NWREL
Northwest Regional Educational Laboratory

EVALUATION REPORT

WASHINGTON LEGISLATURE
K-3 DEMONSTRATION PROJECT (SB 5841)

Interim Report

October 2008

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EXECUTIVE SUMMARY

Introduction

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. SB 5841 provided funds for three K–3 Demonstration Projects at elementary schools within the Yakima, Highline, and Spokane districts. The schools selected by their districts to implement demonstration projects were Barge-Lincoln (Yakima), Bemiss (Spokane), and White Center Heights (Seattle).

Each project school received a grant of $500,000 for 2007–2008, the first year of the two-year project. SB 5841 required the project schools to incorporate the following structural components into their K–3 programs:

- All-day kindergarten

- Small class sizes at a ratio of one teacher to 18 students

- A half-time 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:

- 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

Evaluation Study

The Office of Superintendent of Public Instruction (OSPI) contracted with the Northwest Regional Educational Laboratory (NWREL) to conduct a two-year evaluation of the demonstration projects. The general purposes of the evaluation 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?

The following table presents a timeline of salient activities related to the first-year K-3 Demonstration Project study. It is important to note that the academic year was well underway by the time funds were available to schools. The result was a need to focus on necessary startup activities (e.g., hiring, and implementing structural components) rather than program development during the early part of the year.

K-3 Demonstration Project First-Year Timeline

Date	Event
November 2006	*Washington Learns* 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 on 7/22/07.
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 to project schools.
May 2008	OSPI sponsors P-3 symposium in Seattle, attended by teams from project schools and teams from other districts.
May 2008	NWREL visits to project schools.
November 2008	Interim Report of first-year progress.

The NWREL evaluation 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. The essential features of the NWREL evaluation were as follows:

- Project implementation was examined at each school, with focus on the alignment of the implementation with the requirements and expectations identified in SB 5841.

- NWREL staff members conducted observations using a research-based framework designed to shed light on teacher-student interactions in K–3 classrooms in the projects schools.

- Evaluation protocols identified areas of alignment between practices in the demonstration projects and recommendations from the National Association of Education for Young Children and the National Association of Early Childhood Specialists in state departments of education concerning curriculum and assessment in educational programs for young children.

- The evaluation captured the viewpoints of multiple stakeholders: principals, teachers, parents, children, central office administrators, state office administrators, and legislators.

- A wide variety of evidence concerning the demonstration projects was examined, including test results; classroom observations; reports by teachers and administrators; and opinions and attitudes of teachers, administrators, and parents.

- The evaluation described both academic and social and emotional outcomes for students in the project schools.

First-Year Findings

- **Structural components are in place at all schools**. The structural components required by Senate Bill 5841 (e.g., all day-kindergarten, 18:1 student–teacher ratio, half-time instructional coach, and professional development) were in place at the project schools.

- **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 are building collaborative relationships with community early childhood service providers**. The project schools have discussed ways of building collaborative PK-3 systems with early childhood providers in their communities. In addition, some schools have formed joint planning committees with pre-K providers in their communities to discuss aligning their academic, social, and emotional expectations, benchmarks, and assessments.

- **Teachers have identified many ways that smaller classes allow them to work more effectively with their students.** Teachers reported that smaller classes allowed them to know their students better, gave them more one-on-one time with students, and helped them keep closer track of each student's progress. Teachers also felt that smaller classes gave them greater flexibility in choosing instructional approaches best suited to the needs of individual students. The following comments by teachers identify specific ways that smaller classes helped them and their students:

They have more access to me for help. We all feel less rushed and they know I will get to them more often. They have become more patient and independent.

I have gotten to know my students so much more on a personal level. Classroom management has been easier. Transitions are smoother and I can spend more time individually assessing each student's work. Report cards and formal assessments do not take as much time to complete. I can get back to parents quicker and have more confidence when talking to them about their child.

My students have formed a stronger community with each other. Small groups are more focused and the students are comfortable with each other. The students have a lot more opportunity to share out ideas and be heard.

- **Observations by NWREL staff members support teachers' reports of the benefits of smaller classes**. 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 shifted instructional arrangements from whole group to small group to individual work very flexibly and efficiently.

- **The project schools have important elements of child-centered and developmental learning in place in their K-3 programs.** Most teachers reported that curriculum and teaching practices fit well with children's developmental levels. In addition, almost all teachers reported that they offered their students opportunities for personal exploration and discovery and hands-on learning. Furthermore, in the sessions observed by NWREL staff members, teachers were at all times sensitive and responsive to students. At the same time, however, the richness and variety of subject matter envisioned in *Washington Learns* and SB 5841 have not been fully realized.

- **Teachers and administrators report that the project is positively influencing students' attitudes towards school and learning**. Children are asking more questions; they are learning from each other; they know their teachers and fellow students; and they feel more connected to school. In addition, NWREL staff members observed that the social and emotional climate in K-3 classrooms in the project schools was marked by mutual respect between teachers and students.

- **Parents report positive program effects on their children.** Parents of children in all-day kindergarten felt that their children adjusted well to the all-day program and were making excellent progress. Parents interviewed by NWREL staff members felt strongly that greater attention from the teacher due to smaller class sizes contributed to their children's improved academic outcomes and better adjustment to school. The following comments from parents illustrate ways in which parents felt that smaller classes benefited their children:

    Last year my *child attended school in a district that had larger classes – the teacher there knew my son's test scores. This year his teacher knows where he's weak and where he's strong in his subjects. His teacher also knows his personality and his behavior.*

Because of the help she got from her teacher, my daughter went from being a timid reader to being a confident reader in front of the class.

My son's work is better this year because he got more correction from the teacher and he was able to polish his work better than he previously did in a larger class.

Smaller classes help teachers to group children more effectively—that helped my son connect with his classmates to the extent that he mentioned more names of classmates this year than in previous years.

- **2008 third-grade WASL results for the project schools were mixed.** On the one hand, 2008 WASL results for the project schools were not uniformly improved over results from previous years. On the other hand, there were bright spots—at one school, third-grade WASL results for continuously-enrolled low-income students improved in both reading and math, and third-graders in two of the project schools achieved proficiency in mathematics at higher rates than matched samples of third-grade students from their districts.

- **Project schools made notable progress in areas identified by research as contributing to improved outcomes for children in the early primary grades.** The following table summarizes findings from the project schools in 12 areas identified by research as contributing to improved outcomes for children in kindergarten through third grade. (Bibliographic references can be found on page 56 of this report.)

Research Findings and Findings from Project Schools

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 Findings and Findings from Project Schools (continued)

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

Research Finding:	Classrooms where children's behavior is well-managed also advance 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 called on students to explain their thinking in detail relatively infrequently.
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 encouraged 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:	Research 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.

In conclusion, the first year of the project demonstrated progress both in implementing the programmatic requirements of SB 5841 and in specific areas identified by research as contributing to children's development in the early primary grades.

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INTRODUCTION

Washington Learns

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 the 3Rs 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 all-day kindergarten for all children

- Lower 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 (Seattle). Brief profiles of the project schools follow.

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 academic year, 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 NCLB. 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 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 NCLB.

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 NCLB.

SB 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, and contracting with the Northwest Regional Educational Laboratory (NWREL) to conduct the evaluation of the demonstration projects.

Resources and Requirements for the Demonstration Projects

Each of the three schools participating in the project receives an annual grant of $500,000 to support the following structural components of its K–3 program:

- An all-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 the OSPI are 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.

The study's 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. In short, this analysis, while valuable, should not be over-interpreted as equal to a true experimental comparison.

The next section describes the study methodology.

METHODOLOGY

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?

Figure 1 presents an overview of the theoretical framework underlying the evaluation in the form of a logic model. The logic model presents the desired organizational context and state and local financial resources as inputs, intermediate program component attributes, and expected student outcomes. Other than using state resources to secure the structural components (e.g., coaches, professional development, 18:1 student-teacher ratio, and all-day kindergarten), the legislation that authorized the demonstration projects left decisions regarding curricular and instructional program components, types of professional development, roles of coaches, and the order of component implementation to the discretion of the districts and project schools.

One of the issues that NWREL was asked to address was the "degree to which students thrive in the educational environment" created by the grant. Evaluators worked collaboratively 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.

Figure 1

INPUTS	➡	PROGRAM COMPONENTS	➡	OUTCOMES / IMPACT		
				Short Term	**Medium Term**	**Long Term**

INPUTS

State Structural Resources

Full-day K
Class size 18
Professional Development
Half-time coach

District Resources

Supervision
Professional Development
Coaching
Program Materials
Curriculum Materials
Facilities Costs
Staffing Costs

Organizational Commitment / Readiness

Committed school / district leadership
Belief in high expectations
Use learning improvement days for implementation
Data-based decision making
Linkages with early childhood providers

PROGRAM COMPONENTS

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

OUTCOMES / IMPACT

Short Term

Program

Teachers begin to change instructional and assessment practices

Attention to both learning needs and social and emotional development of individual students

Students

More engaged with learning

Positive attitudes towards school and learning

Medium Term

Program

Becoming child-centered

Curriculum becomes more rich and varied

Personalized assessment

Students

Higher-quality schoolwork

Positive attitudes towards school and learning

Positive self-concept as learners

Social and emotional development

Long Term

Program

Fully rich and varied curriculum

Child-centered, with personal attention to both academic learning and social and emotional development

Staff members feeling satisfaction and accomplishment

Students

Academic competence—WASL proficiency and other indicators

Social and emotional competence and well-being

Logic Model for the K-3 Demonstration Projects

The *American Heritage Dictionary* defines "to thrive" as "to make steady progress; prosper." 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 pre-kindergarten children, few have adopted standards for their K–12 systems. One state that has is Illinois. The *Illinois Learning Standards for Social/Emotional Learning* covers the social and emotional development of students from early elementary to late high school. In addition to the social and emotional benchmarks for the 60 months to kindergarten presented in *Washington State Early Learning and Development Benchmarks: A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry*, Illinois' goals and standards for K–3 students are presented in Appendix A.

