

**K-3
Demonstration
Project
Senate Bill 5841
Final Report**

Report to the Legislature



Randy I. Dorn
State Superintendent of
Public Instruction

December 2009

**K-3 Demonstration Project
Senate Bill 5841
Final Report**

Report to Legislature

Prepared by
Janice Kelly, PhD, Early Learning Coordinator
Mary Seaton, Director of Early Learning

Teaching and Learning
Office of Superintendent of Public Instruction
Jessica Vavrus, Director of Teaching and Learning

Randy I. Dorn
Superintendent of Public Instruction

Ken Kanikeberg
Chief of Staff

Alan Burke, Ed.D.
Deputy Superintendent, K-12 Education

December 2009

TABLE OF CONTENTS

Executive Summary	iv
I. Introduction.....	1
II. Process	4
III. Findings.....	11
IV. Recommendations.....	46
V. Bibliography.....	48
VI. Appendices.....	51
Appendix A: Washington State Early Learning and Development Benchmarks, Domain 2: Social and Emotional Development.....	51
Appendix B: Illinois Board of Education Social Emotional Goals.....	54
Appendix C: K-3 Demonstration Project Yr 2 Final Report of Activities.....	57
Appendix D: Survey, interview, and observation protocol documents used by NWREL.....	60

LIST OF FIGURES

Figure 1. Overview of CLASS Dimensions of Classroom Quality.....	7
Figure 2. Percentage of Third Grade Continuously Enrolled Low-Income Students Meeting the WASL Standard in Reading.....	35
Figure 3. Percentage of Third Grade Continuously Enrolled Low-Income Students Meeting the WASL Standard in Math.....	36

LIST OF TABLES

Table 1.	2007-08 Sources of Evidence Describing How Students Thrive in the K-3 Demonstration Projects	6
Table 2.	2008-09 Sources of Evidence Describing How Students Thrive in the K-3 Demonstration Projects	11
Table 3.	2007-08 State, School, and District Measures of Students' Academic Achievement in Project Schools.....	26
Table 4.	Bemiss Continuously-Enrolled Full-Day Kindergarten Students, DECA Results 2008-09.....	31
Table 5.	White Center Heights Office Referral 2007-09.....	32
Table 6.	Barge-Lincoln Third Grade Reading Proficiency.....	33
Table 7.	Bemiss Third Grade Reading and Math Proficiency.....	34
Table 8.	White Center Heights Third Grade Reading Proficiency.....	34
Table 9.	Percentage of Full-Day Kindergarten Students Meeting Benchmark for Early Literacy 2008-09.....	36
Table 10	Bemiss Continuously Enrolled K-3 rd Students Meeting Benchmark for Early Literacy on DRA and/or QRI 2008-09.....	38
Table 11.	Year One Research Findings and Findings from Project Schools Reported by NWREL, October 2008.....	42

Executive Summary

In May 2007, the Washington Legislature passed Senate Bill (SB) 5841, which enacted recommendations advanced in *Washington Learns* concerning education in the early primary grades. Senate Bill 5841 provided funds for three K–3 Demonstration Projects at elementary schools in Yakima, Highline, and Spokane districts to implement a comprehensive kindergarten through grade three foundations learning program. The schools selected by their districts to implement demonstration projects were Barge-Lincoln (Yakima), Bemiss (Spokane), and White Center Heights (Highline).

Each project school received a grant of \$500,000 for 2007-08, the first year of the two-year project. Due to state budget reductions in fall 2008, each project school's grant was reduced to \$440,000 for 2008-09, the second year of the two-year project. Despite the reduction of funds in year two, the three project schools reported the reduced budget did not significantly impact their year two work. Senate Bill 5841 required the project schools to incorporate the following structural components into their K–3 programs:

- Full-day kindergarten
- Class sizes at a ratio of one teacher to 18 students
- A half-time FTE instructional coach
- Professional development related to the program implemented at the school

As a further condition of funding, SB 5841 required the project schools to build the following dimensions into their K–3 programs:

- A program that implements an educational philosophy that supports child-centered learning.
- Learning opportunities through personal exploration and discovery, hands-on experiences, and by working independently, in small groups, and in large groups.
- Rich and varied subject matter that includes: reading, writing, mathematics, science, social studies, a world language other than English, the arts, and health and physical education.
- Opportunities for children to learn and feel accomplishment, diligence, creativity, and confidence.
- Social and emotional development opportunities.
- Personalized assessment for each student that addresses academic knowledge and skill development, social and emotional skill development, critical thinking and decision-making skills, large and fine motor skill development, and personal interests, strengths, and goals.
- For students to progress to the upper elementary grades when a solid foundation is in place and reading and mathematics primary skills have been mastered.

Evaluation Study

The evaluation took place over the course of the two-year project. As delineated in the legislation, the Office of Superintendent of Public Instruction (OSPI) contracted with the Northwest Regional Educational Laboratory (NWREL) to conduct a two-year evaluation of grants awarded to three elementary schools to develop K–3 demonstration programs authorized by SB 5841. NWREL submitted an Interim Report in October 2008. Due to budget reductions, NWREL was not funded to conduct the year two project evaluation. In this document year one and year two project evaluation processes and findings will be clearly designated.

The general purposes of the interim and final K–3 project evaluations were to address the following evaluation questions specified in SB 5841:

1. To what degree do students thrive in the educational environment?
2. To what degree do students progress in academic, social, and emotional areas?
3. What program components have been most important to student success?
4. To what degree do members of the educational staff feel accomplished in their work and satisfied with student progress?
5. What are recommendations for continued implementation and expansion of the program?

The following table presents a timeline of salient activities related to the two-year K–3 Demonstration Project study.

K–3 Demonstration Project Timeline

Date	Event
November 2006	<i>Washington Learns</i> Final Report recommends significant changes to K–3 education.
May 2007	Governor Gregoire signs SB 5841, authorizing K–3 demonstration projects. SB 5841 to take effect in July 2007.
July 2007	Schools notified of eligibility to apply for funding.
August 2007	Schools notified that they would receive funding.
September 2007	Final approval of funding.
November 2007	NWREL visits project schools.

K–3 Demonstration Project Timeline (continued)

Date	Event
January 2008	Budget reductions resulted in loss contract with NWREL to complete year two evaluation for K–3 Demonstration Project.
May 2008	OSPI sponsors P–3 symposium in Seattle supported by private sponsors and attended by teams from project schools and teams from other districts.
May 2008	NWREL conducts site visits to project schools.
August 2008	Funding allocations to project schools for year two reduced by \$60,000 each.
November 2008	NWREL Interim Report of first-year progress.
June 2009	Project schools complete year two Final Report of Activities.
August 2009	Starting Strong P–3 Conference.
November 2009	OSPI Final Report of two-year K–3 Demonstration Project .

Year One Evaluation Process by Northwest Regional Educational Laboratory (NWREL)

NWREL was specifically designated in the authorized legislation to conduct the program evaluation for both years of the project. However, due to the budget reductions, NWREL only completed year one of the evaluation and the Interim Report in October 2008. The evaluation designed by NWREL made use of both quantitative and qualitative methods. Data collection included review of documents; surveys, interviews, and focus groups with parents, teachers, and school, district, and state administrators; and analysis of test results.

Year One Summary of Findings Reported by NWREL

- Structural components required by SB 5841 were in place at all schools (full-day kindergarten, 18:1 student–teacher ratio, half-time instructional coach, and professional development).
- Initiating the demonstration projects required hiring staff members, forming new classrooms, allocating specialist time, re-arranging schedules, and other organizational and logistical adjustments at the project schools.
- Schools were building collaborative relationships with community early childhood service providers.

- Teachers identified many ways that smaller classes allow them to work more effectively with their students. NWREL study supported teachers' reports of the benefits of smaller classes.
- Positive classroom environment is supportive of student academic progress and student social and emotional progress.
- The project schools had important elements of child-centered and developmental learning in place in their K–3 programs.
- Teachers and administrators reported that the project is positively influencing students' attitudes towards school and learning.
- Parents reported positive program effects on their children.
- 2008 third grade Washington Assessment of Student Learning (WASL) results for the project schools were mixed.
- Project schools made notable progress in areas identified by research as contributing to improved outcomes for children in the early primary grades. See Table 11 in this report.

Year Two Evaluation Process by the Office of Superintendent of Public Instruction (OSPI)

The year two project evaluation and the final report were prepared by OSPI. Each project school had a budget reduction of \$60,000 for year two. All three project schools reported that the reduced budget allocation for year two had a limited impact on the ability to carry out their project.

OSPI's evaluation process included:

- A review of *K–3 Demonstration Project Year Two Final Report of Activities* submitted by each project school.
- A review of year two student assessment data.
- Conversations with district administrators in regard to project activities, student data, project outcomes and sustainability.

Year Two Summary of Findings Reported by OSPI

- Structural components were in place in all schools.
- 2009 third grade WASL results for the project schools were mixed.
- Early literacy assessments show significant achievement for full-day kindergarten students in all three schools.

- All three schools reported students thriving in the educational environment created by the K–3 Demonstration Project.
- All three schools reported students progressing in academics, social and emotional areas.
- All three schools reported members of the educational staff feeling accomplished in their work and satisfied with student progress.
- Schools reported key project components that promoted student success including low class size, high quality professional development and coaches, focus on social and emotional needs, focused instruction at student academic levels, partnerships, assessment and monitoring student progress.
- Schools reported that as a result of project resources and activities, each school could sustain work they had begun during the project.

K–3 Demonstration Project Recommendations

The following recommendations are based on the findings, promising models and benefits of the K–3 Demonstration Project. These recommendations, which emerged from the project schools, are supported by the *Washington Learns* report.

- Support continuing efforts to link and align learning systems from birth through grade three.
- Implement full-day kindergarten for all children in Washington State.
- Develop K–3 social and emotional expectations and implement P–3 assessment and training in this area.
- Assess K–3 student literacy and math skills throughout the school year in order to monitor student progress and use the data to inform instruction.
- Lower K–3 class sizes for all students in Washington State to the K–3 Demonstration Project teacher-student ratio of 1:18.
- Further funding of programs would benefit from pre-project planning time and coordination in order to implement projects prior to the start of school year.
- Fund support for future project schools in the form of clarity of expectations, use of funds and professional development in order to implement a P–3 model.
- Instructional coaches and professional development opportunities are key to early learning advancement in areas of early learning benchmarks, curriculum, instruction, assessment and social and emotional development

I. Introduction

The 2005 Washington Legislature created the *Washington Learns* Steering Committee with a mandate to review education in Washington State. Under the leadership of Governor Gregoire, the committee issued a final report, *Washington Learns*, which advanced recommendations addressing all levels of education in the state. One set of recommendations proposed bold changes both to the philosophy and to the structure of Washington's kindergarten through third grade (K–3) programs.

Washington Learns envisioned a K–3 system that values the development of children's competency in both academic and social and personal areas. The new system should be child-centered, supporting the "individual development of each child" by providing ample opportunities for children to "discover their personal interests and talents and follow their natural desire to know more." In addition to being child-centered, the new system should provide instruction that is broad in scope and rich in experience, extending beyond literacy and math to include "science, social studies, languages and expressive experiences in the arts, including painting, sculpture, and drama, and in physical education, including movement, dance, and motor skills."

A second change to K–3 education proposed by *Washington Learns* represents a radical departure from the current practice of advancing children through what the report calls "automatic grade-to-grade promotion." Instead, children should advance to the next level after they have demonstrated "solid foundations" in the core subjects of reading and math. The new promotions strategy, together with the broad curriculum and child centered orientation, would mean that "some students will spend a shorter time and others a longer time" in kindergarten through third grade, but that students would emerge "interested in many topics" and possessing "the basic reading and math skills for success in fourth grade."

Among the strategies that *Washington Learns* recommended for remaking K–3 education were the following:

- Voluntary full-day kindergarten for all children.
- Smaller class sizes.
- Programs that build solid foundations through child-centered and developmental instructional practices.

As a first step towards bringing its vision of K–3 education closer to reality, *Washington Learns* recommended that the legislature fund demonstration projects that would implement "best practices in developmental learning."

Senate Bill 5841 Authorizes K–3 Demonstration Projects

During the 2007 legislative session, the Washington Legislature authorized Senate Bill (SB) 5841, which provided funds for three K–3 Demonstration Projects within the

Yakima, Highline, and Spokane school districts. The districts each selected an elementary school to participate in the two-year project: Barge-Lincoln (Yakima), Bemiss (Spokane), and White Center Heights (Highline). The following are brief profiles of the project schools in fall 2007 at the onset of the project.

Barge-Lincoln Elementary School, a 537 student K–5 grade school located in Yakima is one of 13 elementary schools in the Yakima School District. For the 2007-08 academic years, 96.7 percent of the students were eligible for free or reduced-price lunch, 8.8 percent were in Special Education, and 53.9 percent were Transitional Bilingual. The largest ethnic group of students was Hispanic (87.3%), followed by White (9.3%), Black (1.5%), American Indian/Alaskan Native (1.1%), and Asian (0.7%). Barge-Lincoln had 42 classroom teachers with an average of 9.3 years of teaching experience. Almost 53 percent had Master’s degrees and all met the highly qualified criteria under the Elementary and Secondary Education Act (ESEA). Barge-Lincoln has had full-day kindergarten for six years, as the district provided full-day kindergarten at all elementary schools using I-728 funds.

Bemiss Elementary School, a 475 student PK–6 grade school located in Spokane, is one of 35 elementary schools in the Spokane School District. For the 2007 academic year, 83.7 percent of the students were eligible for free or reduced-price lunch, 22.2 percent were in Special Education, and 11.4 percent were Transitional Bilingual. The largest ethnic group of students was White (68.8%), followed by American Indian (7.2%), Asian/Pacific Islander (5.7%), Pacific Islander (4.6%), Black (4.4%), Hispanic (4.0%), and Asian (1.1%). Bemiss had 37 classroom teachers with an average of 12.7 years of teaching experience. Almost 76 percent had Master’s degrees and all met the highly qualified criteria under ESEA.

White Center Heights Elementary School, a 456 student PK–6 grade school located in southwest Seattle, is one of 18 elementary schools in the Highline School District. For the 2007 academic year, 85.5 percent of the students were eligible for free or reduced price lunch, 11.7 percent were in Special Education, and 35.5 percent were Transitional Bilingual. The largest ethnic group of students was Asian (43.0%), followed by Hispanic (23.9%), Black (20.0%), White (11.6%), and American Indian (1.5%). White Center had 33 classroom teachers with an average of 10.2 years of teaching experience. Almost 46 percent had Master’s degrees and all met the highly qualified criteria under ESEA.

Senate Bill 5841 assigned the Office of Superintendent of Public Instruction (OSPI) responsibility for overseeing the distribution of funds to the three schools participating in the demonstration projects, ensuring that the schools complied with the provisions of the grant, as stated in the following section, and contracting with the Northwest Regional Educational Laboratory (NWREL) to conduct the evaluation of the demonstration projects. At the end of the first year of the project, NWREL’s contract was terminated due to a reduction in project budget.

Resources and Requirements for the Demonstration Projects

Each of the three schools participating in the project received a grant of \$500,000 for project year one and a reduced grant of \$440,000 for year two. The grants were to support the following structural components of its K–3 program:

- A full-day kindergarten program.
- Small class sizes at a ratio of one teacher to 18 students, and the additional resources for materials generated by that ratio through associated nonemployee related costs.
- A half-time instructional coach.
- Professional development related to the program implemented at the school.

As a condition of funding, SB 5841 required that the schools undertaking demonstration projects incorporate the following dimensions into their K–3 programs:

- Child-centered learning.
- Personal exploration and discovery, hands-on experiences, and opportunities for children to work independently, in small groups and in large groups.
- Rich and varied subject matter that includes: reading, writing, mathematics, science, social studies, a world language other than English, the arts, and health and physical education.
- Opportunities for children to learn and feel accomplishment, diligence, creativity, and confidence.
- Attention to children’s social and emotional development.
- Personalized assessment of students’ academic knowledge and skill development, social and emotional skill development, critical thinking and decision-making skills, large and fine motor skill development, and personal interests, strengths, and goals.
- Advancement to the upper elementary grades when a solid foundation is in place and reading and mathematics primary skills have been mastered.

The general purposes of the two-year study commissioned by OSPI were to identify the salient program decisions, changes, and impact that occurred in the participating schools and to address the following evaluation questions specified in SB 5841:

1. To what degree do students thrive in the educational environment?
2. To what degree do students progress in academic, social, and emotional areas?
3. What program components have been most important to student success?
4. To what degree do members of the educational staff feel accomplished in their work and satisfied with student progress?
5. In what ways can the program be scaled up and expanded?

For the Interim Report, NWREL staff members gathered and analyzed a wide variety of information from a wide variety of stakeholders. NWREL staff members reviewed documents; surveyed teachers in all three project schools; observed classroom practices in the project schools; interviewed school, district, and state administrators;

conducted interviews and focus groups with teachers, specialists, and parents; and analyzed results of achievement tests. For the Final Report, OSPI gathered and analyzed assessment data and other information provided by the schools and reviewed each school's K–3 Demonstration Project Year Two Final Report of Activities. Given the absence of a formal evaluator, the data collected was modified slightly between year one and two.

Findings are limited to (a) the validity and reliability of assessment instruments used by the state, districts, and schools to measure students' academic achievement; and (b) the accuracy reflected in the professional judgments and perceptions of teachers, administrators, and other school staff members who provided information for the evaluation. In addition, while this report compares achievement in the project schools with achievement in schools similar to them in size and demographics, this comparison does not account for all pre-existing differences between the project schools and the comparison schools.

II. Process

The evaluation of K–3 projects took place over the course of the two-year project. Year one NWREL was contracted to complete the evaluation. NWREL submitted an Interim Report October 2008.

Process Changes Due to Budget Reductions for Year Two

Due to funding cuts NWREL's contract for evaluation was not continued. Therefore, not all of the evaluation processes used in year one by NWREL were continued in year two. For example, year one NWREL conducted interviews, surveys and focus groups that the budget cuts made impossible to continue in year two. In this document year one and year two project processes, findings and evaluation of findings are labeled and described. The year one information provided by NWREL evaluation is incorporated, in part, in this report. The complete text is available in the October 2008 Interim Report. Year two OSPI obtained information from the project schools and district administrators through a *Final Report of Activities*, follow-up conversations and student assessment information.

A. Year One Evaluation Process by Northwest Regional Educational Laboratory (NWREL)

NWREL conducted a study and submitted an Interim Report in October 2008. Both quantitative and qualitative methods were used. Year one data collection included review of documents, surveys, interviews, analysis of test results, and focus groups with parents, teachers, and school, district, and state administrators.

