N = 47)	---	2%	2%	13%	83%
Assisting in centres ⁷ (N = 47)	---	4%	6%	9%	81%
Helping prepare materials for class activities ⁸ (N = 47)	2%	2%	4%	39%	53%
Doing clerical work ⁹ (N = 47)	---	---	2%	6%	92%

¹Mean = 4.60, Sd = .58

²Mean = 4.64, Sd = .67

³Mean = 4.64, Sd = .84

⁴Mean = 4.68, Sd = .72

⁵Mean = 4.89, Sd = .48

⁶Mean = 4.76, Sd = .60

⁷Mean = 4.66, Sd = .79

⁸Mean = 4.38, Sd = .85

⁹Mean = 4.89, Sd = .37

TABLE 55

PERCENTAGES - FREQUENCY OF PARENT ASSISTANCE IN CLASSROOM: REPORTED BY GRADE I PARENTS

Type of Assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assisting on field trips ¹ (N = 68)	---	---	3%	21%	76%
Working with groups of children ² (N = 67)	---	3%	10%	9%	78%
Helping in 1-to-1 relationships ³ (N = 67)	---	3%	9%	7%	81%
Acting as resource person ⁴ (N = 67)	---	5%	3%	13%	79%
Reading to children ⁵ (N = 67)	3%	---	3%	9%	85%
Listening to children's stories/oral reading ⁶ (N = 67)	3%	3%	6%	7%	81%
Assisting in centres ⁷ (N = 67)	---	3%	7%	6%	84%
Helping prepare materials for class activities ⁸ (N = 67)	---	---	9%	16%	75%
Doing clerical work ⁹ (N = 67)	---	---	4%	2%	94%

¹Mean = 4.73, Sd = .51

²Mean = 4.61, Sd = .80

³Mean = 4.66, Sd = .77

⁴Mean = 4.67, Sd = .75

⁵Mean = 4.73, Sd = .79

⁶Mean = 4.60, Sd = .95

⁷Mean = 4.70, Sd = .74

⁸Mean = 4.67, Sd = .64

⁹Mean = 4.89, Sd = .43

TABLE 56

NUMBER AND TYPE OF PARENT INVOLVEMENT IN PAST FIVE DAYS REPORTED BY TEACHERS (K, 1, 3, 4)
AND PRINCIPALS

Type of Involvement	Kindergarten	Grade 1	Principal	Grade 3	Grade 4
None	4	16	0	23	26
Working with group	11	6	8	6	7
Working one to one	6	6	9	11	3
Reading to or listening to children	2	6	2	1	0
Resource person	1	3	2	1	1
Clerical - Library	5	2	22	2	2
Preparation of materials	12	3	2	2	5
Field trips	5	4	15	5	6
Other	9	12	9	3	3

TABLE 57

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO PARENTS NOT BEING INTERESTED IN BEING ACTIVELY INVOLVED IN KINDERGARTEN PROGRAM.

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 37)	5%	11%	14%	59%	11%
Principals ² (N=35)	11%	40%	9%	34%	6%
Kindergarten parents ³ (N = 47)	-	34%	32%	28%	6%

¹Mean = 3.59, Sd = 1.01

²Mean = 2.83, Sd = 1.20

³Mean = 3.06, Sd = .94

TABLE 58

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO PARENTS
NOT BEING INTERESTED IN BEING ACTIVELY INVOLVED IN PRIMARY
 PROGRAM.

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 1 teachers ¹ (N = 47)	2%	30%	19%	40%	9%
Grade 3 Teachers ² (N = 26)	11.5%	46%	31%	11.5%	
Principals ³ (N = 35)	11%	40%	9%	34%	6%
Grade 1 parents ⁴ (N = 67)	6%	30%	37%	25%	2%

¹Mean = 3.23, Sd = 1.05

²Mean = 2.83, Sd = 1.20

³Mean = 2.42, Sd = .86

⁴Mean = 2.86, Sd = .92

TABLE 59

PERCENTAGES - OBSTACLES TO PARENT INVOLVEMENT: REPORTED BY TEACHERS AND PRINCIPALS

Obstacles	Kindergarten teachers (N = 32)	Grade 1 teachers (N = 45)	Grade 3 teachers (N = 35)	Grade 4 teachers (N = 30)	Principals (N = 31)
Teacher attitude	22%	11%	17%	7%	16%
Working parents	19%	24%	37%	43%	29%
Parents as disruptive force/discretion	19%	38%	14%	10%	23%
Lack of teacher time	16%	16%	20%	13%	---
Parent lack of interest	12%	4%	3%	3%	---
Poor school/home communica- tion	3%	---	---	---	6%
Combination working parents/ teacher attitude	3%	7%	9%	7%	3%
Other or uncodable responses	3%	---	---	17%	23%

TABLE 60

PERCENTAGES - OBSTACLES TO PARENT INVOLVEMENT: REPORTED BY PARENTS

Obstacle	Kindergarten Parents (N = 35)	Grade 1 Parents (N = 46)	Grade 4 Parents (N = 37)
Working parents	37%	42%	27%
Parent lack of interest	11%	11%	5%
School attitude/interest	11%	26%	14%
Poor school/home communication	9%	2%	3%
Teacher/parent lack of time	6%	4%	5%
Combination parent working and lack of interest	3%	4%	16%
Parent as disruptive force/discretion	3%	4%	14%
Other or none	20%	7%	16%

TABLE 61

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO COURSES ON PARENTING/PARENT EDUCATION BEING MADE AVAILABLE TO PARENTS IN THIS DISTRICT

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten ¹ teachers (N = 38)	42%	45%	13%	-	-
Grade 1 ² teachers (N = 45)	29%	38%	7%	4%	2%
Principals ³ (N = 36)	14%	70%	8%	8%	-
Kindergarten ⁴ parents (N = 47)	34%	45%	17%	4%	-
Grade 1 ⁵ parents (N = 67)	27%	52%	13%	5%	3%

¹Mean = 1.71, Sd = .69

²Mean = 1.93, Sd = .86

³Mean = 2.11, Sd = .75

⁴Mean = 1.91, Sd = .83

⁵Mean = 2.04, Sd = .93

TABLE 62

PERCENTAGES - PARENT RESPONSE TO DESIRED AVAILABILITY & ATTENDANCE AT PARENT EDUCATION COURSE

Do You Think Courses on Parenting/Parent Education Should Be Made Available to Parents in This District?

Group	Yes	No	Don't Know
Kindergarten parents (N = 47)	89%	2%	9%
Grade 1 parents (N = 68)	87%	6%	7%
Grade 4 parents (N = 49)	82%	14%	4%

If Yes, Would You Attend If the Classes Were Held in a Nearby Location at a Convenient Time?