The agreed upon scope of work specified not implementing additional assessments to measure student academic, social, and emotional assessment. 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, the Illinois Learning Standards were integrated into the interview and survey protocols created for this project. Some schools, such as Bemiss, plan to pilot new social and emotional assessment instruments during the 2008–2009 school years. The results from their pilot studies will be included in the final report as appropriate. Table 1 presents the expected academic and social and emotional outcomes and sources of evidence that will be used over the course of the two-year study to describe how children in the demonstration projects are thriving in both academic and social-emotional development.

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

Academic Achievement	
Outcomes	**Sources of Evidence**
Academic Proficiency	● State Assessments 　　-- Grade 2 Reading Assessment 　　-- Grade 3 WASL 　　-- Washington Language Proficiency Test (WLPT) 　　-- WAAS ● District Assessments 　　-- DIBELS 　　-- Other assessments ● Report Card Progress 　　-- Reading, Writing, Math 　　-- Other subjects

Social-Emotional Adjustment	
Outcomes	**Sources of Evidence**
Early Learning Competencies Social and Emotional Development	● 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)

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.

Classroom Observations

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 2 below provides an overview of the construct of classroom quality operationalized within the CLASS system.

Figure 2

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                        ┌─────────────────────┐
                        │  Classroom Quality  │
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Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Behavior Management	Concept Development
Negative Climate	Productivity	Quality of Feedback
Teacher Sensitivity	Instructional Learning Formats	Language Modeling
Regard for Student Perspectives		
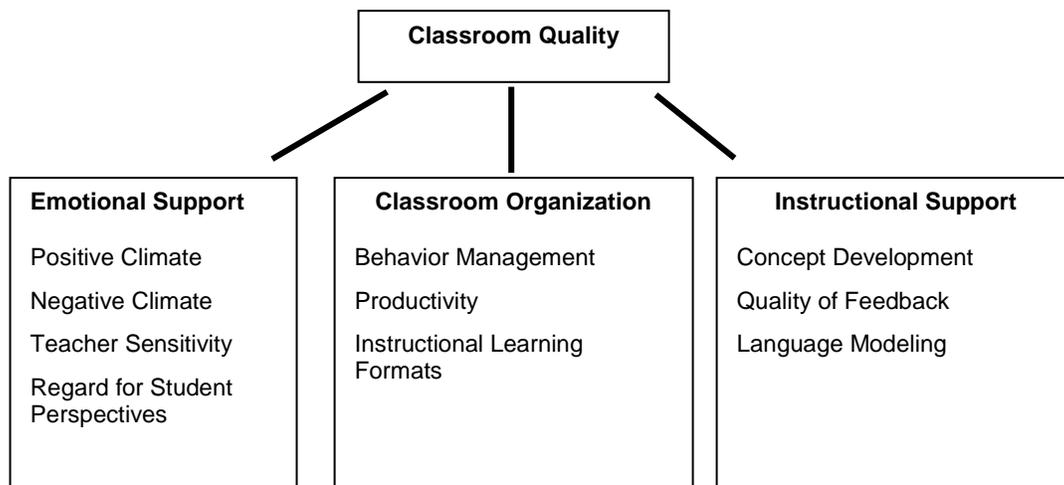
Overview of CLASS Dimensions of Classroom Quality

The CLASS does not measure the presence of materials, the physical environment, or the adoption of a specific curriculum. Instead, the CLASS focuses on what teachers do with the materials they have, and how they interact with students. The CLASS emphasis on observed interactions among teachers and students is particularly appropriate for this study because one of the foundational assumptions of the 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, the 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 the 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.

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.*[1] 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.

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[1] These standards were developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."

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 <u>not</u> 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.

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 2; and teachers' opinions concerning the major accomplishments of the demonstration project over the year.

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.

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.

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.

FINDINGS

This section presents findings from teacher surveys and focus groups, school and district administrator interviews, classroom observations, OSPI administrator interviews, interviews and focus groups with parents, and analysis of academic and social and emotional data. Because of the limited number of respondents, responses have been summarized in order to maintain confidentiality and anonymity. Findings are presented in the following order: overall project vision and initial planning; implementation challenges regarding facilities, staffing, and scheduling; implementation of required structural components; implementation of features of child-centered teaching and learning; characteristics of K-3 classrooms in the project schools; students' progress in academic and social and emotional areas; and overall accomplishments of the first year.

Overall Project Vision and Initial Planning

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 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 provide assistance and a venue 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 November 2007, a team participated in a workshop at Harvard Graduate School Education on implementing a PK–3 approach and strategies to improve teaching and learning in early childhood and elementary education. In May 2008, all three schools participated in a P–3 Symposium in Seattle, sponsored by the Boeing Foundation. P–3 researcher Kristie Kauerz (P–3 Policy Director, Office of Lieutenant Governor Barbara O'Brian, state of Colorado) presented some of the latest research related to PK-3 education.

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 intend to have reached out to the early childhood service providers (e.g., ECAP, Head Start) within their communities and to have collaboratively built strong integrated and aligned P–8 systems. Their 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

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 over the year 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 made plans to utilize K–3 Demonstration funds to enhance and expand many of the project-based learning programs used at the school. With the addition of contracting with Jill Scone 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 SIOP components into training
- GLAD training
- Best Practices

Further plans are to integrate social and emotional response into their RTI (Response to Intervention) Process, with the establishment of a RTI Response Team comprised of the principal, assistant principal, coaches, Special Education teachers, counselors, and the student's teacher.

Barge-Lincoln has concentrated efforts on team development and project-based student activities, which is already 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 *Ouchie the Clown*, a character-based program where students learn how to take control of the situation from bullies through building their individual confidence. The school implemented training by Larry Gregory on how to work with misbehaving students through building relationships and developing behavior-changing plans.

The school is moving ahead by focusing on the needs of students, including nurturing, constructionist activities, and community involvement. Expectations for Year 2 are for: (a) more of the K–3 program being implemented, (b) students showing the impact from the academic and social and emotional program enhancements, (c) developing a strong student centered culture, and (d) teachers knowing their students in a much deeper way.

Bemiss Elementary School

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 over the year:

- 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 the push-in feature, 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 districtwide 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 Stiggins' program on using data to change instruction

- Book Study

- Grade level social studies and science curriculum planning

- Teacher Action Teams' presentations on Parent Advocacy, Technology, Biliteracy, and Evaluation and Assessment

Participation in the demonstration project has spurred Bemiss to explore systematic approaches to assessing students' social and emotional development of students. In cooperation with Deveraux, a non-profit organization providing services for persons with emotional, developmental, and educational disabilities, the school is conducting pilot tests of the DESA (Devereux Elementary Student Strength Assessment) instrument. Devereux's DECA (Devereux Early Childhood Assessment) 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, 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 WASL 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

In October 2007, upon being notified White Center 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 level, administrators, coaches, and local Head Start staff members. White Center plans to expand the team to include parents during the second year. White Center and the Highline district administrators jointly decided that

much of 2007–2008 would serve as a planning year for the demonstration project. As a result, White Center 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 and Highline district administrators agreed that, in order to insure that the White Center K–3 program was effectively transformed and that the changes were sustained, a major portion of 2008–2009 would be devoted to developing a comprehensive program and community implementation plan. The school is considering using K–3 Demonstration, Title I, and LAP (Learning Assistance Program) funds to bring in a reading and writing trainer, and support two literacy coaches and two math coaches. They also plan to use K–3 Demonstration funds in conjunction with ELL resources to support an ELL developer, with the end result being an increase in staff capacity to use the GLAD program for facilitating student learning through the use of technology.

On the recommendation of staff members, the school is taking a K–6 approach to program development. Concerns were shared regarding the lack of understanding across primary and intermediate grade teachers about the change in rigor that takes place between grades K– 3 and 4–6. Because of the shifts in emphasis that occur at grade 4, the school was looking to improve horizontal and vertical alignment of curriculum across all grades.

White Center has actively used instructional coaches for a number of years. This year a "Reading First" grant provided the funds for a K–3 program literacy coach, while district I-728 funds were used to support the services of a reading coach for fourth through sixth grades.

The school's K–3 program utilizes SRA/McGraw-Hill "Open Court" Reading program as a component of their Reading First instruction. Grades 4–6 use a Balanced Literacy approach.

Through involvement in the Gates Foundation Community Transition Initiative, White Center focused on reaching out to its community and pre-kindergarten service providers. For the last five years White Center has worked with Trusted Advocates (individuals who serve as liaisons to their language/cultural communities) to operate a multicultural summer pre-kindergarten program. This program was funded by the Casey Foundation Making Connections initiative in White Center. In summer 2008, the school operated a summer pre-kindergarten program together with a summer school serving students up to eighth grade; programs were coordinated through Pacifica (a Pacific Islander organization), the Community Schools Cooperative. The four pre-kindergarten classes included children who spoke Arabic, Spanish, Vietnamese, Somali, English, Cambodian, and Samoan.

The White Center Head Start program manager is a part of the school planning team and provides workshops on P–3 alignment for school staff members. Future plans are for co-

training events which include participation from staff members of the PreK–K services in their community.

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

Much of the first year effort at White Center was devoted to planning and research. As a result, the school expended approximately one-half of the funds allocated for the first year of the project. Funds were expended primarily for reducing K–3 class sizes. The school plans to use its remaining year one funds towards purchasing materials to enhance and strengthen the library and the math curriculum.

District Planning/Supervision

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

Implementation Challenges: Facilities, Staffing, 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.

White Center 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 pre-empted 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.

Implementation of Required Structural Components

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

- All-day kindergarten
- K–3 teacher-student ratios of 1:18
- Half-time instructional coach
- Professional development related to the program goals

These four components were in place in all three project schools during the 2007–2008 school year. 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 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. In short, the major structural components of the demonstration projects were in place at the beginning of the study.

K–3 Class Sizes

Table 2 shows class sizes in the 50 K–3 classrooms in the project schools in fall 2007.

Table 2
K–3 Class Sizes in Project Schools

Class Size	15	16	17	18	19	20	21	22
Number of Classes	2	6	17	11	9	2	0	3

K–3 class sizes in the project schools ranged from 15 to 22 students, with the majority of classes serving 17 or 18. 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. Average K–3 class sizes were approximately the same for each project school.

Instructional Coaches

Figure 3 summarizes teachers' reports of how frequently they worked with reading and math coaches over the year. 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. In general, K–3 teachers in the project schools worked with a coach less often than weekly, although half of third-grade teachers worked with a reading coach at least weekly and half worked with a math coach at least weekly.