This study addressed the following questions:

1. What were the initial organizational and institutional characteristics of the demonstration projects?
2. Were the required structural components in place?

3. What are the characteristics of teaching and learning in K–3 classrooms in the project schools?
4. How did students progress in academic, social, and emotional areas?
5. What have been the greatest accomplishments of the first year of the demonstration projects?

One of the issues addressed was the "degree to which students thrive in the educational environment" created by the grant. NWREL collaborated with project administrators and participants to develop an operational definition of "thriving" so that this program dimension could be measured over the life of the study.

NWREL evaluators talked to a cross section of project, district, and school administrators and staff members about the appropriateness of defining "to thrive" as making steady progress academically, socially, and emotionally during their K–3 experience, and if yes, what was the most suitable way to measure steady progress? A consensus was reached that the appropriate indicator of adequate progress in academic areas would be proficiency based upon established benchmarks. For example, achieving proficiency at or above on the third grade reading and math WASL would represent appropriate academic progress in reading and math. However, constructing a similar standard for social and emotional development or adjustment proved to be more problematic.

A literature search for state K–3 social and emotional standards found that although many states, including Washington, have developed social and emotional benchmarks for prekindergarten children, few have adopted standards for their K–12 systems. One state that has is Illinois. Appendix A presents the social and emotional benchmarks for children 60 months to kindergarten entry presented in *Washington State Early Learning and Development Benchmarks: A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry*, and Illinois' goals and standards for K–3 students.

The agreed upon scope of work specified not implementing additional assessments to measure student academic, social, and emotional progress. For the purposes of this study, students' achievement is indexed by results from existing assessments, primarily WASL. In the absence of a similar standardized assessment for students' social and emotional development, during year one, the Illinois Learning Standards were integrated into the interview and survey protocols created for this project.

Table 1 presents the expected academic and social and emotional outcomes and sources of evidence that were used in year one to describe how children in the demonstration projects were thriving in both academic and social-emotional development.

Table 1
2007-08 Sources of Evidence Describing How Students
Thrive in the K–3 Demonstration Projects

Academic Achievement	
Outcomes	Sources of Evidence
Academic Proficiency	<ul style="list-style-type: none"> ● State Assessments <ul style="list-style-type: none"> -- Grade 2 Reading Assessment -- Grade 3 WASL -- Washington Language Proficiency Test (WLPT) -- WAAS ● District Assessments <ul style="list-style-type: none"> -- DIBELS -- Other assessments ● Report Card Progress <ul style="list-style-type: none"> -- Reading, Writing, Math -- Other subjects
Social-Emotional Adjustment	
Outcomes	Sources of Evidence
Early Learning Competencies Social and Emotional Development	<ul style="list-style-type: none"> ● Teachers' reports about children's social and emotional competencies ● Parents' reports of children's adaptation to school and to their classmates ● School Records—Attendance, truancy, and discipline ● School Internal Assessment Systems ● Standards-based benchmarks (e.g., Illinois K–8 social and emotional benchmarks)

Year one data were collected by onsite visits to each school, teacher surveys, and telephone interviews with OSPI project management staff. During the onsite visits, evaluators conducted classroom observations and interviews with teachers, and school and district administrators. The next section describes these activities and the instruments that were used. Copies of all protocols are in Appendix B.

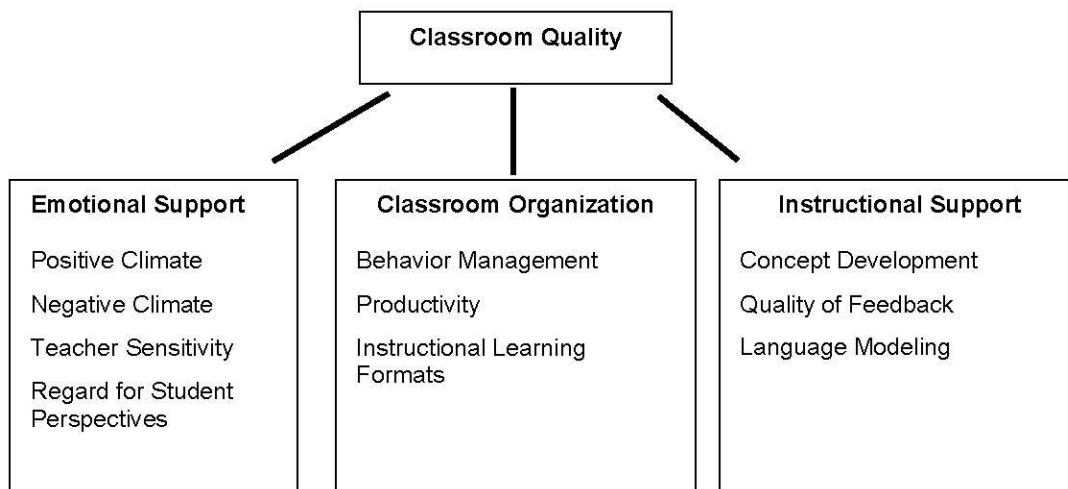
2007-08 Classroom Observations by NWREL

NWREL staff members conducted structured observations in K–3 classrooms in all three project schools using the *Classroom Assessment Scoring System (CLASS)*, developed by Robert Pianta and colleagues at the University of Virginia. The following description of CLASS draws heavily on material from Pianta, La Paro, & Hamre (2008).

The *Classroom Assessment Scoring System* (CLASS) is an observational protocol that captures dimensions of classroom quality in preschool through third grade classrooms. The dimensions that CLASS focuses on are based on research suggesting that interactions between students and adults in the classroom setting are key to understanding children’s development and learning in school. According to the developers of CLASS, dimensions were derived following review of the constructs included on instruments for observing classrooms used in child care and elementary school research, and review of literature on effective teaching practices, focus groups, and extensive piloting. CLASS incorporates scales used in large-scale classroom observation studies in the National Institute of Child Health and Human Development (NICHD) Study of Early Care, begun in 1991. Figure 1 below provides an overview of the construct of classroom quality operationalized within the CLASS system.

Figure 1

Overview of CLASS Dimensions of Classroom Quality



CLASS does not measure the presence of materials, the physical environment, or the adoption of a specific curriculum. Instead, CLASS focuses on what teachers do with the materials they have, and how they interact with students. CLASS emphasis on observed interactions among teachers and students is particularly appropriate for this study because one of the foundational assumptions of the K–3 Demonstration Projects is that children in K–3 classrooms will thrive as a result of the child-centered instructional practices that take place in smaller classes. While not designed as a specific measure of the “child-centeredness” of early primary classrooms, CLASS does provide information helpful for drawing inferences in this area.

NWREL evaluators observed K–3 classrooms in all three project schools. At least two classrooms were observed at each grade level in each school, with the exception that at one school only one third grade classroom was observed. A total of 31 classroom observations were conducted, which means that observations were conducted in approximately 60 percent of the K–3 classrooms in the project schools. Observation periods lasted approximately 15 to 20 minutes. Using structured observations provided

by CLASS, these relatively brief observations were sufficient to capture essential features of the interactions between teachers and students in K–3 classrooms in the project schools. It must be emphasized, however, that NWREL staff members used CLASS primarily to look for overall trends consistent with the purposes and the structure of the demonstration projects (particularly the smaller class size) the purpose was not to evaluate individual teachers, to compare teaching across the project schools, or to attempt a detailed description of day-to-day teaching in the project schools.

2007-08 Teacher Surveys

NWREL staff members developed two teacher surveys. The first survey focused on teachers' instructional and assessment practices, their work with coaches, participation in professional development, and perceptions of the benefits of smaller class size. The survey included both forced-choice and open-ended items that addressed the following areas:

- Frequency with which students received instruction in the subject areas specified in SB 5841.
- Teachers' perceptions of the developmental appropriateness of the curriculum and the frequency with which they challenge their students with advanced thinking.
- Teachers' use of different grouping arrangements.
- Teachers' encouragement of students' personal exploration and discovery and opportunities for "hands-on" learning.
- The frequency and areas in which teachers conducted individual assessment of their students.
- Ways and frequency that teachers worked with coaches over the year, plus their satisfaction with the coaching they received.
- Teachers' perceptions of ways that students benefited from the smaller class size.
- Amount and kind of professional development that teachers received over the year.
- Teachers' satisfaction with professional development and suggestions for additional professional development related to the demonstration project.
- Teachers' perceptions of the greatest accomplishments of the demonstration project over the year.

The second survey examined teachers' perceptions of their students' social and emotional development. The survey is based on the *Illinois Learning Standards for Social/Emotional Learning*. Illinois has identified three broad goals for its students' social/emotional learning:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

In addition to identifying three broad goals for students' social and emotional learning, Illinois developed 10 Learning Standards that cut across grade levels, together with specific benchmarks for each grade range. For example, a K–3 benchmark related to the first goal is, "Recognize and accurately label emotions and how they are linked to behavior." As another example, a K–3 benchmark related to the third goal is, "Explain why unprovoked acts that hurt others are wrong."

The survey asked teachers what they do in their classrooms to develop students' competencies related to each of the three broad goals identified above. In addition, to establish a baseline for teachers' perceptions of the level of social and emotional development of their students, the survey asked teachers for overall ratings of the levels of students' development in regard to each of 20 K–3 benchmarks for social and emotional learning. It is important to emphasize that teachers were not asked to rate each child's social and emotional development; instead, they were asked to estimate the overall level of social and emotional development of the group of children in their classroom.

2007-08 Teacher Focus Groups

Focus group sessions were approximately 45 minutes in length and focused primarily on teachers' satisfaction with the progress their students made academically and socially/emotionally; teachers' perceptions of what parts of the K–3 project worked best, what challenges arose, and what changes they would like to see for year two; and teachers' opinions concerning the major accomplishments of the demonstration project over the year.

2007-08 Building Administrator Interviews

During the administrator interviews, lasting approximately one to one-and-a-half hours, principals were asked about their school's project planning process, program support for child-centered learning, present and future assessment of students' social and emotional development, personalizing assessment for each student, focus of teacher professional development, and linkages to the early learning providers in the community.

2007-08 District Administrator Interviews

District administrator interviews lasted approximately 45 minutes each. Administrators were asked about district vision for the project, district implementation plans, project priorities, project benchmarks and evaluation plans, project challenges, professional development to support the project, and important project accomplishments.

The interviews and focus groups with teachers and administrators, teacher surveys, and classroom observations were designed with some overlap in order to determine whether the same picture emerged through different sources of evidence.

2007-08 Interviews with OSPI Administrators

Key OSPI administrator interviews lasted approximately one hour. Participants were asked about their vision for the K–3 Demonstration Project, implementation goals and timelines, guidance given to sites, guidance requested by sites, challenges and accomplishments, and plans for the future of the demonstration project.

B. 2008-09 (Year Two) Evaluation Process by Office of Superintendent of Public Instruction (OSPI)

At the completion of year two, OSPI collected and analyzed assessment data for each school and each project school was asked to submit a K–3 Demonstration Project Year Two Final Report of Activities. Additional information was gathered through follow-up conversations with project district/school administrators. Due to budget reductions, some of the activities NWREL completed in year one were not continued including teacher surveys, classroom observations and focus groups. A copy of the Final Report of Activities requested from each school can be found in Appendix C. The Final Report of Activities asked each school to respond to questions in the following areas:

- Legislated use of funds
 - Full-day kindergarten
 - Class sizes at a ratio of one teacher to 18 students
 - Instructional coaching
 - Professional development related to the program
- Implementation of the legislated project
 - Child-centered learning
 - Personal exploration and discovery, hands-on experiences, and opportunities for children to work independently, in small groups, and in large groups
 - Opportunities for children to learn and feel accomplishment, diligence, creativity and confidence
 - Attention to children's social and emotional development
 - Personalized assessment of students academic knowledge and skill development, social and emotional skill development, and personal interest, strengths, and goals
 - Advancement to the upper elementary grades when a solid foundation is in place and reading and mathematics primary skills have been mastered
- Results
 - To what degree did students thrive in the educational environment established a result of this project?
 - To what degree did students progress in academic, social, and emotional areas?
 - What program components have been most important to student success?
 - To what degree did members of the educational staff feel accomplished in their work and satisfied with student progress?

- Follow up on year one findings
 - Teacher-student interactions
 - Effective and usefulness of coaching
- Specific K-3 demonstration project specialized focus
 - Key activities
 - Results of specialized focus
 - In what ways could the program be scaled up and/or expanded to other schools districts in the state?

Table 2 presents the expected academic and social and emotional outcomes and sources of evidence that were used during 2008-09 to describe how children in the demonstration projects thrived academically and social-emotionally.

Table 2
2008-09 Sources of Evidence Describing How Students Thrive in the K–3 Demonstration Projects

Academic Achievement	
Outcomes	Sources of Evidence
Academic Proficiency	<ul style="list-style-type: none"> • State Assessments <ul style="list-style-type: none"> -- Grade 3 WASL • District Assessments <ul style="list-style-type: none"> -- DIBELS -- IDEL -- DRA -- Other
Social-Emotional Adjustment	
Outcomes	Sources of Evidence
Early Learning Competencies Social and Emotional Development	<ul style="list-style-type: none"> • District Assessments <ul style="list-style-type: none"> -- DECA -- DESSA • School Records—discipline

III. Findings

This section presents findings from year one and year two based on information and data gathered by NWREL and OSPI. The findings are taken from the data gathered from the sources defined in the Process section of this report. Year one findings were taken from interviews, classroom observations, focus groups with parents, analysis of academic and social and emotional data. Year two findings were taken from project schools' year two final project reports, conversations with administrators and analysis of assessment data.

Findings are presented in the following order:

- A. Overall Project Vision and Initial Planning as Reported by NWREL
- B. Implementation of Facilities, Staffing, Class Size and Scheduling
- C. Required Structural Components
 - Full-day kindergarten
 - Instructional coaches
 - Professional Development
- D. Implementation of Child-Centered and Developmental Learning
- E. Rich and Varied Subject Matter and Thinking at Higher Cognitive Levels
- F. Assessment
- G. Attention to Students' Social and Emotional Development
- H. Student Progress in Social and Emotional and Wellness Areas
- I. Student Progress in Academic Areas
- J. Advancement to the upper elementary grades
- K. Summary of Project Findings

A. 2007-08 Overall Project Vision and Initial Planning as Reported by NWREL

Upon receiving notification in August 2007 that they would receive funding, project schools sought guidance from OSPI concerning the legal provisions of the grant related to accountability and allowable expenditures. All three schools reported being initially overwhelmed by what they perceived as “vagueness” in the specified program outcomes and how funds could actually be used. Schools wanted assistance in how to structure their programs to achieve the greatest benefits while ensuring sustainability after the grant. OSPI advised the schools to focus on implementing a limited number of priority areas that were most important to their staff members and communities.

Although SB 5841 did not allocate funds for administrative expenses, OSPI was able to support the schools by providing opportunities where the participating schools could learn from each other and participate in a wide variety of professional development opportunities in the field of P–3 programs. In May 2008, all three schools participated in a P–3 Symposium in Seattle, sponsored by the Boeing Foundation. The latest research related to PK–3 education was presented.

Participating school and district administrators and staff members expressed a consistent vision for the K–3 Demonstration Project around the development of strong child-centered programs across all grade levels within the project schools. In addition, by the end of the grant, they intended to have reached out to the early childhood service providers (e.g., ECEAP, Head Start) within their communities and to have collaboratively built strong integrated and aligned P–3 systems. The expectation is that such a system would promote school readiness for all children and lead to smooth transitions throughout elementary school. It was felt that such a collaborative effort would encourage greater collaboration and opportunities for joint professional development and meetings among school and early childhood service provider staff members to review individual student growth and readiness.

Barge-Lincoln Elementary School, Yakima School District

At Barge-Lincoln, the Instructional Leadership team, which includes more than a dozen staff members, plus the district administrator who has oversight of the demonstration project, met regularly to discuss instructional matters related to the school, including the demonstration project. Other Barge-Lincoln committees providing input concerning the demonstration project included the Math Leadership Team and the Literacy Leadership Team.

Barge-Lincoln utilized K–3 Demonstration funds to enhance and expand many of the project-based learning programs used at the school. With the addition of contracting to provide training in assessing students' social and emotional development, the program goals were to seek additional professional development in:

- Social and emotional needs of students and family
- Student-centered, project-based learning
- Teaching and learning interventions in reading
- Embedded Sheltered Instruction Observation Protocol (SIOP) components into training
- Guided Language Acquisition Design (GLAD) training
- Best Practices

In addition, they worked to integrate social and emotional response into their Response to Intervention (RTI) process, with the establishment of a RTI Response Team comprised of the principal, assistant principal, coaches, special education teachers, counselors, and the students' teacher.

Barge-Lincoln has concentrated efforts on team development and project-based student activities, which is having an effect on the professional practice at the higher grade levels because of what is seen taking place in the K–3 classrooms. The school is also exploring professional development opportunities in the area of student social and emotional adjustment.

The school has implemented a program where students learn how to take control of the situation from bullies through building their individual confidence. The school implemented training on how to work with misbehaving students through building relationships and developing behavior changing plans.

The school moved ahead by focusing on the needs of students, including nurturing, constructionist activities, and community involvement. During year two the school focused on (a) implementing more of the K–3 program, (b) students showing the impact from the academic and social and emotional program enhancements, (c) development of a strong student centered culture, and (d) teachers knowing their students in a much deeper way.

Bemiss Elementary School, Spokane School District

At Bemiss, the Leadership Team, which includes a cross representation of school staff members, met regularly to discuss instructional matters related to the school, including the K–3 Demonstration Project. Bemiss Action Teams (committees) included Bi-Literacy/GLAD, School Community/Parent Involvement, Professional Development and Technology. These groups met monthly to plan and implement the school

activities and professional development identified in the Bemiss School Improvement Plan and supported by the demonstration project.

The grant has been a catalyst for extending development work that Bemiss had begun earlier. For example, the grant allowed the school to strengthen curricular materials in literacy and math, and supported efforts by K–6 teachers to align the math curriculum. In addition, materials were purchased to enhance classroom learning stations.

