

PW-ACK-345

STEP BY STEP EVALUATION PROJECT

RESEARCH COORDINATOR MANUAL

IMPROVING EDUCATIONAL QUALITY (IEQ II) PROJECT

American Institutes for Research
in collaboration with

Educational Development Center
Juárez and Associates Inc.
Academy for Educational Development
and
University of Pittsburgh

May, 1998

Contract Number: HNE-I-00-97-00029-00

TABLE OF CONTENTS

	Page Number
I. Introduction	1
II. The Improving Educational Quality (IEQ) Project	2
III. Summary of Design and Methodology	2
IV. Role of the Research Coordinator	2
V. Sample Selection	5
VI. Coding Procedures	
9	
VII. Scheduling Data Collection	
10	
VIII. Quality Control	
11	
IX. Operational Definitions	
14	
X. Rights to Data	
15	
XI. Instruments and Tools	
15	

Appendices

Appendix A: Proposed Kindergarten Samples for Each Country	16
Appendix B: Child Sample Worksheets & Forms	21
Appendix C: Child Assessment Instruments	26
Appendix D: Classroom Assessment Instrument	27
Appendix E: Teacher Beliefs Survey	28
Appendix F: Data Verification Sheet	29
Appendix G: Sample Letter to Kindergarten Directors	31
Appendix H: Self-Assessment Scale	33

RESEARCH COORDINATOR MANUAL

I. INTRODUCTION

The following pages comprise a field manual for Research Coordinators. It is designed to help the coordinators to support data collectors in their data gathering efforts and to assure the quality and completeness of the data collected. This document provides a standard set of procedures, policy issues, and quality control strategies to be used throughout the evaluation. Calibration and finalization of the manual will take place during pilot testing the instruments and training of data collectors. Although field situations will vary from country to country, region to region and school to school, this manual will provide strategies and techniques to guide the investigation of events as they occur in the field. The manual should be frequently consulted by research coordinators during periods of data collection.

This manual is organized into several sections: First, a brief review of the IEQ project is presented. This is followed by a summary of the evaluation objectives and research design. The document continues with discussions of sample selection, coding, and assuring the quality of the data collected. Final sections deal with communication with the evaluation procedures and future use of the data collected. Instruments and other tools to assist you in your coordination efforts are included as annexes.

II. THE IMPROVING EDUCATIONAL QUALITY (IEQ) PROJECT

The Improving Educational Quality II (IEQ II) Activity is a worldwide project funded by USAID with the objectives to: improve learning by working with colleagues in developing countries on national education reform priorities and using applied research techniques to illuminate the reality of teaching-learning situations in order to advance understanding of reform efforts in improving the quality of education. IEQ II focuses on the utilization of information about the learning process to find practical ways of increasing the potential of each learner.

To meet these objectives USAID has awarded a contract to a consortium led by the American Institutes for Research and including the Academy for Educational Development, the Educational Development Center, Juárez and Associates, and the University of Pittsburgh. IEQ II is a five-year initiative that furthers USAID's commitment to assist countries to conduct research and utilize findings as a basis for innovations that hold promise for improvements in the quality of student's learning experience.

The Education Development Center, Inc. (EDC) has been selected to lead the Step by Step Evaluation funded under the IEQ II Activity. An EDC research team was selected that has extensive background in early childhood research and evaluation. Consistent

with the IEQ II approach, EDC=s will work collaboratively with host country researchers in finalizing instruments and in interpreting the results.

III. SUMMARY OF DESIGN AND METHODOLOGY

The Step by Step Evaluation is designed to assess the impact of the program on children, parents, and communities in four countries: Bulgaria, Kyrgyzstan, Romania, and Ukraine. In the first phase, evaluation efforts will compare educational performance and developmental progress of children enrolled in the Step by Step program with children in traditional programs. It will also examine the impact of Step by Step strategies which emphasize family participation and encourage democratic behavior for teachers, administrators, children, and families. Finally, it will gauge the sustainability of the Step by Step program by using selected measures to evaluate the effects of the program on families and communities.

The project will take place over a 12-month research period beginning February 12, 1998 and ending February 11, 1999. The project will result in the observation of 30 classrooms (10 Step by Step [initial], 10 Step by Step [expansion], and 10 traditional) per country using a standardized observation tool and in the testing of 140 children per country in these classrooms on a battery of literacy, mathematics, and creativity measures. In addition the perceptions of teachers and assistant teachers in regard to their work will be collected.

