WaKIDS Pilot

Second Report – June 2011

Prepared by
Gail E. Joseph
Molly Cevasco
Elspeth Nolen
Sara Stull

childcare quality & early learning
CENTER FOR RESEARCH AND TRAINING
UNIVERSITY OF WASHINGTON

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The WaKIDS team is grateful to all of our team members who provided assistance and feedback throughout the pilot year.

Executive Summary

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that was piloted throughout the 2010-11 school year by the Washington State Department of Early Learning (DEL) and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with the University of Washington's College of Education to lead the research and data analysis involved in the WaKIDS pilot.

The first half of the WaKIDS pilot year was focused on the implementation of three pilot tools and subsequent data collection. Assessment data analysis suggested that as much as 30% of entering Washington kindergartners might not be performing at early-kindergarten levels. To better understand the assessment results, as well as the experiences of parents, kindergarten teachers, and early learning providers, the second half of the pilot year used surveys and focus groups to reach out to these groups. This June 2011 report summarizes information gathered during the second half of this pilot.

Project Overview

The three main components of the WaKIDS pilot are: **strengthening the family's connection** to the child's education environment; creating a **comprehensive assessment of the whole child** for teachers to gather information on the skills, abilities, and areas for growth in their students entering kindergarten; and **cultivating collaboration between early learning providers and kindergarten teachers** to improve information-sharing and student transition from early learning environments to kindergarten. Child data across the three piloted assessment tools (Teaching Strategies GOLD, Work Sampling System [WSS] and Developing Skills Checklist [DSC]) was reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language in the first report (Joseph, Cevasco, Lee and Stull, 2010).

The findings in this report are intended to answer these research questions:

1. Do teachers feel they were able to implement the assessments as intended?
2. Is assessment data useful to teachers for planning instruction for individual children?
3. Are assessment reports useful for communicating to parents about children's strengths and concerns?
4. What family connection practices do families find valuable?
5. What do early learning providers and kindergarten teachers regard as the ideal practices to facilitate early care and education to kindergarten connection and alignment?
6. What assessment, curriculum and transition strategies are currently being used in early learning settings in Washington State?

Methods
A mixed methods approach was used to inform and evaluate the WaKIDS pilot, utilizing both quantitative and qualitative information from eight data collection tools:

1. **Initial teacher questionnaire** (collected in August 2010)
2. **Three whole child assessments** (GOLD, Work Sampling System, and Developing Skills Checklist)
3. **Parent questionnaire** (collected in Fall 2010)
4. **Teacher questionnaire #1** (collected in October 2010)
5. **Teacher questionnaire #2** (collected in May 2011)
6. **Ten Early Learning collaboration focus groups facilitated by the UW team**
7. **Early Learning Provider questionnaire** (collected in April &May 2011)
8. **Parent interviews conducted both in focus groups and phone interviews, also conducted by the UW team**

Classrooms applied to participate in WaKIDS and were randomly selected within each of five identified regions of Washington State. The selection of classrooms included consideration for a variety of socioeconomic statuses across the state. The selection process ensured that there was sufficient representation of each SES level and that school districts that had applied to participate were stratified throughout Washington.

Teacher opinions of WaKIDS pilot assessment tools
The majority of teachers, across pilot assessment tools, reported that they were able to implement the assessment with fidelity. Forty-four teachers (38.9%) indicated they were unable to implement the tool as intended. Of those teachers, 38 (86.3%) were unable because of a lack of sufficient time. A majority of responding teachers (82; or 72%) reported that they used assessment results for planning and instruction

Assessment results informed teachers' instruction in a variety of ways. For all three of the pilot assessments, student results most frequently informed teacher instruction by helping the teacher to identify areas or skills that needed further attention in instruction, either through review, intervention, or by providing instruction for the first time in a specific area.

After the Fall assessment window, pilot teachers were given the opportunity to continue using all or part of their assessment tool throughout the rest of the year if desired. Twenty-one of the 113 teachers (18.6%) chose to do so. This percentage remained consistent across the tool set groups, and the most common responses provided for not continuing to use the assessment are as follows: the tool duplicated required district assessment practices; there was insufficient time to repeat the assessment process; and the tool was too time consuming.

The majority of pilot teachers (72.6%) shared some or all of the information collected from this assessment with parents (GOLD 62.9%, WSS 74.4%, DSC 79.5%). Across all tool sets the most common method for sharing the assessment information with parents was at a parent teacher conference (92.6%). Of those teachers who shared the information with parents (n=81), only one (WSS) felt that the information was unhelpful to parents.

Family Connections
Interviews and focus groups conducted across the state were used to gain information regarding parents' opinions about kindergarten transition and assessment information. Regarding transitioning, several themes emerged from this qualitative data, including:

- **Early learning helps with the transition to kindergarten –** Early childhood education exposes children to classroom routines and expectations, prepares them for time away from home, and gives parents increased resources and information for preparing for kindergarten.
- **Whole group orientations can be unhelpful**, **and simple things go a long way** – Teachers and parents both reported that large group orientations are often too labor-intensive and do not offer opportunities for individual teacher-parent interactions. Instead, parents tended to prefer brief but personal interactions such as a phone call or small-group orientation before the school year.
- **Flexible scheduling is helpful** – Respondents from all three groups (parents, kindergarten teachers, and early learning providers) noted the constant struggle to find time to implement and participate in transition strategies. Many individuals suggested state assistance in creating time for collaborative activities and for teachers to engage in summer transition activities with students. Teachers and parents also highlighted struggles to coordinate the typical teacher schedule with varying parent work schedules in order to facilitate communication.
- **Familiar faces are worth a great deal** – In the case of early learning providers and teachers, both groups stressed the importance of establishing ongoing communication with each other to coordinate instruction and transition activities.

Regarding assessment, several themes also emerged, including:
- **Knowing soon and often** – Throughout focus groups and interviews, parents consistently emphasized the importance of frequent updates on their child's progress. Parents wanted the opportunity to learn about their children's struggles quickly and to learn ways for providing additional instruction or other assistance at home. Weekly or bi-weekly emails or phone calls to report on student progress was often a preferred communication method.
- **Honest and accurate information** – Parents expressed a desire for assessment information that is honest, easy to understand, and that provides tools for parents to help their student at home.
- **District data as an advocacy tool –** When asked how they would prefer to use district-wide achievement data, parents tended to respond that they would use reports about specific schools' achievement levels to advocate for improvements if necessary or to request changes in school placements.

In the final teacher survey, kindergarten teachers were asked to identify the new or different family connection practices they would use as a result of participating in WaKIDS. Using the "*Introducing Me*" book at the beginning of the year was the most common response, with 68 (61.3%) of the teachers saying that they plan to use it again after being introduced to it in WaKIDS.

Early Learning Collaboration
Ten Early Learning Collaboration (ELC) meetings were held throughout the pilot year and offered a chance for early learning providers and kindergarten teachers to come together for a facilitated focus group. Participants discussed current transition practices in their regional areas and designed examples of the ideal transition. Additionally, the groups offered an opportunity to discuss assessment and its role in both early childhood and kindergarten. Focus groups centered broadly around alignment and transition practices between early care and education settings and kindergarten. In addition, group members had the opportunity to network with each other in an effort to create ongoing partnerships and to share ideas for transition practices. These discussions made it clear that both providers and teachers want to work together to create a truly meaningful kindergarten transition. It is clear that in most areas, these partnerships are currently nonexistent, and a lack of funding and time for such collaborative efforts is the most frequently cited barrier to more effective transition practices.

Early Learning Provider Survey
Due to recommendations by the WaKIDS Advisory Group and the WaKIDS Work team, a survey of Washington State early learning providers (ELPs) was conducted to gather information on current assessment and curriculum practices, current transition strategies, and to learn which of the three WaKIDS pilot tools ELPs would be most likely to use. The survey was disseminated to early learning providers through existing Washington State Child Care Resource and Referral (CCR&R) and the DEL email distribution lists. Over one thousand (n=1,327) ELPs responded.

