DOCUMENT RESUME

ED 356 031 PS 021 061

AUTHOR Smith, Kenneth E.

TITLE The Development of the Primary Teacher Questionnaire: A Teacher Beliefs Scale Based on the NAEYC Guidelines for Appropriate Practice in the Primary Grades.

PUB DATE 11 Nov 92
NOTE 34p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Measures; *Beliefs; Conventional Instruction; Early Childhood Education; Educational Practices; *Elementary School Teachers; Higher Education; Preservice Teacher Education; Primary Education; Questionnaires; *Teacher Attitudes; Teaching Methods; *Test Construction; Testing Problems; Test Reliability; Undergraduate Students
IDENTIFIERS *Developmentally Appropriate Programs; National Association Educ of Young Children; *Primary Teacher Questionnaire

ABSTRACT

This report describes the development of the Primary Teacher Questionnaire (PTQ), a self-report teacher beliefs scale based on the position statement on developmentally appropriate practice in the primary grades published by the National Association for the Education of Young Children (NAEYC). The development of the PTQ was conducted in three phases, item development, initial testing and scale refinement, and field testing. In the field test, a 42-item version of the PTQ was administered to 144 elementary and early childhood preservice and inservice teachers. This version of the PTQ consisted of two subscales that related to developmentally based and traditionally based practices. Results of the testing indicated that the two PTQ subscales highly differentiated respondents on the basis of their background in early childhood education, and were internally consistent. Factor analysis of the 42 items identified 2 factors. It is concluded that the PTQ is a useful instrument for examining teacher beliefs about appropriate practice in primary school settings. Seven tables of statistics, and a copy of the PTQ are appended. (Contains 37 references.) (PM)

The Development of The Primary Teacher Questionnaire: A Teacher Beliefs Scale Based on the NAEYC Guidelines for Appropriate Practice in the Primary Grades

By

Kenneth E. Smith, Ed. D.
Department of Teacher Education
University of Nebraska at Omaha

November 11, 1992

Abstract

This study describes the development of the Primary Teacher Questionnaire (PTQ) a self-report teacher beliefs scale based on the NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades. The study was conducted in three phases: item development, initial testing and scale refinement, and field testing. In the field test, a 42 item version of the PTQ, consisting of an 18 item developmentally-based subscale (DAP) and a 24 item traditionally-based subscale (TRAD), was administered to 144 elementary and early childhood pre-service and in-service teachers. Each subscale highly differentiated respondents on the basis of background in early childhood education. In addition, the PTQ subscales were internally consistent, with high reliability estimates (DAP=.802; TRAD=.867). Factor analysis showed two factors that, while they did not account for a high proportion of the scale variation, did show item clusters that were highly consistent with the logical structure of the guidelines on which the PTQ was based. The PTQ appears to be a useful instrument for examining teacher beliefs about appropriate practice in primary-grade settings.

INTRODUCTION

Background

In 1986 the National Association for the Education of Young Children began publishing a series of position papers focusing on recommendations for developmentally based early childhood education. In 1987 these were compiled and published under the title Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (Bredekamp, 1987). They reflected concern about the spread of academically oriented preschool, kindergarten, and primary-grade programs (Gallagher & Coche, 1987; Hatch & Freeman, 1988b; Hills, 1987; Sigel, 1987), and about how common several disturbing teaching practices had become in many early childhood settings (Charlesworth, 1989; Kagan & Zigler, 1987). Developmentally inappropriate educational practices included the early formal teaching of reading rather than the facilitation of general language competence (Willert & Kamii, 1985), a stress on whole-group direct instruction instead of on play as a learning medium (Saracho, 1986), and the predominance of teacher-controlled, highly structured abstract materials such as workbooks and ditto sheets rather than concrete, child-initiated learning activities (Kamii, 1985; Schweinhart & Weikart, 1988). As the early childhood education community reacted to the extent of the drift away from developmentally appropriate practice, several reports and position papers issued from various professional organizations in the field. Besides the National Association for

the Education of Young Children (NAEYC), these included the Association for Childhood Education International (Moyer, et al., 1987), the National Association of State Boards of Education (NASBE, 1988), and the National Association of Early Childhood Specialists in State Departments of Education (NAEYC & NAECS/SDE, 1991).