Figure 3

**Frequency That K-3 Teachers Worked With a Coach**
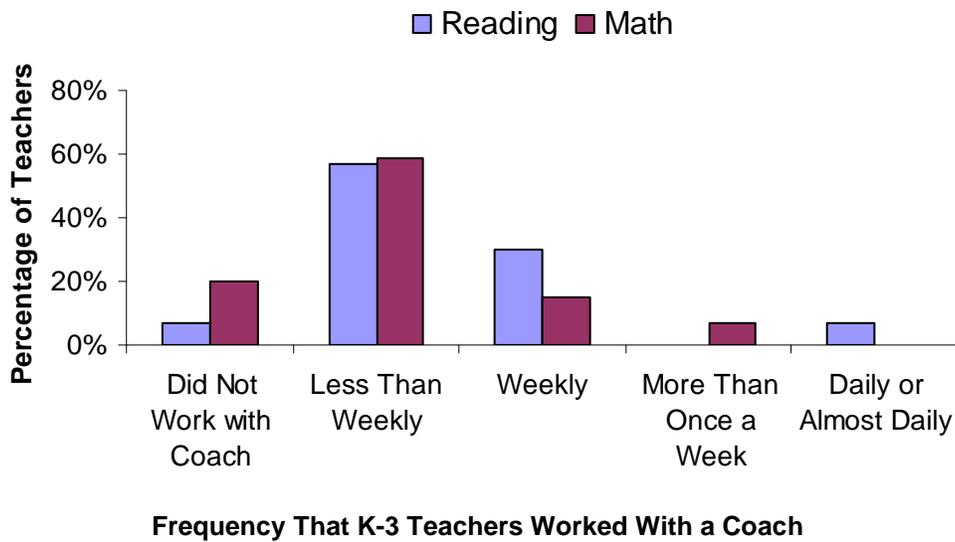
Figure 4 summarizes the ways that K–3 teachers in the project schools worked with instructional coaches over the year. Teachers who worked with coaches reported working with them primarily in four ways. Across all grades, interpreting assessment results was the most common activity on which teachers worked with a coach. The very high rates at which second- and third-grade teachers reported working on this activity is understandable since there are state-required assessments at those grades, with the third-grade assessment included in school accountability under *No Child Left Behind*.

Figure 4

Legend:
- Interpret Assess Results
- Observe Teaching
- Model Lessons
- Provide Materials / Lessons
- Work With Students
- Suggest Strategies
- Suggest Interventions
- Other

Ways K-3 Teachers Worked With Coaches[2]
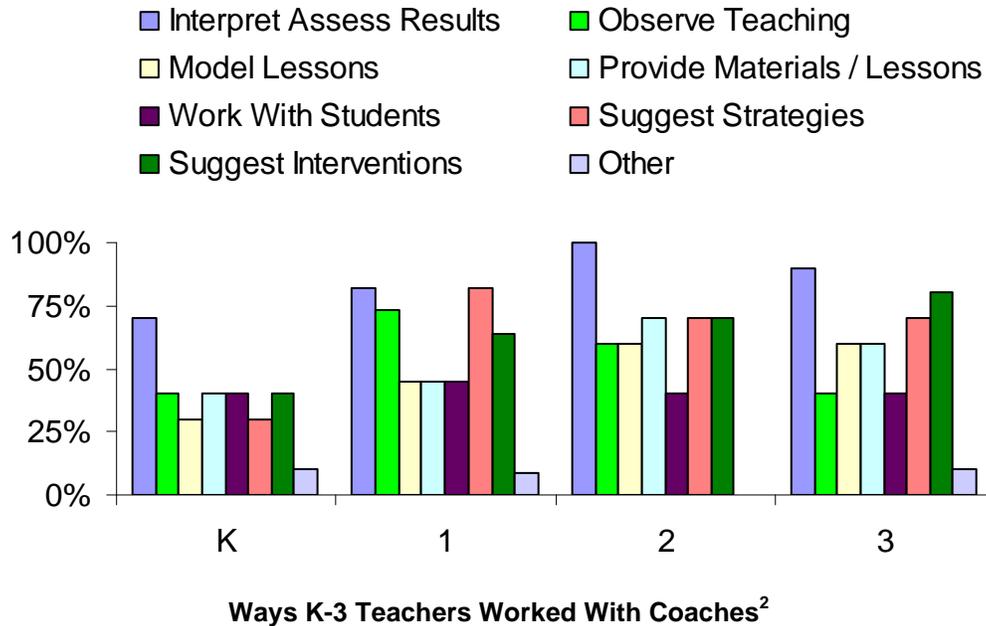
Beyond interpreting assessment results, there were different patterns to the ways that teaches worked with coaches across the grades. For example, it was relatively common for first-grade teachers to have a coach observe their teaching and suggest instructional strategies and interventions for struggling students. At second grade, coaches often provided materials and lesson plans, suggested instructional strategies, and suggested interventions for struggling students; more than half of second-grade teachers had a coach observe their teaching and model lessons in their classrooms. At third grade, coaches frequently suggested interventions for struggling students and suggested instructional strategies; coaches provided materials and lesson plans and modeled lessons for more than half of third-grade teachers.

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[2] The graph shows the percentages of teachers identifying each way of working with a coach—teachers were instructed to identify all that applied.

Figure 5 summarizes teachers' reports of the ways they *benefited* from working with an instructional coach over the year. Teachers reported that they benefitted primarily in three ways, and these differed depending upon the grade level.

Figure 5
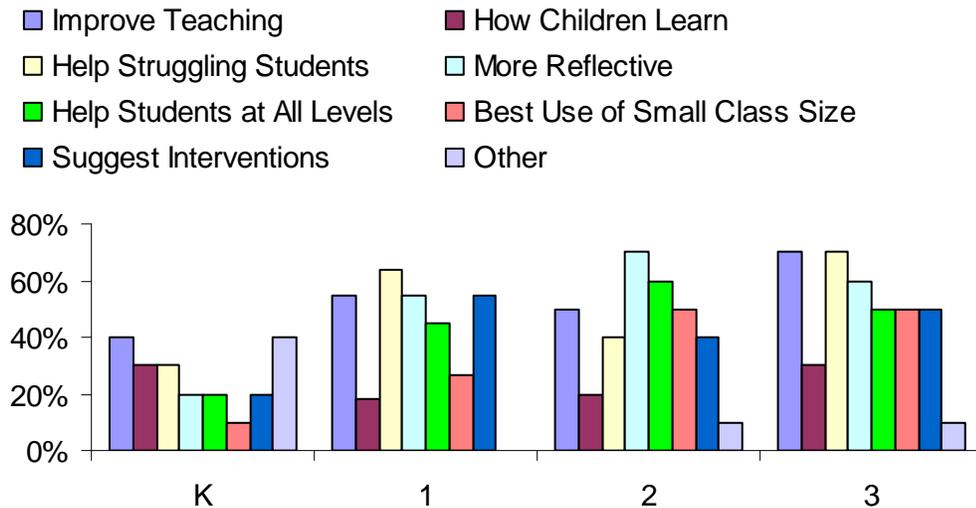
Ways K-3 Teachers Benefited From Coaching This Year[3]

First-grade teachers most commonly identified improved ability to help struggling students as a benefit they received from coaching, followed by improving their teaching, becoming more reflective, and receiving suggestions for interventions. For second-grade teachers, becoming more reflective about teaching was the most commonly identified benefit from coaching, followed by improved ability to help students at all levels. Seventy percent of third-grade teachers said that coaching helped improve their teaching and made them better able to help struggling students; sixty percent of third-grade teachers cited becoming more reflective as an additional benefit of coaching.

Compared to teachers at other grade levels, kindergarten teachers were relatively restrained in identifying benefits of coaching. No area was identified as a benefit of coaching by a majority of kindergarten teachers, although 40 percent reported that coaching helped improve their teaching and 40 percent identified they benefited from coaching in ways other than presented on the survey.

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

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[3] The graph shows the percentages of teachers identifying each area as a benefit—teachers were instructed to pick all that apply.

Figure 6 summarizes teachers' degree of satisfaction with the coaching they received over the year. Across the three project schools, approximately one teacher out of four reported being very satisfied with coaching. Kindergarten teachers expressed a relatively high level of dissatisfaction, compared to other teachers.

Figure 6

■ Not □ Somewhat ■ Moderately ■ Very

Teachers' Satisfaction with Coaching
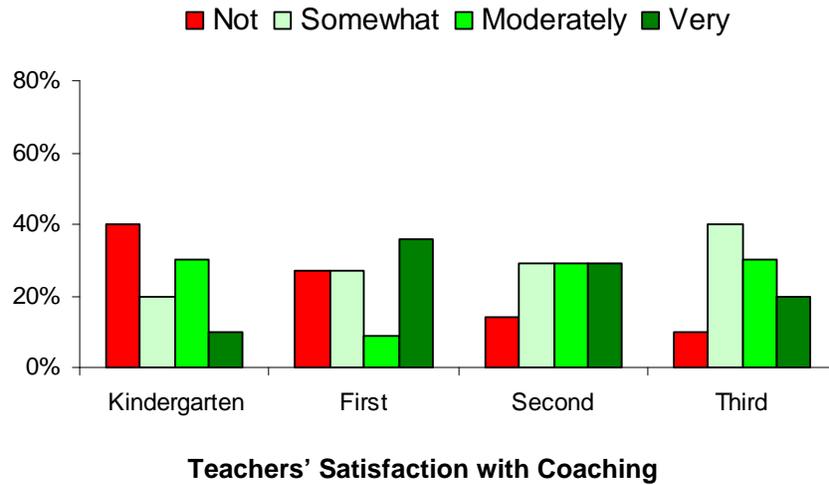
Figure 7 summarizes K–3 teachers' satisfaction with the professional development they received over the year.

Figure 7

■ Not □ Somewhat ■ Moderately ■ Very

Teachers' Satisfaction with Professional Development

Kindergarten was the only grade where a majority of teachers reported being very satisfied with the professional development they received over the year, although a majority of second- and third-grade teachers reported that they were at least moderately satisfied with their professional development. On the other hand, compared to teachers in other grades, first-grade teachers were relatively dissatisfied with their professional development.