Initial data collection will take place during May and June 1998. Teams of researchers will collect data on children, teachers, and classrooms. Subsequently, the research team will collect data on the effects of the program on families and communities.

IV. ROLE OF THE RESEARCH COORDINATOR

In conducting the Step by Step evaluation, Research Coordinators are the primary persons responsible for each country's research effort. As such, Research Coordinators are expected to work collaboratively with IEQ researchers, field staff and school personnel to conduct the evaluation in an efficient and effective manner.

Throughout the evaluation process, a key aspect of the role of the Research Coordinator is to ensure control over the quality of the data obtained. High quality data means that the data gathered through child, teacher, classroom and community assessments accurately describe what is studied, i.e., that the information is valid and reliable. Procedures for ensuring high quality data include careful training of data collectors and the establishment of administrative systems for supervising and managing the data collection process. Important considerations for ensuring quality control are discussed in Section VIII, Quality Control.

Specific tasks of the Research Coordinator in implementing the evaluation are as follows:

Task 1: Attending Training Meetings and Work Sessions

The Research Coordinator and the Step by Step country team will participate in training and work sessions organized by EDC to design and implement the evaluation. Country representatives will work collaboratively with EDC team members on-site to conduct in-country training on all evaluation measures. This collaborative work will be conducted as a collective group as well as in each country site, at which time a member of the EDC research team will work with the Research Coordinator to train data collectors.

Task 2: Hiring and Training Data Collectors

Qualified data collectors will be hired and trained to carry out the assessments. The Research Coordinator will organize and implement training sessions for data collectors that acquaint them with the assessment instruments and their administration. The Research Coordinator will supervise the data collectors to ensure that data collection is being conducted according to recommended procedures, within the time frame allotted, and in accord with the agreements made with the kindergarten directors and others. If additional personnel are needed to collect data to evaluate the impact of the Step by Step program on parents and community, they must be approved by EDC.

Task 3: Scheduling and Managing Data Collection

Contacts will be made with kindergarten directors of designated sites to gain access to their kindergartens. Contacts will be facilitated with parents, teachers, representatives of community institutions, Ministries of Education, and Pedagogical Institutions in the host country to facilitate the collection of data from these persons and institutions. Research coordinators will directly observe data collection on-site on a regular basis and will review score sheets for completeness, accuracy, and legibility. The Research Coordinator or project staff with equivalent expertise will gather the data necessary to evaluate the impact of the Step by Step program on parents and community.

A testing and observation schedule will be set up for classrooms and children in kindergartens designated in the sampling plan. Data collection schedules will be established for other school personnel, representatives of community agencies, pedagogical institutions, and Ministries of Education.

Task 4: Translating and Preparing Test Materials

The Research Coordinator will be responsible for the accurate translation of the test instruments and instructions. Resources to accomplish this task are provided by the Step by Step Program within each country. The translation shall be of high quality and ensure fidelity to the intent of the measures. The Research Coordinator will collaborate with

highly-qualified translators to complete this task. When translation has been completed, the Research Coordinator will produce sets of testing materials for the data collectors. Each data collector shall receive a set of translated testing materials. When testing is completed, the Research Coordinator shall collect these materials from Data Collectors. A copy of the measure may be retained for the purpose of eventual publication of results of the evaluation; this copy is not to be disseminated in multi-copies or for other purposes.

Task 5: Pilot Testing of Instruments

Pilot tests of the evaluation measures will be conducted in sites not included in the research sample. Translated results of the pilot tests will be given to the EDC research team. They will work collaboratively with the Step by Step country teams to revise the measures based on the pilot test results before the full assessment battery is administered in sampling plan.

Task 6: Transferring Test Results, Storing and Maintaining Confidentiality of Assessment Materials

Test results will be sent to EDC via DHL, UPS, or other fast and reliable delivery service at regular intervals during data collection. The first shipment will occur when data collection is approximately 25% complete, that is, when 8 school observations and 35 child assessments have been completed and checked. The second shipment should occur at approximately the 75% completion point and the final shipment when data is 100 % complete.

Research Coordinators will ensure that individual children and classrooms are identified solely by code number on all materials. Test materials will be stored in a secured location and instructions given to data collectors to follow procedures that will ensure test security. Copies of the tests will not be provided to persons outside of the evaluation process. To comply with copyright permission requirements, all tests are to be destroyed at the completion of the evaluation with the exception of one set to be maintained for the purpose of publication of results. Assessment instruments will not be multi-copied for any purpose other than that directly associated with the evaluation.