NAEYC Guidelines and Previous Scale Development

Of all these documents, the NAEYC guidelines for developmentally appropriate practice (Bredekamp, 1987) have proved to be the most influential in stimulating a re-evaluation of what constitutes appropriate educational practice with young children and a pull back from inappropriate practices. Stemming from such fundamental re-alignment comes the need for an effective means to differentiate those early childhood teachers who support developmentally appropriate practice from those who do not. A variety of attempts to construct questionnaires and observation instruments based on various portions of the NAEYC guidelines have already been made. These include questionnaires based on the entire birth-through-age-8 guidelines (Hoot, et al, 1989; Vance & Boals, 1989), the NAEYC position statement on developmentally appropriate practice in programs for 4- and 5-year-olds (Charlesworth et al., 1990; Hyson et al, 1989), and a classroom observation scale based on the NAEYC position statement on the primary grades (Charlesworth et al., 1990). The present article describes the development of the Primary Teacher Questionnaire, a teacher beliefs scale based on the "NAEYC

Developmentally Appropriate Practice in the Primary Grades, Serving 5-Through 8-Year-Olds" (Bredekamp, 1987). These NAEYC guidelines represent a coherent set of child-centered, mostly constructivist, principles. The central consideration behind the development of the Primary Teacher Questionnaire was the need for a reliable means to assess the degree to which primary-grade teacher beliefs and values match these principles.

Teacher Beliefs and Practices

But how useful is the development of a scale to assess teacher beliefs rather than one to assess teacher practices? To what degree can classroom behavior be inferred from self-reports of teacher beliefs? While more research on teacher beliefs is needed in general (Pajares, 1992), earlier work in early education settings does provide some guidance about the utility of measuring teacher beliefs. In general, the attitudes and values held by teacher of young children appear to be related to teacher effectiveness (Feeney & Chun, 1985; Spodek, 1987). Spodek (1988b) has described the implicit theories that teachers hold as the foundation of professional behavior and stressed the importance of understanding the perceptions, constructs, and beliefs that underlie teacher effectiveness in the classroom. He has argued that teachers construct their own conceptions of development, curriculum, and instruction as they interpret their practical and theoretical knowledge, and as they act to integrate these constructions into their practice (Spodek, 1988a).

Therefore, a central question concerns the congruence

between teacher beliefs and practice in early childhood education. Verma and Peters (1975) found a discrepancy between day care teacher reports about their beliefs and their observed classroom practice. While beliefs were more developmental than behavioral, practice was more behavioral than developmental. Hatch and Freeman (1988) also found such discrepancies between beliefs and practice in their study of kindergarten teachers, elementary principals, and supervisors. However, Wing (1989), in examining the congruence between the beliefs and practice of preschool teachers found a basic agreement in settings where teachers held a clear and systematic set of theoretical principles and had support for putting these principles into action. Smith and Shepard (1988) looked at the relationship between kindergarten teachers' beliefs about and practices concerning kindergarten readiness and retention in grade, and again found basic agreement. Spidell (1988) looked at preschool teachers' beliefs about play and found their actions related to their beliefs. In addition, Kagan and Smith (1988) found kindergarten teachers' self-reports about beliefs and behaviors to be strongly consistent with their observed classroom practices. Charlesworth et al. (1990) also found support for a consistency between kindergarten teachers' beliefs and their instructional activities.

While the evidence is somewhat mixed, the preponderance supports the assumption of a basic congruence between early childhood teachers' beliefs and their classroom practices. This

congruence, the lack of a teacher belief scale based on the NAEYC guidelines for the primary grades, and the focus of previous research at the preschool and kindergarten levels indicated that the development of a new instrument to assess the beliefs of primary-grade teachers would be worthwhile.

METHODOLOGY

This study was conducted in three distinct phases. Phase I involved scale development and was focused on the formation of an item pool; phase II involved testing and refinement of an early version of the instrument; phase III was the actual field testing of the revised Primary Teacher Questionnaire. All data analysis was performed using the Statistical Package for the Social Sciences (SPSS-X) (SPSS, 1988).

Item Source and Scale Development

Item Development. The Primary Teacher Questionnaire (PTQ) was developed from the position statement on developmentally appropriate practice in the primary grades published by the National Association for the Education of Young Children (Bredekamp, 1987).