Grant funds enabled the school to be more intentional about the professional development that teachers received year one:

- Oral language and literacy training led by Lance Gentile. The fundamental concept is that language, literacy, and dysfunctional behaviors are all related.
- Mathematics self-regulated training led by Kathryn Fosnote. The focus of the program is on helping students become self-regulated learners, allowing teachers to pull students into small groups for math interventions.
- Comprehensive Reading Recovery training led by Linda Dorn, University of Arkansas. The training provides intensive intervention strategies in reading and writing for small push-in groups; providing alternative student learning opportunities. A major principle of the program is that every student receives engagement with the teacher every day.
- A Math Recovery program with features developed by staff members utilizing the Comprehensive Reading Recovery model. Teachers and students use an interactive log system for communication and assessment.
- Guided Language Acquisition Design (GLAD) training. The training has been effective in helping teachers teach social studies to English Language Learners. The basic concept is to use visual, kinesthetic, and technology strategies for improving learning. For example, one project was a combination of having students develop pictures of insects; label all the body parts; and write a narrative based on the vocabulary being taught. Teachers have found GLAD techniques are effective with all students. They are more systematic and deliberate in their interventions, coupled with the district's extensive curriculum guides and assessments; teachers are able to go more in-depth into literacy instruction.

As part of the Spokane district-wide professional development plan, Bemiss has four late start days a month for staff professional development. Each week the school implemented discussion and training around one of the following topic areas on a rotating basis:

- Assessment and learning, using data to change instruction
- Book study
- Grade level social studies and science curriculum planning
- Teacher Action Teams' presentations on Parent Advocacy, Technology, Bi-literacy, and Evaluation and Assessment

Participation in the demonstration project has spurred Bemiss to explore systematic approaches to assessing students' social and emotional development. In cooperation with Devereux, a non-profit organization providing services for persons with emotional, developmental, and educational disabilities, the school is conducting pilot tests of the DESSA (Devereux Elementary Student Strength Assessment) instrument. Devereux's DECA (Devereux Early Childhood Assessment), a nationally normed assessment of within-child protective factors in preschool children aged two to five, is used by 58 percent of Pre-Kindergarten programs in Washington.

The district has provided resources for coaches and coach training for a number of years prior to the study, especially in math and literacy. Bemiss has been a district leader in effectively using coaches to improve instruction.

Spokane has implemented an extensive series of grade level curriculum guides that are given to every teacher. These guides suggest the resource materials to be used that align to Washington's Grade Level Expectation's (GLEs). All lesson plans are available for review as district and building administrators visit and observe classes on an ongoing basis. The district implemented this system to address their high level of student mobility. This system is a strategy to decrease the learning gaps among students by ensuring that everyone is learning the same material at the same time.

White Center Heights Elementary School, Highline School District

In October 2007, upon being notified White Center Heights had been a recipient of the grant, the school formed an Early Learning Team to identify a vision for the project, together with outcomes appropriate for the specified requirements of the grant. This team was comprised of representatives from all grade levels, administrators, coaches, and local Head Start staff members. White Center Heights and the Highline district administrators jointly decided that much of 2007-08 would serve as a planning year for the demonstration project. As a result, White Center Heights adopted a relatively formal planning process for its demonstration project, with four to six teachers regularly participating with the principal and others on a project Steering Committee.

Over the year, the Steering Committee received additional input from the grade-level committees and the subject-area committees. In addition, White Center Heights and Highline district administrators agreed that, in order to insure that the White Center Heights K-3 program was effectively transformed and that the changes were sustained,

a major portion of 2008-09 would be devoted to developing a comprehensive program and community implementation plan. The school used K–3 Demonstration funds in conjunction with other funds to hire two literacy and two math coaches in the second year. They were also able to create an ELL staff developer position focusing on an increase in staff capacity so that new learning would be maintained and grown even after the project funding was gone.

The school is taking a K–6 approach to program development in order to address concerns regarding the lack of understanding across primary and intermediate grade teachers. White Center Heights staff members are working to improve horizontal and vertical alignment of curriculum across all grades.

Through involvement in the Gates Foundation Community Transition Initiative, White Center Heights focused on reaching out to its community and pre-kindergarten service providers. For the last five years White Center Heights has worked with Trusted Advocates (individuals who serve as liaisons to their language/cultural communities) to operate a multicultural summer pre-kindergarten program together with a summer school serving students up to eighth grade.

One of the first things the school did during year one, in conjunction with its *Making Connections* grant from the Annie E. Casey Foundation was to reach out to early childhood service providers in the White Center Heights area. The community is experiencing rapidly changing demographics, with fewer families in public housing. A new White Center Heights Community Center is being built adjacent to the school to serve as an early learning hub for pre-kindergarten educational service providers.

District Planning/Supervision

In all three districts, a district-level administrator monitored the demonstration project and assisted in reporting the progress of implementation to the superintendent and the board.

B. Implementation of Facilities, Staffing, Class Size and Scheduling

The requirement to reduce K–3 class sizes to 18 students, together with the introduction of full-day kindergarten, placed different burdens on the individual schools in scheduling and allocating space at the onset of the project.

White Center Heights was able to accommodate the smaller class sizes with minimal disruption to space allocation and to scheduling.

Barge-Lincoln, however, had to make major changes in its allocation of space required by the need to create four additional classrooms. To create four new classrooms, space used for storage had to be converted into classroom space. School staff members assisted in readying the additional classrooms in time for the start of school. In addition, a number of teachers needed to change rooms in order to group classrooms at the same grade level near each other. Converting storage space within the school

into classroom use required placing a portable unit on the Barge-Lincoln grounds to replace the storage space lost from inside the building. Addition of the portable unit allowed re-opening of the school's computer lab (which had been preempted due to the press for classroom space and storage space) and also eased space demands on the multi-purpose room.

Bemiss had space available to accommodate the three new classrooms that were formed in late August. However, furniture had to be obtained and installed in these classrooms in time for the start of school. Furthermore, new space had to be found for the school's Title I coaches who were displaced by the formation of the new classrooms. Adding new classrooms and full-day kindergarten required schedule changes and increased staffing in some areas. For example, the school increased staffing in music and physical education by .2 FTE in order to accommodate the smaller classes and the full-day kindergarten. An additional complication was that Bemiss was required to bus students to other elementary schools in order to maintain a teacher/student ratio of 1:18 for its K-3 program.

K-3 Class Sizes

Year one K-3 class sizes in the project schools ranged from 15 to 22 students, with the majority of classes serving 17 or 18 students. The average class size over all 50 K-3 classrooms in the project schools was 17.8 students, with 72 percent of the K-3 classrooms having 18 or fewer students.

Year two K-3 class sizes in the project schools were 18 or less. Barge-Lincoln reported that during one part of the day when students were regrouped for "walk to read," some classes reached up to the low twenties. Bemiss reported that in order to maintain class sizes of 18, they bussed students to other schools which created very large class sizes in neighboring schools.

All three schools reported having small class sizes resulting in more time to work with small groups and individual students. Bemiss reported that teachers were able to devote more attention to each individual learner at a higher level than when their class sizes were larger.

C. Required Structural Components

SB 5841 required schools implementing demonstration projects to incorporate the following components into their K–3 programs:

- Full-day kindergarten
- Instructional coaches
- Professional Development

These components were in place in all three project schools during the 2007-08 and the 2008-09 school years. Interviews with school and district staff members revealed that some of these components were in place before the demonstration projects began. For example, Barge-Lincoln has had full-day kindergarten for six years, as the district has provided resources for full-day kindergartens at all elementary schools using I-728 funds. In addition, as Reading First schools, Barge-Lincoln and White Center Heights already had reading coaches, and Bemiss already had a reading coach as part of Spokane's commitment to providing reading coaches for every school. Similarly, teachers in the project schools were already receiving some form of district-sponsored professional development, particularly related to the teaching of reading, writing, and mathematics.

Instructional Coaches and Professional Development: Year One

Year one, all kindergarten and third grade teachers, and most first- and second grade teachers, worked with a reading coach. Eighty percent of teachers worked with a math coach. While half of second grade teachers worked with a coach in an area beside reading and math, relatively few teachers overall did so. Coaching and professional development were major structural components of the demonstration projects.

- In general, K–3 teachers in the project schools worked with an instructional coach less often than weekly, although half of the third grade teachers worked with a coach at least weekly.
- Across the grades, the most common way that teachers worked with a coach was on the interpretation of assessment results, but coaches also provided materials and lesson plans, recommended teaching strategies, and suggested specific interventions for struggling students.
- Teachers at the different grade levels had different views of how they benefited from coaching. First, second, and third grade teachers frequently cited that they were better able to help struggling students, had generally improved their teaching, and had become more reflective about the ways coaching had helped them. Kindergarten teachers less frequently cited ways that they benefited from coaching.
- First, second, and third grade teachers were in general moderately satisfied with the coaching they received over the year, but a large proportion of kindergarten teachers were dissatisfied.
- There was wide variation in teachers' satisfaction with the professional development they received over the year, with kindergarten teachers generally very satisfied, second and third grade teachers were generally moderately satisfied, and first grade teachers were relatively dissatisfied.

Instructional Coaches and Professional Development: Year Two

Barge-Lincoln's math instructional coach helped develop and implement the school-wide WASL plan that was inclusive of reading, writing, math and science. She worked with teachers in training, modeling, feedback, assessment, differentiated instruction and effective teaching practices.

Two consultants were hired both years to help facilitate the professional development aligned with K–3 grant requirements. On a weekly basis through communication and collaboration time and through review of data, teachers were asked to identify their coaching/professional development needs.

The consultants did staff trainings and worked with individual teachers and teams. Some of the greatest work that came out of this consulting was around effective planning for student centered learning. They also worked on effective lesson design and delivery, routines, procedures and building positive relationships with students. Staff continually utilized the power of data and effective practices to change results.

Bemiss had a successful coaching model with two literacy and two math coaches in place prior to the project with emphasis on differentiating for each individual teacher's needs. They were able to use project funds to support .5 FTE for one of the math coaches. During year two of the project Bemiss implemented a rotation schedule that allowed every teacher time to meet with both a math and literacy coach weekly in all grade levels to plan instruction and to analyze student work and assessment data. Staff members were trained in the Comprehensive Literacy Framework and Guided Reading Plus.

The timing of this grant and having full-day kindergarten led to more professional development and coaching with Bemiss kindergarten teachers. Bemiss reported that teachers were very satisfied with year two professional development. During year two Bemiss developed a partnership with Washington State University to learn about the impact of trauma on learning. Social and emotional development was an area of specific focus.

White Center Heights reported highly successful instructional coaching. They used project funds in combination with other funds to provide two literacy and two math coaches in year two. They also created an ELL staff developer position focusing on helping staff to help students comprehend instruction. These positions and trainings built sustainable capacity in staff.

The four instructional coaches and ELL staff developer provided professional development in literacy and math with an emphasis on developing skills and strategies needed to differentiate instruction to meet the needs of all students. Project professional development focused on early learning and P–3 systems. Funds were used to purchase a literacy video series in order to increase capacity to provide a balanced approach to teaching literacy.

Kindergarten and first grade teachers received extensive support from the literacy and math coaches. Monthly grade level meetings with literacy coaches provided professional development and facilitated implementation of a balanced approach to teaching literacy.

White Center Heights staff worked in collaboration with their coaches to place an emphasis on assessment to inform instruction and strategies. Coaches trained staff and facilitated the implementation of conferring notes for immediate assessment to inform instruction.

During year two White Center Heights implemented a F.A.C.T. (Family and Community Together) team in partnership with Child Protection Services (CPS), mental health agencies, Public Health, a domestic violence agency and other agencies to reduce institutional "red tape" in order to provide supports to families in distress. The White Center Heights Head Start program manager is a member of the school planning team and provides workshops on P-3 alignment for school staff members. White Center Heights' plan included co-training events which include participation from staff members of the Pre-K and K services in their community.

D. Implementation of Child-Centered and Developmental Learning

NWREL gathered information on child-centered and developmental learning during year one of the project using surveys, interviews, and observations. Due to the reduction in funding for year two, OSPI gathered information in this area by requesting project schools address child-centered learning in their Final Report of Activities.

Child-Centered Practices

NWREL reported year one that teachers and administrators at the project schools reported that many aspects of their educational philosophy and instructional approaches were child-centered. More specifically, they reported that teachers were generally sensitive to children's developmental levels and used instructional approaches appropriate to children's needs. All kindergarten teachers, and a large majority of teachers at the other grades, reported that they generally delivered instruction tailored to each student's individual needs, strengths, and interests. Furthermore, almost all teachers reported that the curriculum they used fit well with children's developmental levels. Teachers and administrators at each school expressed interest in learning more about child-centered instructional practices.

Opportunities for Personal Exploration and Discovery and Hands-on Learning

Almost all teachers reported to NWREL in year one that they allowed students opportunities for personal exploration and discovery, and most teachers provided students these opportunities at least once a week. Schools gave examples in a variety of subject areas at each grade level. In response to this question in the Final Report of

Activities, White Center Heights reported that the 18:1 student teacher ratio provided teachers the opportunity to facilitate meaningful and engaged learning for the students.

Almost all teachers reported structuring hands-on learning opportunities for their students more than once a week. A majority of kindergarten and second grade teachers reported that they gave students these opportunities daily or almost daily.

Flexible Grouping

SB 5841 established the expectation that K–3 teachers in the demonstration projects would provide students with learning opportunities in large-group, small-group, and individual formats. Previous research has shown that by first grade, students spend the majority of their class time in whole-group instruction and that teachers in early primary grades rarely use small groups as a format for instruction (NICHD ECCRN, 2002). For these reasons, it is important to analyze the degree to which the smaller class sizes allowed K–3 teachers in the project schools greater flexibility in tailoring instruction in whole-group, small-group, and individual formats.

K–3 teachers reported to NWREL a great deal of flexibility in the ways they grouped students for instruction. Large majorities of teachers at all grades reported having students work independently, in small groups, or in large groups daily or almost daily.

During year one classroom observations by NWREL staff members supported teachers' perceptions that they were flexible in shifting from whole-class instruction to having children work individually or in small groups. In fact, teachers used two or three different groupings of students in more than 60 percent of the instructional periods observed. This degree of flexibility is particularly impressive considering that NWREL staff members observed only portions of the instructional day. In observed periods in which teachers used two instructional formats, the combination of whole-group instruction and individual work was the most common. This combination often occurred when, for example, teachers emphasized a point for the whole class and then had their students practice what they had learned.

NWREL staff members also observed that the smaller class sizes allowed teachers to maintain focus on individual students, whether activities were taking place in whole group, small group, or individual formats. No matter what the group format, teachers were able to circulate and give attention to particular children. Even in the whole-group format, with fewer students teachers were able to keep students involved by querying individual students and by prompting individual students for contributions.

NWREL reported that not only did the small group sizes contribute to the high degree of attention that teachers paid to the needs of individual students, but teachers exhibited experience and skill in doing this effectively.

E. Rich and Varied Subject Matter and Thinking at Higher Cognitive Levels

Besides the richness and variety of the subject matter and the frequency that different subjects were presented in K–3 classrooms, it is important to consider how frequently teachers in the project schools are engaging students' thinking at higher cognitive levels—that is, whether students are actively involved in creative thinking and problem-solving.

NWREL reported that in general, children in K–3 classrooms in the project schools received instruction in reading, writing, and math daily. Students received instruction in science more than once a week, but they typically received instruction in social studies, arts, health, and language no more often than once a week. A majority of teachers at all grade levels reported that their students received physical education more than once a week.

K–3 teachers in the project schools reported that they often presented their students with tasks that exercise thinking at higher cognitive levels:

- A majority of teachers at all grades reported having students analyze or evaluate a problem or situation more than once a week.
- At least 80 percent of teachers at all grades reported having their students apply knowledge to real world situations more than once a week.
- At least 80 percent of teachers at all grades reported having their students connect knowledge or integrate new learning with previous knowledge more than once a week.
- Third grade teachers reported that they present students with challenging cognitive tasks very frequently. For example, 90 percent of third grade teachers reported giving students daily or almost daily tasks in analyzing and evaluating situations and problems, and in connecting new learning with previous learning.

Barge-Lincoln reported moving students into "thinking about thinking" and utilizing Bloom's Taxonomy Wheel in daily practices. They trained staff on effective ways to dialogue with student. In the area of math, they focused on giving students time to discuss their misconceptions and providing support to work through those misconceptions. Barge-Lincoln teachers worked on doing more metacognitive processing for students so that students could become more skilled at thinking about their own thinking.

Bemiss focused on making sure that they were allowing students the opportunities to explain their thinking more frequently. All classes were equipped with document cameras and projectors and they were used to have student share their work and their thinking more often and more readily.

White Center Heights reported that during the second year a central component of their work was child centered teaching and learning. Their literacy and math coaches

worked with staff to implement strategies designed to facilitate active, meaningful, engaged and comprehensible learning for students.

World Language Experience

Providing world language experience to all students proved to be challenging.

Barge-Lincoln was able to provide Spanish and English exploration based on a bilingual program model but this did not happen intentionally for all students. As a building they honor both languages, for example, during announcements and some calendar activities.

White Center Heights established a Latino Club teaching Spanish to students who attended.

Bemiss teachers implemented exposure to a world language through teaching sign language and numbers/words in languages other than English (e.g., Russian, Spanish, and Marshallese). A multicultural Family Night has blossomed in two years to have many families participate in sharing their culture.

Opportunities for Children to Learn and Feel Accomplishment, Diligence, Creativity, and Confidence

Most teachers reported that they gave their students opportunities to create their own ideas or concepts more than once a week. Furthermore, at least 70 percent of kindergarten, first, and third grade teachers reported that the curriculum evoked children's curiosity, creativity, and initiative. Second grade teachers were less optimistic in that area: Only half agreed that the curriculum evoked children's curiosity, creativity, and initiative. On the other hand, a majority of teachers at all grades reported that the curriculum led children to recognize their own competence.

Barge-Lincoln reported that this grant provided the opportunity for teachers to take healthy risks and take an "I can, I will, I'll do" attitude. Staff members explored their potential and shared their hopes, dreams and talents with students. More and more students took risks and performed in front of their peers at monthly assemblies. Barge-Lincoln adopted a common theme of giving it our all, being positive and beyond our potential.

Bemiss reported that staff celebrate student success and share the credit for accomplishments. Students feel good about their work and their confidence is high due to the work of the staff. Bemiss developed an "intervention wall" where they place individual cards for each student in the school. This wall is organized by grade level and teacher in order to track student success in reading, writing and math. The cards are marked if students receive special services.

White Center Heights did not respond in this area in the Final Report of Activities.

Characteristics of K-3 Classrooms in the Project Schools

This section reports the results of observations of K–3 classrooms in the project schools conducted by NWREL staff members. Observations were conducted during year one of the project using the *Classroom Assessment Scoring System* (CLASS), developed by Robert Pianta and colleagues at the University of Virginia (Pianta, La Paro, & Hamre, 2008). CLASS is an observational instrument that captures information about three domains of the quality of preschool through third grade classrooms: classroom organization, support for students’ cognitive and language development, and emotional support.