Group	Yes	No	Don't Know
Kindergarten parents (N = 45)	82%	5%	13%
Grade 1 parents (N = 61)	90%	7%	3%
Grade 4 parents (N = 42)	81%	7%	12%

TABLE 63

PERCENTAGES - PARENTS ATTENDED ANY MEETING, LECTURE
OR SOCIAL OCCASIONS IN ANY LOCAL SCHOOL BUILDING DUR-
ING THE LAST YEAR

Group	Yes	No
Kindergarten parents (N = 47)	91%	9%
Grade 1 parents (N = 68)	97%	3%
Grade 4 parents (N = 50)	90%	10%

TABLE 64

PERCENTAGES - WHAT KINDERGARTEN PARENTS LIKE BEST AND LEAST ABOUT
THEIR CHILD'S KINDERGARTEN

LIKE BEST (N = 45)

Teacher	36%
Extra opportunities for child	16%
Atmosphere	13%
Facilities/class size	11%
Children are happy	7%
Parent involvement	4%
Other (single responses)	13%

LIKE LEAST (N = 39)

Lack of specific activities	26%
Nothing not liked	18%
Class size	18%
Lack of parental involvement	13%
Hours	8%
Other (single responses)	17%

TABLE 65

PERCENTAGES - WHAT GRADE I PARENTS LIKE BEST AND LEAST ABOUT THEIR CHILD'S GRADE I

LIKE BEST (N = 62)

Teacher	47%
Opportunities for child	21%
Facilities/small class	8%
Child likes it	6%
Ex-curricular activities	5%
Parent involvement	3%
Nothing	2%
Other (single responses)	5%

LIKE LEAST (N = 56)

Class size	18%
Nothing	16%
Pressure/pace of Grade 1	16%
Lack of parent involvement	9%
Teacher	2%
Atmosphere	2%
Hours	2%
Other (single responses)	25%

TABLE 66

PERCENTAGES - TEACHER RESPONSE TO THERE BEING ADEQUATE PHYSICAL SPACE IN THEIR CLASSROOM

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	10%	44%	-	33%	13%
Grade 1 ² teachers (N = 45)	5%	53%	2%	33%	7%
Grade 3 teachers ³ (N = 47)	6%	47%	-	30%	17%
Grade 4 teachers ⁴ (N = 47)	6%	53%	2%	26%	13%

¹Mean = 2.95, Sd = 1.31

²Mean = 2.84, Sd = 1.15

³Mean = 3.04, Sd = 1.32

⁴Mean = 2.85, Sd = 1.25

TABLE 67

PERCENTAGES - TEACHER RESPONSE TO THERE BEING AN ADEQUATE AMOUNT OF EQUIPMENT AND MATERIALS IN THEIR CLASSROOM

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	5%	51%	-	36%	8%
Grade 1 teachers ² (N = 46)	9%	67%	-	24%	-
Grade 3 teachers ³ (N = 48)	8%	69%	-	21%	2%
Grade 4 teachers ⁴ (N = 47)	7%	55%	4%	32%	2%

¹Mean = 2.90, Sd = 1.19

²Mean = 2.39, Sd = .95

³Mean = 2.40, Sd = .98

⁴Mean = 2.68, Sd = 1.06

TABLE 68

PERCENTAGES - TEACHER RESPONSE TO ADDITIONAL EQUIPMENT/MATERIAL OR
IMPROVEMENT TO PHYSICAL SPACE: TOP PRIORITY ITEM

Item	Kindergarten teachers (N = 37)	Grade 1 teachers (N = 43)	Grade 3 teachers (N = 45)	Grade 4 teachers (N = 42)
Shelves/storage	19%	9%	27%	10%
Sink/hot water	16%	7%	11%	14%
More physical space	14%	19%	16%	10%
More large equipment/ toys	11%	12%	2%	2%
A-V/electrical equipment	8%	7%	9%	24%
Cooking facilities	8%	---	---	---
Physical space and storage	5%	2%	4%	2%
Tables/dividers/ carpet	---	33%	13%	10%
Other misc. items	19%	11%	18%	28%

TABLE 69.

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO KINDERGARTEN/PRIMARY/
INTERMEDIATE TEACHERS HAVING ADEQUATE SUPPORT FROM DISTRICT STAFF (e.g.
SUPERVISOR, RESOURCE CENTRE STAFF, etc.)

KINDERGARTEN TEACHERS HAVE ADEQUATE SUPPORT					
Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	13%	56%	8%	23%	---
Principals ² (N = 36)	6%	53%	19%	19%	3%
PRIMARY TEACHERS HAVE ADEQUATE SUPPORT					
Grade 1 teachers ³ (N = 46)	13%	70%	2%	15%	---
Grade 3 teachers ⁴ (N = 47)	11%	64%	6%	19%	---
Principals ⁵ (N = 36)	5.5%	81%	5.5%	5.5%	2.5%
INTERMEDIATE TEACHERS HAVE ADEQUATE SUPPORT					
Grade 4 teachers ⁶ (N = 47)	8%	68%	11%	13%	---
Principals ⁷ (N = 36)	5%	64%	3%	25%	3%

¹Mean = 2.41, Sd = .99
²Mean = 2.61, Sd = .96

³Mean = 2.19, Sd = .86
⁴Mean = 2.34, Sd = .91

⁵Mean = 2.56, Sd = 1.03
⁶Mean = 2.28, Sd = .80
⁷Mean = 2.56, Sd = 1.03

TABLE 70

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO THERE BEING SUFFICIENT SUPPORT SERVICES FOR CHILDREN & THEIR FAMILIES IN THIS DISTRICT

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	3%	23%	28%	36%	10%
Grade 1 teachers ² (N = 46)	2%	50%	13%	24%	11%
Grade 3 teachers ³ (N = 47)	2%	42%	13%	32%	11%
Grade 4 teachers ⁴ (N = 48)	4%	37%	15%	25%	19%
Principals ⁵ (N = 36)	-	64%	6%	19%	11%

¹Mean = 3.28, Sd = 1.02

²Mean = 2.91, Sd = 1.13

³Mean = 3.06, Sd = 1.13

⁴Mean = 3.17, Sd = 1.24

⁵Mean = 2.78, Sd = 1.12

TABLE 71

MEAN VALUES¹ - FREQUENCY OF USE OF PROFESSIONAL AND/OR PARAPROFESSIONAL ASSISTANCE: REPORTED BY TEACHERS

Type		Kindergarten teachers	Grade 1 teachers	Grade 3 teachers	Grade 4 teachers
School nurse	\bar{x} =	2.41	2.51	2.83	2.91
	Sd =	.64	.69	.69	.71
Older pupil	\bar{x} =	2.59	2.79	3.45	3.61
	Sd =	1.35	1.27	1.06	1.04
Parent (occasionally)	\bar{x} =	2.73	3.57	3.54	3.70
	Sd =	1.04	.91	1.00	1.01
Parent (regularly)	\bar{x} =	2.82	3.72	3.79	4.13
	Sd =	1.72	1.47	1.53	1.18
Teacher aide	\bar{x} =	2.99	2.34	2.48	2.76
	Sd =	1.35	1.43	1.24	1.33
Speech therapist	\bar{x} =	2.90	2.98	3.45	3.44
	Sd =	.94	.77	.85	.66
Community resource person	\bar{x} =	3	3.37	3.66	3.51
	Sd =	.66	.85	.81	.69
Other teachers	\bar{x} =	3.21	2.76	3.28	2.98
	Sd =	1.23	1.16	1.08	1.25
Learning assistance class teacher	\bar{x} =	3.33	1.30	1.40	1.45
	Sd =	1.34	.55	.68	.65
Audiologist	\bar{x} =	3.39	3.55	3.85	3.82
	Sd =	.80	.76	.88	.75
Psychologist/counsellor	\bar{x} =	3.44	2.98	3.00	3.25
	Sd =	.75	.77	.86	.85
Subject-matter specialist	\bar{x} =	3.68	3.22	3.37	2.93
	Sd =	1.34	1.23	1.33	1.29

¹ a = Daily 2 = Weekly 3 = Monthly 4 = Occasionally 5 = Never

TABLE 72

PERCENTAGES - TEACHER RESPONSE TO RECEIVING SUFFICIENT HELP FROM LEARNING ASSISTANCE PEOPLE AND POSSIBLE IMPROVEMENTS

DO YOU RECEIVE SUFFICIENT HELP FROM LEARNING ASSISTANCE PEOPLE?				
	Kindergarten teachers (N = 37)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 45)	Grade 4 teachers (N = 47)
Yes	62%	81%	85%	83%
No	30%	19%	13%	17%
Don't Know	8%	---	2%	---