Summary of Issues Related to Coaching and Professional Development

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 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 benefitted from coaching. First-, second-, and third-grade teachers frequently cited that they were better able to help struggling students, had generally improving 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 with their coaching.

- 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 generally at least moderately satisfied, and first-grade teachers relatively dissatisfied.

Implementation of Child-Centered and Developmental Learning

Child-Centered Practices

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

Almost all teachers reported that they allowed students opportunities for personal exploration and discovery. Eighty percent of kindergarten teachers, 81 percent of first-grade teachers, 60 percent of second-grade teachers, and 70 percent of third-grade teachers said they provided students opportunities for personal exploration and discovery at least once a week.

Hands-on Learning

Almost all teachers reported structuring hands-on learning opportunities for their students. Ninety percent of kindergarten teachers, 91 percent of first-grade teachers, 90 percent of second-grade teachers, and 80 percent of third-grade teachers provided hands-on learning more than once a week. A majority of kindergarten and second-grade teachers reported that they gave students these opportunities daily or almost daily.

When asked to give examples of how they gave their students opportunities for hands-on learning and how they encouraged their students' personal exploration and discovery, teachers provided examples such as the following:

> *I like to give my students opportunities to experience things hands-on. For example, an art activity when studying patterns in math and symmetry in plants. They bring in examples of patterns they see in their environment. I try to help them see how the concepts apply to their lives.*
>
> *Each day, students are given 30 minutes of center time focused on personal exploration and hands-on discovery. I also have an art project twice a week in class. The math curriculum allows hand-on discovery 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 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.

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.

Whole-group instruction took place in 58 percent of the instructional segments observed by NWREL staff members. Small-group activities took place during 39 percent of the observed instructional segments. Students were assigned individual work during 77 percent of the observed instructional segments. Free time constituted a major activity during only one of the 31 observed instructional segments.

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.

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.

Rich and Varied Subject Matter

In general, children in K–3 classrooms in the project schools receive instruction in reading, writing, and math daily or almost daily. They receive instruction in science more than once a week, but they typically receive 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.

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.

K–3 teachers in the project schools reported that they often presented their students with tasks that exercise their 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.

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-grade, 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.

When asked how they encouraged their students' creativity, teachers offered examples such as the following:

> *Open-ended lessons, where students are challenged to discover their own strategies to solving a problem or encouraged to ask questions, keep journals of learning, and set personal goals.*

> *I am consistently encouraging my students to find ways to look at things differently. My students are involved in centers that allow for building, creating, and manipulating objects through using their imaginations. The students are encouraged to check their work daily and are questioned each time an activity is completed. I use "free writing" in my classroom so students are encouraged to think about their own experiences and write what they think.*

Attention to Students' Social and Emotional Development

The fact that teachers are very purposeful about their students' social and emotional development is clear from examples they provided of the ways that they encourage it.

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

> *I try to catch them making good self-management choices and encourage the behavior. I also try to be clear of my expectations of each issue.*

> *I have my students role-play common occurrences throughout a normal school day. We do an example of a positive interaction and a negative interaction.*

> *I have discussions in the classroom about appropriate behaviors and why it is important to have appropriate behavior. We discuss how behavior affects our academic achievement.*

> *Developed classroom rules with student input. Go over our rules often. Remind students how they wouldn't like others to be disrespectful to them. I give students responsibilities such as leading the line. I let them make choices. We talk about behaviors that make a good reader, good student … Lead the opening.*

> *Students are encouraged to express their emotions through classroom discussions, thinking about good choices, and are encouraged to be positive. We work on becoming more organized with their belongings and building responsibility.*

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

> *I always encourage children to be kind to each other. Presently, I am giving out an award daily for a child who is especially kind. Children are put on the <u>great</u> <u>list</u> for doing above and beyond in any area (academic, behavior, kindness, etc).*

> *We have a buddy class that has helped the students learn to relate to other students in the school. We have many class meetings and discussions about how to work with our classmates.*

> *We connect school to home in many ways. We recognize many holidays and cultures throughout the year through read-alouds, class discussion, and sharing. I ask students to share with peers their weekend plans and after, or post-weekend adventures. They write about family in their journals. We study a "neighborhood" unit and make and create a neighborhood with art materials.*

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

> *Teach them that they are responsible for their own choices. Decision is something personal. They need to think about the positive and negative outcomes of their decisions and how behavior can affect others.*

> *We create a list of personal goals both academic and other goals. We role play conflict resolution situations, mostly recess conflicts, to help students solve problems. We cleaned outside for Earth Day to help raise awareness of keeping our community clean.*

> *We do a lot of role plays that will introduce new, positive strategies for the students to use, and we talk about why these behaviors are the best way to go about making decisions.*

> *Give them lots of opportunities to make choices – book choice, where to sit, where to work - choices on book responses, how to solve problems.*

> *I hold high expectations for all of my students and give them a lot of praise when they bring back homework, bring back signed notes, and when they make the right choice.*

Personalized Assessment of Students' Academic Skills; Social and Emotional Skill Development; Critical Thinking and Decision-Making; Motor Skills; and Personal Interests, Strengths, and Goals

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

Teachers at different grade levels reported varying frequencies with which they assessed students individually. Third-grade teachers, for example, reported that they conducted individual assessments more frequently in all areas than teachers at the other grades. In fact, third grade was the only grade where at least half the teachers reported that they assessed their students individually at least weekly in most areas.

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. Table 3 shows the district and state tests used in the project schools at kindergarten through third grade.

Table 3
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	DIBELS (K-3) MAP (3) CBE (3)		MAP (3)	MAP Language (3)
State Tests	Fluency and Accuracy (2) WASL (3) WLPT (K-3 ELL) WAAS (3)	WASL (3) WLPT (K-3 ELL) WAAS (3)	WASL (3) WAAS (3)	

At kindergarten, first grade, and second grade, the majority of teachers assessed students' social and emotional development less often than once a week (half of the kindergarten teachers said they did not assess students' social and emotional development). On the other hand, a majority of third-grade teachers said they assess students' social and emotional development at least weekly. Teachers assess their students' social and emotional development through 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.

Characteristics of K-3 Classrooms in the Project Schools

The previous sections summarized reports by teachers and administrators of how the project schools put in place the structural requirements (small classes, coaching, professional development, and all-day kindergarten) and the features of child-centered learning identified by SB 5841 as requirements for the demonstration projects. This section reports the results of observations of K–3 classrooms in the project schools conducted by NWREL staff members. Observations were conducted using the *Classroom Assessment Scoring System* (CLASS), developed by Robert Pianta and colleagues at the University of Virginia (Pianta, La Paro, & Hamre, 2008). The 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. Qualities of classrooms were rated on a scale of 1 to 7, where "1" indicates low levels of the dimension and "7" indicates high levels, indicative of more favorable conditions in the classroom.

Classroom Organization

NWREL evaluators rated three dimensions of classroom organization in K–3 classrooms in the project schools. The dimensions and a brief description are given in Table 4. An overall rating of classroom organization was constructed as the average of the scores for the three dimensions.

Table 4
Dimensions of Organization in K-3 Demonstration Classrooms

Dimension	Description
Behavior Management	The teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
Productivity	How well the teacher manages instructional time and classroom routines to keep students involved in learning activities.
Instructional Learning Formats	The ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

Average ratings on each dimension of classroom organization across all the observations conducted in the project schools are presented in Table 5.

Table 5
Classroom Organization in K-3 Demonstration Project Classrooms

	Mean
Behavior Management	6.0
Productivity	6.0
Instructional Learning Formats	5.6
Classroom Organization	5.9

Ratings for each dimension of classroom organization, and the overall index of classroom organization, were towards the high end of the scale. Following is a qualitative summary of the observations by NWREL staff members concerning dimensions of organization in K–3 classrooms in the project schools.

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.

Support for Students' Cognitive and Language Development

During their classroom observations, NWREL evaluators used the CLASS to rate three dimensions of the ways that K–3 teachers in the project schools supported children's language and cognitive development. A brief description of each dimension is given in Table 6.

Table 6
Dimensions of Support for Cognitive and Language Development
in K-3 Demonstration Classrooms

Dimension	Description
Concept Development	The degree to which the teacher focuses on understanding rather than rote learning and how well the teacher promotes students' higher-order thinking skills.
Quality of Feedback	The degree to which the teacher provides feedback that expands students' learning and encourages them to participate actively.
Language Modeling	How the teacher uses language to stimulate and engage children.

An overall index of instructional support was constructed as the average of the scores for all three dimensions. Average ratings for each dimension of support for cognitive and language development during the instructional segments observed by NWREL staff members are presented in Table 7.

Table 7
Support for Cognitive and Language Development
in K-3 Demonstration Project Classrooms

	Mean
Concept Development	4.1
Quality of Feedback	5.1
Language Modeling	5.0
Overall	4.7

Following is a qualitative summary of the ratings of the support for cognitive and language development in K–3 classrooms in the demonstration project schools.

Teachers occasionally encouraged thinking at higher cognitive levels. The overall rating of 4.1 for concept development reflects that 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.

Emotional Climate in K-3 Classrooms in Project Schools

NWREL evaluators rated four dimensions of the quality of the emotional support provided to children in K–3 classrooms in the project schools. A brief description of the four dimensions is given in Table 8. In the summary below, higher scores for Negative Climate indicate more desirable outcomes—that is, less negativity in the classroom. An overall rating of emotional support was constructed as the average of the scores for the four dimensions.

Table 8
Dimensions of Emotional Support for Students in K-3 Classrooms

Dimension	Description
Positive Climate	Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
Negative Climate	Reflects expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students in the classroom.
Teacher Sensitivity	Teachers' awareness of and responsiveness to students' academic and emotional concerns.
Regard for Student Perspectives	The degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.

Average ratings for each dimension of emotional support observed in K–3 classrooms in the project schools are given in Table 9.

Table 9
Levels of Emotional Support in K-3 Demonstration Project Classrooms

	Mean
Positive Climate	6.2
Negative Climate	7.0
Teacher Sensitivity	6.1
Regard for Student Perspectives	4.3
Emotional Support	5.9

Ratings for Positive Climate, Negative Climate, and Teacher Sensitivity were towards the high end of the scale, as was the overall level of Emotional Support. The rating for Regard for Student Perspectives was slightly lower, primarily because students had relatively little choice about instructional activities during the periods observed by NWREL staff members. Following is a qualitative summary of observations of emotional support for children in K–3 classrooms in the demonstration 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 of 7 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.