CLASS Findings: Classroom Organization

Students’ behavior was well-managed. In the classrooms observed by NWREL staff members, there were clear rules for behavior that were understood by everyone in the classroom. Teachers monitored the students effectively and consistently so that problems didn’t develop. Teachers praised students individually for desirable behavior and were able to manage misbehavior without taking significant time away from other students’ learning. Students were, for the most part, on task and well behaved. When students transitioned from one activity to another, they did so with a minimum of fuss and disorder.

Students were on-task. Teachers had lesson plans that kept students engaged and minimized the amount of time that activities such as setup and transitions took away from learning. Most students seemed to know what they were supposed to be doing.

Teachers varied their presentation formats. Teachers incorporated a variety of materials and modalities—including audio-visual equipment—into their presentations. Computers, however, were used infrequently in the segments observed by NWREL staff members.

CLASS Findings: Support for Students’ Cognitive and Language Development

Teachers occasionally encouraged thinking at higher cognitive levels. The overall rating for concept development reflects the fact that while teachers did occasionally encourage students’ thinking at higher cognitive levels—both through their presentations and through the feedback they provided to students—a great deal of the classroom activities observed by NWREL evaluators were of a rote nature. For example, teachers sometimes asked why and how questions, but at other times did not take opportunities to engage students at higher levels.

Teachers provided ample feedback. Teachers called on students frequently and provided students with prompt feedback; but, at the same time, teachers called on students to explain their thinking in detail relatively infrequently. Furthermore, teachers sometimes provided additional information that expanded students’ understanding; but there was little sustained discussion with students, whether the instructional format was

individual work, small group, or whole class. In general, teachers were ample with praise for successful efforts by students.

Teachers frequently engaged students in discussion. In general, teachers talked regularly with their students. However, conversations between teachers and students typically had a limited back-and-forth quality. Teachers sometimes asked questions that invited the students to respond using complex language, but the majority of their questions required students to give only short answers.

Class Findings: Emotional Climate in K–3 Classrooms in Project Schools

Classroom climate was highly positive. In the K–3 classrooms visited by NWREL staff members, there were many signs that teachers and students enjoyed cordial and respectful relationships with each other. For example, teachers frequently used “please” in making requests of students and “thank you” in acknowledging students’ contributions. In addition, there were frequent displays of positive affect by the teacher and students and most children seemed to enjoy being in their classroom.

Negative climate was nonexistent. Teachers and students did not display strong negative affect and rarely, if ever, displayed even mild negativity when, for example, getting students back on task. In the segments observed by NWREL staff members, teachers never yelled or resorted to threats to maintain control. The high rating given for Negative Climate reflects the fact that NWREL staff members did not observe a single example of teachers displaying anger, hostility, or aggression towards a child.

Teachers consistently displayed sensitivity to students’ needs. Teachers appeared consistently mindful of students who needed extra support, assistance, or attention and seemed to have planned appropriate learning activities for them. NWREL staff members observed several classrooms where children with special needs were working on activities their teacher had picked especially for them. Teachers generally seemed very tuned-in to their students and responded appropriately both to students’ learning needs and their social and emotional needs. In turn, children appeared very comfortable interacting with their teachers.

Teachers showed regard for student perspectives. Teachers were at all times respectful of their students, but nevertheless, during the periods observed by NWREL staff members there was little, if any, organization of instruction in direct response to students’ interests. This is not to say that lessons were conducted in ways that were unmindful of students’ interests and experiences merely that the learning agendas seemed wholly determined by teachers.

F. Assessment

One of the expectations of the K–3 demonstration projects was that they would encourage individual assessment of students’ academic knowledge and skills, social and emotional skills, and other aspects of their development.

Table 3 shows the district and state tests used in the project schools at kindergarten through third grade as reported by NWREL for year one.

Table 3
2007-08 State, School, and District Measures of Students’ Academic Achievement in Project Schools

School	Reading	Writing	Math	Other
Barge-Lincoln	Theme/Unit Assessment DIBELS (K-3) Tejas LEE (K-1) Progress Monitoring	Writing Samples District (3)	End of Unit	
Bemiss	CAP Running Record (K) Running Record (K-2) Miscue (3) Reading CBA (3) Common Unit (3)	District (K-3) Common Unit (3)	Unit Tests (K-3) SASL (1-3)	Social Studies Unit (3) Fitness (K-6) Science (1-3) Raven Test (1)
White Center Heights	DIBELS (K-3) MAP (3) CBE (3)		MAP (3)	MAP Language (3)
State Tests for all 3 schools	Fluency and Accuracy (2) WASL (3) WLPT (K-3 ELL) WAAS (3)	WASL (3) WLPT (K-3 ELL) WAAS (3)	WASL (3) WAAS (3)	

In 2007-08, NWREL found that a majority of teachers at all grades reported that they assessed students’ academic knowledge and skills individually, weekly or more often. Teachers assessed their students’ academic knowledge and skills using a variety of tools—from informal assessments such as math “problems of the day” and observation of homework and class work, to periodic progress monitoring with relatively standardized tests, such as DIBELS, or with tests that accompany the reading and math curricula used in the schools. In addition to these classroom assessments, the results of assessments used by their district and the state were also available to them.

At kindergarten, first grade, and second grade, the majority of teachers assessed students’ social and emotional development less often than once a week. Teachers assessed their students’ social and emotional development mostly through informal means that grow out of their everyday interactions. One teacher reflected, “I observe how children handle situations and talk to them about why they did what they did.”

Sixty percent of kindergarten teachers, 72 percent of first grade teachers, and 50 percent of second grade teachers reported that they either do not assess students' critical-thinking and decision-making skills, or assess these skills less often than weekly. In contrast, 54 percent of third grade teachers reported that they assess students' critical-thinking/decision-making more than once a week—typically through observing students' problem-solving in the classroom or through curriculum-based assessments.

Half or more of kindergarten, first grade, and second grade teachers reported that they did not assess students' motor skill development. However, one-half of third grade teachers reported assessing motor skill development more than once a week. The examples that teachers offered of assessments of motor skills assessments were all informal—for example, through observing children at recess or during PE or through observing children's handwriting.

A majority of kindergarten, first grade, and second grade teachers reported that either they did not assess students' personal interests, strengths, or goals, or that they assessed these areas less frequently than weekly. However, a majority of third grade teachers reported that they assessed these areas at least once a week. As with assessment of other non-academic areas, assessment of students' personal interests, strengths, and goals was accomplished mostly through informal means, particularly through conversations with students, examining students' writing about their interests, and observing their choices of books and activities.

G. Attention to Students' Social and Emotional Development Years One and Two

During the 2007-08 school year, NWREL found that teachers are very purposeful about their students' social and emotional development. Teachers were able to share specific strategies they used to develop students' self awareness and self-management skills, build positive relationships, and build decision-making skills and responsible behaviors.

Barge-Lincoln reported at the end of year two that the social and emotional development focus has been the biggest change for staff who have taken this on with consistency. As part of their work with the Response to Intervention Team, they now are sure to review the entire child. They look at conditions that foster positive social and emotional development. They have learned to listen more intently, build stronger relationships with families and promote a different way to view our methods and approaches for our students.

Bemiss reported that social and emotional development was the center of their attention during the two years of the grant. They utilized funding to provide the DECA and DESSA kits for staff. They partnered with WSU to bring professional development to staff in dealing with the social and emotional development of students. The DECA was given to Kindergarten students which supported teachers being knowledgeable of student social and emotional needs. In first grade, Bemiss piloted a DESSA screening tool with about 8 questions. When screening results indicated a possible need, students were given the full 72 question DESSA. During year two, Bemiss added a

social/emotional sticker to students cards on their “intervention wall” in order to better track student success in social and emotional development.

White Center Heights developed a vision that included wellness as one of the components. They created a wellness coordinator position who oversaw the wellness of students, staff and community. As a result they saw a dramatic drop in the number of office referrals, from 638 in 2007-08 to 230 referrals in 2008-09. A reduction of over 400 office referrals in a similar time period speaks to the work staff are doing with students. One key strategy White Center Heights implemented was daily “check ins” with students identified as needing support.

K-3 Demonstration Schools 2008-09 Specialized Focus

In addition to developing a program that met the legislated activities and characteristics, each project was encouraged by OSPI to identify a specialization that had particular meaning and benefit for their student group. The intent was to promote sustainability by developing a definable model and/or strategies with the potential to be scaled up or replicated at low or no cost by other schools in Washington State.

Barge-Lincoln chose student centered learning and systems for "catching students up early" for their specialized area. They focused on increasing the rigor and overall educational experiences for students. Staff made very intentional efforts to recognize that the "kids come first." Staff and students were confident, tenacious and owned the work that they accomplished on a daily basis.

An adjustment to their School Improvement Plan to be inclusive of the social and emotional development of students was a key activity. Barge-Lincoln also embarked upon more solid ways to bring parents in as academic partners rather than having a superficial relationship with parents. Evening events were well planned and attended. They have effective on-going communication with parents about the academic, social and emotional progress of children.

This grant allowed Barge-Lincoln to establish a Reading Resource Room and re-establish a Parent/Community Center. They have worked to build strong partnerships with community. The grant opportunity provided teachers with smaller class sizes which have been greatly appreciated and have impacted the ability of teachers to meet student needs.

Barge-Lincoln’s next steps include branching out parent involvement, continuing reduction of class size in PreK–3 to close the gap early, and finding ways to bring about student centered learning in balance with explicit instruction.

Bemiss focused on social and emotional needs of students. Bemiss engaged in two partnerships. They developed a partnership with Devereux to pilot a new social emotional screening tool to identify students who would be given the complete DESSA (Devereux Elementary Social Skills Assessment). Bemiss also partnered with Washington State University (WSU) to train staff in creating a trauma-sensitive school environment.

Bemiss had been receiving DECA (Devereux Early Childhood Assessment) information from their early childhood centers, but prior to this project did not use it. During this project, kindergarten teachers were trained in administering and using the DECA. This gave teachers more information on the social needs of students and they were able to build classes and groups considering student needs and strengths. This focus expanded in year two. The whole staff was trained on the DESSA. They piloted the administration of the mini-DESSA and administered the full DESSA when indicated. The information gathered from these assessments gave teachers the important information on student needs and strengths in order to develop groups and lessons to maximize learning in the classroom

Through their partnership with WSU, Bemiss trained staff in creating a trauma-sensitive school environment. Staff reportedly became more aware of the impact of trauma on learning. They were able to better understand students and their situations. The partnership with WSU helped staff with understanding how to work with students experiencing trauma in order to break through the barriers of the impacts of trauma.

This led to a more supportive environment in which students could learn. When students were sent to the office, they worked with the students and their families in order to change behaviors rather than punish. Staff found that their work with trauma is leading them to adjust and change their school-wide discipline plan in order to better meet the needs of students.

Bemiss staff reported becoming more supportive and understanding of families. This focus helped staff to see parent involvement in a different light. Parents are involved but it looks different than the parental involvement in schools with higher socioeconomic status. Bemiss families were provided with more opportunities to come to school for family nights that were both entertaining and informational. Staff partnered with PTA to design family involvement nights that were inviting and fun.

Bemiss reported that this focus on social and emotional needs of students and the trauma work could easily be implemented in any school across the state. It is work that supports learners and assists staff in being more sensitive to the needs of students. This leads to more academic success for students. High quality professional development in the areas of academics and social/emotional needs can be implemented in any classroom regardless of class size.

Bemiss's work in implementing the Comprehensive Literacy Framework creates a classroom environment of self-regulated learners that are busy doing intentional literacy tasks which then frees the teacher to work with small groups to do guided reading and check in with the students who are struggling. The focus needs to be on building the capacity of the teacher in order to provide the best instructional practices in every classroom for each student.

White Center Heights chose wellness of students, staff and community for an area of specialization. They created a wellness coordinator position to work with students, staff and community on positive behavior supports.

Key project components included:

- A wellness assessment and assessing every student at the beginning and end of the year was implemented.
- Positive behavior supports through the wellness coordinator which included daily check-ins with identified students and a school-wide positive behavior recognition system was implemented.
- F.A.C.T. (Family and Community Together) Team in partnership with CPS, mental health agencies, Public Health, Domestic Violence agency and other agencies was implemented. The team met weekly with the purpose of reducing institutional "red tape" in order to provide timely supports to families in distress. The White Center Heights Head Start program manager is member of the school planning team and provides workshops on P–3 alignment for school staff members. White Center Heights plan includes co-training events which include participation from staff members of the Pre-K and K services in their community.
- The Wellness Coordinator conducted check-ins with staff to ensure staff wellness and address needs such as new teacher wellness.

White Center Heights experienced a dramatic drop in office referrals due to the focus on wellness and providing positive behavior supports and daily check-ins. Office referrals reduced from 638 over a 180 day period in 2007-08 to 230 in a 173 day period in 2008-09. Even though with the 7-day shorter time period, the results are significant.

Staff reported feeling much more supported in general and experienced fewer disruptions in classroom and a calmer environment. Informally, some families expressed feeling more connected to school and reported that the school was more welcoming and friendly. The wellness coordinator has helped to create a positive and supportive environment in which students and staff can succeed and feel success. The English Language Learner (ELL) staff developer position created capacity among staff to facilitate the development and sustainability of active, hands-on, meaningful learning for all students.

H. Student Progress in Social and Emotional and Wellness Areas

Each of the three project schools chose an area of specialized focus. All three schools chose social and emotional development as a focus area or a component of their focus area.

Barge-Lincoln made adjustments to their School Improvement Plan to be inclusive of social and emotional development of their students. Barge-Lincoln's Response to Intervention Team intentionally reviews the entire child and looks at conditions that foster positive social and emotional development. Barge-Lincoln reported that they make concerted efforts to listen more intently, build stronger relationships with families and promote a different way to view their approaches with students. Barge-Lincoln did not report data in this area.

Bemiss chose students' social and emotional needs as an area of specialized focus. During this project, kindergarten teachers were trained in how to administer and use the DECA information to support students' social and emotional development.

Kindergarten teachers administered the DECA three times during the 2008-09 school year. The DECA is organized in four assessment areas: Initiative, Self-Control, Attachment and Behavior. Table 4 represents the results of the DECA assessment with 62 continuously enrolled full-day kindergarten students who were given the DECA both fall and spring of the 2008-09 school year. Table 4 shows the number of students scoring at each level in fall and spring of the 2008-09 year.

Table 4
Bemiss Continuously-Enrolled Full-Day Kindergarten Students
DECA Results 2008-09

Subtest	Fall 2008		Spring 2009	
	Typical Development or Area of Strength	Area of Concern	Typical Development or Area of Strength	Area of Concern
Initiative	54	8	56	6
Self-control	54	8	60	2
Attachment	55	7	55	7
Behavior	39	23	41	21
Number of students assessed with at least one area of concern		25		25
Number of students assessed with 2 or more areas of concern		10		6

A review of Table 4 shows a reduction in the total number of concerns in three areas as measured on the DECA. Spring assessment shows two fewer students with initiative concerns, six fewer students with self-control concerns, and two fewer students with behavior concerns. Some students showed more than one area of concern. The total number of students with a concern in one or more areas remained the same from fall to spring. The number of students with two or more areas of concerns was reduced from ten students in the fall to six students in the spring.

White Center Heights chose wellness of students, staff and community as an area of specialization. White Center Heights monitored office referrals for behavior concerns as one method of assessing this area.

Table 5
White Center Heights Office Referral 2007-2009

School Year	Number of Days Recorded	Number of Office Referrals
2007-2008	180	638
2008-2009	173	230

Table 5 shows White Center Heights experienced a dramatic drop in office referrals that they attribute to the focus on wellness, providing positive behavior supports and daily check-ins with students determined to have social and emotional concerns. Office referrals decreased from 638 office referrals over a 180 day period in 2007-2008 to 230 office referrals in a 173 day period in 2008-2009. Even though there was a 7-day shorter time period year two during which referrals were recorded, the results are significant.

I. Student Achievement in Academic Areas

This section examines:

- Third grade reading and mathematics WASL results for students in the three project schools for the year prior to the project (2006-07) and the two project years (2007-08 and 2008-09).
- Third grade reading and mathematics WASL results for continuously-enrolled low-income students in the three project schools for the year prior to the project and the two project years.
- Early Literacy results for kindergarten students year two of the project.

Washington Assessment of Student Learning (WASL) Results

The discussion of WASL results begins with comparisons of progress in the project schools, their districts, and the state over the two study years and the year prior to the study in the areas of reading and math. Tables 6 through 8 present the percentage of students at each of the three project schools meeting or exceeding the third grade WASL standard for proficiency in reading compared to the school district and Washington State. The following should be noted:

- Some students may not have been continuously enrolled throughout the two-year study.
- Each year a new group of third grade students is tested.
- “N” equals the range of the total number of students tested in the schools, in the district and in the state. The number of students tested was different each year but was within the given range.

When analyzing increases and decreases in scores at the schools, districts and state, it should be noted that a percentage change at the school level reflects a small number of additional students meeting or not meeting proficiency as compared to the district and state.

Examples are provided below:

- School level: With 70 students tested (N=70), 2 additional students meeting or not meeting standard will change the school's score by approximately 3 percentage points.
- District level: With 1100 students tested (N=1100), 33 additional students meeting or not meeting standard will change the district score by 3 percentage points.
- State level: With 75,000 students tested (N=75,000), 2250 additional students meeting or not meeting proficiency will change the score by approximately 3 percentage points.

Table 6 shows student performance for all students in the third grade at the time of the spring WASL assessment each year.

- 2006-07 data represents third grade student scores prior to the start of the two-year study.
- 2007-08 data represents students who participated in the study during year one.
- 2008-09 data represents students who participated during year two of the study.

Table 6
Barge-Lincoln Third Grade Reading Proficiency

Year		School N = 83–87	District N = 1022–1133	State N = 74496–76529
2006-07	Reading	44.6%	57.5%	70.9%
2007-08	Reading	40.7%	56.5%	70.7%
2008-09	Reading	42.5%	58.4%	71.4%
2006-07	Math	29.3%	49.8%	69.6%
2007-08	Math	34.9%	53.8%	68.6%
2008-09	Math	33.3%	45.5%	66.3%

Barge-Lincoln Reading: A review of Table 6 shows a decrease in student proficiency from the year prior to the study. Barge-Lincoln did experience an increase in the percent of students achieving proficiency in reading from year one to year two of the study.