IF NO, WHAT COULD BE DONE TO IMPROVE THIS SITUATION?				
Suggestions for improvement	Kindergarten teachers (N = 10)	Grade 1 teachers (N = 9)	Grade 3 teachers (N = 13)	Grade 4 teachers (N = 12)
More time for that grade level	70%	44%	54%	44%
More L.A. people	10%	44%	31%	40%
More coordination between groups	10%	11%	15%	---
More people and time for that grade level	10%	---	---	16%

TABLE 73

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE OF SATISFACTION WITH CURRENT POLICY OF ADMITTING CHILDREN TO KINDERGARTEN IF FIVE BEFORE DECEMBER 31

ARE YOU SATISFIED WITH THE CURRENT POLICY?			
	Yes	No	Don't Know
Kindergarten teachers (N = 38)	69%	26%	5%
Grade 1 teachers (N = 46)	57%	37%	6%
Principals (N = 36)	69%	31%	---
Kindergarten parents (N = 47)	68%	23%	9%

TABLE 74

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT PREFERENCES FOR ALTERNATE POLICY ON ADMISSION TO KINDERGARTEN

IF NO (to previous question, summarized Table 73) WHAT WOULD YOU PREFER?

Preference	Kindergarten teachers (N = 14)	Grade 1 teachers (N = 20)	Principals (N = 11)	Kindergarten parents (N = 11)
More than one entry per year	29%	30%	27%	18%
Aug. 31 cut-off date	36%	15%	---	9%
Screening to determine readiness	29%	40%	36%	36%
Addition of nursery school class to public school	---	---	15%	9%
Other	6%	15%	22%	28%

TABLE 75

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT RESPONSE ON FAVOURING EARLY
ADMISSION TO KINDERGARTEN

	Yes	No	Don't Know
Kindergarten teachers (N = 39)	28%	64%	8%
Grade 1 teachers (N = 44)	32%	52%	16%
Principals (N = 35)	40%	54%	6%
Kindergarten parents (N = 47)	49%	38%	13%

TABLE 76

PERCENTAGES - TEACHER, PRINCIPAL, PARENT REASON FOR AND AGAINST EARLY ADMISSION TO KINDERGARTEN

Reasons	Kindergarten teachers (N = 35)	Grade 1 teachers (N = 36)	Principals (N = 28)	Kindergarten parents (N = 36)
Problem of assessing readiness	36%	14%	32%	11%
Admittance whenever ready	20%	11%	22%	28%
Under 5's should be at home with parents	17%	---	7%	3%
Social problems	6%	19%	4%	9%
Children not developmentally ready until 5	6%	25%	---	11%
Other facilities are available for under 5's	3%	---	---	9%
A ready child learns best	3%	17%	14%	11%
Administrative and teaching problems	---	---	14%	---
Other and uncodable responses	9%	14%	7%	18%

TABLE 77

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO CLASSROOM TEACHERS SHOULD BE DOING MORE SCREENING OF KINDERGARTEN CHILDREN FOR LEARNING DISABILITIES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	8%	51%	28%	13%	-
Grade 1 teachers ² (N = 46)	20%	48%	15%	15%	2%
Principals ³ (N = 35)	29%	34%	8%	29%	-

¹Mean = 2.46, Sd = .82

²Mean = 2.32, Sd = 1.03

³Mean = 2.37, Sd = 1.19

TABLE 78

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE OF WHAT SHOULD BE THE MAXIMUM DAILY LENGTH OF THE KINDERGARTEN SESSION

Maximum Time	Kindergarten teachers (N = 38)	Principals (N = 35)
less than		
1 1/4 hours	---	---
1 1/2 hours	---	---
1 3/4 hours	---	---
2 hours	3%	9%
2 1/4 hours	---	---
2 1/2 hours	84%	71%
2 3/4 hours	---	---
3 hours	3%	17%
more than 3 hours	10%	3%

TABLE 79
SUMMARY OF KINDERGARTEN TIMETABLES

Activity ¹	Number	Range ²	Mean	Mode	Recommended Time
Arrival, opening and work period	35	25-90	59	60	60-75
Music	25 ³	10-30	17	15	20
Snack, rest, toileting	34	10-40	21	20	25
Movement Education	25 ³	10-30	21	20	20
Language Arts	33 ⁴	10-50	23	20	20
Dismissal	30	5-15	10	10	5

¹As suggested in timetable on p. 84 of Resource Book for Kindergartens.

²Range, Mean, Mode, and Recommended Time in minutes.

³Those timetables which included this area in an Integrated Period with P.E., storytime, music, etc. were not included in the tabulations.

⁴Those timetables which included Language Arts in an Integrated Period (e.g. with Math, Science, etc.) were not included in the tabulations. French lessons were not included in these tabulations.

TABLE 80

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO KINDERGARTEN/PRIMARY/INTERMEDIATE PROGRAM BEING IMPROVED IF CLASS SIZE WERE REDUCED

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
KINDERGARTEN PROGRAM					
Kindergarten teachers ¹ (N = 39)	36%	56%	5%	3%	---
Principals ² (N = 36)	6%	47%	30%	14%	3%
Kindergarten parents ³ (N = 46)	13%	39%	31%	15%	2%
PRIMARY PROGRAM					
Grade 1 teachers ⁴ (N = 46)	68%	24%	4%	4%	---
Grade 3 teachers ⁵ (N = 47)	47%	43%	6%	4%	---
Principals ⁶ (N = 35)	26%	63%	5%	3%	3%
Grade 1 parents ⁷ (N = 48)	44%	36%	10%	10%	---

TABLE 80 (cont'd)

	1	2	3	4	5
	Strongly Agree	Agree	Neutral Don't Know	Disagree	Strongly Disagree
INTERMEDIATE PROGRAM					
Grade 4 teachers ⁸ (N = 47)	47%	32%	15%	6%	---
Principals ⁹ (N = 35)	26%	57%	11%	3%	3%
Grade 4 parents ¹⁰ (N = 50)	38%	24%	22%	14%	2%

¹ Mean = 1.74, Sd = .68

² Mean = 2.61, Sd = .96

³ Mean = 2.54, Sd = .98

⁴ Mean = 1.46, Sd = .78

⁵ Mean = 1.68, Sd = .78

⁶ Mean = 1.94, Sd = .84

⁷ Mean = 1.86, Sd = .97

⁸ Mean = 1.81, Sd = .92

⁹ Mean = 2.0, Sd = .87

¹⁰ Mean = 2.18, Sd = 1.16

TABLE 81

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO IDEAL CLASS SIZE

Range of Class Size	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 48)	Grade 4 teachers (N = 47)	Principals on Kindergarten (N = 35)	Principals on Primary (N = 35)	Principals on Intermediate (N = 35)
Under 15	5%	---	---	---	12%	---	---
15 - 16	23%	5%	4%	---	37%	6%	---
17 - 18	44%	13%	10%	2%	20%	6%	---
19 - 20	15%	64%	27%	28%	14%	49%	8%
21 - 22	---	2%	17%	7%	3%	17%	---
23 - 24	---	6%	13%	21%	---	6%	3%
25 - 26	---	6%	21%	36%	---	8%	83%
26+	---	---	---	4%	---	---	---
Combination of above categories	13%	4%	8%	2%	14%	8%	6%

TABLE 82

PERCENTAGES - TEACHER, PRINCIPAL, AND PARENT RESPONSE TO ONLY TEACHERS WITH APPROPRIATE EARLY CHILDHOOD EDUCATION TRAINING BEING ASSIGNED TO KINDERGARTEN