These guidelines consist of paired statements of appropriate and inappropriate practices for the primary grades. PTQ items were developed from these statements. However, many of the statements could not be used in their original form since they were often too sweeping in nature ("Curriculum is designed to develop children's knowledge and skills in all developmental areas...") or contained too many important ideas in one statement

("Teachers promote prosocial behavior, perseverance, industry, and independence..."). Therefore items were constructed so that they each had one conceptual focus, yet retained as much of the wording of the original NAEYC statements as possible. A total of 28 statements of appropriate practice were derived from the guidelines for recommended practice. In addison, 28 statements of inappropriate, or traditional, practice were derived from the descriptions of non-recommended practice. However, while the format of the NAEYC guidelines pairs statements in opposition to each other, these pairs do not necessarily represent opposites of teacher behavior, but, rather, merely conceptual alternatives, one more developmentally based than the other. Therefore, in the development of the PTQ the 28 appropriate items and the 28 inappropriate items were treated as belonging to two separate scales, presumably measuring two separate realms of teacher belief. Both scales were constructed so that all items were positive statements of what a teacher "should do" or primary-level education "should be".

The 28 items of the developmentally-oriented scale (DAP) and the 28 items of the traditionally-oriented scale (TRAD) were then critically reviewed for content and wording by the researcher, a university colleague specializing in early childhood education, and a university colleague specializing in elementary education. Revisions were made where necessary to enhance clarity and consistency.

Format. The items from the DAP and TRAD scales were combined and randomly ordered to form one 56 item scale called the Primary Teacher Questionnaire (PTQ). Such a neutral name was chosen since the terms associated with the original guidelines ("appropriate", "inappropriate") are so value laden as to limit their usefulness. Directions asked respondents to indicate level of agreement with each positively worded statement of teacher belief, using a 4-point Likert-type scale, comprising the categories "strongly disagree", "somewhat disagree", "somewhat agree", "strongly agree". Use of a 4-point scale results in a forced-choice response in either the developmentally-based or traditional direction, with no room for a neutral response.

Administration. A small-scale tryout test of the items on the two scales was administered to 47 undergraduate students, 29 in an early childhood education course, and 18 in an elementary education methods course. Based on an item-analysis of these data 18 items were chosen for the DAP scale and 24 items for the TRAD scale. Items were retained if they produced significant correlations with the total subscale score, with that item deleted. The revised DAP and TRAD scales were combined, item order randomized, and the revised PTQ administered to a total of 144 individuals. Of this total 61.1% were in-service teachers and 38.9% pre-service teachers-in-training. In addition, 61.2% had received elementary education training only, while 38.2% had received elementary plus early childhood education training. Eliminating from the total those individuals with missing

responses on items left 120 teachers with complete data for analysis of the DAP scale and 122 with complete data for analysis of the TRAD scale. A total of 108 individuals had complete data on both scales.

Characteristics of the Scales

Demographics. Scoring consisted of summing item responses for each scale and reporting separate DAP and TRAD scores. For the DAP scale scores could range between 18 and 72, and for the TRAD scale between 24 and 96. The mean for the 122 individuals completing the DAP scale was 59.96 (SD=6.04), with the mean for the early childhood group (n=44) being 62.82 (SD=5.13) and the mean for the elementary group (n=78) being 58.35 (SD=5.94). For the TRAD scale the total group (N=120) mean was 46.58 (SD=10.22), with the early childhood group (n=46) mean being 43.39 (SD=10.58) and the elementary group (n=74) mean being 48.57 (SD=9.53) (see Table I). Two-way analyses of variance were performed on the DAP and TRAD scores, with background (ECE vs. ELEM) and status (preservice vs. inservice) as factors. Results for the DAP Anova indicated a significant background effect [$F(1,107)=11.067$, $p<.001$], with no significant status or interaction effects (see Table II). Similarly, results of the TRAD Anova indicated a significant background effect [$F(1,107=10.04$, $p=.002$], with no significant status or interaction effects (see Table III). Thus, both the DAP and TRAD scales highly differentiated those individuals with from those without an early childhood education background.