Task 7: Disseminating Results

Local personnel will collaborate in the development of a mechanism to disseminate results of the evaluation. One means of dissemination will be conferences and seminars to be held in country sites to review and discuss results and their implications. Practical application of findings within the host country educational system will also be addressed.

Task 8: Communicating with EDC

Research Coordinators will communicate as requested with EDC in a timely manner. They shall submit monthly progress reports including information requested by EDC. There will be an on-going flow of information and discussion via email, letter, and telephone as appropriate and necessary.

V. SAMPLE SELECTION

A. Kindergarten Selection Criteria

The sample will consist of five Step by Step kindergartens and five traditional kindergartens per country. In each Step by Step kindergarten, two initial (E1) and two expansion (E2) classrooms will be selected. In each traditional kindergarten, two classrooms (C) will be selected.

The proposed samples of Step by Step kindergartens for each country are included in the Appendix.

a. Step by Step Kindergartens

Required Criteria

Step by Step Kindergartens are selected from those that have been in existence from the inception of the program in the country. These kindergartens have at least two initial Step by Step classrooms (E1). Initial Step by Step classrooms are those which receive teacher training, materials and equipment, and ongoing support.

Selected kindergartens serve children who have been in Step by Step for at least two years. These Step by Step kindergartens are located in towns or cities that also have traditional classrooms.

Preferred Criteria

Whenever possible, selected Step by Step kindergartens also contain two Expansion classrooms (E2). Expansion classrooms are those in which teachers receive Step by Step training and some professional development support only.

Selected Step by Step kindergartens will reflect variation in size of the community served (urban, rural, suburban) by the Step by Step program within the country. Selected Step by Step kindergartens will include those programs serving a diverse population.

b. Traditional Kindergartens

Traditional kindergartens (C) do not have Step by Step programs (initial or expansion). They are located in the same towns or cities as Step by Step kindergartens and serve populations similar to those served by the Step by Step kindergartens in socioeconomic status, ethno-linguistic minorities served, etc.

B. Classroom Selection Criteria

The sample will consist of 30 classrooms per country: 10 initial Step by Step classrooms, 10 expansion Step by Step classrooms, and 10 traditional classrooms. These classrooms will be selected as follows:

Method for Selecting Initial Step by Step Classrooms:
(E1-experimental first condition)

1. For a classroom to be selected, it should contain a significant number of children who have been in the Step by Step program for at least two years, preferably three years.
2. The Lead Teacher must have at least two years experience teaching in a Step by Step classroom.
3. If only two classrooms in a kindergarten meet criteria #1 and #2, select them.
4. If there are *not* two classrooms in a kindergarten that meet criteria #1 and #2, then select the one classroom that meets the criteria. Do not use another classroom that does not meet the criteria. Find another classroom from a different kindergarten that meets criteria #1 and #2 and select it . IF IT OCCURS THAT ONLY ONE CLASSROOM MEETING THE CRITERIA EXISTS IN ANY KINDERGARTEN IN YOUR SAMPLE AND YOU MUST GO TO ANOTHER KINDERGARTEN TO FIND A SECOND CLASSROOM, PLEASE NOTIFY EDC IMMEDIATELY.
5. If there are *more than* two classrooms in a kindergarten that meet criteria #1 AND #2, then alphabetize the classrooms by teachers' family name, e.g. Brady, Dickinson, Hirschler. Using the following random numbers, select the two classrooms that have the highest numbers.

Random #'s	Teachers' Family Names (in alphabetical order)
36149	_____
1834	_____
87403	_____
59380	_____
80759	_____
90353	_____
72051	_____

Method for Selecting Step by Step Expansion Classrooms:
(E2-experimental second condition)

N.B. We would expect that the children and the teachers in expansion classrooms will not have the same amount of Step by Step experience as those in initial (E1) classrooms. Therefore, criteria #1 & #2 above do not apply in this case.