Barge-Lincoln Math: Table 6 shows an increase in the percent of students of Barge-Lincoln meeting or exceeding proficiency in math from prior to the study to the end of year two of the study.

Table 7
Bemiss Third Grade Reading and Math Proficiency

Year		School N = 53–62	District N = 2149–2280	State N = 74496–76529
2006-07	Reading	67.9%	71.3%	70.9%
2007-08	Reading	60.7%	72.6%	70.7%
2008-09	Reading	72.6%	73.7%	71.4%
2006-07	Math	70.4%	74.3%	69.6%
2007-08	Math	74.2%	75.2%	68.6%
2008-09	Math	77.4%	72.8%	66.3%

Bemiss: Table 7 shows an increase in the percentage of Bemiss students meeting or exceeding the standard for proficiency in both reading and math compared to the year prior to the study.

Table 8
White Center Heights Third Grade Reading Proficiency

Year		School N = 57–71	District N = 1240–1297	State N = 74496–76529
2006-07	Reading	43.9%	58.9%	70.9%
2007-08	Reading	42.9%	61.8%	70.7%
2008-09	Reading	39.7%	61.3%	71.4%
2006-07	Math	43.9%	56.6%	69.6%
2007-08	Math	43.7%	55.5%	68.6%
2008-09	Math	32.8%	51.7%	66.3%

White Center Heights: A review of Table 8 shows a decline in the percentage of White Center Heights students meeting or exceeding the standard for proficiency in both reading and math during the two-year study as compared to the year prior to the study.

Continuously-Enrolled Low-Income Students WASL Results: Figure 2 and Figure 3 show the achievement of continuously enrolled low-income third grade students on the WASL for the two years of the study. Low-income students qualify for free and reduced-price lunch. Continuously enrolled students have continuously attended from October 1st of the testing year through the spring testing window. On the graphs, 2008 and 2009 indicate the spring WASL scores for the two project years. The chart shows the three project school scores compared to their districts and the state scores.

Figure 2 shows an improvement in the percent of low-income students meeting the reading standard at both Barge-Lincoln and Bemiss Elementary Schools from 2008 to 2009 but an overall decrease compared to 2007 prior to the project. White Center Heights showed an increase in low-income third grade reading scores the first year of the project with a decrease the second year.

Figure 2

Percentage of Third Grade Continuously Enrolled Low-Income Students Meeting the WASL Standard in Reading

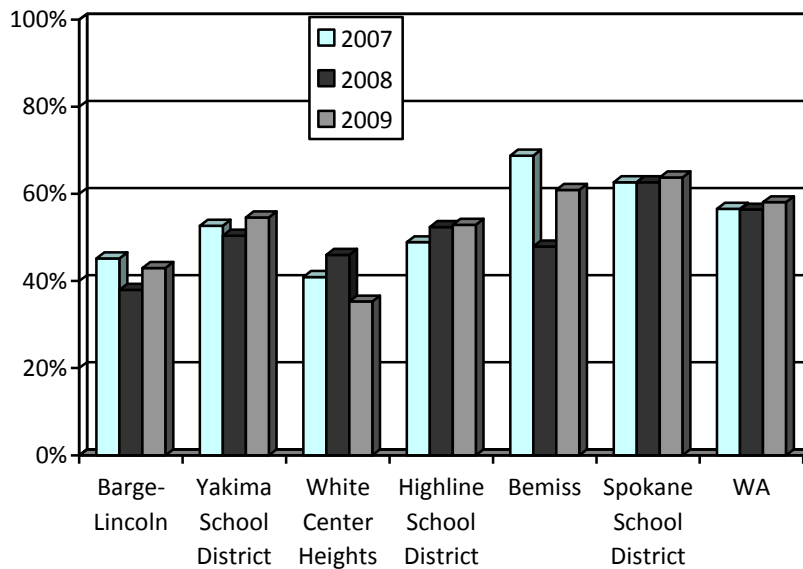
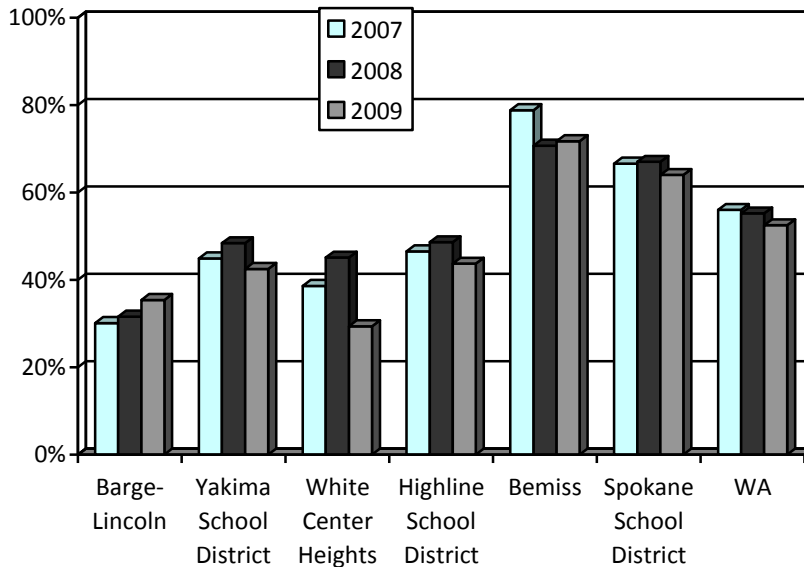


Figure 3 shows an improvement in the percent of continuously enrolled low-income students meeting the math standard at Barge-Lincoln Elementary over the two-year project. White Center Heights showed an increase year one of the project and a decrease year two. Bemiss showed a decrease the first year of the project and then an increase year two. All three districts and the state show a decrease in continuously enrolled low-income 3rd grade math scores since the year prior to the project.

Figure 3

Percentage of Third Grade Continuously Enrolled Low-Income Students Meeting the WASL Standard in Math



Kindergarten Literacy Assessment: Table 9 presents 2008-09 literacy benchmark data for project schools, their districts and the state as a whole. Schools were able to choose an assessment of early literacy for kindergarten that assessed letter naming and phonemic segmentation skills. Tools used included *The Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), the Spanish version of the DIBELS *Indicadores Dinámicos del Éxito en la Lectura* (IDEL), and the *Kindergarten Oral Language and Literacy Assessment* (KOLLA) which is a district created assessment.

**Table 9
Percentage of Full-Day Kindergarten Students Meeting Benchmark for Early Literacy 2008-09**

School	Tool	Subtests			
		Letter Naming or Letter Naming Fluency		Phonemic Segmentation	
		Fall	Spring	Winter	Spring
Barge-Lincoln	DIBELS	43%	79%	91%	91%
	IDEL	4%	83%	60%	81%
Bemiss	KOLLA	55%	90%	20%	77%
White Center Heights	DIBELS	40%	74%	22%	64%

A review of Table 9 shows that year two of the project all three schools showed significant increases in letter naming and phonemic segmentation skills for kindergarten students. NWREL also reported significant increases in the percentage of students at the DIBELS benchmark from fall to spring for year one of the study at White Center Heights and Barge-Lincoln Schools. Year one data was not available for Bemiss.

Summary of Students' Reading and Math Achievement

Review of the assessment results produces a mixed picture of students' achievement in the project schools. Third grade WASL results include all third grade students whether or not they were continuously enrolled both years of the project. The results don't isolate just the project students.

Third Grade WASL Results

- Barge-Lincoln's third grade WASL results show an increase in the percent of students achieving proficiency in reading and a decrease in the percent of students achieving proficiency in math from year one to year two of the study.
- Bemiss third grade WASL results show an increase in the percent of third grade students achieving proficiency in both reading and math from year one to year two of the study.
- White Center Heights third grade WASL results show a decrease in the number of students meeting proficiency in both reading and math over both years.

Third Grade Continuously Enrolled Low-Income Students WASL Results

- Barge-Lincoln results show an increase in the percent of continuously enrolled low-income students meeting or exceeding standard in both reading and math from year one to year two of the study.
- Bemiss results also show an increase in students meeting or exceeding proficiency in both reading and math from year one to year two of the study.
- White Center Heights results show a decrease in the percent of students meeting or exceeding standard in reading and math from year one to year two of the study.

Full-Day Kindergarten Literacy Benchmark Results

During year two of the study all three schools administered an early literacy assessment that consisted of letter naming or letter naming fluency and phonemic segmentations. A review of results shows large increases in the percent of students meeting both the letter naming and phonemic segmentation benchmarks by spring of the 2008-09 school year.

Bemiss Elementary Early Literacy Results

Bemiss Elementary teachers administered the Developmental Reading Assessment (DRA) or the Qualitative Reading Inventory (QRI) to students in Kindergarten through Grade 3. Scores were converted using a correlation chart to DRA levels and benchmarked. Students received a score from 1 to 4 with 4 representing above

standard. Students were assessed in October and again in May of 2008-09. Table 10 shows the number of students achieving each score and the total number of students meeting or exceeding standard on the DRA and QRI.

Table 10
Bemiss Continuously Enrolled K–3 Students
Meeting Benchmark for Early Literacy on DRA and/or QRI
2008-09

Grade	N=	Month	4 Above Standard	3 Meeting Standard	2 Approaching Standard	1 Beginning	Total Number Meeting or Exceeding Standard (Levels 3 & 4)
Kdgn	47	October	24	13	6	4	37
	45	May	28	13	2	2	41
1st	54	October	18	4	28	4	22
	54	May	24	14	7	9	38
2nd*	46	October	21	4	7	14	25
	45	May	15	13	4	13	28
3rd	60	October	14	21	10	15	35
	60	May	18	20	5	17	38

*Data does not include one second grade class

A review of Table 10 indicates an increase of the number of students meeting or exceeding standard at every grade level from the beginning to the end of the year.

J. Advancement to the upper elementary grades

One component that SB 5841 asked project schools to incorporate was the issue of advancement to the upper elementary grades when a solid foundation is in place and reading and mathematics primary skills have been mastered. None of the three schools reported addressing this component. The actual implementation of the K–3 Demonstration Project was about one and one-half years. The first part of year one was taken up with initial planning and implementation of the structural requirements. The project schools did not report having the opportunity to address or make changes in their practices for grade advancement.

K. Summary of Project Findings

The following project findings are based on year one and year two of the K–3 Demonstration Project. NWREL reported findings based on the information they gathered year one. OSPI reported findings for year two and findings that span the two years of the project. This section of the report identifies the findings and defines those that were gathered year one by NWREL.

1. Structural Components required by SB 5841 were in place at project schools.

During the 2007-08 and 2008-09 school years, all three participating schools made important progress in developing programs to increase the academic and social and emotional development of young children. The study found that the structural components specified in SB 5841 (e.g., full-day kindergarten, 18:1 student-teacher ratio, half-time instructional coach, and professional development) were all in place at the participating schools. Coaching and professional development were provided at each school before the project began, but the beginning of the project marked the first time that all the project schools had both full-day kindergarten and smaller classes in kindergarten through third grade. Year two the project schools continued project implementation incorporating the structural components of full-day kindergarten, K–3 teacher-student ratios of 1:18, instructional coaches and professional development.

2. Initiating the demonstration projects required hiring staff members, forming new classrooms, allocating specialist time, re-arranging schedules, and other organizational and logistical adjustments at the project schools.

Implementing smaller classes in conjunction with full-day kindergarten required readying additional classrooms, procuring additional facilities, busing students, and increasing staffing for additional music and physical education classes.

3. Schools were building collaborative relationships with community early childhood service providers.

As reported by NWREL, year one all three schools began conferring with the early childhood providers in their communities to explore ways in which they could work together to build collaborative PreK–3 systems to further the readiness of at-risk children for school. Some schools have initiated discussions with pre-kindergarten staff members related to aligning their academic, social, and emotional expectations, benchmarks, and assessments. Schools actively participated in training and symposiums on PreK–3 programs.

4. Teachers identified many ways that smaller classes allow them to work more effectively with their students. NWREL study supported teachers' reports of the benefits of smaller classes.

Teachers reported to NWREL that they were spending more one-on-one time with students. They felt they had greater flexibility to choose different instructional approaches that would meet the needs of individual students and assist in keeping closer track of each individual's progress. Knowing the needs of each child allowed teachers to more effectively personalize interventions to meet their specific needs. The small class sizes allowed teachers to provide immediate assistance to individual students in the classroom, while the rest of the class continued to be actively engaged in other activities. Because it took less time for students to move from one activity to another, teachers had more class time to involve students in a wider variety of engaging and varied activities.

NWREL's year one observations of K–3 classrooms in the project schools substantiated teachers' reports of enriched interactions with students. NWREL staff members observed that classroom activities flowed smoothly, children were on-task, teachers were able to direct attention to children who needed extra help, and teachers were able to shift instructional formats from whole group to small group to individual work very flexibly. In addition, NWREL staff members observed that the social and emotional climate of the classrooms was good, and that interactions between teachers and students were marked by mutual respect.

5. Positive classroom environment is supportive of student academic progress.

The study analyzed progress in academic achievement. One important measure of the success of the demonstration projects is the degree to which they increase the percentage of at-risk students meeting or exceeding proficiency on the third grade reading and math WASL assessments. A comparison of 2008-09 WASL scores to the year prior to beginning the study shows mixed results. Bemiss reading and math results show an increase in the number of students meeting proficiency, White Center Heights shows a decrease in both areas and Barge-Lincoln shows an increase in math and a decrease in reading. When analyzing the results of continuously enrolled low-income students, students again achieved mixed results.

It should be noted that while it is reasonable to expect that the demonstration projects will help students achieve proficiency on the WASL as a long term goal, the 2009 results reflect outcomes for students who had experienced less than two years of the enriched education environment that the demonstration projects created. Influencing WASL scores may require a longer period of time. It should also be noted that the 2009 scores are compared to a different group of third grade students from those who were administered the WASL in 2006. Results cannot be compared as if the scores were following the same students.

An analysis of Kindergarten literacy assessments shows consistent achievement. The same students were tested at the beginning, middle and end of 2008-09. Full-day kindergarten students at all three schools showed significant increases in letter naming and phonemic segmentation skills.

During 2008-09 Bemiss assessed literacy skills for all students in grades kindergarten through Grade 3 in October and again in May. The results show an increase of students meeting or exceeding benchmark standards at every grade level. This is another example of measuring the achievement by assessing the same students.

The study did find encouraging short-term outcomes that are likely to have a positive effect on student achievement in the long run. One fundamental change reported by NWREL at the end of year one was increased student participation in classroom activities. NWREL reported that children are asking more questions; they are learning from each other; they know their fellow students and teachers better; they feel more connected to school; they have more opportunities to work independently, in small groups, and in large groups; and they have more opportunities for hands-on personal exploration and discovery. All of these short-term outcomes, resulting primarily

because of the small class sizes and full-day kindergarten, keep students more motivated and more focused which are two essential precursors to higher achievement.

6. Positive classroom environment is supportive of student social and emotional progress.

Washington does not have established statewide benchmarks and required assessments for social and emotional progress, and none of the schools had systematic methods in place for assessing social and emotional development year one of the project. In year two both Bemiss and White Center Heights chose to focus on social and emotional progress of students.

Bemiss administered the DECA three times to full-day kindergarten students during 2008-09. They participated in professional development training on how to use the DECA information to support students' social and emotional development and how to support students who experience trauma. The DECA results in the spring of 2009 show a decrease in the number of students with areas of concern.

White Center Heights recorded the number of students referred to the office over the two-year study. In 2008-09 they chose social and emotional development and wellness as a specialized area of focus. White Center Heights initiated positive behavior supports for students including daily "check-ins" with students with social and emotional concerns. As a result of their focus on social and emotional development, they experienced over 400 fewer office referrals during 2008-09 than during the previous year.

7. Parents reported positive program effects on their children.

Parents who were interviewed by NWREL staff members in year one spoke very favorably of small classes and pointed to specific ways that small class size helped their children:

- Increased one-on-one time with teachers
- Increased personal connection with teachers and with other students
- Improved communication with teachers about children's progress
- Improvement in children's learning and the quality of their work

Parents of children in full-day kindergarten felt that their children adjusted well to the full-day program and were making excellent progress. Parent interviews did not take place year two of the study due to budget reductions.

8. Project schools made notable progress in areas identified by research as contributing to improved outcomes for children in the early primary grades.

Table 11 created by NWREL at the end of year one summarizes findings from the project schools in 12 areas identified by research as contributing to improved outcomes for children in kindergarten through third grade.

Table 11
Year One Research Findings and Findings from Project Schools
Reported by NWREL, October 2008

Research Findings Concerning Effective Instruction in Early Primary Grades and Findings from Project Schools	
Research Finding:	Children who attend full-day kindergarten do better on tests of reading, math and science. ¹
School Finding:	Full-day kindergarten is offered at the project schools. Parents and teachers reported positive effects on participating children.
Research Finding:	Smaller classes in the early school years produce higher achievement. ²
School Finding:	Average K-3 class size was below 18.
Research Finding:	Child-centered instruction that emphasizes children's exploration and construction of knowledge produces superior results for some outcomes. ³
School Finding:	Project schools are exploring ways of incorporating child-centered instructional practices.
Research Finding:	Parental involvement contributes to children's success in school. ⁴
School Finding:	Teachers reported improved communication with parents. Parents reported receiving more frequent and more detailed information about their children.
Research Finding:	Classrooms where children's behavior is well-managed also advanced children's learning. ⁵
School Finding:	Children in K-3 classrooms in the project schools were well-behaved and classroom activities flowed smoothly.
Research Finding:	Well-organized lessons and sequences of lessons promote students' learning. ⁶
School Finding:	Lesson plans kept students on-task and minimized the amount of time that activities such as setup and transitions took away from learning.
Research Finding:	Instructional formats that keep students engaged and interested are desirable. ⁷
School Finding:	Teachers exhibited great flexibility in shifting grouping arrangements from whole-class to small-group and individual work. In addition, teachers incorporated a variety of materials and modalities, including audio-visual equipment, into their presentations.
Research Finding:	Timely and high-quality feedback from teachers improves students' engagement and achievement. ⁸
School Finding:	Teachers called on students frequently and provided students with prompt feedback, but, at the same time, teachers occasionally encouraged students' thinking at higher cognitive levels.

**Year One Research Findings and Findings from Project Schools (continued)
Reported by NWREL, October 2008**

Research Findings Concerning Effective Instruction in Early Primary Grades and Findings from Project Schools

Research Finding: Students make greater gains in achievement when teachers stimulate their higher order thinking skills.⁹

School Finding: In the instructional segments observed by NWREL staff members, many classroom activities were of a rote nature, but teachers occasionally encourage students' thinking at higher cognitive levels.