Internal Consistency. Pearson product-moment item-total correlations were calculated for each item on the DAP scale and for each item on the TRAD scale, with that item removed, along with estimates of reliability for each scale. Table IV shows the item-total correlations for the DAP scale and Table V shows item-total correlations for the TRAD scale. Coefficient alpha estimates of reliability were 0.802 for the DAP scale and 0.867 for the TRAD scale.

Factor Analyses. The DAP and TRAD scales were combined for factor analysis of the total 42 items. The factor analysis was exploratory in nature, using a common factor model. Principal axis factoring was used to extract initial factors, followed by varimax orthogonal rotation. The SPSS-X principal axis factoring (PAF) routine that was used places initial communality estimates on the diagonal of the matrix, estimates derived from the squared multiple correlation coefficient from the regression equation predicting the variable from all other variables. An iterative process that extracts factors and again estimates communalities, now based on the factor loadings, proceeds until the change in the communality estimates from one iteration to the next is trivial. The initial PAF extraction phase produced 13 factors with eigenvalues of 1.00 or greater, accounting for 62.9% of the common variance. But, reducing 42 items down to 13 factors still dos not represent simple structure. Examination of the pattern of eigenvalues showed a discontinuity between the second and third factors. Therefore, a two-factor solution with varimax

rotation was performed to transform the initial matrix to orthogonal simple structure to aid in interpretation. While the resultant two factors accounted for only 21.6% of the common variance, the clustering of items with factor loadings greater than 0.300 verified the separateness of the DAP and TRAD (see Table VI). On the DAP scale, 17 of the 18 items loaded on Factor II at 0.300 or greater. Only item 12 failed to do so. On the TRAD scale 20 of the 24 items loaded on Factor I at 0.300 or greater. Only items 9,10,28, and 41 failed to do so. Furthermore, only items 20 and 42 showed loadings of 0.300 or greater on both factors. Thus, it can be concluded that the DAP and TRAD scales of the PTQ do measure different facets of teacher beliefs.

Discussion and Conclusions

The Primary Teacher Questionnaire appears to be a viable way of assessing teachers' beliefs about appropriate instruction in the primary grades. The DAP and TRAD subscales were demonstrated to be internally consistent and to provide a useful measure of level of teacher endorsement of the NAEYC guidelines for developmentally appropriate practice in programs for children ages 5 through 8. Furthermore, the results of the analysis of the data on scale characteristics suggest two generalizations.

First, both the DAP and TRAD scales highly differentiate teacher beliefs on the basis of teacher training in early childhood. Thus, the PTQ may be used to distinguish among teachers as to level of endorsement of developmentally

appropriate practice, or even to track the effects on teacher beliefs of in-service training in early childhood education. However, although the level of differentiation provided by the scales was high, some caution is in order in interpretation. A look at the item means on the TRAD scale confirms that the teachers sampled disagreed with rather than endorsed the traditional practices listed. The average of TRAD item means was only 1.941 (min=1.292; max=2.675). On the DAP scale the average of item means was 3.331 (min=2.721; max=3.918), showing a high level of overall endorsement of the developmentally appropriate practices listed. The sample supported the statements on the DAP scale to just about the same degree that they rejected the statements on the TRAD scale. Thus, the self-reported beliefs of both the early childhood and the elementary teachers were parallel. Both groups agreed with the practices based on the NAEYC guidelines for appropriate practice in the primary grades and disagreed with the inappropriate practices. They merely did so at different levels.

The second generalization arising from the analysis is that the DAP and TRAD scales measure different realms of teacher beliefs. The clustering of items on the two rotated factors was highly consonant with the appropriate vs. inappropriate organization within the NAEYC guidelines and indicates a logical consistency between the scales and the guidelines. This consistency is also supported by the correlations between the DAP and TRAD scale scores. For the entire sample high scores on one

scale were related to low scores on the other ($r = -.4541$, $p<.01$), but while this was especially true for the early childhood group ($r = -.7436$, $p<.01$), it was not so for the elementary group ($r = -.2297$, n.s.).

Taken together, the two generalizations described above suggest two alternate ways of handling PTQ scores besides merely reporting a summary score for each of the two scales. First, a subject's TRAD responses could be reflected (1=4, 2=3, 3=2, 4=1) and a TRADREFL score computed. Then a total score could be found (TOTAL = DAP + TRADREFL). This total score would represent a composite of the level of endorsement of the developmentally appropriate practices plus the level of rejection of the inappropriate practices. One effect of the use of the total score would be to expand the range of sample scores and thus increase the level of discrimination among subjects.