1. Select 10 expansion classrooms according to the Sampling Plan for your country. As we discussed at our meeting with you in Bucharest, you will be selecting expansion classrooms from kindergartens where your initial classrooms are found. This will be true in most cases.
2. If you must select expansion classrooms that are in a different city from your initial classrooms, the most important criterion for selecting expansion classrooms is that they be in **cities of approximately the same size**. For example, you would **not** select an expansion classroom from a town of 30,000 to match an initial classroom in a town of 1,000,000 population.
3. The second most important criterion in selecting expansion classrooms is the **experience of the lead teacher**. As much as possible, the expansion classroom teacher should have approximately the same number of years of teaching experience as the teacher in the initial Step by Step classroom to which it is matched. (Of course, the teacher will not have the same number of years experience in *Step by Step* as explained above.)
4. If *more than two* expansion classrooms meet the criteria, then alphabetize the classrooms by teachers' family name and select the two with the highest random numbers. Use the following list of random numbers:

45331	_____
48124	_____

27719 _____
37166 _____
92222 _____

Method for Selecting Traditional Classrooms:
(C - control group)

N.B. Traditional classrooms should be selected in and matched to initial classrooms in the same city.

1. You will select 10 traditional classrooms. Traditional classrooms should not be using any other alternative methodology such as Montessori, Waldorf or any other. They should reflect a true “traditional” classroom in your country.
2. Teachers in the selected traditional classrooms should not have taught in Step by Step classrooms nor should they have had Step by Step training.
3. Given the larger choice of traditional classrooms, you will need to match traditional classrooms to initial classrooms in your sample. Match the traditional classrooms to initial classrooms according to **average age of children and minority populations** (e.g. cultural/ethnic/language percentages) in the classroom. You will not be able to find an exact match on all of these variables but find the closest match that you can.
4. If *more than two* traditional classrooms meet the criteria, then alphabetize the classrooms by teachers’ family name and select the two with the highest random numbers. Use the following list of random numbers:

80518 _____
48382 _____
7487 _____
37215 _____
46606 _____
17323 _____

C. Child Selection Criteria

The child sample will be drawn from 20 classrooms: 10 Step by Step classrooms (initial or E1 only) and 10 traditional (C) classrooms. No children in expansion (E2) classes will be included in the child sample. In each E1 and C class, 10 children will be selected, and at least seven must be tested, resulting in a sample of at least 70 E1 children and 70 C children, or 140 children per country. The sample will be stratified by gender.

Using the Student Selection Worksheet (See Appendix B: Child Sample Worksheets and Forms), make two class lists. For Step by Step classrooms, make one alphabetical list that includes only those boys who have been in Step by Step for two or more years. Make a second alphabetical list that includes only those girls who have been in Step by Step for two or more years. For traditional classrooms, make an alphabetical list of boys and one of girls. Don't worry if there are blank lines at the end.

The girls with the five highest selection numbers are selected for the study. The boys with the five highest selection numbers are selected for the study.

If you need to select additional boys or girls for the study, always choose in order of the selection number. Always use the selection number to select boys or girls for the study.

VI. CODING PROCEDURES

Careful coding is fundamental to the integrity of the evaluation. Research Coordinators are responsible for ensuring that all data collection instruments are scored and coded correctly. Each instrument should have a face sheet that contains the following codes:

1. Country Code:
 - Bulgaria = 01
 - Kyrgyzstan = 02
 - Romania = 03
 - Ukraine = 04

2. Condition:
 - Initial Step by Step = 01
 - Expansion Step by Step = 02
 - Traditional = 03

3. Kindergarten:
 - Initial Step by Step = 001-005
 - Expansion Step by Step = 006- 010
 - Traditional = 011-015

4. Classroom:
 - Initial Step by Step Kindergarten = 0001-0010
 - Expansion Step by Step = 0011-0020
 - Traditional Kindergarten = 0021-0030

5. Teacher:
 - Initial Step by Step Teacher = 001-010
 - Initial S/S Assistant Teacher = 011-020
 - Expansion S/S Teacher = 021-030

Expansion S/S Assistant Teacher = 031-040

Traditional Teacher = 041-050

Traditional Assistant Teacher = 051-060

6. Student:

Initial Step by Step student = 00001-00100

Traditional Kindergarten Student = 00101-00200

VII. SCHEDULING DATA COLLECTION

The small amount of time to complete the data collection while classes are in normal operation makes careful scheduling very important. Research Coordinators will develop a master schedule for all data collection. The results of the pilot testing can be used to assist in the development of a master schedule. These results will provide information on the time needed to prepare the testing area at the start of the day, and how many children can actually be tested while working within the daily schedule of activities (e.g. snack time, play time, meals). Research Coordinators should also consider that last date on which data can successfully be collected and work backwards from that date in establishing a master schedule. In all schedules, time must be allotted for possible delays owing to student absenteeism, examiner sickness and special events at the kindergarten which impede testing.