Survey results:

- 48.6% report using a developmental screening with the children in their program
    - The most frequently reported developmental screening instrument was the Ages and Stages (Squires, 1999) and the Ages and Stages Social Emotional (Squires, 2002)
- 64% reported using some type of ongoing child assessment, with the Creative Curriculum Developmental Continuum selected most frequently (27.5%)
    - The Creative Curriculum Developmental Continuum is the predecessor to the WaKIDS piloted GOLD assessment, which an additional 11.4% of respondents claim to use
- ELPs reported they would be least likely to use the DSC assessment tool, while the majority of providers reported they would be somewhat or most likely to use the GOLD assessment, followed closely by the WSS assessment
- 58.6% of the respondents reported meeting with kindergarten teachers
- 92.5% of the providers who currently meet with kindergarten teachers report discussing kindergarten readiness with them
- 23.4% reported taking children to visit a kindergarten classroom and even fewer reported having a kindergarten teacher visit their program to meet with children (11.2%) or the children's parents (9.2%)
- 37.4% reported that they do not use a formal or purchased curriculum
- 15% of ELPs reported making contacts with kindergarten teachers to develop a coordinated curriculum, but 38.4% felt that would be a good idea to do so

Recommendations by Component

Family Connections
We recommend that training and support be provided for teachers to continue the individualized connections with children and families before children begin kindergarten in the fall. Additionally, providing districts with the resources to facilitate collaborative meetings between teachers and parents, including time and funding for summer transition activities.

Whole Child Assessment
We recommend that sufficient training and support be provided to teachers in order to implement the tool as intended. Training and ongoing support should be in accordance to assessment publishers' recommendations. We also recommend that teachers complete a procedural reliability measure to increase and track data quality.

Early Learning Connections
It is recommended that support be developed for facilitating early learning connections in order to build PreK-3rd systems. Essential elements identified by both early learning providers and kindergarten teachers are:

1. Common assessments and system for sharing
2. Common school readiness goals
3. Joint professional development

Suggesting one assessment tool
Due to several limitations of the study it is difficult to recommend one tool with strong confidence. However, with the limitations in mind, we can provide some insight into tool selection. After working with teachers and early learning providers throughout the year, we find several supports for recommending GOLD. Although fewer teachers reported that they found GOLD easier to implement than WSS, and were less likely to recommended GOLD, we find this is most likely due to the online component. Teachers in the GOLD tool set were asked to use an online data reporting and management system that required a significant amount of training. Because of limited budgets and time constraints, teachers did not receive the full training recommended by Teaching Strategies, and we feel this significantly contributed to teacher satisfaction reports. For this reason, we have recommended that participating teachers receive the recommended amount of training as described by the publisher.

Teaching Strategies GOLD provides Washington State with increased potential for building a PreK-3rd continuum of data. GOLD was both more likely to be used by ELPs and also currently used more widely by ELPs. Continued use of GOLD in early learning settings will facilitate the creation of standardized achievement expectations and allows for increased opportunities for joint professional development opportunities. The pre-existing use of GOLD in early learning environments and provider-reported preference for GOLD tips the scales in favor of the Teaching Strategies GOLD as our recommended assessment tool.

Introduction

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that is being piloted throughout the 2010-2011 school year by the Washington State Office of Superintendent of Public Instruction (OSPI) and the Department of Early Learning (DEL), in conjunction with Thrive by Five Washington, and with the generous support of the Bill & Melinda Gates Foundation.

WaKIDS provides information about children's development and learning to determine kindergarten readiness. There are three main components of the WaKIDS pilot:

1. Strengthening the family's connection to the child's education environment
2. Creating a comprehensive assessment of the whole child for teachers to gather information on the skills, abilities, and areas for growth in their students entering kindergarten
3. Cultivating collaboration between early learning providers and kindergarten teachers to improve information-sharing and the transition of students from early learning environments to kindergarten.

The WaKIDS team established planning committees to lead components of the design and implementation process. The committees are the Oversight Committee, Work Team, State Advisory Team, Theoretical Advisory Committee, and Technical Advisory Committee. (See Appendix A for lists of committee members.) Committees made several key decisions during this planning process, including:

- Identifying the best classroom practices for teachers to support individual students
- Determining the most effective approaches to reach out and engage families
- Comparing three different assessment tools to determine which one is best suited for kindergarten teachers, families, early learning providers, school districts, communities, and the state as a whole to improve the learning of Washington children
- Identifying the most effective family connection component to involve teachers meeting with families before or at the start of kindergarten to welcome them to the K-12 system and begin building relationships
- Suggesting that the 2010 -11 early learning collaboration consist of facilitated discussions to improve the connection between early learning providers and kindergarten teachers.

The WaKIDS team also decided to measure 15 performance goals from the *Washington State Early Learning and Development Benchmarks.* These goals were chosen based on an analysis of kindergarten readiness programs and current research, and they were aligned with end-of-year kindergarten standards.
Table 1 provides a description.

Table 1. WaKIDS Intersection with Early Learning Benchmarks.

Domain		
Washington Early Learning and Development Benchmarks	**Washington Early Learning and Development Benchmark Goals**	**Washington Early Learning and Development Benchmark Indicators**
Physical Well-Being, Health and Motor	**#1** Sub-domain: Motor Development Domain component: Gross Motor Skills Goal: Children demonstrate strength and coordination of large motor muscles	**Examples:** Runs smoothly and with few falls Hops first on one foot, then another Maintains balance while bending, twisting, or stretching
	#2 – Sub-Domain: Motor Development Domain component: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor muscles	Examples: Removes and replaces easy-to-open container lids Folds paper and makes paper objects with assistance Buttons large buttons on clothing
	#6 – Sub-Domain: Health and Personal Care Domain component: Daily Living Skills Goal: Children practice basic personal care routines.	Examples: Uses fork, spoon, and (sometimes) a blunt table knife Dresses and undresses in easy pull-on clothes, without assistance Brushes and combs hair, with assistance
Social and Emotional	**#13 –** Sub-Domain: Social Development Domain component: Interactions with peers Goal: Children develop friendships with peers	Examples: Gives social support to others Follows suggestions given by a friend about how to proceed in their play Has friends in different settings
	#24 – Sub-Domain: Emotional Development Domain component: Self-Control Goal: Children understand and follow rules and routines	Examples: Engages in & completes simple routines without assistance Follows rules in different settings Explains simple family or classroom rules to others
Cognition and General Knowledge	**#33 –** Sub-Domain: Logic and Reasoning Domain component: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.	Examples: Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.") Identifies characteristics for comparisons (e.g., size, color) Shows understanding of concepts of same and different
	#38 – Sub-Domain: Mathematics and Numeracy Domain component: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting.	Examples: Recognizes that a single object is "one" regardless of size, shape, or other attributes Recognizes, names, and writes some numerals Counts at least ten objects in one-to-one correspondence, without assistance Counts to at least 31 from memory
	#39 – Sub-Domain: Mathematics and Numeracy Domain component: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length.	Uses activities that explore and develop vocabulary for length and weight Estimates size (e.g., "I'm as tall as

		the yellow bookshelf.”) Uses some conventional vocabulary of measurement
	#41 – Sub-Domain: Mathematics and Numeracy Domain component: Properties of Ordering Goal: Children sort, classify, and organize objects.	Examples: Sort objects into categories, classifying and comparing according to a characteristic (e.g., size, color) Describes how and why objects are arranged or sorted the way they are
Language, Communication, and Literacy	**#62 –** Sub-Domain: Language Domain component: Expressive/Oral Language Goal: Children use language for a variety of purposes.	Examples: Describes the details of a recent event or occurrence Tells stories with descriptions of characters and events Uses oral language to express emotions and thoughts
	#66 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate phonological awareness.	Examples: Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/) When given a word (“man”) and a new beginning sound (/f/), creates the familiar word (“fan”) Begins to create and invent words by substituting one sound for another (e.g., bandaid/dambaid)
	#67 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of the alphabetic principal.	Examples: Demonstrates understanding that letters have a name and sound Makes most letter/sound matches Identifies a letter for a given letter name, for most letters
	#68 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of print concepts.	Examples: Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right & top to bottom) Reads some environmental print (e.g., bus) Points to the title of a book when asked
	#69 – Sub-Domain: Literacy Domain Component: Reading Goal: Children demonstrate comprehension of printed material.	Examples: Knows that print conveys meaning Uses pictures to infer or predict meaning in text read aloud and/or shared with others Recalls a story with some level of detail pertaining to the characters and setting
	#74 – Sub-Domain: Literacy Domain Component: Writing Goal: Children use writing for a variety of purposes	Examples: Imitates common writing activities in play (e.g., letters, cards, newspaper) Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story

Finally, the oversight committee decided that the University of Washington would be contracted to assist with data analysis and research involved in the pilot and to provide third-party objectivity and support for teachers throughout the pilot.