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	34%	37%	11%	13%	3%
Grade 1 teachers ² (N = 47)	30%	53%	11%	4%	-
Principals ³ (N = 36)	25%	53%	3%	16%	3%
Kindergarten parents ⁴ (N = 46)	57%	28%	11%	4%	-

¹Mean = 2.11, Sd = 1.11

²Mean = 1.89, Sd = .75

³Mean = 2.19, Sd = 1.09

⁴Mean = 1.63, Sd = .85

TABLE 83

PERCENTAGE - TEACHERS' AND PRINCIPALS' REPORT OF NUMBER OF COURSES IN KINDERGARTEN CURRICULUM/METHODS/EDUCATION AND IN DEVELOPMENT OF KINDERGARTEN AGE CHILD

Number of Courses	Kindergarten teachers (N = 29)	Grade 1 teachers (N = 39)	Principals (N = 30)
None	4%	13%	74%
1	17%	33%	13%
2	31%	21%	10%
3	7%	13%	---
4	17%	8%	3%
5	10%	2%	---
6	4%	5%	---
7	7%	---	---
8 or more	3%	5%	---

TABLE 84

PERCENTAGE - TEACHERS' AND PRINCIPALS' REPORT OF NUMBERS OF COURSES IN READING/
CHILDREN'S LITERATURE (PRIMARY AND INTERMEDIATE)

Number of Courses	Kindergarten teachers (N = 31)	Grade 1 teachers (N = 41)	Grade 3 teachers (N = 38) (N = 36)		Grade 4 teachers (N = 34) (N = 37)		Principals (N = 27)
			Prim.	Int.	Prim.	Int.	
None	3%	---	16%	36%	61%	8%	37%
1	20%	15%	13%	11%	9%	19%	26%
2	29%	22%	13%	22%	12%	27%	15%
3	39%	12%	13%	6%	12%	16%	11%
4	3%	10%	8%	6%	3%	8%	11%
5	---	20%	8%	8%	3%	3%	---
6	3%	17%	13%	---	---	5.5%	---
7	---	2%	---	---	---	5.5%	---
8 or more	3%	2%	16%	11%	---	8%	---

TABLE 85

PERCENTAGE - HIGHEST EDUCATIONAL DEGREE

Degree	Kindergarten teachers (N = 36)	Grade 1 teachers (N = 39)	Grade 3 teachers (N = 39)	Grade 4 teachers (N = 44)	Principals (N = 34)
Diploma	44%	21%	15%	9%	---
B.L./B.S./B.Ed	50%	69%	67%	75%	44%
M.A./M.S./M.Ed	---	5%	10%	7%	56%
Other	6%	5%	8%	9%	---

TABLE 86

NUMBER¹ - TEACHERS' AND PRINCIPALS' ATTENDANCE AT TEACHER TRAINING INSTITUTIONS

Institution	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 46)	Grade 4 teachers (N = 47)	Principals (N = 34)
University of Victoria	29	39	38	39	28
University of British Columbia	10	2	4	8	16
Simon Fraser University	--	--	--	--	--
Alberta/ Saskatchewan	4	4	3	7	1
Other Canadian	6	18	11	8	1
Great Britain	9	2	3	3	4
U.S.A.	--	2	2	4	3
Other	--	2	--	2	--

¹More than 1 response was possible by each person

TABLE 87

PERCENTAGE - HIGHEST CERTIFICATE HELD BY TEACHERS

Certificate	Kindergarten teachers (N = 38)	Grade 1 teachers (N = 47)	Grade 3 teachers (N = 47)	Grade 4 teachers (N = 46)
Professional	55%	70%	70%	85%
Standard	37%	20%	30%	15%
Other	8%	---	---	---

TABLE 88

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO ONLY TEACHERS WITH APPROPRIATE EXPERIENCE BEING ASSIGNED TO KINDERGARTEN

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 39)	28%	57%	10%	5%	-
Grade 1 teachers ² (N = 46)	30%	57%	9%	4%	-
Principals ³ (N = 36)	25%	50%	6%	19%	-
Kindergarten parents ⁴ (N = 46)	43%	41%	7%	7%	2%

¹Mean = 1.92, Sd = .77

²Mean = 1.87, Sd = .75

³Mean = 2.19, Sd = 1.04

⁴Mean = 1.83, Sd = .97

TABLE 89

NUMBER OF YEARS EXPERIENCE IN PRE-KINDERGARTEN, KINDERGARTEN AND GRADE 1 BY TEACHERS
AND PRINCIPALS

Number of years at following levels	Number of kindergarten teachers (N = 39)	Number of Grade 1 teachers (N = 47)	Number of Grade 3 teachers (N = 49)	Number of Grade 4 teachers (N = 49)	Number of Principals (N = 36)
PRE-KINDERGARTEN					
1	3	2	--	--	--
2 - 5	4	1	1	--	--
6 - 10	3	--	--	--	--
11 - 15	1	--	--	--	--
15+	--	--	--	--	--
KINDERGARTEN					
1	4	9	4	1	--
2 - 5	10	4	1	--	1
6 - 10	18	--	1	--	--
11 - 15	5	--	--	--	--
15+	2	--	--	--	--
GRADE 1					
1	4	3	4	--	4
2 - 5	12	17	7	4	4
6 - 10	7	12	--	--	--
11 - 15	1	10	1	--	--
15+	-	5	--	--	--

TABLE 90

PERCENTAGES - NEED FOR IN-SERVICE AND PROFESSIONAL DEVELOPMENT ACTIVITIES
DESIGNED FOR SPECIFIC GRADES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
FOR KINDERGARTEN TEACHERS					
Kindergarten teachers ¹ (N = 39)	18%	51%	8%	23%	---
Principals ² (N = 35)	6%	54%	31%	9%	---
FOR GRADE 1 TEACHERS					
Grade 1 teachers ³ (N = 45)	18%	47%	13%	18%	4%
FOR GRADE 3 TEACHERS					
Grade 3 teachers ⁴ (N = 48)	6%	40%	21%	31%	2%
FOR GRADE 4 TEACHERS					
Grade 4 teachers ⁵ (N = 48)	6%	44%	13%	29%	8%

¹Mean = 2.36, Sd = 1.04

²Mean = 2.42, Sd = .74

³Mean = 2.44, Sd = 1.12

⁴Mean = 2.83, Sd = 1.02

⁵Mean = 2.89, Sd = 1.15

TABLE 91
NUMBER AND PERCENTAGE - KINDERGARTEN WORKSHOP ATTENDED
BY KINDERGARTEN TEACHERS SINCE SEPTEMBER 1978

Number of Workshops	Number of Kindergarten Teachers (N = 33)	Percent of Kindergarten Teachers
None	1	3%
1	3	9%
2	8	25%
3	4	12%
4	6	18%
5	4	12%
6	3	9%
9 or more	4	12%

Mean = 4.79

Sd = 2.22

TABLE 92

NUMBER¹ - PROFESSIONAL ORGANIZATIONS OF TEACHERS AND PRINCIPALS

Organization	Kindergarten teacher (N = 36)	Grade 1 teacher (N = 44)	Grade 3 teacher (N = 27)	Grade 4 teacher (N = 33)	Princi- pal (N = 32)
B.C.T.F.	21	14	21	20	12
G.V.T.A.	16	14	17	20	12
Kindergarten Teachers' Assn.	36	--	3	--	--
B.C. Primary Teachers Assn.	26	35	17	10	--
B.C. Principals/ Vice Principals Assn.	--	--	--	1	29