The second way of handling PTQ scores involves forming a DAP by TRAD crossbreak based on sample medians for each scale. The resultant four cells of the DAP (hi-lo) by TRAD (hi-lo) table could be used to examine different patterns of teacher beliefs. Each cell would represent a different way of responding to the tensions between child-centered and teacher-centered beliefs. This method takes on significance in light of the fact that education at the kindergarten and primary-grade levels is in a time of change and teachers at these levels may find themselves subject to conflicting sets of expectations about their classroom behavior (Carter, 1992; Seefeldt & Barbour, 1988; Smith, 1990;

Weitman & Humphries, 1989).

Caution is recommended, however, in the interpretation of PTQ scores until further research provides more evidence of construct validity of the DAP and TRAD scales and relates these indicators of teacher beliefs to observed teacher behavior. The work described here on the Primary Teacher Questionnaire should be considered a beginning. The scale is presented to stimulate further research on the nature of teacher beliefs and their relationship to other aspects of the primary classroom.

References

Bredekamp, S. (Ed.) (1987). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington DC: National Association for the Education of Young Children

Carter, G. (1992). How can the teaching intern deal with the disparity between how she is taught to teach and how she is expected to teach in "real world" primary grades? Young Children, 47 (6), 68-72.

Charlesworth, R. (1989). "Behind" before they start? How to deal with the risk of kindergarten "failure". Young Children. 44 (3), 5-13.

Charlesworth, R. et al. (1990). Kindergarten teachers' beliefs and practices. Paper presented at the Annual Meeting of the American Educational Research Association: Boston, April 16-20, 1990. 48 pp. (ERIC Document Reproduction Service No. ED 318571)

Feeney, S. & Chun, R. (1985). Research in review: effective teachers of young children. Young Children, 41(1), 47-52.

Gallagher, J. & Coche, J. (1987). The clinical and educational concerns over pressuring young children. Early Childhood Research Quarterly, 2, 203-210.

Hatch, J. A. & Freeman, E. (1988a). Who's pushing whom? stress and kindergarten. Phi Delta Kappan, 70(2), 145-147.

Hatch, J. A. & Freeman, E. (1988b). Kindergarten philosophies and practices: perspectives of teachers, principals, and supervisors. Early Childhood Research Quarterly, 3(2), 151-166.

Hills, T. (1987). Children in the fast lane: implications for early childhood policy and practice. Early Childhood Research Quarterly, 2, 265-273.

Hoot, J., et al. (1989). Educator beliefs regarding developmentally appropriate preschool programming, 32 pp. (ERIC Document Reproduction Service No. ED315179).

Hyson, M., et al. (1990). The Classroom Practices Inventory: an observation instrument based on NAEYC's guidelines for developmentally appropriate practice for 4- and 5-year-old children. Early Childhood Research Quarterly, 5(4), 475-494.

Kagan, D. & Smith, K. E. (1988). Beliefs and behaviors of kindergarten teachers. Educational Research, 30(1), 26-35.

Kagan, S. & Zigler, E. (Eds.) (1987). Early schooling: The national debate. New Haven: Yale University Press.

Kamii, C. (1985). Leading primary education towards excellence: beyond worksheets and drill. Young Children, 40 (6), 3-9.

Moyer, J.; Egertson, H.; & Isenberg, J. (1987). The child-centered kindergarten. Childhood Education, 63, 235-242.

NASBE. (1988). Right from the Start: The Report of the National Association of State Boards of Education on Early Childhood Education. Alexandria, Va.: National Association of State Boards of Education.

National Association for the Education of Young Children & National Association of Early Childhood Specialists in State Departments of Education (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 46 (3), 21-38.

Pajares, M. F. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. Review of Educational Research, 62 (3), 307-332.

Saracho, O. (1986). Play and young children's learning. In B. Spodek (Ed.) Today's kindergarten: Exploring the knowledge base, expanding the curriculum (pp. 91-109). NY: Teachers College Press.

Schultz, T. & Lombardi, J. (1989). Right From the Start: a report of the NASBE Task Force on Early Childhood Education. Young Children, 44 (2), 6-10.