Overall, WaKIDS strives to inform the K-12 system, early care and education providers, and families of the most effective methods to understand children's learning strengths and needs. An essential goal of this work is to identify a common method to learn about the developmental status of entering kindergarten children across the state.

This report is the second in a series that uses data collected during the pilot year to inform the three WaKIDS components and to provide recommendations for future implementation. The first report (Joseph, Cevasco, Lee & Stull, 2010; available at http://www.del.wa.gov/development/kindergarten/pilot.aspx) focused primarily on the whole child assessment. Child data across the three piloted assessment tools (Teaching Strategies GOLD, Work Sampling System and Developing Skills Checklist) was reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language. Across the three instruments, nearly 30% of children entered kindergarten with language and literacy, cognitive, social emotional and physical health and development skills that were below kindergarten entry expectations.

The first report also provided information about the teachers' opinions related to the usefulness of the assessment information for individualized instruction, for understanding the whole child, and for communicating information to parents. Additionally, the first report provided information about the feasibility of the assessment tool use in kindergarten classrooms. In general teachers found the tools useful for learning about the whole child, but struggled to find the time to implement the assessment.

The current report provides more information about the teachers' experiences with the assessment tool, the parents' opinions about the assessment tools and transition process, and the early learning collaboration.

The findings in this report are intended to answer these research questions:

1. Do teachers feel they were able to implement the assessments as intended?
2. Is assessment data useful to teachers for planning instruction for individual children?
3. Are assessment reports useful for communicating to parents about children's strengths and concerns?
4. What family connection practices do families find valuable?
5. What do early learning providers and kindergarten teachers regard as the ideal practices to facilitate early care and education to kindergarten connection and alignment?
6. What assessment, curriculum and transition strategies are currently being used in early learning settings in Washington State?

The remainder of this report is divided into six sections. First, we provide background on the study methodology and sample. Second, we offer information on the kindergarten teacher's

opinions of the assessment tools. Third, we describe kindergarten parents' opinions about family connection and assessment practices. Fourth, we provide findings from the early learning collaboration focus groups related to the common, ideal and barriers to early learning connections and alignment practices. Fifth, we provide information from a survey of early learning providers regarding their experiences with assessment, curriculum, kindergarten transitions and their opinions of the WaKIDS pilot assessment tools. Sixth, we summarize and provide recommendations for future consideration.

I. Methods

A mixed methods approach was used to inform and evaluate the WaKIDS pilot. Both quantitative and qualitative information was used to gain a greater understanding of the teachers' and parents' experiences throughout the pilot year.

Data Collection Tools

Beginning in August 2010, WaKIDS developed and implemented eight data collection tools.

- **Initial teacher questionnaire**. The UW team asked all participating teachers to complete an initial questionnaire at their assessment tool training in August 2010. (See Appendix B.) The UW team designed the questionnaire to collect demographic information about teachers' background and training and to gather data about their assessment and transition practices. A total of 108 teachers completed the questionnaire at their training sessions.

- **Whole child assessment**. The WaKIDS team piloted three assessment tools during 2010 with participating kindergarten teachers: Teaching Strategies GOLD, The Work Sampling System (WSS; Pearson), and Developing Skills Checklist (DSC; CTB/McGraw-Hill). The team assigned teachers to one tool set and asked them to complete the assessment with all students in their classes during a three-week window: September 27– October 15, 2010. Child assessment data can be found in the first WaKIDS evaluation report (Joseph, Cevasco, Lee & Stull, 2010).

- **Teacher questionnaire #1**. At the completion of the child assessment period, the WaKIDS UW team e-mailed an electronic survey to all teachers to gather feedback about their experiences with training, implementation, reporting, and use of information gathered from their assigned assessment tool. (See Appendix C.) The team customized the survey for each of the three assessment tools. Teachers received two reminder e-mails to complete the survey. Of the 116 participating teachers, 105 (91%) responded to the survey. Information from this questionnaire can be found in the first WaKIDS evaluation report (Joseph, Cevasco, Lee & Stull, 2010).

- **Parent questionnaire.** Early in the pilot year, parents were invited to participate in a survey about their pre-kindergarten and kindergarten transition experiences. This survey was mailed to classroom teachers, who were instructed to send one survey home per student.

  Parents received a sealed packet that included a cover letter discussing WaKIDS, a paper copy of the survey in English or another language as requested by the teacher, a prepaid business reply envelope, and one $5 bill. Parents were told that the $5 was theirs to keep whether they completed the survey or not.

  Prior to receiving parent surveys, classroom teachers were asked to indicate languages spoken by classroom parents. Based on this information, the survey was produced in the

following languages: English, Spanish, Russian, Somali, Vietnamese, Tagalog, French, Korean, and Japanese.

The parent survey (See Appendix D) was comprised of 29 questions related to pre-kindergarten care, transition techniques used by the child's kindergarten teacher, and transition practices parents would have liked to have been used. We received 1699 out of 2504 sent, a 67.9% response rate.

- **Teacher questionnaire #2.** The final teacher questionnaire was sent to all participating WaKIDS teachers in May 2011. It consisted of 26 questions related to ongoing assessment use, teacher satisfaction with the WaKIDS pilot, and collaboration with early learning providers (See Appendix E.). Of 116 participating teachers, 113 (97.4%) completed the final survey.

- **Early Learning Collaboration Focus Groups.** The Early Learning Collaboration (ELC) meetings served as an opportunity for K teachers and early learning providers to meet, discuss transition and assessment practices and design the ideal transition.

  WaKIDS facilitated 10 ELC meetings throughout the 2010-2011 pilot year. In the fall, 5 focus groups were held, including groups in Olympia, Toppenish, Moses Lake, Anacortes, and Seattle. Six spring focus groups took place in Tacoma, Spokane, Cashmere, Toppenish, and Seattle. Of the 116 WaKIDS teachers, 55 (48.2%) attended an ELC meeting.

- **Early Learning Provider questionnaire.** This online survey was designed to be answered by any early learning provider (ELP) in Washington state (See Appendix F). Open invitations to complete the survey were sent to providers through the Department of Early Learning and Child Care Resource and Referral. Providers were told they could win a $150 Amazon.com gift card if they completed the survey and chose to identify themselves (the survey itself was anonymous). The survey was open from April 13 – May 4. Questions centered on current early learning assessment and family connection practices, as well as requests for ELP input on partnerships between providers and kindergarten teachers. Over one thousand surveys were returned (n=1369).

- **Parent Interviews.** From February to May 2011, the WaKIDS team conducted several smaller-scale parent focus groups throughout the state. Flyers advertising the focus groups were sent to WaKIDS teachers whose schools were located within a 25-mile radius of a predetermined meeting area. Teachers sent home the flyers, which invited parents to participate and offered $100 compensation for time, reimbursement for gas mileage, and a meal while participating in the focus group.

  Parent focus groups were held in Tacoma, Spokane, Cashmere, Toppenish, and Seattle. A total of 40 parents participated in focus groups, with an average of 8 parents per group.

The small group atmosphere allowed for a more detailed discussion of parent experiences with both early learning environments and the transition to kindergarten.

Main focus group questions centered around parent early learning experience, parent experiences with kindergarten transition, and parent perspective on the assessment process. Focus group discussions served as extensions of fall survey questions and helped to form a more complete understanding of the typical experiences of kindergarten parents.