Research Finding: Children's language skills develop when teachers engage them in conversations that require advanced language and thinking.¹⁰

School Finding: In sessions observed by NWREL staff members, teachers talked regularly with their students. Teachers sometimes asked questions that required answers using complex language; however, the majority of their questions required students to give short answers. There was little extended discussion involving complex language by either teachers or students.

Research Finding: Positive and supportive classroom climate supports children's learning.¹¹

School Finding: The social and emotional climate of K–3 classrooms was good and interactions between teachers and students were marked by mutual respect.

Research Finding: Classrooms where teachers are sensitive to students' needs promote positive social and learning outcomes.¹²

School Finding: Teachers generally seemed very tuned-in to their students and responded appropriately both to students' learning needs and their social and emotional needs. In turn, children appeared very comfortable interacting with their teachers.

Summary of Findings Reported by OSPI

The general purposes of the interim and final K–3 project evaluations were to address the following evaluation questions specified in SB 5841:

1. To what degree do students thrive in the educational environment?
2. To what degree do students progress in academic, social, and emotional areas?
3. What program components have been most important to student success?
4. To what degree do members of the educational staff feel accomplished in their work and satisfied with student progress?
5. What are recommendations for continued implementation and expansion of the program?

A summary of year two assessment results and the responses to these questions by the project schools in their Final Report of Activities follow.

- 1. 2009 third grade WASL results for the project schools were mixed.**
2009 WASL results for the project schools were not uniformly improved over results from previous years. At one school, third grade WASL results improved in both reading and math from the year prior to the project. Two schools' reading and math scores improved from year one to year two of the project.
- 2. Early literacy assessments show significant achievement for full-day kindergarten students in all three schools.** All three schools assessed Letter Naming/Letter Naming Fluency fall and spring and Phonemic Segmentation winter and spring for the full-day kindergarten students. Assessing the same students throughout the year provided data showing progress in both areas.
- 3. All three schools reported students thriving in the educational environment created by the K–3 Demonstration Project.** At the end of the project when schools were asked to rate “students thriving in the educational environment created by the project” on a scale of 1 to 5 with 5 being high, two schools scored students thriving in the educational environment at a 4 and one school scored a 5.
- 4. All three schools reported students progressing in academics, social and emotional areas.** At the end of the project, schools were asked to rate “students progressing in academics and social and emotional areas.” On a scale of 1 to 5 with 5 being high, two schools scored students progressing in these areas at a 4 and one school scored a 5.
- 5. All three schools reported members of the educational staff feeling accomplished in their work and satisfied with student progress.** At the end of the project, schools were asked to rate “staff feeling accomplished in their work”. On a scale of 1 to 5 with 5 being high, two schools scored staff feeling accomplished at level 4 and one school scored a 3.
- 6. Schools reported key project components that promoted student success.** In the Final Report of Activities at the end of year two, each school reported key project components that were important in promoting student success. Schools listed the following as important elements:
 - K–3 staff accomplished more teaching with the 1:18 teacher-student ratio.
 - High quality professional development (academic, social and emotional).
 - Professional development and focus on the social and emotional needs of students.
 - Using the RTI model—work on Tier II and Tier III reading and math interventions.
 - Viewing the work we do through the lens of the child as well as the adult learner.
 - Small class sizes enabled teachers to devote more attention to each individual learner at a higher level than when class sizes were larger.

- Using the Comprehensive Literacy Framework model, students rotate through literacy stations and are self-regulated learners while the teacher meets with small groups for guided reading in order to accelerate struggling readers.
- Partnering with Washington State University to train staff in dealing with the impact of trauma on learners. This helped focus efforts on creating a trauma sensitive school environment to help students break through the barriers of trauma and become successful learners.
- Evaluating students in the social, emotional, behavioral areas at the beginning of the year and again at the end of the year.
- Multidisciplinary Team staffings for each student school-wide twice per year, with follow-up strategies identified for students of concern.
- Monitoring the number of office referrals as a result of implementing the wellness program and daily check-ins with students with concerns.

7. Schools reported that as a result of project resources and activities, each school could sustain work they had begun during the project.

When asked about continued implementation and expansion of the program after the project ended, schools reported areas that could be sustained as a result of the professional development the staff received during the project and the specialized focus area that each school chose.

Barge-Lincoln:

- We made adjustments to our School Improvement Plan to be inclusive of social and emotional development of students.
- The grant allowed the establishment of a Reading Resource Room and re-establishing a Parent/Community Center.
- We have built strong partnerships with our community.
- We have used grant dollars to obtain training and structures that would allow us to sustain some of the grant components.

Bemiss:

- Our focus on the social and emotional needs of students and the trauma work could easily be implemented in any school across the state. It is work that supports our learners and assists staff in being more sensitive to the needs of our students. This in turn, leads to more academic success for students. We also tied in social justice to our trauma work because it went hand in hand with the sensitive environment that we were creating around trauma.
- The results of high quality professional development in the areas of academics and social and emotional needs can be implemented in any classroom regardless of class size. Our work in implementing the Comprehensive Literacy Framework creates a classroom environment of self-regulated learners that are busy doing intentional literacy tasks which then frees up the teacher to work with small groups to do guided reading and check in with his/her most struggling readers. This can be done in classes of 18 students, as well as 24 students. While it is a gift to have small class sizes, the focus really needs to be on building the capacity of the teacher in order to provide the best instructional practices in every classroom for each student.

White Center Heights:

Although the loss of funding resulted in a loss of our academic coaching positions, we did retain our wellness coordinator and ELL staff developer positions through the use of other funding resources. We believe that these two positions provide necessary foundations for supporting students and staff, and facilitate student learning.

- The wellness coordinator position has helped to create a positive and supportive environment in which students and staff can succeed and feel success.
- The ELL staff developer position is creating capacity among staff to facilitate the development and sustainability of active, hands-on, meaningful learning for all students.

IV. Recommendations

The following recommendations are based on information gathered during both years of the K–3 Demonstration Project. These recommendations emerged from the project schools, and are supported by the *Washington Learns* report.

1. Support continuing efforts to link and align learning systems from birth through Grade 3.

“During the first eight years of life children develop foundational brain structures and early learning skills upon which all future learning will be built.”

- Shonkoff, J. P., and D. A. Phillips, eds. 2000

Research supports the alignment of learning systems from birth through Grade 3. Efforts directed at this goal have begun in Washington State. Partnership agreements have been developed between early learning agencies, organizations and providers. Should the legislature continue to support the early learning initiative, it is recommended that the model be expanded to include birth through third grade. It is further recommended that the key components required in the K–3 Demonstration Project continue to be emphasized. To this end, the following are specific areas of recommendation.

2. Implement full-day kindergarten for all children in Washington State.

Full-day kindergarten student literacy and social and emotional skills were assessed throughout the school year during year two of the project. Students demonstrated significant gains both in early literacy skills and social and emotional skills.

3. Develop K–3 social and emotional expectations and implement PreK–3 assessment and training in this area.

Project schools focused on social and emotional skills, and schools that reported results experienced significant student improvement in this area. One school

reported that they received social and emotional assessment scores and information for incoming kindergarteners from area preschools but did nothing with the information prior to the project.

Washington State Early Learning and Development Benchmarks, Domain 2: Social and Emotional Development are available for birth through kindergarten entry. There are no social and emotional benchmarks in Washington State for K–3 students, but assessments in this area are available. Schools need training in how to assess and effectively use the information to better understand and serve students. In the absence of state guidelines, assessment expectations and training, this critical area of student development that impacts learning is often overlooked.

4. Assess K–3 student literacy and math skills throughout the school year in order to monitor student progress and use the data to inform instruction.

Project schools used the DIBELS or a similar assessment instrument to assess student literacy skills three times during the school year. Teachers were able to identify specific literacy skill deficits for individual students and use that information to plan and target instruction.

5. Lower K–3 class sizes for all students in Washington State to the K–3 Demonstration Project teacher-student ratio of 1:18.

NWREL reported that the small class sizes contributed to improved and increased instruction, well-managed student behavior, on-task student behavior, minimal time spent in transitions and a high degree of attention that teachers paid to the needs of individual students. Project schools reported that the lower class sizes enabled teachers to teach more and better understand and meet student needs. It should be noted that after the study, one project school principal reported that when class sizes in K–3 returned to 26–28 students, teachers experienced extreme frustration as they worked to know, engage and meet the needs of their students in the same way as they had with 1:18 class size during the study.

6. Further funding of programs would benefit from pre-project planning time and coordination, in order to implement projects prior to the start of school year.

Project schools received notification and funding shortly before school started which caused confusion in how to find classroom space and staff to accommodate lower class sizes, full-day kindergarten, instructional coaches and additional teachers. All three schools expressed a lack of clarity around project expectations with a very short period of time to prepare before the first day of school.

7. Fund support for future project schools in the form of clarity of expectations, use of funds, and professional development in order to implement a P–3 model.

During the two-year project, OSPI was able to provide professional development and technical support to project schools. This included providing a P-3 Symposium

through sponsorship by private foundations to assist the project schools in determining a consistent vision for the K–3 Demonstration Project around the development of strong child-centered programs across all grade levels.

8. Instructional coaches and professional development opportunities are key to early learning advancement in areas of early learning benchmarks, curriculum, instruction, assessment and social and emotional development.

Project schools attribute professional development and the coaching model to the ability to build capacity and sustainability of programs during the two-year project. All three project schools combined project funds with other funds to provide instructional coaches in the areas of math and literacy and other areas specific to schools such as ELL and social/emotional/wellness. All project schools highly valued the professional development provided by the instructional coaches and attribute professional development to their belief that they will be able to continue to grow after the project is completed. It is further recommended to continue the professional development focus on thinking at higher cognitive levels within all subject areas.

Summary Statement

This two-year K–3 Demonstration Project allowed three schools to experience small K–3 class sizes (1:18), full-day kindergarten for all students, instructional coaches, and professional development. The project schools were able to implement focused training and programs directed toward increasing student achievement and closing the achievement gap. This project served as a strong model resulting in birth through third grade community linkages across schools, providers, and parents. Actual implementation of the project was only about one and a half years, yet all three schools credited the project model and resources as having an impact on teachers' capacity to provide best instructional practices, student progress in academics and social and emotional development, and schools' focus on attending to student needs. All three project schools reported that the gains made through professional development, partnerships, and birth through third grade alignment during the two year project are sustainable and expandable.

V. Bibliography

Research Findings and Findings from Project Schools Table (NWREL) Bibliographic References

¹ Walston, J.T., and West, J. (2004). *Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99* (NCES 2004–078). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office; Votruba-Drzal, E. (2005). Full-day vs. part-day kindergarten: Children's academic trajectories through first grade. Paper presented at the Society for Research on Child Development, Atlanta, Georgia.

- ² Finn, J. & Achilles, C. (1999). Tennessee's class size study: Findings, implications, and misconceptions. *Educational Evaluation and Policy Analysis*, 20, 95-113.
- ³ Reynolds, A., Magnuson, K., & Suh-Ruu Ou. (2006). *PK-3 education: Programs and practices that work in children's first decade*. Foundation for Child Development.
- ⁴ Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1-22; Harvard Family Research Project. (2006). *Family involvement in elementary school children's education*.
- ⁵ Good, T., and Grouws, D. (1977). Teaching effects: A process-product study of fourth grade mathematics classrooms. *Journal of Teacher Education*, 28, 49-54; Soar, R., & Soar, R. (1979). Emotional climate and management. In P. Peterson & H. Walberg (Eds.), *Research on teaching: Concepts, findings, and implications* (pp. 97-119). Berkeley, CA: McCutchan.
- ⁶ Brophy, J., & Evertson, C. (1976). *Learning from teaching: A developmental perspective*. Boston, MA: Allyn and Bacon; Coker, H., Medley, D. M., & Soar, R. S. (1980). How valid are expert opinions about effective teaching? *Phi Delta Kappan*, 62(2), 131-134, 149.
- ⁷ Yair, G. (2000). Educational battlefields in America: The tug-of-war over students' engagement with instruction. *Sociology of Education*, 73, 247-269.
- ⁸ Hamre, B. & Pianta, R. (2007). Learning opportunities in preschool and early elementary classrooms. In R.C. Pianta, M.J. Cox, & K. Snow, (Eds.), *The new American elementary school* (pp 49-84). Baltimore: Brookes.
- ⁹ Romberg, T. A., Carpenter, T. P., & Dremock, F. (2005). *Understanding mathematics and science matters*. Mahwah, NJ: Lawrence Erlbaum Associates.; Taylor, B.M., Pearson, P.D., Peterson, D.S., & Rodriguez, M.C. (2003). Reading Growth in High-poverty Classrooms: The Influence of Teacher Practices that Encourage Cognitive Engagement in Literacy Learning. *The Elementary School Journal*. 104, 3-28.
- ¹⁰ Catts, H. W., Fey, M. E., Zhang, X., & Tomblin, J. B. (1999). Language basis of reading and reading disabilities: Evidence from a longitudinal investigation. *Scientific Studies of Reading*, 3(4), 331-361.
- ¹¹ Birch, S. H., & Ladd, G. W. (1996). Interpersonal relationships in the school environment and children's early school adjustment. K. Wentzel, & J. Juvonen (Eds), *Social motivation: Understanding children's school adjustment* (pp. 199-225). New York: Cambridge University Press.; Silver, R. B., Measelle, J., Essex, M., & Armstrong, J.M. (2005). Trajectories of externalizing behavior problems in the classroom: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition. *Journal of School Psychology*, 43, 39-60.
- ¹² Hamre, B. & Pianta, R. (2007). Learning opportunities in preschool and early elementary classrooms. In R.C. Pianta, M.J. Cox, & K. Snow, (Eds.), *The new American elementary school* (pp 49-84). Baltimore: Brookes.

REFERENCES

Hamre, Bridget K & Pianta, Robert. C. (2005). Can Instructional and Emotional Support in the First grade Classroom Make a Difference for Children at Risk of School Failure? *Child Development*, September/October 2005, Volume 76, Number 5, pages 949-967.

Hamre, B.K., & Pianta, R.C. (2007). Learning opportunities in preschool and early elementary classrooms. In R.C. Pianta, M.J. Cox, & K.L. Snow (Eds.). *School Readiness and the Transition to Kindergarten in the era of accountability*. (pp. 49-63). Baltimore: Paul H. Brookes Publishing Co.

Hamre, Bridget K., Pianta, Robert C., Mashburn, Andrew J., & Downer, Jason T. (2007). *Building a Science of Classrooms: Application of the CLASS Framework in over 4,000 U.S. Early Childhood and Elementary Classes*. University of Virginia, Center for Advanced Study of Teaching and Learning.

Illinois State Board of Education (2004). *Illinois Learning Standards: Social/Emotional Learning*. Retrieved August 17, 2007 from http://www.isbe.net/ils/social_emotional/standards.htm

Kaga, S., Britto, P., Kauertz, K, & Tarrant, K. (2005). *Early Learning and Development Benchmarks: A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry*. Olympia, WA: The State of Washington. Retrieved September 18, 2007, from www.k12.wa.us/EarlyLearning/Benchmarks.aspx

NAEYC & NAECS/SDE. (2003). *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8*. Joint position statement with expanded resources. Washington, DC: NAEYC.

NICHD Early Child Care Research Network (2002). The relation of global first grade classroom environment to structural classroom features, teacher, and student behaviors. *Elementary School Journal*, Volume 105, Number 5, pages 367-387.

NWREL (Northwest Regional Educational Laboratory) (2008). *Evaluation Report, Washington Legislature K-3 Demonstration Project (SBN 5841), Interim Report*, October 2008, Portland, OR.

Pianta, Robert C. (2003). *Standardized Classroom Observations from Pre-K to Third Grade: A Mechanism for Improving Quality Classroom Experiences during the P-3 Years*. University of Virginia, Curry School of Education.

Pianta, R.C, La Paro, K.M., & Hamre, B.K. (2008). *Classroom assessment scoring system (CLASS) manual K-3*. Baltimore: Paul J. Brookes Publishing Company.

Thrive. (n.d.). *Dictionary.com Unabridged (v 1.1)*. Retrieved July 28, 2008, from Dictionary.com website: <http://dictionary.reference.com/browse/Thrive>.

Thrive. (n.d.). *The American Heritage® Dictionary of the English Language, Fourth Edition*. Retrieved July 28, 2008, from Dictionary.com website: <http://dictionary.reference.com/browse/Thrive>

VI. Appendices

Washington State Early Learning and Development Benchmarks Domain 2: Social and Emotional Development

60 months to Kindergarten Entry: Some Indicators for Children

Children trust and interact comfortably with familiar adults.

- Interacts easily with familiar adults
- Shows confidence and positive feelings about relationships with significant adults in addition to primary caregiver (e.g., teachers)
- Confides in at least one adult
- Interacts with adults respectfully and appropriately (e.g. does not interrupt when adult is speaking)
- Demonstrates knowledge of culturally specific communication styles and their appropriate uses

Children seek assistance from adults when needed.

- Seeks assistance from adults in the community (e.g., bus driver, librarian)
- Demonstrates understanding of when to bring issues to adult attention
- Asks questions before deviating from rules and routines

Children develop friendships with peers.

- Gives social support to others (e.g., offers to help a peer)
- Shows loyalty to friends
- Follows suggestions given by a friend about how to proceed in their play
- Has friends in different settings (e.g., neighborhood, school)
- Maintains friendships with two or more peers

Children cooperate with peers.

- Shares materials and toys with other children
- Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play
- Completes simple projects with other children
- Plays different roles with children (e.g., leader, follower)
- Works with other children to overcome challenges

Children demonstrate positive negotiation skills.

- Uses multiple strategies to resolve conflicts (e.g., first uses words and then seeks assistance)
- Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance
- Uses and accepts compromise, with assistance
- Demonstrates beginning understanding of others' intentions or motives

Children demonstrate awareness of behavior and its effects

- Describes how own actions make others feel and behave
- Cooperates with peers to complete a project with little conflict
- Engages in empathetic, caring behavior so others respond positively
- Explains his/her response to others' actions and feelings
- Guesses how own and others' behavior will influence responses

Children participate positively in group activities

- Follows simple rules of participation in group activities
- Participates cooperatively in large and small group activities
- Participates in classroom and group routines
- Willingly joins in the middle of an on-going group activity with friends
- Invents and sets up activities that include more than one child
- Is sometimes part of the audience, as well as an active participant in group events
- Assigns roles to other children during group play

Children adapt to diverse settings

- Expresses anticipation of special events in different settings
- Accommodates a variety of settings throughout the day
- Anticipates diverse settings and what will be needed in them, with assistance

Children demonstrate empathy for others and the natural world.