Other considerations in scheduling will be the availability of a testing facility. Generally a room that will not have people continually entering and distracting children should be used. Such a facility may only be available at certain times during the day. The order of testing is also important as the order of testing of individual children in classrooms should be altered to control for possible time-of-day bias.

Assuming the a data collector can test five children in one day on the first half of the battery, a team of two testers can complete one kindergarten in a week. Each tester would work in a different classroom (if facilities were not available for simultaneous testing, one tester would work in a traditional kindergarten while one worked in the Step by Step kindergarten). Each would administer the first half of the battery to five children on Monday. On Tuesday, they would administer the second half of the battery to the same children in reverse order (that is, the last child tested on Monday would be the first child tested on Tuesday). On Wednesday and Thursday, the same procedure would be followed for the remaining five children in the sample in each classroom. Friday would be used to complete any testing that had been delayed by absence or special events during the week. Thus, two weeks would be needed to complete four classrooms. This would mean that ten data collectors would be needed to complete the testing in a two week period. Once testing was completed in the at a location, an observer would spend one week conducting observations in each of the four classrooms and administering the teacher survey instrument.

Diagram (below) - Illustrative Schedule for Two member Testing team

WEEK 1																				
STEP BY STEP										TRADITIONAL										
	Classroom 1					Classroom 2					Classroom 1					Classroom 2				
Data Collector 1	x	x	x	x	x															
Data Collector 2											x	x	x	x	x					
WEEK 2																				
Data Collector 1																x	x	x	x	x
Data Collector 2						x	x	x	x	x										

VIII. QUALITY CONTROL

The dependability and objectivity of the data collectors and the reliability of the information collected are of the utmost importance to assure a credible and useful evaluation. A number of procedures should be used by the Research Coordinator to ensure the quality of the data collected. These include: pilot testing of the instruments to adjust administration to actual kindergarten contexts; careful selection of data collectors and teaming of individuals with different strengths to maximize the quality of the information collected; training of the data collectors which builds familiarity with both the battery of instruments and the kindergarten context; random selection of classrooms and children to avoid any possible bias; visiting each data collector at a kindergarten and assessing performance; ongoing communication with data collectors throughout the study; and careful editing of evaluation materials for completeness of information collected.

Pilot testing:

Pilot testing of all instruments will allow adjustments in the instruments themselves and in the procedures for administration. Each instrument should be pilot tested at least five times at kindergartens not included in the evaluation sample. The results of this pilot test will be used to revise the measures and make adjustments in the administration procedures, as necessary, prior to collecting data at the evaluation kindergartens.

Data Collector Selection:

Data Collectors will be selected in accordance with the sample job description developed at the Step by Step Evaluation Project meeting held in Bucharest. It is important to carefully judge the skills and abilities of data collectors during training sessions. Select those who are best able to administer child assessment instruments and conduct observations. When data collectors have complementary skills they should work as a team in the same kindergartens to take advantage of their combined skills. Hire more data collectors to participate in the training than you are likely to need to conduct the evaluation. It is possible that one or more may drop-out or not be qualified to undertake the data collection. These individuals will be paid for the time that they participate in training. If all are successful in training, develop a data collection schedule that will use all of the data collectors to complete the work more rapidly than anticipated.

Training:

The Research Coordinator will conduct the training of data collectors with assistance from an IEQ international team member. Your goal as the Research Coordinator is to focus on the development of a limited number of specific skills by the data collectors. These skills include: 1) Role management skills related to interpersonal interaction, explanation of the evaluation, and selection of classrooms and children; 2) Ability to administer the battery of assessment instruments for children in a fair and consistent manner; 3) Development of observational skills to accurately judge the dynamics of kindergarten classrooms in a holistic way; and 4) an understanding of the professional rules concerning confidentiality, staff policies and ethics. The primary focus of the training will be in preparing data collectors to administer and score instruments accurately and consistently. Thus, during training, each data collector should have ample practice with the instruments that s/he will use at the kindergartens. Instruments will be used first in role playing among trainees and then with children in actual kindergartens.

Scheduling:

Scheduling teams of two or more data collectors to work in the same kindergartens will avoid team members feeling ownership of a kindergarten and help preserve objectivity. It will also allow the team members to discuss each day's efforts and develop solutions for difficulties encountered. Such scheduling can take different forms depending on the characteristics of the individual kindergartens. Where it is not intrusive (sufficient space for simultaneous testing), two data collectors can work in the same kindergarten at the same time. In other cases, where two kindergartens are close by, you can schedule each data collector can work alternate days in the same kindergarten.