<u>Teachers showed regard for student perspectives</u>. 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. (This is perhaps not surprising in the current educational environment that demands that teachers adhere closely to state academic standards).

Students' Progress in Academic, Social, and Emotional Areas

The interim report examines third-grade WASL results in reading and mathematics, K–3 DIBELS results for Barge-Lincoln and White Center, and second-grade Running Record results for Bemiss

WASL Results

The discussion of WASL results begins with comparisons of progress in the project schools, their districts, and the state over the past three years.

Table 10 presents the percentage of Bemiss students meeting or exceeding the third-grade WASL standard for proficiency in reading compared to the Spokane School District and Washington state.

Table 10
Bemiss Third-Grade Reading Proficiency

Year	Bemis	Spokane	State
2005-2006	57.1%	66.8%	68.3%
2006-2007	67.9%	71.3%	70.9%
2007-2008	60.7%	71.9%	70.4%

A review of Table 10 shows an increase in the percentage of Bemiss students meeting or exceeding the standard for proficiency between 2005–2006 and 2006–2007, with a decline between 2006–2007 and 2007–2008.

Table 11 shows the percentage of students meeting or exceeding the standard for proficiency on the third-grade WASL math assessment for Bemiss compared to the Spokane School District and Washington state.

Table 11
Bemiss Third-Grade Math Proficiency

Year	Bemis	Spokane	State
2005-2006	59.7%	66.7%	64.2%
2006-2007	70.4%	74.3%	69.6%
2007-2008	74.2%	74.5%	68.3%

A review of Table 11 shows an increase in the percentage of Bemiss students meeting or exceeding the standard for proficiency in math each year over the three-year period.

Table 12 shows the percentage of students meeting or exceeding the standard for proficiency on the third-grade WASL reading assessment for Barge-Lincoln compared to the Yakima District and Washington State.

Table 12
Barge Lincoln Third-Grade Reading Proficiency

Year	Barge-Lincoln	Yakima	State
2005-2006	39.1%	51.3%	68.3%
2006-2007	44.6%	57.5%	70.9%
2007-2008	40.7%	56.1%	70.4%

A review of Table 12 shows an increase in the percentage of Barge-Lincoln students meeting or exceeding the standard for proficiency in reading between 2005–2006 and 2006–2007, with a decline between 2006–2007 and 2007–2008.

Table 13 presents a comparison of the percentage of Barge-Lincoln students meeting or exceeding the standard for proficiency on the third-grade WASL math assessment compared to the Yakima School District and Washington state.

Table 13
Barge Lincoln Third-Grade Math Proficiency

Year	Barge-Lincoln	Yakima	State
2005-2006	22.8%	38.1%	64.2%
2006-2007	29.3%	49.8%	69.6%
2007-2008	34.9%	53.4%	68.3%

A review of Table 13 indicates that there has been an increase in the percentage of Barge-Lincoln students meeting or exceeding the standard for proficiency in math over the three year period from 2005–2006 to 2007–2008.

Table 14 shows the percentage of students meeting or exceeding the standard for proficiency on the third-grade WASL reading assessment for White Center compared to the Highline School District and Washington state.

Table 14
White Center Third-Grade Reading Proficiency

Year	White Center	Highline	State
2005-2006	37.3%	57.0%	68.3%
2006-2007	43.9%	58.9%	70.9%
2007-2008	42.9%	61.6%	70.4%

A review of Table 14 shows an increase in the percentage of White Center students meeting or exceeding the standard for proficiency between 2005–2006 and 2006–2007, with a slight decline between 2006–2007 and 2007–2008.

Table 15 presents a comparison of the percentage of students meeting or exceeding the standard for proficiency on the third-grade WASL math assessment for White Center compared to the Highline School District and Washington state.

Table 15
**White Center Third-Grade Math Proficiency**

Year	White Center	Highline	State
2005-2006	50.8%	51.0%	64.2%
2006-2007	43.9%	56.6%	69.6%
2007-2008	43.7%	58.3%	68.3%

A review of Table 15 shows a decrease in the percentage of students meeting or the standard for proficiency in math between 2005–2006 and 2006–2007, and virtually no change between 2006–2007 and 2007–2008.

Figures 8 and 9 present WASL reading and math results for continuously-enrolled low-income students in the project schools, their districts, and the state over the past two years. Results are presented for low-income students because the racial and ethnic populations of the project schools are very different from each other (and from many other schools in their districts and the state), but what they have in common is a very high proportion of students eligible for free or reduced-price lunch. Consequently, looking at the achievement of low-income students provides a reasonable basis of comparison.

Figure 8 and Figure 9 show that the achievement of low-income White Center third-graders improved from 2007 to 2008 in both reading and math, although low-income third-graders at White Center met standard at lower rates in both subjects than low-income third graders in Highline and Washington.

Figure 8
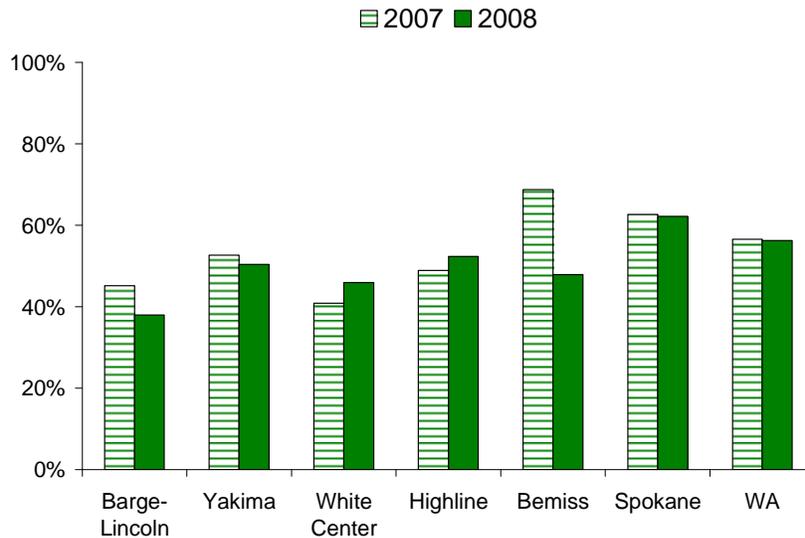
2007   2008

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

Figure 9
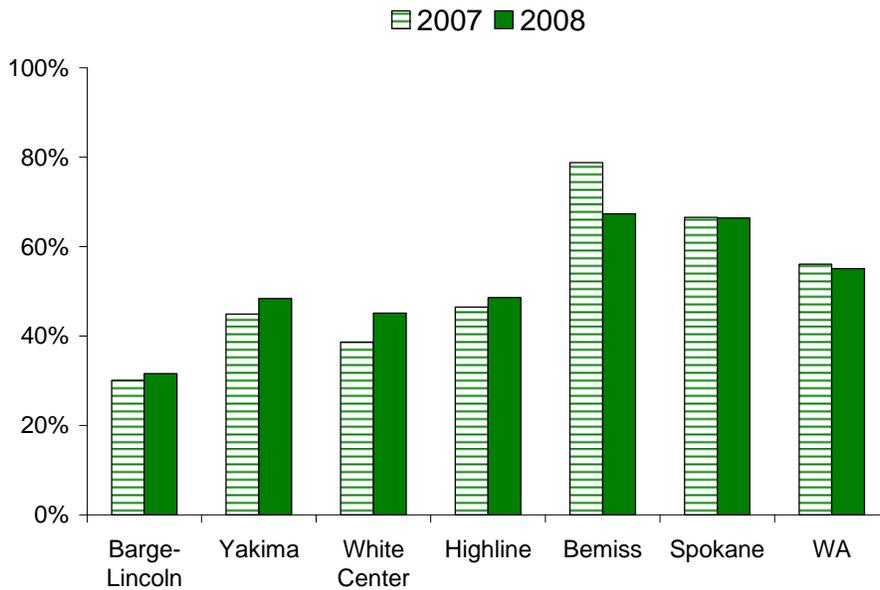
2007   2008

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

The achievement of low-income Barge-Lincoln third-graders improved from 2007 to 2008 in math, but declined in reading. Low-income third-graders at Barge-Lincoln met the WASL standard at lower rates in both subjects than similar students in Yakima and Washington.

The percentage of low-income third-graders meeting the WASL standard declined from 2007 to 2008 at Bemiss in both reading and math. A lower proportion of low-income third-graders met the 2008 reading standard at Bemiss than in Spokane and Washington; however, the proportion of low-income third-graders meeting the math standard was higher in Bemiss than in Spokane and in Washington. Finally, in analyzing 2008 WASL results for the project schools, it is important to note that the proportion of low-income third-graders demonstrating proficiency declined <u>statewide</u> from 2007 to 2008 in both reading and math.

Matched Sample Analysis

The results reported in this section are based on third-grade students in the project schools who were continuously-enrolled and who had scores for both the reading and math sections of the 2008 WASL. A comparison group of third graders from the same district was selected to match the demographic characteristics of the third-graders in each of the project schools. The comparison groups were created using specialized software.[4] Table 16 shows that the demographic characteristics of the students selected as comparisons closely matched the characteristics of the students in the project schools.

Table 16
Characteristics of Third-Graders in Project Schools and in Comparison Groups

	Spokane District		Yakima District		Highline District	
	Bemiss n=56	**Matched Students n=56**	**Barge-Lincoln n=81**	**Matched Students n=81**	**White Center n=63**	**Matched Students n=63**
American Indian	4%	4%	1%	2%	0%	0%
Asian	4%	0%	2%	0%	44%	46%
Black	5%	5%	4%	2%	22%	21%
Hawaiian	7%	7%	0%	1%	0%	0%
Hispanic	0%	2%	83%	84%	27%	27%
Multi	11%	14%	0%	0%	0%	0%
White	68%	68%	10%	10%	6%	6%
ELL	11%	7%	46%	46%	24%	17%
FR Lunch	86%	86%	95%	95%	79%	78%
Special Education	18%	21%	6%	6%	8%	6%

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[4] Daniel Ho, Elizabeth Stuart, Kosuke Imai and Gary King (2008). MatchIt. R package version 2.4-7. http://gking.harvard.edu/matchit/

Figure 10 compares percentages of third-graders in the project schools meeting WASL standards in reading and mathematics to the percentages of matching groups of students meeting the standards.