Schweinhart, L. & Weikart, D. (1988). Education for young children living in poverty: child-initiated learning or teacher-directed instruction? The Elementary School Journal, 89, 213-225.

Seefeldt, C. & Barbour, N. (1988). "They said I had to..." Working with mandates. Young Children, 43 (4), 4-8.

Shepard, L. & Smith, M. (1988). Escalating academic demand in kindergarten: counterproductive policies. The Elementary School Journal, 89, 135-145.

Sigel, I. (1987). Does hothousing rob children of their childhood? Early Childhood Research Quarterly, 2, 211-225.

Smith, K. E. (1990). Developmentally appropriate education or the Hunter teacher assessment model: mutually incompatible alternatives. Young Children, 45 (2), 12-13.

Smith, M. & Shepard, L. (1988). Kindergarten readiness and retention: a qualitative study of teachers' beliefs and practices. American Educational Research Journal, 25 (3), 307-333.

Spidell, R. A. (1988). Play in the classroom: a descriptive study of preschool teachers' beliefs. Early Child Development and Care, 41 (1), 153-172.

Spodek, B. (1985). Teaching in the Early Years (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Spodek, B. (1987). Thought processes underlying preschool teachers' classroom decisions. Early Child Care and Development, 28, 197-208.

Spodek, B. (1988a). Implicit theories of early childhood teachers: Foundations for professional behavior. In B. Spodek, O. Saracho, & D. Peters (Eds.) Professionalism and the early childhood practitioner (pp. 161-172). NY: Teachers College Press.

Spodek, B. (1988b). The implicit theories of early childhood teachers. Early Child Development and Care, 38, 13-31.

SPSS, Inc. (1988). SPSS-X user's guide, 3rd edition. Chicago: SPSS, Inc.

Vance, M. & Boals, B. (1989). The discrepancy between elementary principal's and kindergarten teacher's view of the content and procedures which constitute a kindergarten program. (ERIC Document Reproduction Service No. ED 314166).

Verma, S. & Peters, D. (1975). Day care teachers' practices and beliefs. The Alberta Journal of Educational Research, 21 (1), 46-55.

Weitman, C. & Humphries, J. (1989). Qualities of early childhood teachers: reflections from teachers and administrators. (ERIC Document Reproduction Service No. ED317308).

Willert, M. & Kamii, C. (1985). Reading in kindergarten: direct vs. indirect teaching. Young Children, 40 (4), 3-9.

Wing, L. (1989). The influence of preschool teachers' beliefs on young children's conceptions of reading and writing. Early Childhood Research Quarterly, 4 (1), 61-74.

TABLE 1

SCALE MEANS

	$\bar{X}$	SD	N
DAP Scale			
Total group	59.959	6.040	122
ECE group	62.818	5.132	44
ELED group	58.346	5.943	78
TRAD Scale			
Total group	46.583	10.215	120
ECE group	43.391	10.576	46
ELED group	48.568	9.526	74

TABLE II

ANALYSIS OF VARIANCE: DAP SCALE SCORES

Source	d.f.	M.S.	F	Significance of F
Main Effects	2	349.579	11.067	<.001
Background	1	699.156	22.134	<.001
Status	1	110.209	3.489	.065
Interaction	1	.071	.002	.962
Explained	3	233.076	7.379	<.001
Residual	104	31.587		
Total	107	37.237		

TABLE III

ANALYSIS OF VARIANCE: TRAD SCALE SCORES

Source	d.f.	M. S.	F	Significance of F
Main Effects	2	484.359	5.202	.007
Background	1	940.577	10.040	.002
Status	1	308.577	3.292	.072
Interaction	1	16.400	.175	.677
Explained	3	330.373	3.527	.018
Residual	104	93.678		
Total	107	100.315		

TABLE IV

ITEM-TOTAL CORRELATIONS: DAP SCALE

PTO Item #	Item-Total r
3	.3341
5	.3930
12	.2753
14	.2502
15	.5382
17	.4536
18	.3389
19	.5255
22	.3606
23	.3486
25	.5924
26	.3063
27	.4338
29	.3334
33	.4835
37	.3136
38	.3786
40	.3927