Coordinator Visits:

Visits to the kindergarten by the Research Coordinator help to ensure the rigor of the data collection and to calibrate the researchers efforts around the common standard of the Research Coordinator. The research Coordinator will visit every

data collector during data collection. The research Coordinator will conduct parallel observations with each classroom observer. The observations will consist of two ten-minute observations during the three hour observation period. Research Coordinator will agree on a single aspect of the kindergarten on which both will focus. This can be the teacher, child-child interaction, use of materials or some similar aspect identified in the instrument. When the data collector has completed his/her three hour observation, the Research Coordinator and the data collector will discuss their common observations and resolve any differences.

With each child assessment data collector, the Research Coordinator will review one complete child assessment battery. The Research Coordinator will review scoring procedures (such as how the data collector calculated basals and ceilings), coding of the face sheet, procedures used by the data collector to establish rapport with the child and to keep the assessment fair and neutral.

Communication:

Regular communication is vital to ensure high quality data. Such communication includes communication between the Research Coordinator and the kindergarten directors; the Research Coordinator and the data collectors; data collectors with teachers and children; and data collectors among themselves. In addition to the Research Coordinator visits to the kindergartens described in the previous paragraph, the Research Coordinator and the data collectors will communicate at least weekly by telephone. The Research Coordinator will also inform the kindergartens about the evaluation by telephone and letter, as well as request that the kindergarten director inform parents about the study. (A sample letter to the kindergarten director is found in Appendix xx) . Researchers will work in teams of two or more and will communicate among themselves about any difficulties encountered and how such difficulties may be overcome. They may also keep dairies about their experience in the field. (A self assessment instrument that can be used for data collectors to assess their performance that can be used either in training or in actual data collection is found in Appendix xx). Wherever possible, the Research Coordinator will schedule a mid-point meeting of all data collectors in the field to discuss data collection issues.

Editing, Transferring the Test Results, Storing and Maintaining Confidentiality of Assessment Materials.

Research coordinators will review all instruments for completeness of coding and responses, as well as legibility of instruments. If questions arise, the Research Coordinator will contact individual data collectors for clarification prior to sending the tests to EDC. Test results will be sent to EDC via DHL, UPS, or other fast and reliable delivery service at regular intervals during data collection. The first shipment will occur when data collection is approximately 25% complete, that is, when 8 school observations and 35 child assessments have been completed and checked. The second shipment should occur at approximately the

75% completion point and the final shipment when data is 100% complete. All data collected at each kindergarten will be packaged together. A Data Verification Sheet (see Appendix F) will be used to ensure completeness of data for each kindergarten.

Research Coordinators will ensure that individual children and classrooms are identified solely by code number on all materials. Test materials will be stored in a secure location and instructions given to data collectors to follow procedures that will ensure test security. Copies of the tests will not be provided to persons outside of the evaluation process. To comply with copyright permission requirements, all tests are to be destroyed at the completion of the evaluation with the exception of one set to be maintained for the purpose of publication of results. Assessment instruments will not be multi copied for any purpose other than that directly associated with the evaluation.

IX. OPERATIONAL DEFINITIONS

For frequently used and potentially confusing terms, operational definitions are provided below. If important terms are not specified here that are found to be important, create a definition and make note of behaviors you sampled to develop that definition. This information can then be used for future references.

Active: requiring movement and interaction (with materials, peers, or teacher).

Assistant Teacher: person holding a permanent paid position to support the kindergarten teacher.

Child Directed: child initiating or leading a learning experience either alone or with other individuals.

Culturally Appropriate: representative of different cultures or traditions.

Distinct Area: those parts of the room labeled or identified by the teacher for a particular activity (may extend the boundaries of predesignated area).

Group: three or more interacting individuals.

Large Group: group with more than five children.

Parent: any non-paid volunteer in the classroom (e.g., mother aunt, older sibling).

Preparation Time: periods during which teacher engages in planning or materials development.

Representations of Children's Work: physical examples of items created by individual children during class time.

Small Group: group with five or less children.

Second language Activities: planned and scheduled activities designed to promote the development of a language other than the language of instruction.

Teacher: the individual designated by the kindergarten to direct a given kindergarten

Teacher-Directed: teacher initiating and leading learning experiences involving two or more other individuals.