Figure 10

Legend:
- Barge-Lincoln
- Bemiss
- White Center
- Yakima Match
- Spokane Match
- Highline Match
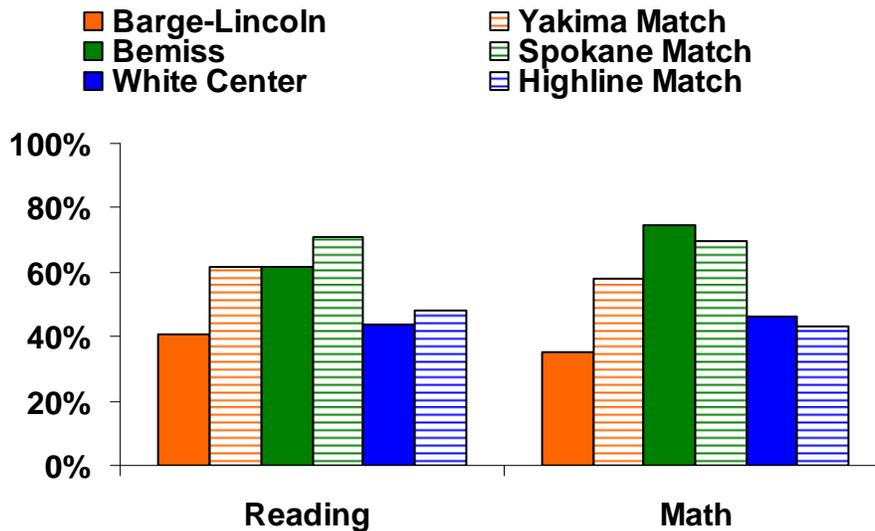
2008 WASL Achievement
For Third-Grade Students in Project Schools and Matched Samples of Students

Third-grade students in the project schools met the spring 2008 WASL reading standard at <u>lower</u> rates compared to matching students drawn from their districts. However, in mathematics, students in two of the project schools met standard at <u>higher</u> rates than matching students.

Table 17 presents DIBELS results for Barge-Lincoln and White Center, their districts, and the state as a whole. The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) are short assessments of students' early literacy skills. DIBELS is required K–3 in Reading First schools in Washington. Figures in Table 17 for Highline and Yakima exclude results for White Center and Barge-Lincoln.

Kindergarten students in White Center made progress very similar to kindergarten students in other Reading First schools in Highline and in Washington. However, first, second-, and third-grade students at White Center made less progress than students in the same grades at other Reading First schools in Highline and other Reading First schools in Washington.

In general, kindergarten, first-, and second-grade students at Barge-Lincoln made progress equal to or better than the progress of students in the same grades in other Reading First schools in Yakima and in Washington. At third grade, however, progress at Barge-Lincoln lagged progress in other Reading First schools in Yakima and in Washington.

Table 17
Percentage of Students at the DIBELS Benchmark
Fall 2007 and Spring 2008

	Kindergarten		First		Second		Third	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Washington	24%	86%	71%	70%	53%	59%	51%	61%
White Center	13%	87%	66%	61%	43%	43%	62%	46%
Highline	27%	86%	67%	68%	59%	63%	51%	59%
Barge-Lincoln	21%	90%	80%	83%	43%	49%	46%	46%
Yakima	22%	85%	77%	72%	60%	56%	53%	60%

Table 18 presents fall and spring second-grade Running Records results for Spokane and Bemiss over the past seven years. Running Records are tests of the number of words a student reads correctly over a specified period of time. Figures in Table 18 are the average number of words read correctly in the fall and spring and the average fall-to-spring gain in words read correctly.

Table 18
Second-Grade Fall and Spring Second Running Records Results
Bemiss and Spokane 2005–2008

	Spokane			Bemiss		
Year	Fall	Spring	Gain	Fall	Spring	Gain
2004-05	20.6	28.1	7.5	17.3	25.8	8.4
2005-06	21.2	28.1	6.9	15.8	22.7	6.9
2006-07	21.7	28.4	6.7	15.2	25.1	9.8
2007-08	21.8	28.5	6.7	16.3	25.7	9.4

Table 18 shows that second graders at Bemiss begin the year and end the year behind other Spokane second graders in reading, but in three of the past four years they increased their reading ability from fall to spring faster than other second graders in Spokane.

Summary of Students' Reading and Math Achievement

Review of assessment results produces a mixed picture of students' achievement in the project schools. When third-grade WASL results for the project schools are compared to results from previous years, only White Center showed improvement from 2007 to 2008 in both reading and math. When 2008 third-grade WASL results for the project schools are compared to results in schools of similar size and demographics, the picture is again mixed—in some cases project schools show higher achievement and in some cases comparison schools show higher achievement.

Students' Social and Emotional Development

K–3 teachers in the project schools completed a survey that asked them to estimate the proportion of children in their classrooms who showed desirable social and emotional behaviors. The target behaviors were taken from the *Illinois Standards for Social Emotional Learning* for children in the early primary grades.

Table 19 gives the overall percentages of K–3 teachers estimating how many of their students were consistently able to display each social and emotional behavior.

Table 19
Teachers' Estimates of Students' Social-Emotional Development

What percentage of your students are able to	Less Than 10%	Around 25%	Around Half	Around 75%	All Or Nearly All
Identify Emotions	13%	13%	13%	51%	11%
Control Impulsive Behavior	6%	13%	26%	43%	13%
Identify Likes, Needs, Strengths	4%	11%	26%	36%	23%
Identify Strengths in Family, Peers, School, Community	13%	26%	26%	36%	0%
Describe Importance of School for Personal Goals	6%	15%	21%	45%	13%
Identify Goals for Academic Success / Classroom Behavior	2%	13%	26%	43%	17%
Recognize that Others Have Different Perceptions	4%	26%	30%	35%	4%
Identify Others' Feeling / Perspective	7%	17%	37%	33%	7%
Describe How People Are Similar or Different	2%	11%	20%	50%	17%
Describe Others' Positive Qualities	2%	11%	20%	52%	15%
Identify Ways to Work and Play With Others	0%	4%	22%	50%	24%
Demonstrate Appropriate Social /Classroom Behaviors	0%	7%	24%	41%	28%
Identify Problems and Conflicts Experienced by Peers	0%	13%	22%	41%	24%
Identify Approaches to Resolving Conflicts	2%	20%	33%	30%	15%
Explain Why Unprovoked Attacks Are Wrong	7%	22%	24%	28%	20%
Identify Social Norms	2%	28%	28%	33%	9%
Identify Range of Decisions Students Make at School	0%	22%	37%	17%	24%
Make Positive Choices When Interacting with Classmates	0%	9%	20%	52%	20%
Identify and Perform Roles that Contribute to Classroom	0%	11%	11%	43%	35%
Identify and Perform Roles that Contribute to Family	0%	13%	28%	35%	24%

Figure 11 shows examples of two important social and emotional behaviors for which teachers perceive favorable trends in children's development over time. Tracing the development of particular social and emotional behaviors as a function of the demonstration project is beyond the scope of this study. However, Table 19 and Figure 11 are useful in calling attention to both the range of social and emotional behaviors demonstrated by children in early primary classrooms and to children's increasing competence in these behaviors over time.

Figure 11
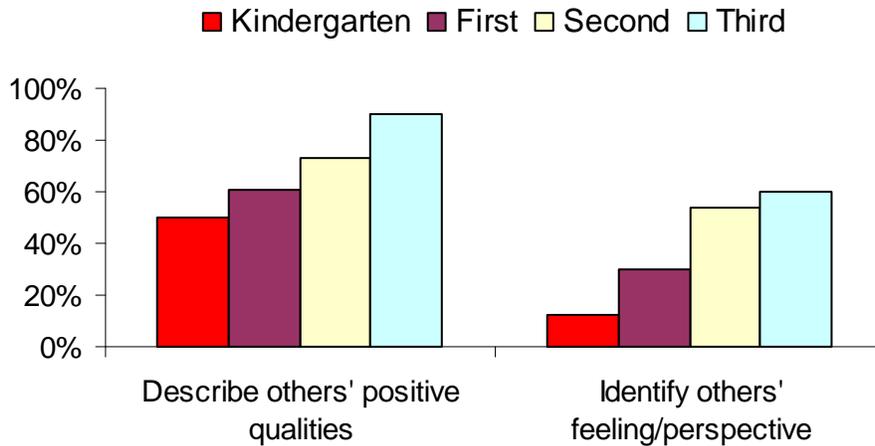
Percentage of Teachers Reporting That Their Students Consistently Display Important Social and Emotional Behaviors

Greatest Accomplishments of the First Year of the Demonstration Projects

Perspective of OSPI

OSPI reported that the demonstration projects had begun to develop a sense of what they hoped to accomplish through the grant and had organized themselves to accomplish their goals. As a result of participating in the P-3 symposium and other activities related to the demonstration projects, they see themselves playing an important part in developing understanding of integrated P–3 systems.

Perspectives of District and Building Administrators

When asked about benefits that the grant had brought to their schools, school and district administrators universally extolled the benefits of the smaller classes. More specifically, they reported that the smaller classes had benefited teachers, students, and parents in the following ways:

- Teachers were able to work effectively during class with all students, including those who needed additional assistance.

- Teachers had fewer student discipline problems.

- Teachers were able to get to know their students better and address their needs more effectively.

- Teachers were able to utilize student-centered instructional activities more effectively.

- Teachers were able to teach one-on-one with students more often during their class.

- Teachers were more successful in contacting parents.

- Teachers were more aware of where each child was academically.

- Teachers were able to have more comprehensive discussions about individual students. By having time to review student work, the focus of meetings had changed.

- Teachers had time to assess student progress more often and develop more personalized interventions to address specific needs.

- Teachers had the time and were willing to reach out and strengthen collaborative relationships with the Pre-Kindergarten communities.

- Teachers experienced an overall reduction in stress.