¹Organizations listed by fewer than 5 people are not included

TABLE 93

NUMBER AND PERCENTAGES OF PROFESSIONAL CONFERENCES ATTENDED BY
TEACHERS AND PRINCIPALS SINCE SEPTEMBER 1978

Number of Conferences	Kindergarten teachers (N = 33)		Grade 1 teachers (N = 47)		Grade 3 teachers (N = 47)		Grade 4 teachers (N = 45)		Princi- pals (N = 34)	
	#	%	#	%	#	%	#	%	#	%
None	3	9	2	4	3	6	4	9	2	6
1	6	18	8	17	6	13	11	24	3	9
2	15	46	20	43	13	28	11	24	11	32
3	3	9	10	21	12	25	7	16	4	12
4	4	12	1	2	5	11	5	11	6	17.5
5	1	3	2	4	4	8	6	11	6	17.5
6	1	3	3	7	2	4	2	5	1	3
7	--	--	--	--	--	--	--	--	--	--
8 or more	--	--	--	--	2	4	--	--	1	3

TABLE 94

NUMBER - JOURNALS LISTED AS BEING READ REGULARLY BY TEACHERS (K-4) AND PRINCIPALS

Journal ¹	Kindergarten teachers (N = 39)	Grade 1 teachers (N = 47)	Principals (N = 36)	Grade 3 teachers (N = 50)	Grade 4 teachers (N = 48)
B.C. Teacher	12	20	11	14	17
Prime Areas	14	24	0	14	2
Instructor	12	13	3	15	10
Teacher	4	7	3	6	4
Reading Teacher	5	5	3	5	3
Learn	1	3	3	4	4
Canadian Educator	0	1	4	0	0
Early Years	3	1	0	0	0
Psychology Today	0	1	0	1	1
Teacher	1	2	0	0	0
B.C. Music Ed. Assn. Journal	1	0	0	0	2
Art Activities	0		0	1	1
B.C. Prin. & Vice Prin. Assn.	0	0	5	0	0
Kappan	0	0	5	0	0
Arithmetic Teacher	0	0	0	3	0
Child Education	2	0	0	1	0

¹Journals listed by more than 2 persons are included in this table

TABLE 95

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO MOST KINDERGARTEN TEACHERS IN DISTRICT HAVING GOOD PREPARATION/
BACKGROUND IN KINDERGARTEN

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 38)	8%	58%	34%	-	-
Grade 1 teachers ² (N = 47)	13%	42.5%	42.5%	2%	-
Principals ³ (N = 36)	17%	61%	19%	3%	-

¹Mean = 2.26, Sd = .60

²Mean = 2.34, Sd = .73

³Mean = 2.08, Sd = .69

TABLE 96

SUMMARY OF PROFESSIONAL QUALIFICATIONS AND EXPERIENCE
OF KINDERGARTEN TEACHERS HIRED IN LAST THREE (3) YEARS

Teacher A	Pre-School Supervisor's Certificate 4th year of Bachelor of Education completed (Early Childhood/Remedial) Experience 7 years (U.K., Africa)
Teacher B	Primary Teacher in B.C. 8.5 years Elementary Advanced Certificate Substituted, experience in Kindergarten and Grade 1
Teacher C	Bachelor of Education (Early Childhood) and additional studies in Special Education and Early Childhood. 3 years Kindergarten experience
Teacher D	3 years UVIC (primary) Team-teaching, Kindergarten 1 year 3 years substituting, experience Primary and Kindergarten
Teacher E	Trained in U.K. 4 years Kindergarten, experience U.K. and B.C. 1½ years experience in primary and Special Education 2 years Daycare Centre
Teacher F	Bachelor of Arts (Psychology/Sociology) Teacher Training Elementary 1 year private school (Primary) 1½ years B.C. (Primary) 2 years Ontario (Primary) Substituted 1 year Kindergarten and Grade 1
Teacher G	Bachelor of Education (U.B.C.) (Primary) 4 years Primary experience 3.5 years Kindergarten experience
Teacher H	Bachelor of Education (Early Childhood/Special Education) 4 years Kindergarten experience
Teacher I	3 years UVIC (Early Childhood) Experience in Montessori Kindergarten (Paris) Substituting and Teacher Training in Victoria Native French
Teacher J	University of Laval and UVIC - French/Art 2 years Elementary experience - French/Art Native French

TABLE 97

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO CHILDREN WHO ATTENDED PRESCHOOL AND/OR DAY CARE BEING GENERALLY MORE READY FOR KINDERGARTEN THAN CHILDREN WITHOUT THOSE EXPERIENCES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 27)	11%	43%	11%	32%	39%
Grade 1 teachers ² (N = 47)	8%	21%	15%	49%	7%
Principals ³ (N = 35)	8%	34%	26%	29%	3%
Kindergarten parents ⁴ (N = 46)	50%	30%	11%	7%	2%
Grade 1 parents ⁵ (N = 67)	37%	28%	11%	21%	3%

¹Mean = 2.73, Sd = 1.12

²Mean = 3.23, Sd = 1.13

³Mean = 2.83, Sd = 1.04

⁴Mean = 1.80, Sd = 1.02

⁵Mean = 2.24, Sd = 1.24

TABLE 98

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO PUBLIC-FUNDED PRE-KINDERGARTEN BEING AVAILABLE FOR ALL WHO WANT THEIR CHILDREN TO ATTEND

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers ¹ (N = 37)	14%	27%	19%	32%	8%
Grade 1 teachers ² (N = 45)	9%	31%	15%	29%	13%
Principals ³ (N = 36)	8%	17%	11%	47%	17%
Kindergarten parents ⁴ (N = 47)	30%	32%	13%	21%	4%
Grade 1 parents ⁵ (N = 68)	27%	25%	10%	25%	13%

¹Mean = 2.94, Sd = 1.22

²Mean = 3.07, Sd = 1.23

³Mean = 3.47, Sd = 1.21

⁴Mean = 2.38, Sd = 1.24

⁵Mean = 2.73, Sd = 1.43

TABLE 99

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO KINDERGARTEN TEACHERS TRYING TO ESTABLISH REGULAR CONTACTS WITH PRESCHOOL AND DAY CARE CENTRES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergarten teachers (N = 39)	18%	31%	33%	15%	3%
Principals ² (N = 35)	6%	45%	20%	23%	6%

¹Mean = 2.54, Sd = 1.05

²Mean = 2.77, Sd = 1.06

TABLE 100

NUMBER AND PERCENTAGE - KINDERGARTEN TEACHER CONTACT WITH PRESCHOOLS
AND/OR DAY CARE CENTRES

Type of contact	%	N = 32
No contact	25	8
Invite preschool/ day care to school	16	5
Kindergarten visits preschool/day care	3	1
Personal teacher contacts	44	14
Latch key for kindergarten children	3	1
Day care teacher visits	3	1
Other or uncodable	6	2

TABLE 101

PERCENTAGE - GRADE 4 RESPONSE TO IF CHILD HAD DIFFICULTY MAKING THE TRANSITION FROM GRADE 3 TO GRADE 4 AND REASONS AND HOW SCHOOL COULD HAVE HELPED

	Yes	No
Grade 4 parents (N = 51)	22%	78%

IF YES, WHY?

Reason for difficulty	% of Grade 4 parents (N = 12) who gave each reason
1. Child poorly prepared	50%
2. Non-Canadian background	17%
3. Increase in expectations	8%
4. Not knowing other children	8%
5. Other	17%

IF YES, HOW COULD THE SCHOOL HAVE HELPED YOUR CHILD?