X. RIGHTS TO DATA

Data from the Step by Step evaluation officially belong to the USAID/ENI Bureau, which funded this evaluation. According to the principles of the Improving Educational Quality (IEQ II) Project, collaboration among US and host country researchers, teachers, program personnel, district and national education officials and others is essential to building a community of learners, all of whom are interested in using results from the classroom to inform and support education reform efforts in the country. In the spirit of collaboration, Research Coordinators will receive all of the data for their country.

In addition, IEQ researchers will continue to work with researchers in each country to publish studies, as requested. Publication of studies conducted through this project require only the citation of the contract number for the IEQ Project, Contract Number HNE-I-00-97-00029-00.

Funding permitting, host country researchers will be invited to IEQ Exchanges to share their work with IEQ researchers from other countries.

XI. INSTRUMENTS AND TOOLS

Copies of the following instruments, with descriptions, instructions for administration, and recording forms, are included in the Appendix:

Child Assessment Instruments

- _____ Peabody Picture Vocabulary Test (PPVT), 3rd Edition
- _____ Emergent Literacy Assessment
- _____ Test of Early Mathematics Ability (TEMA)
- _____ Torrance Tests of Creative Thinking (TTCT)

Classroom Assessment Instrument

- _____ Early Childhood Classroom Observation, National Association for the Education of Young Children (NAEYC)

Teacher Survey

- _____ Teacher Beliefs Rating Scale

Data Verification Sheet

Appendix A

Proposed Kindergarten Samples for Each Country

PROPOSED SAMPLE FOR BULGARIA

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Zornitza	Sophia	capitol city, largest city
Detelina	Rousse	mid-size city, 3 rd yr. classes, some diver.
Detelina	Bourgas	mid-size city, 3 rd yr. classes, some diver.
Fantazia	Velingrad	suburban, high minority pop.
Nikola Vaptzarov	Assenovgrad	sm. City, high minority pop.
<i>Alternate</i>		
Snezanka	Pleven	Alt. for 2 Detelinas

Pilot Test Sites

Step by Step

Traditional

NOTES

PROPOSED SAMPLE FOR UKRAINE

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Kyiv # 580	Kyiv	capitol city, high # classes for 3 rd yr., lg. ctr.
Kyiv # 317	Kyiv	above and 25% pop. minority
Maluk	Lviv	large urban, high % of 2 nd yr. +, exp. nearby
Poltava # 26	Poltava	mid-size urban, 30% minority pop., 3 rd yr.
Kerch # 48	Kerch	urban, 40 % minority pop., high 3 rd yr.,
<i>Alternate</i>		
Kyiv # 318	Kyiv	could serve as alternate for Kyiv # 317

Pilot Test Sites

Step by Step

Traditional

NOTES

PROPOSED SAMPLE FOR ROMANIA

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Kindergarten #3	Constanza	
Kindergarten #22	Botosani	
Kindergarten #3	Tulcea	
Kindergarten #13	Targoviste	
Kindergarten #4	Calarasi	

Alternate

Kindergarten	Galati
--------------	--------

Pilot Test Sites

Step by Step

Republica

Tulcea (1 Group)

Traditional

NOTES

PROPOSED SAMPLE FOR KYRGYZSTAN

<u>Kindergarten</u>	<u>Location</u>	<u>Characteristics</u>
Orlenok #10	Jalal-Abad	
Kindergarten #61	Bishkek	
Ak-Beshik #15	Talas	
Rosinka	Osh	
Alenushka	Kara-Balta	

Alternate

Pilot Test Sites

Step by Step

Traditional

NOTES

Appendix B

Child Sample Worksheets & Forms

Student Selection Worksheet

Child Sample Form (Step by Step)

Child Sample Form (Traditional)

Student Selection Worksheet

Classroom _____

		<u>Name</u>	<u>Selection Number</u>
Girls	1	_____	14014
	2	_____	13277
	3	_____	92851
	4	_____	26379
	5	_____	41951
	6	_____	46851
	7	_____	49356
	8	_____	81318
	9	_____	88042
	10	_____	73930
	11	_____	3091
	12	_____	24497
	13	_____	82650
	14	_____	69897
	15	_____	92154
	16	_____	11921
	17	_____	79767
	18	_____	32304

Boys

1	_____	32093
2	_____	3994
3	_____	11584
4	_____	33550
5	_____	11365
6	_____	74757
7	_____	65080
8	_____	10808
9	_____	89868
10	_____	61936
11	_____	42739
12	_____	55119
13	_____	34623
14	_____	75992
15	_____	49278
16	_____	67652
17	_____	7937
18	_____	71977