- Communicates others' feelings
- Comforts family members or friends who aren't feeling well or are upset
- Expresses excitement about special events and accomplishments of others within cultural context and expectations
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs, at times
- Expresses emotion in response to hurt person or animal
- Treats the earth and living things with respect

Children recognize, appreciate, and respect similarities and differences in people.

- Shows concern about fairness within peer group
- Recognizes others' abilities in certain areas (e.g., "Marie is a fast runner.")
- Names and accepts differences and similarities in preferences (e.g., food preferences, favorite play activities)
- Notices that other children might use different words for the same object
- Examines a situation from another's perspective
- Recognizes stereotypes and culturally or linguistically unfair or biased behavior

Children perceive themselves as unique individuals.

- Shares information about self with others
- Knows some important personal information (e.g., telephone number)
- Shows self-direction in actions
- Works independently and interdependently, and shows pleasure from it
- Accepts responsibilities and follows through on them (e.g., helps with chores)
- Requests quiet time and space

Children demonstrate awareness of their abilities, characteristics, and preferences.

- Describes self using several physical and behavioral characteristics (e.g., “I am tall and I can reach up high.”)
- Describes own skills and abilities in certain areas (e.g., “I like to paint.”)
- Suggests games and activities that demonstrate own preferences and abilities
- Differentiates between preferences for self and others

Children demonstrate belief in their abilities.

- Takes on new tasks and improves skills with practices
- Expresses delight over a successful project and wants others to like it too

Children understand and follow rules and routines.

- Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)
- Child with a special health care need participates in own care routines
- Follows rules in different settings
- Applies rules in new but similar situations
- Explains simple family or classroom rules to others

Children regulate their feelings and impulses.

- Expresses self in safe and appropriate ways
- Shows ability to control destructive impulses, with guidance
- Seeks peaceful resolution to conflict
- Modifies behavior and expression of emotions for different environments
- Stops and listens to instructions before jumping into activity, with guidance

Children express appropriately a range of emotions.

- Expresses feelings through play
- Shares own excitement with peers, caregivers, and adults
- Acknowledges sadness about loss
- Does not inhibit emotional expression (e.g., cries when feels sad)
- Names some levels of emotion (e.g., frustrated, angry)

Illinois Board of Education Social Emotional Goal 1 Develop self-awareness and self-management skills to achieve school and life success.

Learning Standard	Grades K-3	Grades 4-5	Grades 6-8
A. Identify and manage one's emotions and behaviors	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.
B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.
C. Demonstrate skills related to achieving personal academic goals.	1C.1a. Describe why school is important in helping student achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.

Illinois Board of Education Social Emotional Goal 2 Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Learning Standard	Grades K-3	Grades 4-5	Grades 6-8
A. Recognize the feelings and perspectives of others	2A.1a. Recognize that others may experience situations differently from oneself.	21A.2a. Identify verbal, physical, and situational clues that indicate how other may feel..	3A.3a. Predict others' feelings and perspectives of others.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2b. Describe the expressed feelings and perspectives of others.	3A.3b. Analyze how one's behavior may affect others.
B. Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different.	2B.2a. Identify differences among and contributions of various social and cultural groups.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
	2B.1b. Describe positive qualities in others.	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.
C. Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.2a. Describe approaches for making and keeping friends.	2C.3a. Analyze ways to establish positive relationships with others.
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.
	2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.

Illinois Board of Education Social Emotional Goal 3 Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Learning Standard	Grades K-3	Grades 4-5	Grades 6-8
A. Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong.	3A.2a. Demonstrate the ability to respect the rights of self and others.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions..
	3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3b. Analyze the reasons for school and societal rules.
B. Apply decision-making skills to deal responsibility with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school.	3B.2a. Identify and apply the steps of systematic decision making.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.
	3B.1b. Make positive choices when interacting with classmates.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
C. Contribute to the well-being of one’s school and community.	3C.1a. Identify and perform roles that contribute to one’s classroom.	3C.2a. Identify and perform roles that contribute to the school community.	3C.3a. Evaluate one’s participation in efforts to address an identified school need.
	3C.1b. Identify and perform roles that contribute to one’s family.	3C.2b. Identify and perform roles that contribute to one’s local community.	3C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.

Name of School _____ Name of Person Completing _____

K-3 Demonstration Project Yr 2 Final Report of Activities

Section One: Legislated Use of Funds:

A. Please respond to the following questions by indicating whether your project did or did not use funding for the following activities. Please provide a brief narrative about the successes and challenges of implementing a program which incorporated these activities:

1. Full-day Kindergarten Yes No
 - Narrative:

2. Class sizes at a ratio of one teacher to 18 students Yes No
 - Narrative:

3. Instructional coaching Yes No
 - Narrative:

4. Professional development related to the program Yes No
 - Narrative:

B. Implementation of Legislated Project

As a further condition of funding, the legislation required each project school to develop a K–3 program with attention to following characteristics. Please respond to the following list of characteristics and indicate whether these were incorporated into your project program.

5. Child-centered learning Yes No

1. Personal exploration and discovery, hands-on experiences, and opportunities for children to work independently, in small groups, and in large groups Yes No

2. Rich and varied subject matter that includes: reading, writing, mathematics, science, social studies, a world language other than English, the arts, and health and physical education Yes No

3. Opportunities for children to learn and feel accomplishment, diligence, creativity and confidence Yes No

4. Attention to children’s social and emotional development Yes No

5. Personalized assessment of students’ academic knowledge and skill development, social and emotional skill development, critical thinking and decision-making skills, large and fine motor skill development, and personal interests, strengths, and goals Yes No

6. Advancement to the upper elementary grades when a solid foundation is in place and reading and mathematics primary skills have been mastered Yes No

C. Results:

Based on your district’s K-3 project please answer to the following questions which were specified in the legislation. Where available please submit data you collected which supports your findings. (for questions with scale circle the one the best represents your answer)

- 1. To what degree did students thrive in the educational environment established as a result of this project?

Low degree 1 2 3 4 5 High degree

- 2. To what degree did students progress in academic, social, and emotional areas?

Low degree 1 2 3 4 5 High degree

- 3. What program components have been most important to student success?
Narrative:

- 4. To what degree did members of the educational staff feel accomplished in their work and satisfied with student progress?

Low degree 1 2 3 4 5 High degree

Section Two:

Follow Up on Interim Report Findings (Year One):

Many of the year one findings in the Interim Report submitted by the by the NWREL were positive. Among these were validation that the K-3 project schools had implemented key elements of the project and positive benefits of smaller class sizes were reported by teachers and families. However, there were two areas in with significant findings that required special focus by schools year two:

- 1. Teacher-student interactions;
- 2. Effectiveness and usefulness of coaching. The data that identified these findings came from interviews and classroom observations

During the K-3 Demonstration Project K-20 meeting in February of this all representatives from all three K-3 demonstration schools were asked to review the Interim Report and consider how these findings might influence their project activities in year two. Please provide a narrative response to the following excerpts from the Interim Report that describe specific year two activities implemented in your school to address the findings. Responses might include: adjustment to project plans or examples of support provided and any results that occurred.

1. *Teacher-student interactions:*

“...teachers called on students to explain their thinking in detail relatively infrequently”; “...any activities observed in classrooms were of a rote nature”; “the majority of questions required students to give short answers”

Narrative: (please share any adjustments to project plans, additional support provided and what results or changes occurred)

2. *Effective and usefulness of coaching:*

“Relatively few kindergarten and first grade teachers reported that coaching helped with the challenges and opportunities created by smaller class sizes, although half of the second and third grade teachers reported that coaching helped in this area.”

“...compared with teachers in other grades, first grade teachers were relatively dissatisfied with their professional development.”

Narrative: (please share any adjustments to project plans, additional support provided and what results or changes occurred)

Section Three:

K-3 Demonstration Specialized Focus:

In addition to developing a program that met the legislated activities and characteristics, each project was encouraged identify a specialization that had particular meaning and benefit for their student group. The intent was to promote sustainability by developing a definable model and/or strategies with the potential to be scaled up or replicated at low or no cost by other schools in Washington state.

Please respond to the following questions about the specialization of your project and the findings and results for students.

1. **Chosen area or focus of specialization:**
2. **Key activities and/or steps taken:**
3. **Results –Please share the results for any or all of the groups listed and any data you collected to support your findings.**
 - a. For Students
 - b. For Staff
 - c. For Families
4. **In what ways could the program be scaled up and/or expanded to other school districts in the state?**

Survey, interview, and observation protocol documents used by NWREL:

- Teachers' Opinions Concerning Students' Socio-Emotional Development
- Teacher Survey
- Classroom Observation Protocol
- Interview of Building Administrators
- Interview of District Administrators
- Protocol for Focus Group with Teachers
- Protocol for Focus Group with Parents of Students in All-Day Kindergarten
- Protocol for Focus Group of Parents
- Interview with Key Project Staff

Teachers' Opinions Concerning Students' Socio-Emotional Development

Please take a few minutes to complete this survey. The information you provide will help us better understand and improve the K-3 Foundations Program for all elementary schools in Washington. This survey, developed by the Northwest Regional Educational Laboratory, is part of an evaluation required by the Washington Legislature which funds the K-3 Foundations Program. It is very important that you respond to all survey items. We deeply appreciate your cooperation and assistance with this important survey. The survey is confidential and you will not be identified with your responses.

Please complete and return the survey to the Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204 by April 15, 2008. A postage-paid, self-addressed envelope is enclosed for your use. Thank you.



- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| | K | 1 st | 2 nd | 3 rd |
| 1. What grades do you teach? (Mark • all that apply) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Counting this year, how many years have you been teaching? | | | | |
| Less than five years | <input type="radio"/> | Five years or more | <input type="radio"/> | |

In your opinion, what proportion of your students are able to...

	Less Than 10%	Around 25%	Around Half	Around 75%	All or Nearly All
3. Recognize and accurately label emotions and how they are linked to behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate control of impulsive behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Identify their likes and dislikes, needs and wants, strengths and challenges?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify family, peer, school, and community strengths?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Describe why school is important in helping students achieve personal goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Identify goals for academic success and classroom behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Recognize that others may experience situations differently from oneself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, what proportion of your students are able to...

	Less Than 10%	Around 25%	Around Half	Around 75%	All or Nearly All
10. Identify the feelings and perspectives of others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Describe the ways that people are similar and different?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Describe positive qualities in others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identify ways to work and play well with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrate appropriate social and classroom behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Identify problems and conflicts commonly experienced by peers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Identify approaches to resolving conflicts constructively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Explain why unprovoked acts that hurt others are wrong?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Identify social norms that guide behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Identify a range of decisions that students make at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Make positive choices when interacting with classmates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Identify and perform roles that contribute to one's classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Identify and perform roles that contribute to one's family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the questions on the next page

23. What do you do to develop students' self-awareness and self-management skills to achieve school and life success?

24. What do you do to develop students' skills in establishing and maintaining positive relationships with peers, family, and other people in the community?

25. What do you do to develop students' skills decision-making skills and responsible behaviors in personal, school, and community contexts?

Thank you for completing the survey!

Evaluation of the Washington K-3 Foundations Program Teacher Survey 2008

Please take a few minutes to complete this survey. The information you provide will help us better understand and improve the K-3 Foundations Program for all elementary schools in Washington. This survey, developed by the Northwest Regional Educational Laboratory, is part of an evaluation required by the Washington Legislature which funds the K-3 Foundations Program. It is very important that you respond to all survey items. We deeply appreciate your cooperation and assistance with this important survey. The survey is confidential and you will not be identified with your responses.

Please complete and return the survey to the Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204 by April 15, 2008. A postage-paid, self-addressed envelope is enclosed for your use. Thank you.

		K	1 st	2 nd	3 rd
1.	What grades do you teach? (Mark • all that apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Counting this year, how many years have you been teaching?

Less than five years Five years or more

Curriculum. The next section asks about the curriculum and about some of your instructional practices.

3. How frequently do your students receive instruction in...

	Subject not taught	Less than weekly	Weekly	More than once a week	Daily or almost daily
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Language other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How often do you assign work that requires students to...

	I do not assign	Less than weekly	Weekly	More than once a week	Daily or almost daily
a. Analyze and evaluate a situation or problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Complete worksheets?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Apply learning to real world situations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Connect concepts or integrate new learning with previous knowledge?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Create their own ideas or concepts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How strongly do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Don't Know
a. In general, I deliver instruction that is tailored to each student's individual needs, strengths, and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The curriculum evokes children's curiosity, creativity, & initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The curriculum expands children's repertoire of skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The curriculum leads children to recognize their own competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The curriculum fits well with children's developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The curriculum fits well with children's family and cultural contexts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. We have adequate support for children learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have resources for children having difficulty and for those needing more challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The curriculum helps children make connections between subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How frequently do you give your students opportunities for...					
	I do not provide	Less than weekly	Weekly	More than once a week	Daily or almost daily
a. Personal exploration and discovery?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. "Hands-on" learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working independently?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Working in small groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Working in large groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please describe ways in which you encourage students' personal exploration and discovery?

Assessment. The next section asks about your assessment practices.

8. How frequently do you individually assess students (testing each student individually rather than using a group-administered test) in the following areas?					
	I do not individually assess	Less than weekly	Weekly	More than once a week	Daily or almost daily
a. Academic knowledge and skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Critical thinking and decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Motor skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Personal interests, strengths, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please identify the tools, frequency and procedures you use in assessing students in these areas.	
a. Academic knowledge and skill	
b. Social/emotional development	
c. Critical thinking and decision-making	
d. Motor skill development	
e. Personal interests, strengths, and goals	

Coaching. This section asks about your experience with coaches this year.

10. How frequently have you worked this year with coaches in the following areas?					
	I have not worked with a coach	Less than weekly	Weekly	More than once a week	Daily or almost daily
a. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other (please describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. In what ways have you worked with a coach this year? (Mark • all that apply)

<input type="radio"/>	a. Interprets assessment results	<input type="radio"/>	b. Coach observes teaching
<input type="radio"/>	c. Coach models lessons	<input type="radio"/>	d. Coach provides materials or lesson plans
<input type="radio"/>	e. Coach works with students	<input type="radio"/>	f. Coach suggests instructional strategies
<input type="radio"/>	g. Coach suggests specific interventions for struggling students		
<input type="radio"/>	h. Other (please describe):		

12. In what ways have you benefited from working with a coach this year? (Mark • all that apply)

<input type="radio"/>	a. Helped me improve my teaching	<input type="radio"/>	b. Increased my understanding of how children learn
<input type="radio"/>	c. Better able to help struggling students	<input type="radio"/>	d. Helped me become more reflective about my teaching
<input type="radio"/>	e. Better able to help students at all levels of skills	<input type="radio"/>	f. Helped me address challenges and opportunities created by smaller class size
<input type="radio"/>	g. Coach suggests specific interventions for struggling students		
<input type="radio"/>	h. Other (please describe):		

13. How satisfied are you overall with the coaching you received this year?

I have not worked with a coach	Not satisfied	Somewhat satisfied	Moderately satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Class Size Reduction. This section asks about the smaller class size.

14. In what ways have you benefited from smaller class sizes? (Mark • all that apply)

<input type="radio"/>	a. More time for individual students	<input type="radio"/>	b. Classroom management has improved
<input type="radio"/>	c. Get to know students better	<input type="radio"/>	d. Better able to meet the needs of individual students
<input type="radio"/>	e. Better able to keep track of individual student progress	<input type="radio"/>	f. Greater flexibility to use different instructional approaches
<input type="radio"/>	g. More opportunity to go deeper into topics		
<input type="radio"/>	h. Benefited in other ways (Please describe):		

15. In what ways have your students benefited from smaller class sizes? (Mark • all that apply)

<input type="radio"/>	a. Children are more likely to participate actively	<input type="radio"/>	b. Children get to know each other better
<input type="radio"/>	c. Children are learning more	<input type="radio"/>	d. Children have more opportunity to learn from each other
<input type="radio"/>	e. Children behave better	<input type="radio"/>	f. Children stay "on-task" more
<input type="radio"/>	g. Children are more likely to get their class work done	<input type="radio"/>	h. Children are more likely to ask for help when they need it
<input type="radio"/>	i. Children are demonstrating positive attitudes toward learning		
<input type="radio"/>	j. Benefited in other ways (Please describe):		

16. What have been the greatest benefits of the smaller class sizes for your teaching?

17. What have been the greatest benefits of the smaller class sizes for your students?

Professional Development. The next section asks about your experiences with professional development this year.

18. Please list the professional development (and its focus) that you participated in this year:

19. How satisfied are you overall with the professional development you received this year?

I have not participate in professional development this year	Not satisfied	Somewhat satisfied	Moderately satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How did professional development help you address the challenges and opportunities created by K-3 Demonstration Project?

21. What additional professional development would help you make the most of the K-3 Demonstration Project?

22. What do you see as the greatest accomplishments of the K-3 Foundations Program this year?

Thank you for completing the survey!

K-3 Demonstration Project Evaluation

Classroom Observation Protocol

Date:				
Observer:				
School:				
Grade:				
Teacher:				
Start Time:				
End Time:				
Cycle Number:				
Children:				
Adults:				
Content:	Language Arts	Math	Social Studies	Science
	PE	Art	Health	Music

Rating Summary

Dimension	Score
Positive Climate	
Negative Climate ⁷	
Teacher Sensitivity	
Regard for Student Perspectives	
Behavior Management	
Productivity	
Instructional Learning Formats	
Concept Development	
Quality of Feedback	
Language Modeling	

⁷ Observed rating for this dimension will be re-scaled so that a higher rating indicates more desirable outcomes.

Positive Climate

Notes:

Relationships	Low	Middle	High
<ul style="list-style-type: none"> • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation 	There are few, if any indications that the teacher and students enjoy warm, supportive relationships.	There are some indications that the teacher and students enjoy warm, supportive relationships.	There are many indications that the teacher and students enjoy warm, supportive relationships.
Positive Affect	Low	Middle	High
<ul style="list-style-type: none"> • Smiling • Laughter • Enthusiasm 	There are no or few displays of positive affect by the teacher and/or students.	There are sometimes displays of positive affect by the teacher and/or students.	There are frequent displays of positive affect by the teacher and/or students.
Pos Communication	Low	Middle	High
<ul style="list-style-type: none"> • Verbal affection • Physical affection • Positive expectations 	There are rarely positive communications, verbal or physical among teachers and students	There are sometimes positive communications, verbal or physical among teachers and students	There are frequent positive communications, verbal or physical among teachers and students
Respect	Low	Middle	High
<ul style="list-style-type: none"> • Eye contact • Warm, calm voice • Respectful language • Cooperation / sharing 	The teacher and students rarely, if ever, demonstrate respect for each other.	The teacher and students sometimes demonstrate respect for each other.	The teacher and students frequently demonstrate respect for each other.