How school could have helped	% of Grade 4 parents (N = 11)
School did help	46%
More help for child earlier	27%
Parent-teacher conference	18%
Not giving homework	9%

TABLE 102

PERCENTAGE - CHILDREN HAVING DIFFICULTY ADJUSTING TO GRADE 4 AS REPORTED BY TEACHERS AND PRINCIPALS

Percentage having difficulty	Grade 3 teachers (N = 16)	Grade 4 teachers (N = 28)	Principals (N = 16)
Girls under 5%	31%	18%	44%
5 - 10%	38%	46%	31%
11 - 20%	12%	11%	6%
21 - 30%	-	7%	-
31 - 40%	-	4%	13%
41 - 50%	-	14%	-
51% +	19%	-	-
	(N = 16)	(N = 30)	(N = 16)
Boys under 5%	19%	7%	25%
5 - 10%	32%	37%	31%
11 - 20%	16%	13%	13%
21 - 30%	6%	3%	-
31 - 40%	-	10%	6%
41 - 50%	12%	17%	6%
51% +	25%	13%	19%

TABLE 103

PERCENTAGES - RESPONSE OF TEACHERS AND PRINCIPALS TO DIFFERENCE OF CURRICULUM AND INSTRUCTIONAL MATERIALS AS PRIMARY CAUSE OF TRANSITIONAL DIFFICULTIES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Principals ¹ (N = 35)	-	15%	12%	67%	6%
Grade 3 teachers ² (N = 47)	4%	22%	19%	53%	2%
Grade 4 teachers ³ (N = 45)	22%	11%	13%	63%	11%

¹Mean = 3.65, Sd = .81

²Mean = 3.28, Sd = .97

³Mean = 3.69, Sd = .90

TABLE 104

PERCENTAGES - RESPONSE OF TEACHERS AND PRINCIPALS TO DIFFERENCE OF
TEACHER STYLES AS PRIMARY CAUSE OF TRANSITIONAL DIFFICULTIES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Principals ¹ (N = 34)	-	32%	21%	47%	-
Grade 3 teachers ² (N = 47)	11%	25%	13%	51%	-
Grade 4 teachers ³ (N = 46)	5%	28%	15%	41%	11%

¹Mean = 3.15, Sd = .89

²Mean = 3.04, Sd = 1.10

³Mean = 3.26, Sd = 1.12

TABLE 105

PERCENTAGES - RESPONSE OF TEACHERS AND PRINCIPALS TO SOCIAL ADJUSTMENT
AS PRIMARY CAUSE OF TRANSITIONAL DIFFICULTIES

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Principals ¹ (N = 35)	-	29%	20%	51%	-
Grade 3 teachers ² (N = 47)	-	13%	17%	66%	4%
Grade 4 teachers ³ (N = 44)	5%	45%	14%	34%	2%

¹Mean = 3.23, Sd = .88

²Mean = 3.62, Sd = .77

³Mean = 2.84, Sd = 1.03

TABLE 106
 PERCENTAGE - TEACHER & PRINCIPALS DESCRIPTIONS OF ORIENTATION WORK
 WITH CHILDREN IN PREPARATION FOR BEGINNING GRADE 4

	Principals (N = 30)	Grade 3 (N = 33)	Grade 4 (N = 30)
No work	32%	36%	85%
Begin more Grade 4 work (e.g. research)	7%	33%	-
Joint 3/4 projects, split grades etc.	20%	6%	-
Cooperation between staff	10%	12%	-
Learning assist- ance help	7%	3%	3%
Meet teachers in extra-curricular activities	7%	3%	-
Intermediate teacher visits	-	3%	3%
Child visits, next grade	3%	6%	3%
Grouping	3%	-	3%
Other or uncodable responses	10%	-	3%

TABLE 107 & 108

PERCENTAGES - TEACHER, PRINCIPAL, & PARENT ON FAVORING A SPECIFIC ORIENTATION PROGRAM FOR GRADE 3 - 4 TRANSITION & REASONS WHY/WHY NOT

DO YOU FAVOUR A SPECIFIC ORIENTATION PROGRAM?				
	Grade 3 teachers (N = 43)	Grade 4 teachers (N = 40)	Principals (N = 30)	Grade 4 parents (N = 46)
Yes	35%	17.5%	20%	30%
No	65%	82.5%	80%	70%

WHY OR WHY NOT?				
Reason	Grade 3 teachers (N = 41)	Grade 4 teachers (N = 38)	Principals (N = 32)	Grade 4 parents (N = 44)
Program not needed	42%	53%	53%	50%
Only for those who need it	10%	14%	3%	16%
Would help children	17%	3%	-	11%
Not mastered Grade 3 skills	5%	-	-	2%
Not much difference between 3 & 4 gap between 3 & 4		15%	29%	9
Classroom teacher can/should do it	10%	11%	6%	4.5%
Curriculum is different	2%	-	3%	4.5%
Difference of teacher styles	7%	-	3%	2%
Other or uncodable response	7%	3%	3%	2%

TABLE 109

PERCENTAGES - TEACHER, PRINCIPAL PARENT RESPONSE TO MOST PRIMARY AND INTERMEDIATE TEACHERS IN THIS DISTRICT HAVING SIMILAR PHILOSOPHIES OF EDUCATION

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 ¹ teachers (N = 48)	-	33%	36%	29%	2%
Grade 4 ² teachers (N = 48)	6%	46%	25%	19%	4%
Principals ³ (N = 35)	3%	49%	29%	11%	8%
Grade 4 ⁴ parents (N = 51)	-	20%	45%	31%	4%

¹ Mean = 3.0, Sd = .85

² Mean = 2.69, Sd = .99

³ Mean = 2.74, Sd = 1.01

⁴ Mean = 3.20, Sd = .80

TABLE 110

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO IF CHILDREN LEARN DIFFERENTLY IN PRIMARY THAN IN INTERMEDIATE

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Principals ¹ (N = 35)	-	26%	3%	66%	5%
Grade 3 teachers ² (N = 48)	10%	35%	12.5%	37.5%	4%
Grade 4 teachers ³ (N = 48)	2%	31%	7%	56%	4%
Grade 4 parents ⁴ (N = 50)	6%	52%	20%	20%	2%

¹Mean = 3.51, Sd = .95

²Mean = 2.90, Sd = 1.15

³Mean = 3.29, Sd = 1.03

⁴Mean = 2.60, Sd = .95

TABLE 111

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO THE OBJECTIVES
OF PRIMARY AND INTERMEDIATE BEING DIFFERENT

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Principals ¹ (N = 34)	-	20.5%	-	70.5%	9%
Grade 3 teachers ² (N = 47)	4%	39%	4%	49%	4%
Grade 4 teachers ³ (N = 48)	2%	27%	2%	59%	10%
Grade 4 parents ⁴ (N = 51)	4%	57%	21%	18%	-

¹Mean = 3.68, Sd = .91

²Mean = 3.11, Sd = 1.11

³Mean = 3.48, Sd = 1.07

⁴Mean = 2.53, Sd = .83

TABLE 112

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO THE CURRENT
PRIMARY PROGRAM'S EFFECTIVENESS AS A PREPARATION FOR GRADE 4

Group	1. Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 teachers ¹ (N = 47)	-	89%	7%	4%	-
Grade 4 teachers ² (N = 47)	13%	70%	4%	13%	-
Principals ³ (N = 36)	17%	78%	5%	-	-
Grade 4 parents ⁴ (N = 49)	6%	63%	10%	19%	2%

¹Mean = 2.15, Sd = .47

²Mean = 2.17, Sd = .82

³Mean = 1.89, Sd = .46

⁴Mean = 2.47, Sd = .94

TABLE 113

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO THE PRIMARY PROGRAM
DOING A GOOD JOB OF TEACHING MOST CHILDREN THE BASIC SKILLS

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 teachers ¹ (N = 48)	27%	71%	2%	-	-
Grade 4 teachers ² (N = 47)	26%	66%	2%	6%	-
Principals ³ (N = 35)	20%	77%	3%	-	-