TABLE V

ITEM-TOTAL CORRELATIONS: TRAD SCALE

PTO Item #	Item-Total r
1	.4249
2	.4869
4	.4669
6	.5980
7	.4593
8	.4862
9	.2994
10	.3142
11	.3924
13	.5101
16	.3096
20	.4047
21	.4481
24	.4964
28	.2769.
30	.4074
31	.4957
32	.3833
34	.4595
35	.4747
36	.4064
39	.4875
41	.3786
42	.5228

TABLE VI

DAP SCALE: COMMUNALITIES AND TWO FACTOR

VARIMAX ROTATION FACTOR LOADINGS

Item #	Communality	Factor I Loading	Factor II Loading
3	.16151	.04584	.39926
5	.20030	-.03741	.44599
12	.11865	.22477	.26101
14	.10092	.07063	.30973
15	.31668	.19332	.52850
17	.29401	-.04541	.54032
18	.16059	-.01115	.40058
19	.31290	.05899	.55626
22	.15834	.10349	.38422
23	.15687	.04350	.39367
25	.40806	.26395	.58171
26	.14293	.21764	.30914
27	.25290	.23150	.44643
29	.14485	.20572	.32021
33	.26402	.19302	.47620
37	.13253	-.03236	.36260
38	.16130	.01899	.40117
40	.13502	.11877	.34773

TABLE VII

TRAD SCALE: COMMUNALITIES AND TWO FACTOR

VARIMAX ROTATION FACTOR LOADINGS

Item #	Communality	Factor I Loading	Factor II Loading
1	.23556	.48312	-.04639
2	.33712	.57949	.03626
4	.29709	.54189	.05866
6	.48294	.69073	.07632
7	.24914	.47890	.14068
8	.32848	.53051	.21689
9	.07491	.26229	.07818
10	.07478	.27265	.02111
11	.20886	.43966	.12474
13	.34695	.58687	.05036
16	.11060	.30108	.14126
20	.20295	.31813	.31898
21	.18436	.37487	.20934
24	.30811	.55169	.06122
28	.05484	.23196	.03207
30	.21023	.45849	-.00408
31	.25988	.50220	.08765
32	.15162	.33916	.19128
34	.25416	.45191	.22347
35	.18223	.42399	.04963
36	.17052	.41264	.01586
39	.30069	.52735	.15032
41	.13239	.24900	.26531
42	.30699	.45500	.31618

APPENDIX

PRIMARY TEACHER QUESTIONNAIRE

DIRECTIONS

The purpose of this questionnaire is to find how much you endorse a number of statements about early childhood education. This is not a test; there are no right or wrong answers. You are asked to give your honest opinion of the degree to which you agree with these statements.

Record your answers on the Answer Sheet provided. Please be certain you respond to every question and that you leave no blanks. Make no marks on the Questionnaire itself, only on the Answer Sheet.

Read each statement carefully and then answer

A) if you strongly disagree with the statement

B) if you somewhat disagree with the statement

C) if you somewhat agree with the statement

D) if you strongly agree with the statement.

THANK YOU FOR YOUR COOPERATION!

Dr. Kenneth E. Smith
University of Nebraska at Omaha

PRIMARY GRADES TEACHER QUESTIONNAIRE

A) STRONGLY DISAGREE WITH THE STATEMENT
B) SOMEWHAT DISAGREE WITH THE STATEMENT
C) SOMEWHAT AGREE WITH THE STATEMENT
D) STRONGLY AGREE WITH THE STATEMENT

Scale

TRAD 1. The child is best viewed in terms of a group norm determined by chronological age and grade level.

TRAD 2. Curriculum should respond primarily to grade level expectations.

DAP 3. The school should be organized so that the individual teacher integrates instruction across the areas of the curriculum.

TRAD 4. Instruction should consist mainly of reading groups, whole-group activities, and seat work.

DAP 5. In the child's acquisition of literacy, the teacher's role should be to guide children toward an increasing competence primarily through individual approaches.

TRAD 6. Curriculum should primarily facilitate the child's meeting of group expectations as defined by grade level.

TRAD 7. The teacher's primary goal regarding children's behavior should be to establish and maintain teacher classroom control.

TRAD 8. A child's progress should be reported relative to the performance of other children within grade level.

TRAD 9. Teachers should deal with parents mainly through formally scheduled meetings and conferences.