With the realization that an in-person focus group was not available to all parents in all areas, WaKIDS also offered a limited number of parent phone interviews. These one-on-one interviews were advertised to parents on the same flyer advertising focus groups and were offered as an alternative for parents who could not attend groups. Parents who participated in phone interviews received $50 compensation for their time.

Pilot Sample

Dr. Cathy Taylor of the University of Washington College of Education led the selection process of participating schools. Individual teachers applied to be part of the WaKIDS pilot, and once the full list was compiled, schools were coded by socioeconomic status level (using percent of students qualifying for free or reduced-priced lunch as a proxy) and representation of ethnic minority groups (Black/African American, Native American, Asian American, and Latino/Hispanic).

Classrooms were randomly selected within each of five identified regions of Washington State and then adjusted to ensure that there was sufficient representation of SES levels and school districts that had applied to participate. Typically, all teachers who applied from the same school were invited to be part of the pilot. The sample included a total of 115 classrooms in 63 schools, distributed across the five regions. Region 1 contained 21 classrooms; region 2 contained 25; region 3 contained 31; region 4 contained 20; and region 5 contained 18. Due to the rigorous sampling procedures, the sample is assumed to be representative across the regions. Thus, the remainder of the demographic information collapses across all regions. Seventy-eight percent of all participating classrooms were full-day, and 22% were part-day.

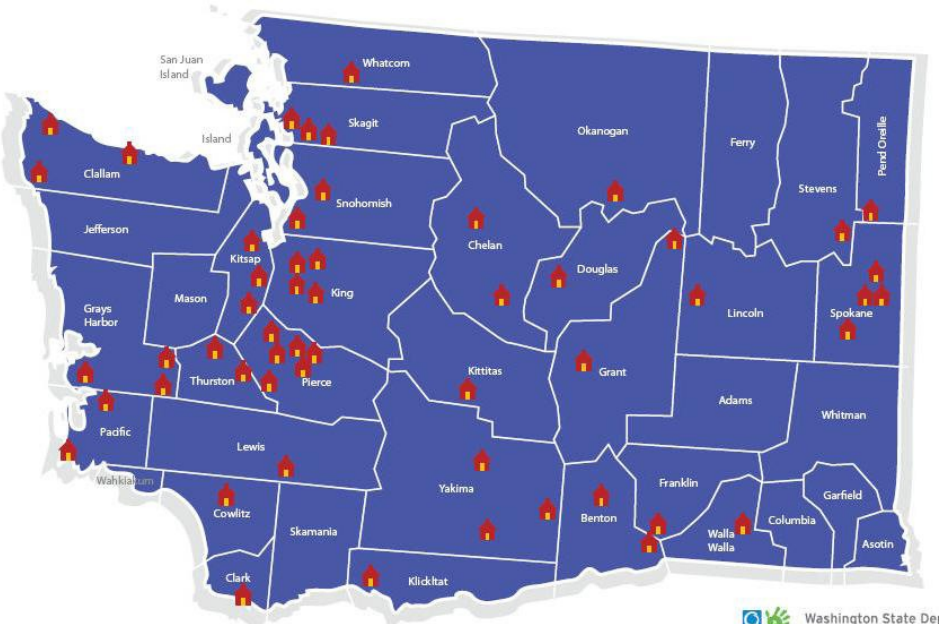

Figure 1. Map of school districts with participating schools.

The majority of the classrooms (55%) are contained within small districts (0–4,000 students). The remaining classrooms are evenly distributed across the larger districts: 4,001–12,000 students (16% of classrooms); 12,001–21,000 students (13% of classrooms); and 21,001 or more students (16% of classrooms). Slightly less than a one fourth of the classrooms have 0–25% of the students receiving free or reduced-priced lunch. The greatest segment of classrooms (45%) in the sample has a high rate of free or reduced-priced lunch (50–100% of the students), as shown in Figure 2.

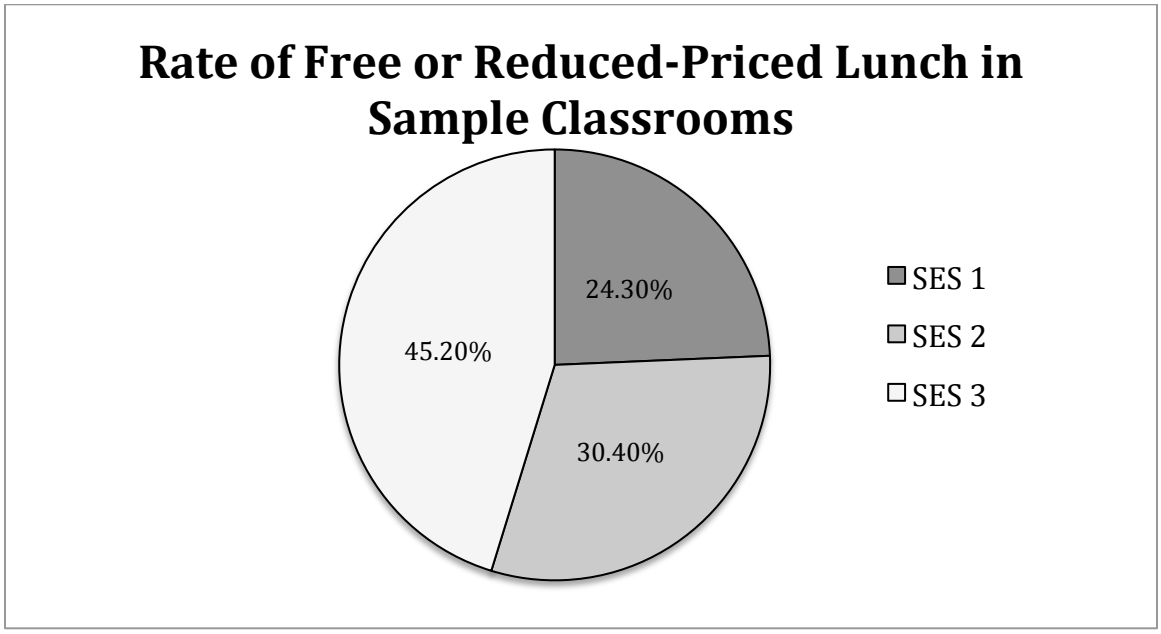

Figure 2. Rate of Free or Reduced Priced-Lunch in Sample Classrooms

Teacher sample
At their assessment instrument training, teachers completed a questionnaire that included demographic information as well as questions about their current assessment and transition practices. The UW team received 108 questionnaires. When declaring their ethnicity, 74% of teachers identified themselves as white, 8% as Hispanic, 7% as multiple origin, 2% as Black/African American, 2% as Native American, and 1% as Asian/Pacific Islander; 6% did not answer the question. More than half (58%) of the participants have master's degrees. Based on these characteristics, teachers in this pilot hold similar qualifications to the broader teaching force in Washington State (Plecki, Elfers & Knapp, 2003). Eighty-eight percent of participants taught kindergarten before participating in this pilot. And nearly one third (29%) of participating kindergarten teachers had experience teaching in early learning settings with children younger than 5 years.

Participant compensation
WaKIDS compensated participating teachers $320 for the training for their assessment tool, and $250 for completing the child assessment data and other evaluation measures.

II. Teacher opinions of WaKIDS pilot assessment tools

Data collection for the pilot year was ongoing, with initial whole child assessment data and teacher survey responses presented in the preliminary report submitted to DEL and OSPI in January 2011. Subsequent data collected from the second teacher survey, parent survey, parent focus groups, and early learning collaborations aids in addressing key research questions. Key research questions addressed in this section are:

1. Do teachers feel they were able to implement the assessments as intended?
2. Is assessment data useful to teachers for planning instruction for individual children?
3. Are assessment reports useful for communicating to parents about children's strengths and concerns?