¹Mean = 1.75, Sd = .48

²Mean = 1.89, Sd = .73

³Mean = 1.83, Sd = .45

TABLE 114

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO THE GRADE 3 PROGRAM BECOMING A WATERED-DOWN VERSION OF GRADE 4

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 teachers ¹ (N = 47)	2%	9%	17%	68%	4%
Grade 4 teachers ² (N = 48)	-	8%	29%	59%	4%
Principals ³ (N = 35)	3%	6%	17%	68%	6%

¹Mean = 3.64, Sd = .79

²Mean = 3.58, Sd = .71

³Mean = 3.69, Sd = .80

TABLE 115

PERCENTAGES - TEACHER AND PRINCIPAL RESPONSE TO THE MOST EFFECTIVE TYPE OF CURRICULUM FOR THE INTERMEDIATE GRADES BEING AN INTEGRATED CURRICULUM

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 teachers ¹ (N = 46)	11%	35%	33%	22%	-
Grade 4 teachers ² (N = 46)	15%	44%	26%	15%	-
Principals ³ (N = 35)	3%	34%	26%	37%	-

¹Mean = 2.65, Sd = .95

²Mean = 2.41, Sd = .93

³Mean = 2.97, Sd = .92

TABLE 116

PERCENTAGES - TEACHER RESPONSE TO OBSERVATION AS THE MOST SUITABLE
EVALUATION TECHNIQUE FOR INTERMEDIATE GRADES

Groups	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 teachers ¹ (N = 46)	2%	39%	11%	48%	-
Grade 4 teachers ² (N = 46)	2%	13%	2%	76%	7%

¹Mean = 3.04, Sd = .99

²Mean = 3.72, Sd = .86

TABLE 117

PERCENTAGE -- TEACHER, PRINCIPAL, PARENT RESPONSE TO ROLE OF TEACHER IN KINDERGARTEN, PRIMARY, AND INTERMEDIATE.

THE ROLE OF THE TEACHER IS DIFFERENT IN KINDERGARTEN THAN IN PRIMARY

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Kindergart teachers (N = 38)	13%	37%	5%	29%	16%
Grade 1 teachers ² (N = 47)	9%	38%	6%	32%	15%
Principals ³ (N = 36)	8%	22%	6%	56%	8%
Kindergarten parents ⁴ (N = 47)	17%	49%	6%	28%	-
Grade 1 parents ⁵ (N = 68)	18%	49%	10%	19%	4%

THE ROLE OF THE TEACHER IS DIFFERENT IN PRIMARY THAN IN INTERMEDIATE

Grade 3 teachers ⁶ (N = 48)	6%	50%	4%	38%	2%
Grade 4 teachers ⁷ (N = 48)	4%	38%	6%	48%	4%
Principals ⁸ (N = 36)	3%	25%	3%	61%	8%
Grade 4 parents ⁹ (N = 51)	12%	63%	15%	10%	-

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¹ Mean = 2.97, Sd = 1.36
² Mean = 3.06, Sd = 1.29

⁵ Mean = 2.45, Sd = 1.08
⁷ Mean = 2.44, Sd = 1.12

⁷ Mean = 3.10, Sd = 1.10
⁸ Mean = 3.47, Sd = 1.05

TABLE 118

PERCENTAGES - TEACHER, PRINCIPAL AND PARENT RESPONSE TO TEACHING STYLES OF PRIMARY TEACHERS AS DIFFERENT FROM THOSE OF INTERMEDIATE TEACHERS

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 3 ¹ teachers (N = 48)	23%	63%	6%	8%	-
Grade 4 ² teachers (N = 48)	21%	75%	-	4%	-
Principals ³ (N = 34)	6%	79%	-	15%	-
Grade 4 ⁴ parents (N = 50)	6%	72%	16%	6%	-

¹Mean = 2.0, Sd = .80

²Mean = 1.88, Sd = .61

³Mean = 2.24, Sd = .78

⁴Mean = 2.22, Sd = .65

TABLE 119

PERCENTAGE AND NUMBER OF YEARS OF EXPERIENCE OF GRADE 3 AND
4 TEACHERS

Level	# & % of Grade 3 teachers (N = 49)		# & % of Grade 4 teachers (N = 49)	
Pre-Kinder- garten	1	2%	-	-
Kindergarten	6	12%	1	2%
Grade 1	12	24%	4	8%
Grades 2 & 3	49	100%	21	43%
Grades 4 - 7	31	62%	49	100%
Grades 8 - 12	4	8%	12	24%
Wice Principals	-	-	2	4%
Principals	-	-	2	4%
Other	12	24%	8	16%

TABLE 120

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO MORE PARENT INVOLVEMENT IN THE INTERMEDIATE PROGRAM

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 4 teachers ¹ (N = 45)	11%	33%	11%	38%	7%
Principals ² (N = 34)	9%	56%	3%	32%	-
Grade 4 parents ³ (N = 50)	14%	46%	16%	24%	-

¹Mean = 2.96, Sd = 1.21

²Mean = 2.59, Sd = 1.05

³Mean = 2.5; Sd = 1.02

TABLE 121

PERCENTAGES - TEACHER, PRINCIPAL, PARENT RESPONSE TO MOST PARENTS NOT INTERESTED IN BEING ACTIVELY INVOLVED IN GRADE 4 PROGRAM

Group	1 Strongly Agree	2 Agree	3 Neutral Don't Know	4 Disagree	5 Strongly Disagree
Grade 4 teachers ¹ (N = 46)	2%	41%	22%	31%	4%
Principals ² (N = 35)	11%	40%	9%	34%	6%
Grade 4 parents ³ (N = 50)	12%	32%	29% 34%	20%	2%

¹Mean = 2.92, Sd = 1.00

TABLE 122
 PERCENTAGES - TYPE OF CONTACT WITH PARENTS: REPORTED BY GRADE 3 TEACHERS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasionally	5 Never
Telephone calls ¹ (N = 48)	10%	33%	15%	42%	-
Informal notes ² (N = 48)	15%	25%	17%	39%	4%
Newsletters ³ (N = 48)	-	2%	56%	27%	15%
Informal conferences ⁴ (N = 47)	2%	15%	23%	60%	-
Scheduled conferences ⁵ (N = 46)	-	2%	7%	87%	2%
Group parents meetings (N = 47)	-	-	4%	53%	43%
Report cards ⁷ (N = 47)	-	-	2%	98%	-
Home visits ⁸ (N = 48)	-	-	-	19%	81%
Parental visits to classroom for observation (N = 48)	-	4%	-	58%	38%

ERIC
 Mean = 2.87, Sd = 1.08
 Mean = 2.94, Sd = 1.92
 Mean = 3.54, Sd = .77

4 Mean = 3.40, Sd = .82
 5 Mean = 3.91, Sd = .41
 6 Mean = 4.38, Sd = .57

7 Mean = 3.98, Sd = .15
 8 Mean = 4.81, Sd = .39
 9 Mean = 4.29, Sd = .68

TABLE 123

PERCENTAGES - TYPE OF CONTACT WITH PARENTS: REPORTED BY GRADE 4 TEACHERS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone calls ¹ (N = 47)	-	32%	23%	45%	-
Informal notes ² (N = 47)	7%	32%	4%	51%	4%
Newsletters ³ (N = 47)	-	2%	55%	23%	19%
Informal conferences ⁴ (N = 47)	-	2%	34%	62%	2%
Scheduled conferences ⁵ (N = 47)	-	-	9%	91%	-
Group parent meetings ⁶ (N = 46)	-	-	4%	61%	35%
Report cards ⁷ (N = 47)	-	-	-	100%	-
Home visits ⁸ (N = 47)	-	-	-	23%	77%
Parental visits to classroom for observation ⁹ (N = 47)	2%	-	4%	47%	47%