A) STRONGLY DISAGREE WITH THE STATEMENT
B) SOMEWHAT DISAGREE WITH THE STATEMENT
C) SOMEWHAT AGREE WITH THE STATEMENT
D) STRONGLY AGREE WITH THE STATEMENT

Scale

TRAD 10. Learning materials should be symbolic and representational.

TRAD 11. Instruction should be clearly divided into separate subject areas.

DAP 12. Curriculum should respond primarily to individual differences in ability and interest.

TRAD 13. Teacher preparation time should be used primarily to prepare the materials used in seatwork and teacher-assigned activities.

DAP 14. Learning materials should be concrete and relevant to the child's life.

DAP 15. Instruction should consist mainly of projects, learning centers, and play managed primarily by children.

TRAD 16. Children with special needs should receive special instruction outside the regular classroom whenever possible.

DAP 17. Opportunities for work-focused peer social interaction should predominate over whole-group and individual experience.

DAP 18. Staff assignments in the primary grades should be available only to teachers with specialized training in early childhood education.

DAP 19. For most of the time children should be encouraged to work cooperatively in informal small groups.

A) STRONGLY DISAGREE WITH THE STATEMENT
B) SOMEWHAT DISAGREE WITH THE STATEMENT
C) SOMEWHAT AGREE WITH THE STATEMENT
D) STRONGLY AGREE WITH THE STATEMENT

Scale

TRAD 20. Grades are a better motivator of children than is the acquisition of competence.

TRAD 21. Children should be retained or placed in a transition grade if they have not mastered basic skills at grade level.

DAP 22. Teacher observation is the most valid way to monitor children's performance.

DAP 23. Children should be allowed to use space flexibly to pursue a variety of learning activities alone or in small groups.

TRAD 24. The most effective way to organize instruction is to have a class size large enough to allow for efficient whole-group approaches.

DAP 25. Teacher preparation time should be used primarily to prepare the physical learning environment for hands-on activities.

DAP 26. Teachers should deal with parents mainly informally, encouraging them to participate in the school, classroom, and at home.

DAP 27. Children should move at their own pace in acquiring important skills in areas such as reading and math.

TRAD 28. Teachers can most effectively promote children's social-emotional development by consistently using rewards and praise to give feedback about the appropriateness of children's behavior.

DAP 29. The classroom group should vary frequently in size and age range depending on the needs of the children.

A) STRONGLY DISAGREE WITH THE STATEMENT
B) SOMEWHAT DISAGREE WITH THE STATEMENT
C) SOMEWHAT AGREE WITH THE STATEMENT
D) STRONGLY AGREE WITH THE STATEMENT

Scale

TRAD 30. The classroom group should be determined primarily by chronological age and should vary little after the beginning of the school year.

TRAD 31. In the child's acquisition of literacy, the teacher's role should be to diagnose and correct errors in a specified body of subject matter content and skills.

TRAD 32. A test is the most valid way to monitor children's performance.

DAP 33. Teachers can most effectively promote children's social-emotional development by allowing peers to interact to make cooperative choices among appropriate activities.

TRAD 34. Children should be expected to keep pace with the group in acquiring important skills in areas such as reading and math.

TRAD 35. For most of the time children should be expected to work quietly on their own and in teacher-led small groups.

TRAD 36. Primarily, teachers should motivate children's behavior through the careful use of rewards and punishments in the classroom.

DAP 37. Curriculum and instruction should primarily develop the child's individual self-esteem, sense of competence, and positive feelings towards learning.

DAP 38. The child is best viewed as a unique person with an individual pattern and timing of growth and development.

A) **STRONGLY DISAGREE WITH THE STATEMENT**
B) **SOMEWHAT DISAGREE WITH THE STATEMENT**
C) **SOMEWHAT AGREE WITH THE STATEMENT**
D) **STRONGLY AGREE WITH THE STATEMENT**

Scale

TRAD 39. Curriculum should be primarily designed to develop the intellectual domain, stressing the acquisition of carefully defined discreet skills.

DAP 40. Primarily, teachers should build on children's internal motivation.

TRAD 41. Staff assignments in the primary grades should be available to any teacher with elementary certification.

TRAD 42. Children should be assigned permanent personal space such as a desk where they are expected to work quietly by themselves.