Of the 116 teachers participating in the pilot, 113 (97.4%) completed the Final Teacher Survey in the Spring of 2011. Of the 116 teachers participating in the pilot, 35 of the 38 GOLD teachers in the pilot (92.1%) completed the survey, all 39 of the WSS teachers (100%) completed the survey, and all 39 of the DSC teachers (100%) completed the survey.

How able were teachers to implement their tool?

Pilot teachers from all three tool sets were asked to indicate how able they were to administer their assigned assessment as intended. Teachers were given six response options: ***very able***, ***able***, ***somewhat able***, ***somewhat unable***, ***unable***, and ***very unable***.

Results were mixed across the tool sets: the majority of GOLD teachers rated that they were ***somewhat able*** to administer the tool, the majority of WSS teachers rated that they were ***very able*** to administer the tool, and the majority of DSC teachers rated that they were ***able*** to administer the tool (although they were the only tool group to have ratings of ***very unable***). See Figure 3 for a description of teacher-reported implementation ability.

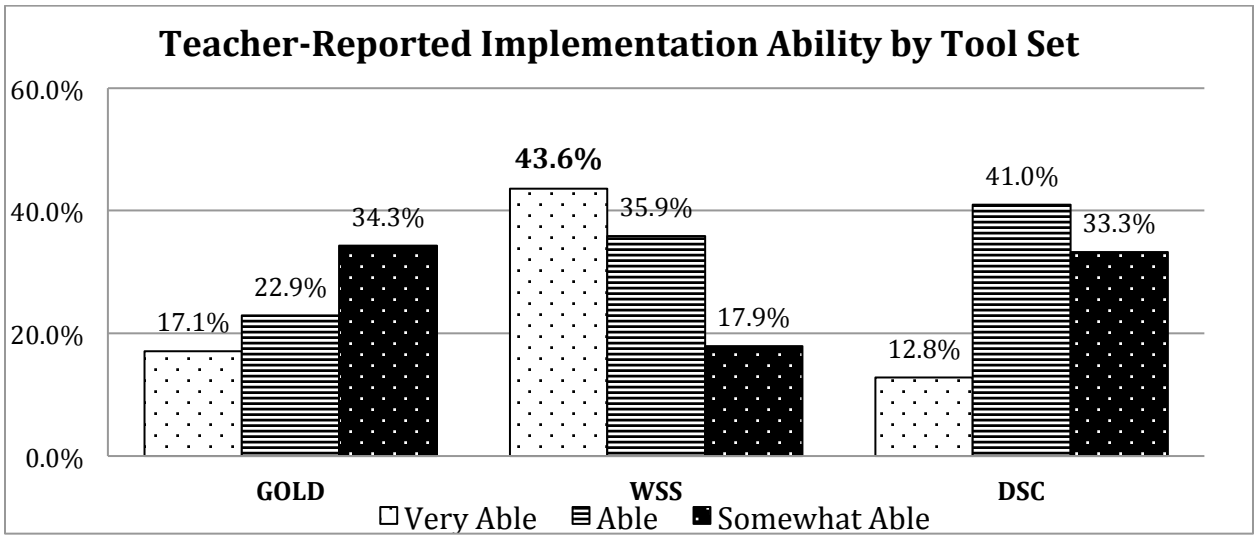

Figure 3. Teacher-reported implementation ability by tool set.
Source: Teacher Survey #2, Spring 2011

Teachers were also given the opportunity to explain any barriers to implementation. This question was optional on the Final Survey and applied only to teachers who indicated they were unable to implement the tool as intended. Of the 113 teachers who completed the survey, 44 (38.9%) indicated they were unable to implement the tool as intended. Of those teachers, 38 (86.3%) were unable because of a lack of sufficient time. Figure 4 shows the percent of teachers from each tool set who were unable to implement as intended and their indicated reason for implementation difficulty.

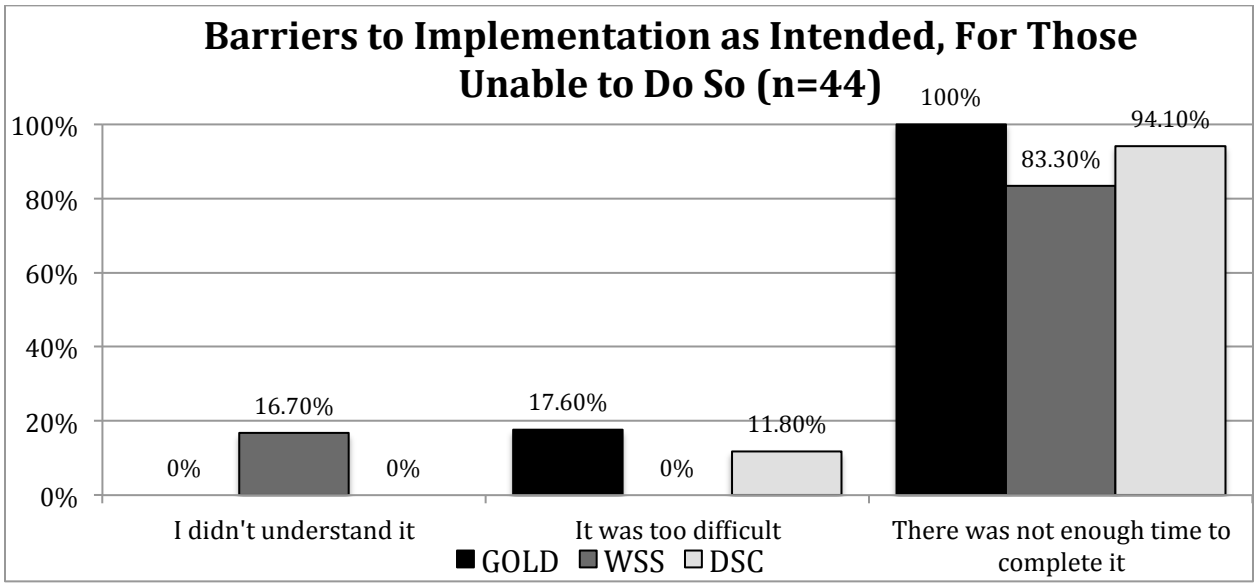

Figure 4. Barriers to implementation as intended.
Source: Teacher Survey #2, Spring 2011

Is assessment data useful to teachers for planning and instruction?

The Final Teacher Survey asked teachers to indicate whether or not they had used assessment tool results in planning and instruction. Of teachers using GOLD, 69.4% responded that they had used results, 80% of WSS indicated that they used results, and 66.7% of teachers using DSC used results in planning and instruction. In total, 82 of 113 responding teachers (71.9%) reported that they used assessment results for planning and instruction, while 28.1% of teachers across tool sets did not use results. See Figure 5 for a breakdown of teacher-reported assessment use for planning and instruction.