CHILD SAMPLE FORM (STEP BY STEP)

Name of Country: _____

Country Code:

Name of S/S Kindergarten: _____

S/S Kindergarten Code:

Name of Classroom Teacher: _____

Classroom Code:

Children Selected for the Sample

Name (last, first)	Child Code #	Gender (M/F)	DOB	Ethnicity	# years in S/S
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

CHILD SAMPLE FORM (TRADITIONAL)

Name of Country: _____

Country Code:

Name of Traditional Kindergarten: _____

Kindergarten Code:

Name of Classroom Teacher: _____

Classroom Code:

Children Selected for the Sample

Name (last, first)	Child Code #	Gender (M/F)	DOB	Ethnicity	# years in K
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Appendix C

Child Assessment Instruments

Peabody Picture Vocabulary Test (PPVT), 3rd Edition

Emergent Literacy Assessment

Test of Early Mathematics Ability (TEMA)

Torrance Tests of Creative Thinking (TTCT)

Appendix D

Classroom Assessment Instrument

Early Childhood Classroom Observation
National Association for the Education of Young Children (NAEYC)

Appendix E

Teacher Beliefs Survey

Appendix F

Data Verification Sheet

DATA VERIFICATION SHEET

Use this sheet to check data included in package sent to EDC. Complete one form for each kindergarten.

	E 1	E 2	C
Student Selection Worksheet	2	0	2
Peabody Picture Vocabulary Test (PPVT)	14 (min) – 20	0	14 (min) – 20
Emergent Literacy Assessment	14 (min) – 20	0	14 (min) – 20
Test of Early Mathematics Ability (TEMA)	14 (min) – 20	0	14 (min) – 20
Torrance Tests of Creative Thinking (TTCT)	14 (min) – 20	0	14 (min) – 20

	E 1	E 2	C
Classroom Observation Instrument	2	2	2
Teacher Beliefs Rating Scale (Lead teacher + Assistant teacher)	4	4	4

Appendix G

Sample Letter to Kindergarten Directors

SAMPLE LETTER TO KINDERGARTEN DIRECTORS

This letter is to make arrangements, confirm dates, and provide you with information about the procedures to be used in EDC=s evaluation of the Step by Step program.

As per our conversation, we will be testing at your Kindergacenter on _____. Our plan is to be at your site for five consecutive days, during which time we will be supervising the testing of the children. Enclosed is a copy of the timeline we will be following. This timeline describes all of the activities we will be engaged in during the five days we are there.

During our telephone conversation we discussed the importance of informing parents about the evaluation. Would you please help us in distributing and collecting parent consent forms? We have enclosed twenty copies of these forms. Obtaining parents= permission to test their children is crucial to the testing. We have found through experience that the easiest way to acquire parental permission is to distribute and collect all consent forms during a regularly scheduled parent meeting.

We appreciate your time and effort in helping us to do our job better. If you have any questions or comments or encounter any problem with our requests, please do not hesitate to call us at _____. Thank you for your cooperation.

Appendix H

Self-Assessment Scale

SELF-ASSESSMENT SCALE

There are a variety of ways in which you can use this set of items to help monitor your present level of fieldwork skills. Your task is to prepare a short report for your field supervisors and for yourself, outlining your strong and weak points in each of the areas listed below. The supervisors will review your report and work with you during the coming months on specific field problems.

You might want to construct a five-point rating scale with A Very Concerned at one end and A Very Confident at the other and rate yourself on each item. Writing a sentence or paragraph on each area could be another way of giving a picture of where you are. Use the following list to conceptualize for yourself your own fieldwork skills; use it to make suggestions as to how the field supervisorial staff and EDC can work with you to improve your weaknesses and capitalize on your strengths. Use it for making suggestions for changes and improvements in the training workshops.

Personal Style

Role management and diplomacy/sensitivity
Perspective/sense of humor
Flexibility and tolerance
Memory
Curiosity/spirit of inquiry
Self-discipline/perseverance/self-control
Survival skills

Technical Skills

Rapport with Children
Monitoring skills/noticing
Questions-generating
Systematic/accurate
Promptness/reliability
Coding Skills
Self-reliance in decision-making
Procedural/administrative skills
Interviewing styles

General Knowledge and Information

Specific knowledge about events/preparedness
Knowledge of Step by Step program
Language skills in _____
Cultural sensitivity