¹Mean = 3.13, Sd = .87
²Mean = 3.11, Sd = 1.16
³Mean = 3.60, Sd = .82

⁴Mean = 3.64, Sd = .57
⁵Mean = 3.91, Sd = .28
⁶Mean = 4.30, Sd = .55

⁷Mean = 4, Sd = 0
⁸Mean = 4.77, Sd = .43
⁹Mean = 4.36, Sd = .76

TABLE 124
 PERCENTAGES - TYPES OF CONTACT WITH PARENTS: REPORTED BY PARENTS

Type of Contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone calls ¹ (N = 48)	-	-	4%	42%	54%
Informal notes ² (N = 48)	-	-	4%	38%	58%
Newsletters ³ (N = 49)	-	2%	47%	27%	24%
Informal conferences ⁴ (N = 46)	2%	-	7%	52%	39%
Scheduled conferences ⁵ (N = 50)	4%	2%	4%	78%	12%
Group parent meetings ⁶ (N = 49)	-	-	8%	33%	59%
Report cards ⁷ (N = 48)	-	2%	-	96%	2%
Home visits ⁸ (N = 49)	-	-	-	2%	98%

¹Mean = 4.50, Sd = .58
²Mean = 4.54, Sd = .58
³Mean = 3.73, Sd = .86

⁴Mean = 4.26, Sd = .77
⁵Mean = 3.92, Sd = .78
⁶Mean = 4.51, Sd = .65

⁷Mean = 3.98, Sd = .33
⁸Mean = 4.98, Sd = .14

TABLE 125

PERCENTAGES - PREFERRED FREQUENCY OF PARENT CONTACT: REPORTED
BY GRADE 4 PARENTS

Type of contact	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Telephone calls ¹ (N = 50)	2%	-	10%	60%	28%
Informal notes ² (N = 50)	2%	2%	32%	54%	10%
Newsletters ³ (N = 50)	2%	2%	62%	30%	4%
Informal conferences ⁴ (N = 48)	2%	-	17%	75%	6%
Scheduled conferences ⁵ (N = 51)	2%	-	12%	80%	6%
Group parent meetings ⁶ (N = 48)	2%	-	17%	54%	27%
Report cards ⁷ (N = 51)	2%	-	27%	67%	4%
Home visits ⁸ (N = 48)	2%	-	2%	29%	67%

¹Mean = 4.62, Sd = .75

²Mean = 3.68, Sd = .77

³Mean = 3.32, Sd = .68

⁴Mean = 3.83, Sd = .63

⁵Mean = 3.88, Sd = .59

⁶Mean = 4.04, Sd = .80

⁷Mean = 3.70, Sd = .64

⁸Mean = 4.58, Sd = .74

TABLE 126

PERCENTAGES - TYPE & FREQUENCY OF PARENT ASSISTANCE IN THE CLASSROOM: REPORTED BY GRADE 3 PARENTS

Type of assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 48)	-	4%	15%	79%	2%
Working with groups of children ² (N = 48)	8%	15%	4%	27%	46%
Helping in 1-to-1 relationships ³ (N = 48)	15%	10%	2%	21%	52%
Acting as resource person ⁴ (N = 48)	-	2%	6%	63%	29%
Assisting in centres ⁵ (N = 48)	2%	4%	-	21%	73%
Reading to children ⁶ (N = 48)	-	6%	2%	13%	79%
Listening to children's stories or oral reading ⁷ (N = 48)	2%	10.5%	4%	10.5%	73%
Helping to prepare materials for class ⁸ (N = 47)	-	4%	-	28%	68%
Doing clerical work ⁹ (N = 48)	-	-	2%	13%	85%

1 Mean = 3.79, Sd = .54
 2 Mean = 3.87, Sd = 1.36
 3 Mean = 3.85, Sd = 1.52

4 Mean = 4.19, Sd = .64
 5 Mean = 4.58, Sd = .87
 6 Mean = 4.65, Sd = .81

7 Mean = 4.42, Sd = 1.11
 8 Mean = 4.60, Sd = .71
 9 Mean = 4.83, Sd = .43

TABLE 127

PERCENTAGES - TYPE & FREQUENCY OF PARENT ASSISTANCE IN CLASSROOM:
 REPORTED BY GRADE 4 TEACHERS

Type of assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 46)	-	-	24%	67%	9%
Working with groups of children ² (N = 47)	4%	7%	-	34%	55%
Helping in 1-to-1 relationship ³ (N = 47)	2%	2%	2%	45%	9%
Acting as resource person ⁴ (N = 47)	-	6%	6%	64%	24%
Assisting in centres ⁵ (N = 47)	2%	-	4%	28%	66%
Reading to children ⁶ (N = 47)	-	2%	-	26%	72%
Listening to children's stories or oral reading ⁷ (N = 47)	-	2%	2%	30%	66%
Helping to prepare materials for class ⁸ (N = 47)	-	6%	4%	28%	62%
Doing clerical work ⁹ (N = 46)	2%	2%	-	18%	78%

¹Mean = 3.85, Sd = .56
²Mean = 4.30, Sd = 1.06
³Mean = 4.36, Sd = .82

⁴Mean = 4.04, Sd = .75
⁵Mean = 4.55, Sd = .77
⁶Mean = 4.68, Sd = .59

⁷Mean = 4.60, Sd = .65
⁸Mean = 4.45, Sd = .85
⁹Mean = 4.67, Sd = .79

TABLE 128

PERCENTAGES - TYPE & FREQUENCY OF PARENT ASSISTANCE IN THE CLASSROOM: REPORTED BY PARENTS

Type of assistance	1 Daily	2 Weekly	3 Monthly	4 Occasion- ally	5 Never
Assistance on field trips ¹ (N = 49)	-	-	2%	33%	65%
Working with groups of children ² (N = 49)	-	4%	-	2%	94%
Helping in 1-to-1 relationships ³ (N = 48)	2%	4%	-	8%	86%
Acting as resource person ⁴ (N = 49)	-	-	2%	10%	88%
Reading to children ⁵ (N = 47)	-	2%	-	4%	94%
Listening to children's stories & oral reading (N = 46)	2%	2%	-	5%	91%
Assisting in centres ⁷ = 48)	-	-	-	6%	94%
Helping to prepare materials for class activities ⁸	-	2%	-	15%	83%
Doing clerical work ⁹	-	2%	-	4%	94%

1 Mean = 4.63, Sd = .53
 2 Mean = 4.86, Sd = .61
 3 Mean = 4.71, Sd = .85

4 Mean = 4.86, Sd = .41
 5 Mean = 4.89, Sd = .48
 6 Mean = 4.80, Sd = .75

7 Mean = 4.94, Sd = .24
 8 Mean = 4.79, Sd = .54
 9 Mean = 4.90, Sd = .47

TABLE 129

PERCENTAGES - PARENT RESPONSE ON WHAT THEY LIKE MOST & LEAST ABOUT THEIR CHILD'S GRADE 4

LIKE BEST	% OF GRADE 4 PARENTS (N = 40)
Teacher	43%
Special programs/activities for child	20%
Atmosphere	12%
Child is happy	8%
Extra activities	8%
Nothing	5%
Parent involvement	2%
Other	2%
LIKE LEAST	(N = 34)
Class size	26%
Lack of specific activity (e.g. French)	21%
Nothing	21%
Pressure/pace	9%
Lack of parent involvement	3%
Atmosphere	3%
Teacher	3%
Other	14%