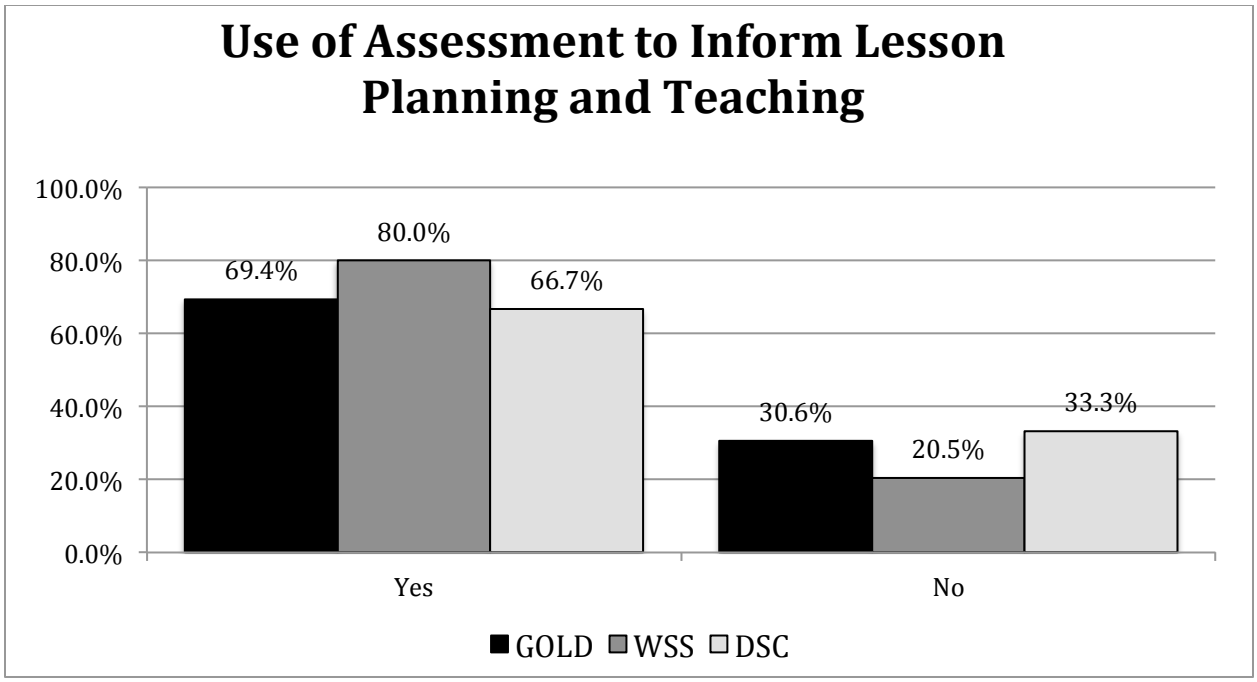

Figure 5. Use of assessment to inform lesson planning and teaching.
Source: Teacher Questionnaire #2, Spring 2011

There were a variety of manners in which assessment results informed teachers' instruction. For all three of the assessments, student results most frequently informed teacher instruction by helping the teacher to identify areas or skills that needed further attention in instruction, either through review, intervention, or by providing instruction for the first time in a specific area.

Of the 24 GOLD teachers who used the assessment to inform lesson planning, 8 (33.3%) indicated that the assessment had helped identify skills (3 teachers specifically identified literacy skills and 1 specified math skills). Other responses from the 24 GOLD teachers included:

- The results helped the teacher identify individual students needing intervention in a particular area as well as students who did not (5 teachers, 20.8%; 1 teacher specified gross motor skills).
- The results helped the teacher form skill level groups for specific areas of instruction (4 teachers, 16.7%; 3 teachers specified for literacy skills, 2 specified for math skills, and 1 specified for social skills).
- The results helped the teacher to provide students with differentiated instruction to match their individual skill levels and needs (3 teachers, 12.5%).
- The results helped the teacher to identify students with scores that stood out from the rest of the class for future monitoring (2 teachers, 8.3%).
- The results helped the teacher to learn student information faster than in previous years (1 teacher, 4.2%)
- The results helped the teacher identify where instruction should begin in kindergarten (1 teacher, 4.2%).

- The results introduced the teacher to skills important to teach in kindergarten that were not covered in their current curriculum (1 teacher, 4.2%).
- The results were used by the teacher to identify students who would need additional assessments (1 teacher, 4.2%).

Of the 31 WSS teachers who used the assessment to inform lesson planning, 10 (32.3%) indicated the assessment was helpful in identifying skill areas (1 teacher specified for math, literacy, and motor skills). Other responses from the 31 WSS teachers included:

- The results helped the teacher form skill level groups for specific areas of instruction (6 teachers, 19.4%; 1 teacher specified for literacy skills).
- The results helped the teacher to gain a better understanding of their students' abilities (3 teachers, 9.7%; 1 teacher specified for literacy skills).
- The results were used by the teacher to help determine kindergarten or first grade readiness (3 teachers, 9.7%; 1 teacher specified for literacy, math, social interaction, and language skills).
- The results were used by the teacher in combination with other assessment results to understand more about student abilities (2 teachers, 6.5%).
- The results helped the teacher to provide students with differentiated instruction to match their individual skill levels and needs (2 teachers, 6.5%).
- The results helped the teacher identify individual students needing intervention in a particular area as well as students who did not (1 teacher, 3.2%).
- Administration of the assessment led to the teacher implementing a classroom activity to help the teacher obtain required observations, specifically social interactions (1 teacher, 3.2%).
- The results helped the teacher to learn student information earlier than in previous years (1 teacher, 3.2%)
- The results helped the teacher identify where instruction should begin in kindergarten (1 teacher, 3.2%).
- The results helped the teacher to build common background information on the students (1 teacher, 3.2%).
- The assessment helped the teacher to connect with families prior to the start of school (1 teacher, 3.2%).

Of the 26 DSC teachers who used the assessment to inform lesson planning, 11 (42.3%) indicated the assessment was helpful in identifying student skills (3 teachers specified for literacy skills, 3 specified for language/communication development, 3 specified for math skills, and 1 specified for fine motor skills). Other responses from the 26 DSC teachers included:

- The results helped the teacher form skill level groups for specific areas of instruction (6 teachers, 23.1%; 1 teacher specified for math skills and 1 teacher specified for social-emotional skills).
- The results helped the teacher identify individual students needing intervention in a particular area as well as students who did not (3 teachers, 11.5%; 1 teacher specified for literacy skills).
- The results gave the teacher a baseline for student learning at the beginning of the year (2 teachers, 7.7%).
- The results led the teacher to use specific assessment content in instruction, specifically vocabulary words (1 teacher, 3.8%).
- The results helped the teacher identify where instruction should begin in kindergarten (1 teacher, 3.8%).
- The results introduced the teacher to skills important to teach in kindergarten that were not covered in their current curriculum (1 teacher, 3.8%).
- The results helped the teacher to plan supplemental academic lessons (1 teacher, 3.8%).

Pilot teachers were given the opportunity to continue using their assessment tool after the fall assessment window and throughout the entire year if desired. Overall, survey results revealed that 21 of the 113 teachers (18.6%) used part or the entire assessment tool again during the year.

This percentage remained consistent within the tool set groups: 6 (17.1%) of the GOLD teachers, 8 (20.5%) of the WSS teachers, and 7 (17.9%) of the DSC teachers used part or their entire assessment tool again during the year.

The most common responses provided for not continuing to use the assessment are as follows and are common across the three tool sets:

- The tool duplicated required district assessment practices
- There was insufficient time to repeat the assessment process
- The tool was too time consuming

Pilot teachers were asked to rate the helpfulness of their assessment tool for individualizing instruction if they did repeat part or all of the assessment. It is important to note that some teachers who reported they had not repeated the assessment answered this question, so they may have been referring to how their single assessment administration helped to individualize instruction. They were given a rating scale option ranging from very helpful to very unhelpful. Figure 6 provides the responses by each assessment tool.