Negative Climate

Notes:

Negative Affect	Low	Middle	High
<ul style="list-style-type: none"> • Irritability • Anger • Harsh voice • Peer aggression • Disconnected or escalating negativity 	The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity.	The classroom is characterized by mild displays of irritability, anger, or other negative affect by the teacher and/or students.	The classroom is characterized by consistent irritability, anger, or other negative affect by the teacher and/or students.
Punitive Control	Low	Middle	High
<ul style="list-style-type: none"> • Yelling • Treats • Physical control • Harsh punishment 	The teacher does not yell or make threats to establish control.	The teacher occasionally uses expressed negativity such as threats or yelling to establish control.	The teacher repeatedly yells at students or makes threats to establish control.
Sarcasm / Disrespect	Low	Middle	High
<ul style="list-style-type: none"> • Sarcastic voice/ statement • Teasing • Humiliation 	The teacher and students are not sarcastic or disrespectful.	The teacher occasionally establishes control through threats or yelling	The teacher repeatedly yells at students or makes threats to establish control.
Severe Negativity	Low	Middle	High
<ul style="list-style-type: none"> • Victimization • Bullying • Physical punishment 	There are no instances of severe negativity between the teacher and students.	There are no instances of severe negativity between the teacher and students.	There are instances of severe negativity between the teacher and students or among students.

Teacher Sensitivity

Notes:

Awareness	Low	Middle	High
<ul style="list-style-type: none"> • Anticipates problems and plans appropriately • Notices lack of understanding or difficulties 	The teacher consistently fails to be aware of students who need extra support, assistance, or attention.	The teacher is sometimes aware of students who need extra support, assistance, or attention.	The teacher is consistently aware of students who need extra support, assistance, or attention.
Responsiveness	Low	Middle	High
<ul style="list-style-type: none"> • Acknowledges emotions • Provides comfort and assistance • Provides individualized support 	The teacher is unresponsive to or dismissive of students and provides same level of assistance to all students regardless of their needs.	The teacher is responsive sometimes but sometimes more dismissive or unresponsive; support matches the needs of some children but not others.	The teacher is consistently responsive to students and matches support to their needs and abilities.
Addresses Problems	Low	Middle	High
<ul style="list-style-type: none"> • Helps in an effective and timely manner • Helps resolve problems 	The teacher is ineffective at addressing students' problems and concerns.	The teacher is sometimes effective at addressing students' problems and concerns.	The teacher is consistently effective at addressing students' problems and concerns.
Student Comfort	Low	Middle	High
<ul style="list-style-type: none"> • Seeks support and guidance • Freely participates • Takes risks 	The students rarely seek support from, share their ideas with, or respond to questions from the teacher.	The students sometimes seek support from, share their ideas with, or respond to questions from the teacher.	The students appear comfortable seeking support from, sharing their ideas with, or responding freely to the teacher.

Regard for Student Perspectives

Notes:

Flexibility & Student Focus	Low	Middle	High
<ul style="list-style-type: none"> • Shows flexibility • Incorporate students' ideas • Follows leads 	The teacher is rigid, inflexible, and controlling and rarely goes along with students' ideas; most activities are teacher-driven	The teacher may follow the students' lead during some periods and be more controlling during others.	Teacher's plans are flexible – T goes along with students' ideas, and organizes instruction around students' interests.
Support for Autonomy & Leadership	Low	Middle	High
<ul style="list-style-type: none"> • Allows choice • Allows students to lead lessons • Gives students responsibilities 	The teacher does not support student autonomy and leadership.	The teacher sometimes provides support for students autonomy and leadership but at other times fails to do so.	The teacher provides consistent support for student autonomy and leadership.
Student Expression	Low	Middle	High
<ul style="list-style-type: none"> • Encourages student risk • Elicits ideas / perspectives 	There are few opportunities for student talk and expression.	There are periods during which there is a lot of student talk and expression but other times when teacher talk predominates.	There are many opportunities for student talk and expression.
Restrict Movement	Low	Middle	High
<ul style="list-style-type: none"> • Allows movement • Is not rigid 	The teacher is highly controlling of students' movement and placement during activities.	The teacher is somewhat controlling of students' movement and placement during activities.	Students have freedom of movement and placement during activities.

Behavior Management

Notes:

Clear Behavior Expectations	Low	Middle	High
<ul style="list-style-type: none"> • Clear expectations • Consistency • Clarity of rules 	Rules and expectations are absent, unclear, or inconsistently enforced.	Rules and expectations may be stated clearly, but are inconsistently enforced.	Rules and expectations for behavior are clear and consistently enforced.
Proactive	Low	Middle	High
<ul style="list-style-type: none"> • Anticipates problem behavior • Low reactivity • Monitors 	The teacher is reactive and monitoring is absent or ineffective.	The teacher uses a mix of proactive and reactive responses; sometimes monitors and reacts to early indicators or problems but other times misses or ignores them.	The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing.
Redirection of Misbehavior	Low	Middle	High
<ul style="list-style-type: none"> • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection 	Attempts to redirect misbehavior are ineffective; rarely focuses on positives or uses subtle cues. As a result, misbehavior continues or escalates and distracts from learning.	Some attempts to redirect misbehavior are effective, particularly focusing on positives or using subtle cues. Misbehavior rarely continues, escalates, or distracts from learning.	Teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take time away from learning.
Student Behavior	Low	Middle	High
<ul style="list-style-type: none"> • Frequent compliance • Little aggression and defiance 	There are frequent instances of misbehavior in the classroom.	There are periodic episodes of misbehavior in the classroom.	There are few, if any, instances of student misbehavior in the classroom.

Productivity

Notes:

Maximizing Learning Time	Low	Middle	High
<ul style="list-style-type: none"> • Provision of activities • Choice when finished • Few disruptions • Effective completion of managerial tasks • Pacing 	Few, if any, activities are provided for students, and an excessive amount of time is spent addressing disruptions and completing managerial tasks.	The teacher provides activities for the students most of the time, but some learning time is lost in dealing with disruptions and the completion of managerial tasks.	The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.
Routines	Low	Middle	High
<ul style="list-style-type: none"> • Students know what to do • Clear instructions • Little wandering 	The classroom routines are unclear; most students do not know what is expected of them.	There is some evidence of classroom routines that allow everyone to know what is expected of them.	The classroom resembles a “well-oiled machine”; everybody knows what is expected and what to do.
Transitions	Low	Middle	High
<ul style="list-style-type: none"> • Brief • Explicit follow-through • Learning opportunities within 	Transitions are too long, too frequent, or inefficient.	Transitions sometimes take too long or are too frequent and inefficient.	Transitions are quick and efficient.
Preparation	Low	Middle	High
<ul style="list-style-type: none"> • Materials ready and accessible • Knows lessons 	Teacher does not have materials ready and prepared for the students.	Teacher is mostly prepared, but takes time away from instruction for last-minute preparations.	Teacher is fully prepared for activities and lessons.

Instructional Learning Formats

Notes:

Effective Facilitation	Low	Middle	High
<ul style="list-style-type: none"> • Teacher involvement • Effective questioning • Expanding children's involvement 	Teacher does not actively facilitate activities and lessons to encourage students' interest and expanded involvement.	At time, teacher actively facilitates activities and lessons to encourage interest and expanded involvement, but at other times merely provides activities.	Teacher actively facilitates students' engagement to encourage participation and expanded involvement.
Variety of Modalities and Materials	Low	Middle	High
<ul style="list-style-type: none"> • Range of auditory, visual, and movement opportunities • Interesting and creative materials • Hands-on opportunities 	Teacher does not use a variety of modalities or materials	Teacher uses variety of materials and modalities inconsistently.	Teacher uses variety of modalities including auditory, visual, and movement and uses a variety of materials.
Student Interest	Low	Middle	High
<ul style="list-style-type: none"> • Active participation • Listening • Focused attention 	Students do not appear interested or involved.	Students may be engaged and or interested at times, but at other times their interest wanes or they are not involved.	Students are consistently interested and involved.
Clarity of Learning Objectives	Low	Middle	High
<ul style="list-style-type: none"> • Advance organizers • Summarize • Reorientation statements 	Teacher makes no attempt to orient and guide students toward learning objectives or does so unsuccessfully.	Teacher orients students to learning objectives somewhat, or the LO may be clear at times and unclear at other times.	Teacher effectively focuses students' attention toward learning objectives and the purpose of the lesson.

Concept Development

Notes:

Analysis / Reasoning	Low	Middle	High
<ul style="list-style-type: none"> • Why and how questions • Problem solving • Predict / experiment • Classify / compare • Evaluate 	Teacher rarely uses discussions and activities that encourage analysis and reasoning.	Teacher occasionally uses discussions and activities that encourage analysis and reasoning.	Teacher often uses discussions and activities that encourage analysis and reasoning.
Creating	Low	Middle	High
<ul style="list-style-type: none"> • Brainstorming • Planning • Producing 	Teacher rarely provides opportunities for students to be creative.	Teacher sometimes provides opportunities for students to be creative.	Teacher often provides opportunities for students to be creative.
Integration	Low	Middle	High
<ul style="list-style-type: none"> • Connect concepts • Integrates with previous knowledge 	Concepts and activities are presented independent of one another, and students are not asked to apply previous learning.	Teacher sometimes links concepts and activities to one another and to previous learning.	Teacher consistently links concepts and activities to one another and to previous learning.
Connections to the Real World	Low	Middle	High
<ul style="list-style-type: none"> • Real-world applications • Related to students' lives 	Teacher does not relate concepts to students' lives outside school.	Teacher makes some attempts to relate concepts to students' lives.	Teacher consistently relates concepts to students' lives.

Quality of Feedback

Notes:

Scaffolding	Low	Middle	High
<ul style="list-style-type: none"> • Hints • Assistance 	Teacher rarely provides scaffolding to students but rather dismisses responses or actions as incorrect or ignores problems in understanding.	Teacher occasionally provides scaffolding to students but at other times simply dismisses responses as incorrect or ignores problems in students' understanding.	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.
Feedback Loops	Low	Middle	High
<ul style="list-style-type: none"> • Back and forth exchanges • Persistence by teacher • Follow-up questions 	Teacher gives only perfunctory feedback to students.	There are occasional feedback loops – back and forth exchanges – between teacher and students; at other times feedback is perfunctory.	Teacher provides frequent feedback loops.
Prompting Thought Processes	Low	Middle	High
<ul style="list-style-type: none"> • Asks students to explain thinking • Queries responses and actions 	Teacher rarely queries the students or prompts students to explain their thinking and reasons for responses or actions.	Teacher occasionally queries the students or prompts students to explain their thinking and reasons for responses or actions.	Teacher often queries the students or prompts students to explain their thinking and reasons for responses or actions.
Providing Information	Low	Middle	High
<ul style="list-style-type: none"> • Expansion • Clarification • Specific feedback 	Teacher rarely provides additional information to expand students' understanding or actions.	Teacher occasionally provides additional information to expand students' understanding or actions.	Teacher often provides additional information to expand students' understanding or actions.
Encouragement and Affirmation	Low	Middle	High
<ul style="list-style-type: none"> • Recognition • Reinforcement • Student persistence 	Teacher rarely offers encouragement of students' efforts that increases their involvement and persistence.	Teacher occasionally offers encouragement of students' efforts that increases their involvement and persistence.	Teacher often offers encouragement of students' efforts that increases their involvement and persistence.

Language Modeling

Notes:

Frequent Conversations	Low	Middle	High
<ul style="list-style-type: none"> • Back and forth exchanges • Contingent responding • Peer conversations 	There are few, if any, conversations in the classroom.	There are limited conversations in the classroom.	There are frequent conversations in the classroom.
Open-Ended Questions	Low	Middle	High
<ul style="list-style-type: none"> • Questions require more than a one-word response • Students respond 	The majority of the teacher's questions are closed-ended.	Teacher asks a mix of open-ended and closed-ended questions.	Teacher asks many open-ended questions.
Repetition and Extension	Low	Middle	High
<ul style="list-style-type: none"> • Repeats • Extends / elaborates 	Teacher rarely, if ever, repeats or extends the students' responses.	Teacher sometimes repeats or extends the students' responses.	Teacher often repeats or extends the students' responses.
Self and Parallel Talk	Low	Middle	High
<ul style="list-style-type: none"> • Maps own actions with language • Maps student actions with language 	Teacher rarely maps own actions and students' actions through language and description.	Teacher occasionally maps own actions and students' actions through language and description.	Teacher consistently maps own actions and students' actions through language and description.
Advanced Language	Low	Middle	High
<ul style="list-style-type: none"> • Variety of words • Connected to familiar words or ideas 	Teacher does not use advanced language with students.	Teacher sometimes uses advanced language with students.	Teacher often uses advanced language with students.

K-3 Demonstration Project

Interview of Building Administrators

1. Describe the planning process for the K-3 Demonstration Program. How were priorities established? What are the implementation goals? How is progress assessed and reported? How are teachers and other staff members involved in the planning and monitoring of the project?
2. What have you done to support child-centered learning in the K-3 program?
3. How does the K-3 program address students' social and emotional development?
4. What processes are in place for data-based decision-making concerning the K-3 Demonstration Project, both within the school and the district?
5. One of the goals of the Washington K-3 Demonstration Project was to encourage schools to advance students to the upper elementary grades "when a solid foundation is in place and reading and mathematics primary skills have been mastered." What has your school done to establish criteria for a "solid foundation" in reading and math? How has your school addressed the issue of advancing students?
6. How do staff members demonstrate commitment to the K-3 Demonstration Project?
7. One of the goals of the Washington K-3 Demonstration Project was to encourage schools to provide "rich and varied subject matter that includes reading, writing, mathematics, science, social studies, a world language other than English, the arts, and health and physical education." What changes, if any, must your school make to fully address this goal?
8. One of the goals of the Washington K-3 Demonstration Project was "personalized assessment for each student that addresses academic knowledge and skill development, social and emotional skill development, critical thinking and decision-making skills, large and fine motor skill development, and knowledge of personal interests, strengths, and goals." Do what degree are teachers conducting personalized assessments in these areas? Are assessment results in these areas considered in grade-level and school-level planning?
9. The K-3 Demonstration Project provided support for a half-time instructional coach. How is the work of the coach or coaches aligned with the specific goals of the K-3 Demonstration Program? What are priority areas for coaching?
10. How are staff learning improvement days used to support the goals of the K-3 Demonstration program?
11. What linkages does the school have with early learning providers in the community?
12. The WA K-3 Demonstration Project provided support for professional development supporting the implementation of the K-3 project. How specifically was professional development used to project implementation? Were topics for PD identified through an assessment of needs related to the K-3 project?

K-3 Demonstration Project Evaluation

Interview of District Administrators

1. What is the district vision for the K-3 Demonstration Project?
2. Who has administrative responsibility at the district level for the K-3 Demonstration Project?
3. Describe the district plan for implementing the K-3 Demonstration Project, including implementation goals and timelines for accomplishing them. How was the implementation plan developed?
4. What are the district's priorities for implementation during 2007-2008? How were these priorities established?
5. What research was used to develop the district's plan for implementing the K-3 Demonstration Project?
6. What is the district evaluation plan for the project? What formative evaluation is conducted (how is the project evaluated in a way that provides results useful for making changes if changes are needed)?
7. How is progress reported to the Superintendent and the Board?
8. What problems have arisen at the school level in implementing the K-3 Demonstration Project? How were the problems addressed?
9. Is there a plan for using staff learning improvement days to support the implementation of the project?
10. What are the most important accomplishments of the K-3 Demonstration Project to this point?

Protocol for Focus Group With Teachers

Smaller class sizes this year offered teachers additional instructional opportunities and improved opportunity to observe their students. It's important to understand how teachers feel their students benefited from the smaller class size.

1. How satisfied are you with the progress your students made this year both academically and socially and emotionally?

There was a lot more to the K-3 project than reducing class sizes – namely, resources for professional development and a half-time coach. We would like to know what teachers thought about the different parts of the project.

2. What parts of the K-3 project have worked best this year?
3. What challenges arose this year?
4. What changes would you like to see for next year?

We would like to understand what K-3 teachers consider their major accomplishments this year and how satisfied they are with what they accomplished.

5. What were your own major accomplishments this year? Are you satisfied with what you accomplished?

Protocol for Focus Group With Parents Of Students in All-Day Kindergarten

1. How has your child benefited from all-day kindergarten?
2. Are you satisfied with what your child is learning in kindergarten?
3. Do you believe that your child has made more progress in reading and math than he or she would have made in part-day kindergarten?
4. How has your child adapted socially and emotionally to all-day kindergarten?
5. Would you recommend all-day kindergarten to other parents?

Protocol for Parents of Students in Grade 1-3

1. Class sizes were smaller this year. How do you think your child benefited from the smaller class size?
2. Are you satisfied with what your child learned this year?
3. How has your child adapted socially and emotionally to being in a smaller class? Does your child like school? Does your child get along with classmates?

K-3 Demonstration Project Evaluation
Interview of Key Project Staff
July 2008

1. What is your vision for the K-3 Demonstration Project?
(Probe: What is OSPI's vision for the K-3 Demonstration Project?)
2. Is there an OSPI plan for the implementation of the K-3 Demonstration Project, including implementation goals and timelines for accomplishing them?
3. How is OSPI reviewing the progress of the K-3 Demonstration Project?
4. What were OSPI's priorities for the Project's implementation during 2007-2008?
5. What kinds of guidance did you provide to the districts and schools during this year?
6. What kinds of support have the districts and schools requested from OSPI?
7. What were the major challenges this year at the district and school levels for the implementation of the project?
(Probe: How were they addressed?)
8. What are the most important accomplishments of the K-3 Demonstration Project up to this point?
9. What are OSPI's plans for the district's and school for next year?
(Probe: What would you like the districts and schools to focus on next year?)

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Janice Kelly, OSPI
E-mail: Janice.Kelly@k12.wa.us
Phone: (360) 725-0426

To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:
09-0038

This document is available online at:
<http://www.k12.wa.us/>

This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.



Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200
2009