School and district administrators also reported that all-day kindergarten had important effects on the development of students' skills. Furthermore, one administrator shared an interesting discovery that students attending the all-day kindergarten had an increased feeling of belonging compared to students participating in half-day kindergarten programs in other schools. The administrator believed that increased opportunities to attend school assemblies and participate in music and physical education classes had drawn children in all-day kindergarten closer to the school.

Finally, administrators reported that the grant motivated schools to learn more about working collaboratively with pre-kindergarten teachers in aligning curriculum and become more systematic in assessing the social and emotional needs of their students. These topics will be explored in more detail in the second year of the evaluation.

Perspectives of Teachers

As might be expected, K–3 teachers in the project schools reported that smaller classes benefited their teaching in many ways (Figure 12). For example, large majorities of teachers reported that smaller classes helped them know their students better, gave them more time for individual students, made them better able to meet students' needs, allowed them more flexibility in choosing instructional approaches, and helped them keep track of students' progress.

Figure 12

Time for Individual Students Better Classroom Management
Know Students Better Meet Students' Needs Better
Track Students' Progress Allows Flexible Approaches
Go Deeper into Subjects
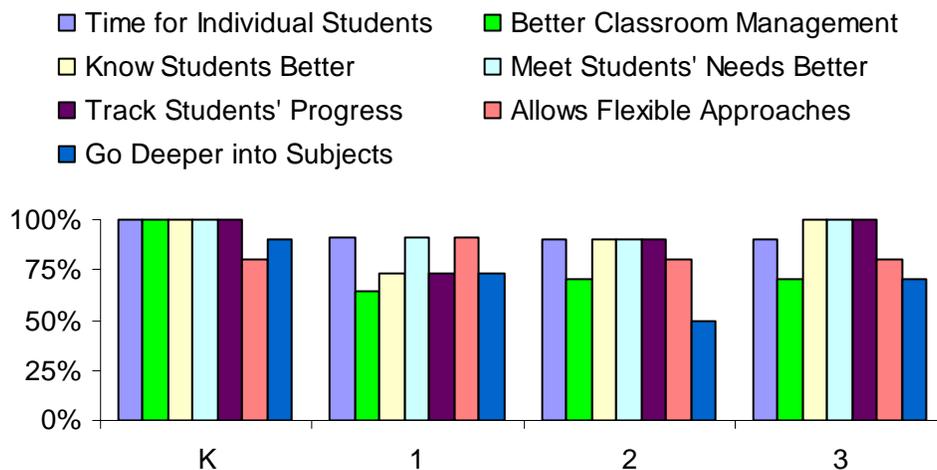
Teachers' Reports of Ways Smaller Class Sizes Helped Their Teaching[5]

- <u>All</u> kindergarten teachers said that smaller class sizes gave them more time for individual students, improved their classroom management, allowed them to know students better, made them better able to meet students' needs, and helped them keep track of the progress of individual students.

- Almost all first-grade teachers said that smaller classes gave them more time for individual students, made them better able to meet students' needs, and allowed them more flexibility in choosing instructional approaches.

- Almost all second-grade teachers said that smaller classes gave them more time for individual students, helped them know students better, made them better able to meet students' needs, and made them better able to track the progress of individual students

- <u>All</u> third-grade teachers said that the smaller class size helped them get to know students better, helped them meet students' needs better, and helped them keep

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[5] The graph shows the percentages of teachers identifying ways that smaller classes helped them. Teachers were instructed to identify all the ways that smaller classes helped them respond to students.

track of the progress of individual students. Almost all third-grade teachers reported that smaller classes allowed them more time for individual students.

Figure 13 summarizes K–3 teachers' reports of ways that students benefited from smaller classes.

Figure 13
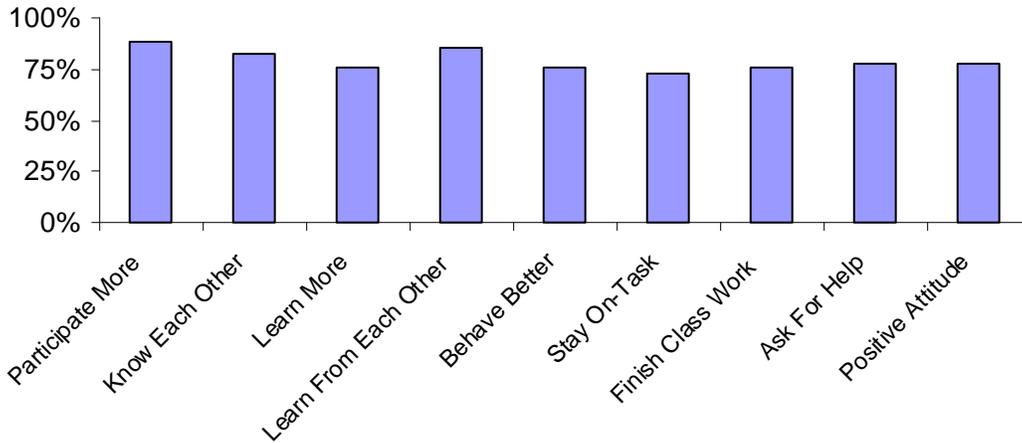
Teachers' Reports of Benefits of Smaller Class Size for Students[6]

The benefits of smaller class sizes most commonly cited by teachers across K–3 were that children participated more actively, learned more from each other, and got to know each other better.   Table 20 shows that teachers in the different grades had different perceptions of how their students benefited from smaller classes.

Table 20
Grade-Level Patterns in Teachers' Perceptions of How Students Benefit From Small Classes

Benefit For Students	Kindergarten	First	Second	Third
Participate more actively	X	X	X	
Know each other better	X		X	X
Learned more	X			
Learn more from each other	X		X	X
Behave better			X	X
Stay on-task more				X
Finish class work	X			X
Ask for help			X	X
Positive attitude toward learning	X	X		

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[6] The graph shows the percentages of teachers identifying each way that smaller classes helped students— teachers were instructed to identify all that applied.

Following is a sample of responses offered by teachers when asked to comment on ways that the smaller class sizes had been particularly beneficial.

Small class size creates a sense of family between the teacher and students. There is more time to get to know the special learning needs and provide that help to each student.

I can individualize better. I feel like a tutor more than a teacher. I have enjoyed being able to truly teach each student at their level. I see more progress for each one.

I have been able to work with each kid or group more. The class environment has been wonderful. There is room for the kids to move around and work.

Easier to have small groups working simultaneously, rotating to work with me. More one-on-one time with students. Class is not as crowded.

I have gotten to know my students so much more on a personal level. Classroom management has been easier in several ways. Transitions are smoother and I can spend more time individually assessing each student's work. Report cards and formal assessments do not take as much time to complete. I can get back to parents quicker and have more confidence when talking to them about their child. There is also more time for different activities.

I am able to teach math, reading, and writing <u>thoroughly</u> each day. I am able to pull kids aside to give more individualized instruction.

My students have formed a stronger community with each other. Small groups are more focused and the students are comfortable with each other. The students have a lot more opportunity to share out ideas and be heard. They know they have my attention when they need it and they have more time to spend on an activity. Transitions do not take as long and the students are more focused.

With fewer of them, they get more of me. They are able to share ideas more frequently. Kids who are struggling can get help quicker. The flow of the classroom is smoother. There is more room with fewer kids. We have room to work on the floors, tables, etc. We can maneuver the classroom without running into each other!

They have more access to me for help. We all feel less rushed and they know I will get to them more often. They have become more patient and independent.

Perspectives of Parents

Parents interviewed by NWREL staff members spoke very favorably of the smaller classes and were eager to identify specific ways that smaller classes had helped their children. The following comments illustrate opinions reported to NWREL staff members by a number of parents:

> *Last year* my *child attended school in a district that had larger classes – the teacher there knew my son's test scores. This year his teacher knows where he's weak and where he's strong in his subjects. His teacher also knows his personality and his behavior.*

> *Because of the help she got from her teacher, my daughter went from being a timid reader to being a confident reader in front of the class.*

> *My son's work is better this year because he got more correction from the teacher and he was able to polish his work better than he previously did in a larger class.*

> *Smaller classes help teachers to group children more effectively—that helped my son connect with his classmates to the extent that he mentioned more names of classmates this year than in previous years.*

Several parents pointed out that over the year teachers provided them with frequent reports of their child's progress. Several parents made a point of emphasizing that home/school communication improved this year due to the smaller class size.

NWREL staff members also interviewed parents of children in all-day kindergarten. These parents felt that, overall, their children adjusted quickly to the full-day program and that their children were interested in school and proud of their learning. Parents were very pleased with the progress their children made over the year. Several commented that they appreciated how quickly teachers got to know their students by name. Parents who had older children enrolled in part-day kindergarten were definite in asserting that the full-day program was superior in every way—particularly in combination with a small class size.

SUMMARY OF FINDINGS

Structural components in place. During the 2007–2008 school year, all three participating schools made important progress in developing programs to increase the academic and social and emotional readiness of young children. The study found that the structural components specified in Senate Bill 5841 (e.g., all 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 all-day kindergarten and smaller classes in kindergarten through third grade. Implementing smaller classes in conjunction with all-day kindergarten required readying additional classrooms, procuring additional facilities, busing students, and increasing staffing for additional music and physical education classes.

Initially, all three districts approached OSPI for additional clarification regarding allowable expenditures and expected outcomes. Once this initial hurdle was overcome, schools began developing plans, seeking professional development opportunities, and prioritizing different components within their educational programs to enhance or change.

Building collaborative relationships with community early childhood service providers begun in earnest. 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 PK–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. During the year, schools actively participated in training and symposiums on PK–3 programs, including a visit to the New School in Seattle, which has strong PK–3 relationships, and developed joint planning committees with early childhood leaders. During the 2008–2009 school year, evaluators will investigate progress on these PK-3 partnerships and describe program changes that result from them.

Positive classroom environment is supportive of student academic, social, and emotional progress. The study analyzed progress in academic achievement from two different vantage points—short-term outcomes and long-term outcomes. 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 this year's WASL scores to those of prior years does not show significant changes in the level of proficiency. However, it should be noted that while it is certainly reasonable to expect that the demonstration projects will help students achieve proficiency on WASL, the 2008 results reflect outcomes for students who had experienced only one year of the enriched education environment that the demonstration projects created. The second year of the

evaluation will again examine WASL results and the results of other assessments; but, in addition, it will examine other examples of students' work across the grade levels. Doing so will throw light on the immediate effects of the demonstration project.

Influencing WASL scores tends to require a longer horizon than the initial year of a new program. However, the study did find encouraging short-term outcomes that are likely to have a positive effect on assessment scores in the long run. One fundamental change reported by administrators and teachers, and corroborated by observations by NWREL staff members, was increased student participation in classroom activities. 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, that resulting primarily because of the small class sizes and all-day kindergarten, keep students more motivated and more focused—two essential precursors to higher achievement.

Teachers reported many ways that smaller classes allowed them to work more effectively with students. Teachers reported 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.

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.

Measuring the program impact on student social and emotional development was more problematic during the initial year of the project. Washington does not have established statewide benchmarks and required assessments, and none of the schools had systematic methods in place for assessing social and emotional development. However, teachers and administrators report that that the project is positively influencing student attitudes towards school and learning. For example, teachers reported that students were more actively engaged in enhancing their self-awareness, self-management skills, social skills, and behavioral skills. Kindergarten children reported feeling more connected to their schools because they were participating in more of the life of their school (e.g.,

assemblies, enrichment programs). Children were more actively engaged with peers in school activities designed to teach and increase social and decision-making skills.

One noteworthy development is that all schools are exploring ways to more systematically assess the social and emotional adjustment of their students. One development that evaluators will be watching closely is the piloting at Bemiss of the DESA (*Devereux Elementary Student Strength Assessment*) social and emotional assessment. This same company produces the DECA (*Devereux Early Childhood Assessment*), a nationally normed assessment of within-child protective factors in preschool children aged two to five, which is used by 58 percent of Pre–Kindergarten programs in Washington. If successful, this instrument could assist schools and early childhood service providers in developing comprehensive PK–3 programs. If appropriate, the data from the pilot test will be incorporated into the final report.

Parents see positive program effects on their children. Parents interviewed by NWREL staff members spoke very favorable of small classes and pointed to specific ways that small classes 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 all-day kindergarten felt that their children adjusted well to the all-day program and were making excellent progress.

Project schools made notable progress in areas identified by research as contributing to improved outcomes for children in the early primary grades. The following table 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 21
Research Findings and Findings from Project Schools

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:	Research Finding: Classrooms where children's behavior is well-managed also advance 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 called on students to explain their thinking in detail relatively infrequently.
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 encouraged students' thinking at higher cognitive levels.

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

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.

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.

Research Findings and Findings from Project Schools Table
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Additional Areas for Review During the 2008-2009 School Year.

In addition to reviewing program implementation, students' test results, and steps schools are taking to assess students' social and emotional development, evaluators will also investigate:

- Ongoing school and district planning related to specific Demonstration Project requirements and objectives.

- Quality of types of students' work, including special education and ELL students.

- How coaching and professional development advance specific child-centered instructional assessment practices.

- Challenges to realizing project requirements and expectations, particularly making curriculum rich and varied, increasing child-centerness of instructional programs, and promotion during the year based on demonstrated mastery of primary skills in reading and math versus end-of-year advancement.

- Linkages between preschool programs (Head Start, day care, etc.) and kindergarten programs.

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APPENDICES

APPENDIX A

Social and Emotional Standards

- **Washington State Early Learning Social Emotional Competencies**
  - **Illinois Board of Education Social and Emotional Goals, Standards and Benchmarks**

Washington State Early Learning Social-Emotional Competencies
for Entering Kindergarteners

Trusts and interacts with familiar adults
- Shows confidence and positive feelings about relationships with significant adults such as teachers
- Interacts with adults respectfully and appropriately (e.g., not interrupting)

Seeks assistance from adults when needed
- Demonstrates understanding of when to bring issues to adult attention
- Asks questions before deviating from rules and routines

Develops friendships with peers
- Gives social support to others (e.g., offers to help a peer)
- Follows suggestions given by a friend about how to proceed in their plan
- Maintains friendships with two or more peers

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

Demonstrates positive negotiation skills
- Uses multiple strategies to resolve conflicts (e.g., first uses words and then seeks assistance)
- Attempts to settle disputes through negotiations addressing rights of self and others, with assistance
- Uses and accepts compromise, with assistance
- Demonstrates beginning understanding of others' intentions and motives

Demonstrates awareness of behavior and its effects
- Describes how own actions makes other feel and behave
- Engages in empathetic, caring behavior so others respond positively
- Explains responses to others' actions and feelings
- Guesses how own and other's behavior will influence responses

Participates positively in group activities
- Follows simple participation rules in group activities
- Participates cooperatively in large and small groups activities
- Willingly joins in the middle of an ongoing group activity
- Sometimes part of audience, as well as an active participant in group activities
- Assign roles to other children during group activities

Demonstrates empathy for others
- Communicates others' feelings
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs, at times

Recognizes, appreciates, and respects similarities and differences in people
- Shows concern about fairness within peer group
- Recognizes others' abilities in certain areas
- Names and accepts differences and similarities in preferences
- Examines a situation from another's perspective

Regulates feelings and impulses
- Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fighting)
- Shows ability to control destructive impulses, with guidance
- Seeks peaceful resolution to conflict

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 bulling 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.

APPENDIX B

PROTOCOLS

- **Teachers' Opinions Concerning Students' Socio-Emotional Development**
- **Teacher Survey**
- **Classroom Observation Protocol**
- **Interview of Building Administrators**
- **Interview of District Staff**
- **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	1st	2nd	3rd
1. What grades do you teach? (Mark ● all that apply)	O	O	O	O

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

Less than five years   O   Five years or more   O

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?	O	O	O	O	O
4. Demonstrate control of impulsive behavior?	O	O	O	O	O
5. Identify their likes and dislikes, needs and wants, strengths and challenges?	O	O	O	O	O
6. Identify family, peer, school, and community strengths?	O	O	O	O	O
7. Describe why school is important in helping students achieve personal goals?	O	O	O	O	O
8. Identify goals for academic success and classroom behavior?	O	O	O	O	O
9. Recognize that others may experience situations differently from oneself?	O	O	O	O	O

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?	O	O	O	O	O
11. Describe the ways that people are similar and different?	O	O	O	O	O
12. Describe positive qualities in others?	O	O	O	O	O
13. Identify ways to work and play well with others?	O	O	O	O	O
14. Demonstrate appropriate social and classroom behavior?	O	O	O	O	O
15. Identify problems and conflicts commonly experienced by peers?	O	O	O	O	O
16. Identify approaches to resolving conflicts constructively?	O	O	O	O	O
17. Explain why unprovoked acts that hurt others are wrong?	O	O	O	O	O
18. Identify social norms that guide behavior?	O	O	O	O	O
19. Identify a range of decisions that students make at school?	O	O	O	O	O
20. Make positive choices when interacting with classmates?	O	O	O	O	O
21. Identify and perform roles that contribute to one's classroom?	O	O	O	O	O
22. Identify and perform roles that contribute to one's family?	O	O	O	O	O

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?

_____

_____

_____

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_____

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

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_____

_____

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

_____

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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	1st	2nd	3rd
1.	**What grades do you teach? (Mark ● all that apply)**	O	O	O	O

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

Less than five years   O   Five years or more   O

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	O	O	O	O	O
b. Writing	O	O	O	O	O
c. Mathematics	O	O	O	O	O
d. Science	O	O	O	O	O
e. Social Studies	O	O	O	O	O
f. Language other than English	O	O	O	O	O
g. Arts	O	O	O	O	O
h. Health	O	O	O	O	O
i. Physical Education	O	O	O	O	O

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?	O	O	O	O	O
b. Complete worksheets?	O	O	O	O	O
c. Apply learning to real world situations?	O	O	O	O	O
d. Connect concepts or integrate new learning with previous knowledge?	O	O	O	O	O
e. Create their own ideas or concepts?	O	O	O	O	O

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.	O	O	O	O	O	O
b. The curriculum evokes children's curiosity, creativity, & initiative.	O	O	O	O	O	O
c. The curriculum expands children's repertoire of skills.	O	O	O	O	O	O
d. The curriculum leads children to recognize their own competence.	O	O	O	O	O	O
e. The curriculum fits well with children's developmental levels.	O	O	O	O	O	O
f. The curriculum fits well with children's family and cultural contexts.	O	O	O	O	O	O
g. We have adequate support for children learning English.	O	O	O	O	O	O
h. I have resources for children having difficulty and for those needing more challenges.	O	O	O	O	O	O
i. The curriculum helps children make connections between subjects.	O	O	O	O	O	O

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?	O	O	O	O	O
b. "Hands-on" learning?	O	O	O	O	O
c. Working independently?	O	O	O	O	O
d. Working in small groups?	O	O	O	O	O
e. Working in large groups?	O	O	O	O	O

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	O	O	O	O	O
b. Social/emotional development	O	O	O	O	O
c. Critical thinking and decision-making	O	O	O	O	O
d. Motor skill development	O	O	O	O	O
e. Personal interests, strengths, and goals	O	O	O	O	O

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	O	O	O	O	O
b. Math	O	O	O	O	O
c. Other (please describe):	O	O	O	O	O

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

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

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

O	a. Helped me improve my teaching	O	b. Increased my understanding of how children learn
O	c. Better able to help struggling students	O	d. Helped me become more reflective about my teaching
O	e. Better able to help students at all levels of skills	O	f. Helped me address challenges and opportunities created by smaller class size
O	g. Coach suggests specific interventions for struggling students		
O	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
O	O	O	O	O

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)

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

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

O	a. Children are more likely to participate actively	O	b. Children get to know each other better
O	c. Children are learning more	O	d. Children have more opportunity to learn from each other
O	e. Children behave better	O	f. Children stay "on-task" more
O	g. Children are more likely to get their class work done	O	h Children are more likely to ask for help when they need it
O	i. Children are demonstrating positive attitudes toward learning		
O	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
O	O	O	O	O

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	

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

Positive Climate

Relationships	Low	Middle	High
• 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
• 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
• 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
• 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
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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
• 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
• 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
• 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
• Advance organizers • Summarize • Reorientation statements	Teacher makes no attempt to orient and guide students toward learning objectives or does so un-successfully.	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
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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**
• 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
• 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**
• 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**
• 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**
• 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**
• 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?)