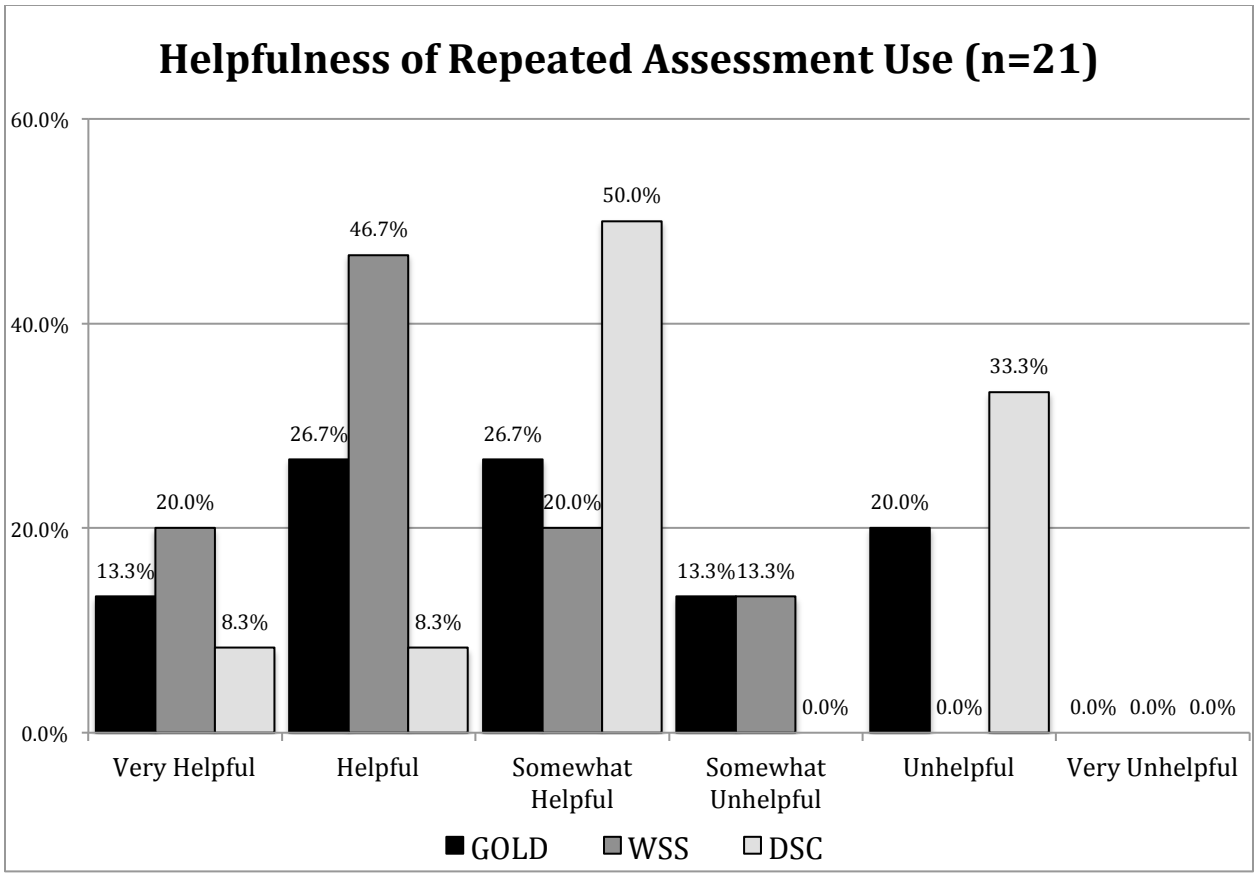

Figure 6. Helpfulness of repeated assessment use.
Source: Teacher Survey #2, Spring 2011

It is important to note that the above graph only shows responses from the 42 teachers who responded to the individualized instruction question from the Final Teacher Survey. These 42 teachers include the 21 teachers who chose to use their assessment tool again after the fall assessment period.

Are assessment reports useful for communicating to parents about children's strengths and areas of concern?

The majority of pilot teachers (72.6%) shared some or all of the information collected from this assessment with parents. Of the GOLD teachers, 22 (62.9%) shared the information with parents, 29 of the WSS teachers (74.4%) shared the information with parents, and 31 of the DSC teachers (79.5%) shared the information with parents.

The most common method for sharing the assessment information with parents across the tool set groups was sharing at a parent teacher conference (75 of the 81 teachers answering this question, 92.6%). The two next most common methods for sharing with parents were sending parent material provided by the tool (15 of the 81 teachers, 18.5%), and informal sharing at pick-up/drop-off (13 of the 81 teachers, 16.0%).

Teachers described other methods for sharing assessment information with parents:

- Phone calls, emails, or meeting with parents apart from a regular conference
- Written reports/Report cards

Assessment helpfulness in explanation
Teachers who shared the assessment information with parents were also asked to rate how helpful the assessment information was for explaining children's skill levels to parents. Of the teachers who shared the information, only one teacher felt the assessment information from WSS was unhelpful in explaining the child's skill level to parents. Figure 7 displays how helpful teachers felt the assessment information was for sharing information with parents.

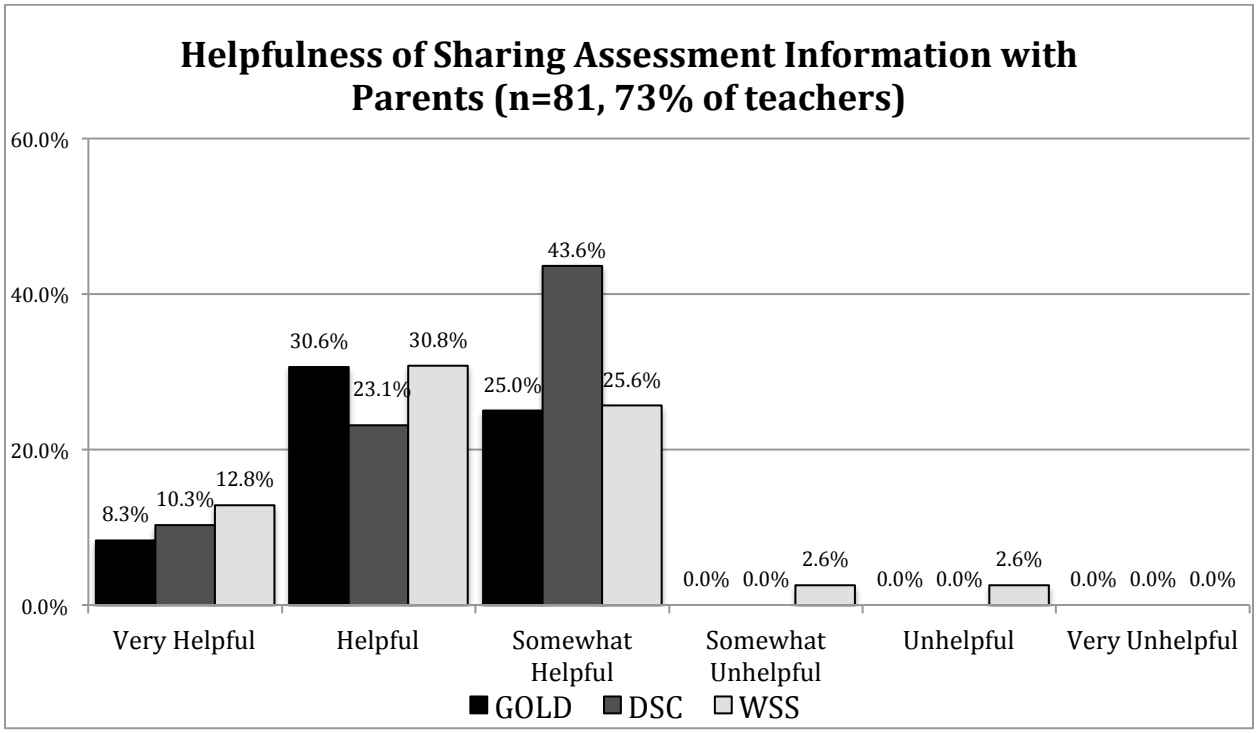

Figure 7. Helpfulness of sharing assessment information with parents.
Source: Teacher Survey #2, Spring 2011

Reasons teachers did not share assessment information
Teachers who did not share assessment information with parents were asked to explain their decision not to share. A variety of reasons were given across all three tool sets. Responses among the 14 GOLD teachers who did not share the information with parents included:

- The information was redundant with information from other assessments already in place – 4 teachers (28.6%)
- The GOLD assessment standards did not align with those of the school/district – 2 teachers (14.3%)
- The teacher did not view it as valuable assessment information for sharing – 2 teachers (14.3%)

- The teacher did not have the information due to running out of time to administer assessment – 2 teachers (14.3%)
- The teacher felt the amount of information was too overwhelming for parents – 2 teachers (14.3%)
- The teacher felt the presentation of the information was not parent-friendly – 1 teacher (7.1%)
- The teacher felt that the information did not reflect how students naturally perform – 1 teacher (7.1%)
- The teacher had too much other information to share with parents – 1 teacher (7.1%)

Responses among the 10 WSS teachers who did not share the information with parents were very varied and included:

- The teacher found information from other assessments in place to be more relevant/valuable – 2 teachers (20.0%)
- The teacher had too much else to present from district assessments – 1 teacher (10.0%)
- The information was redundant with information from other assessments already in place – 1 teacher (10.0%)
- The teacher felt the information was better suited for sharing at the beginning of the year – 1 teacher (10.0%)
- The teacher did not feel the need to because students performed well – 1 teacher (10.0%)
- The teacher did not have the opportunity – 1 teacher (10.0%)
- The teacher did not want to contaminate parent survey results – 1 teacher (10.0%)
- The teacher was told not to at training – 1 teacher (10.0%)

Responses among the 9 DSC teachers who did not share the information with parents included:

- The teacher did not have enough time to share at conferences – 3 teachers (33.3%)
- The teacher found it too time consuming to determine scores – 2 teachers (22.2%)
- The teacher felt information was better suited for sharing at the beginning of the year and not at conference time after the assessment window – 2 teachers (22.2%)
- The teacher did not know how to interpret the scores for parents – 1 teacher (11.1%)
- The teacher did not view it as valuable assessment information for sharing – 1 teacher (11.1%)
- The teacher was not clear about how to share the information with parents – 1 teacher (11.1%)

III. Family Connections

Interviews and focus groups were used within this study to gain information regarding parents' opinions about kindergarten transition and assessment information. Focus group interviews were held in Tacoma, Spokane, Toppenish and Seattle. Due to attendance, the originally scheduled Cashmere parent focus group was cancelled.

Structured interviews were conducted either over the phone or in person and were audio recorded. Notes were taken during the interviews as well. All audio data were transcribed. Data were reduced by coding and categorizing. Coding consists of "assigning some sort of shorthand designation to various aspects of your data so that you can easily retrieve specific pieces of the data" (Merriam 2001, p. 164). Each interview was read several times to search for commonalities within the data (Crewell 1998; Rossman and Rallis 1998). The constant comparison method allowed the principal investigator to look for similarities in the data and ultimately cluster and define categories and themes (Lincoln and Guba 1985; Strauss and Corbin 1990).

Themes on transition to Kindergarten from qualitative parent data
The following themes emerged from the parents' interview data related to kindergarten transition:

Early learning helps with transition to Kindergarten
Parents described that having their child be in some sort of early learning program, whether Head Start, child care or Sunday school, helped their child with the kindergarten adjustment both academically and emotionally.

> *"She went to preschool before that and in preschool her teacher there helped her with shapes, numbers, alphabet and left her with information to transition into kindergarten. Now my daughter is reading at a 2nd grade level she's in kindergarten and she's at the top of her class. Which I excelled in when I was little too. I was surprised she's top of all the kindergarteners too. She be reading big she already knows how. She's reading big words."*

> *"My kids were already prepared to go to kindergarten. It was easy because when they were in preschool they already knew numbers, ABCs, shapes."*

Parents of children who did not attend an early learning program described more difficult transitions. They described their child as being frightened and crying every day sometimes for weeks.

> *"We never left her with babysitters. If I wasn't home her dad would be home. So we never left her with anybody. It was really hard because like I said she was a very shy child …She didn't like leaving home, she didn't like me leaving the classroom. It's because she didn't know anybody or the teachers."*

Whole group orientations can be unhelpful

Parents described the large whole class orientations as being overwhelming for the child, the parent and sometimes the teacher.

> *"I think the kindergarten teachers were acting overwhelmed, trying to talk to all the parents and they were acting distraught."*

Parents suggested having the open houses in smaller groups and in the classroom so that children, parents and teachers could interact.

> *"We didn't have that opportunity. I know like the parent teacher conferences they're open in the gymnasium and it kinda felt like or you just put my kid on glass and it should have been more in the room."*

Simple things go a long way

Parents felt positively about notes home before the child began, the opportunity to arrive up to an hour before school started on the first day to help acclimate their child, and appreciated when the teacher stood at the doorway to greet parents and children on the open house days. "Introducing Me" was also well regarded by parents. They liked being able to share information such as temperament, and moods with their teacher before their child arrived.

> *"When we started Kindergarten they sent me a package to fill out everything about my kids. And what's his favorite food, what does he like? Everything about him. Also if they live with both parents or with just one mother...how many people live in the same house. Everything about them. I think it's good because sometimes if the kid lives just with mom it's different. Sometimes my daughter make a drawing about family and on another page she draws little kids with just a-in a big house with just one person. She tells her it's her friend because she just lives alone with her dad. That's a way for teachers to know what's going on."*

Flexible scheduling is helpful
Parents felt differently about certain transition practices - specifically home visits. Some felt that a home visit would have been helpful for their child's transition.

> *"Oh I liked it. I have an older son and they did a home visit and my son got to know the teacher at a personal level."*

> *"I think that would have been fun. That would have been good for the kids to get to know her."*

> *"I think it would be awesome I think teachers should do a home visit just so you can figure out the family now. Like my situation I'm a single custodian and uh you know going over that separation and that affects the child. And I live with elderly folks and my mom has cancer and my dad has three strokes you know it's just a lot for my kid to see."*

Some did not agree:

> *"For us I don't think it was necessary. I would actually be surprised. It's something that I would not vote for."*

> *"I don't like them. School should be separate from the home."*

> *"Having her come to the house before school starts, it would be kind of intimidating for the child."*

Also, several parents described not being able to attend the open house or other orientation events due to their work schedule. They would like to see more flexible options to accommodate working and single parents.

Familiar faces
All parents mentioned the importance or desire of having their child get to meet the teacher before school started. Parents mentioned the anxiety of not knowing who the teacher would be; or conversely, the comfort of knowing well in advance. One parent was notified in June of her child's kindergarten teacher and was able to walk by the school with her daughter throughout June and point out her K teacher.

> *"I noticed that it got my daughter more comfortable meeting her before school. You see what I'm saying she already knew who her teacher was before school."*

Themes on assessment information from qualitative parent data
Parents were also asked about assessment information in kindergarten and how useful this is for them to have. Themes that emerged from the interview data were:

Knowing soon and often
Parents mentioned that they would want to know right away if their child was having any difficulty and not have to wait for a parent teacher conference. Many parents described that they receive emails from their child's teacher two or three times a week and that this was very helpful.

> *"Every day when I pick her up now I ask about how she's doing and Mrs. Smith is pretty good about giving me feedback. "*

> *"Yeah because we've only had one conference all year and it was the whole class. [we should meet] At least once or twice a year. I wish it was more one on one with the teacher and parents and kid. Every quarter maybe, every 3 months get a progress report or something."*

Honest and accurate information
Parents felt it was helpful to have information about how their child was doing in relation to benchmarks.

> *"They have one conference, a parent-teacher conference. You know my daughter is one and her teacher let us know that she's doing really good at reading. I think its good to know how good she's doing. I just swung by for a second. But I think the school should be obligated to let us know how they're doing in school. Not just the kid that comes up to us, we're proud of it, but we want to know that the school is proud of it too."*

> *"I already know where she is in reading and a little bit in math. But where is it that's she's doing good in? Where is she doing bad in? Where does she need help? Where does she need to grow more? That's what I need to know. You know a progress report; how is she doing*

behaviorally, learning, you know how is she getting along with the other kids? How does she get along with the teacher? How does she interact? How does she do overall? That's pretty much the information I would like to know."

"No 'cause then at least that would let us know that we have to push her and teach her more. Its good to know - If my child is at the bottom of the class, heck no we aren't standing for that. It would motivate us to help her out more."

District data as advocacy tool

Parents were asked what they would do if they got information suggesting their school was lower than others in the district, or that their district was lower in the state. All of the parents mentioned using this information to advocate for their school with the school board or state, but also to use this information as motivation to work with their child at home.

"I would get together as parents as a whole and as a school district see what we can do as a school district. All of us as a community, teachers and parents, the whole town - to see what we can do."

Teacher Reported Family Connections Strategies

In the final teacher survey, kindergarten teachers were asked to identify the new or different family connection practices they would use as a result of participating in WaKIDS.

Using the "Introducing Me" book at the beginning of the year was the most common response, with 68 (61.3%) of the teachers saying that they plan to use it again after being introduced to it in WaKIDS. See Figure 8 below for additional practices teachers reported they would use.

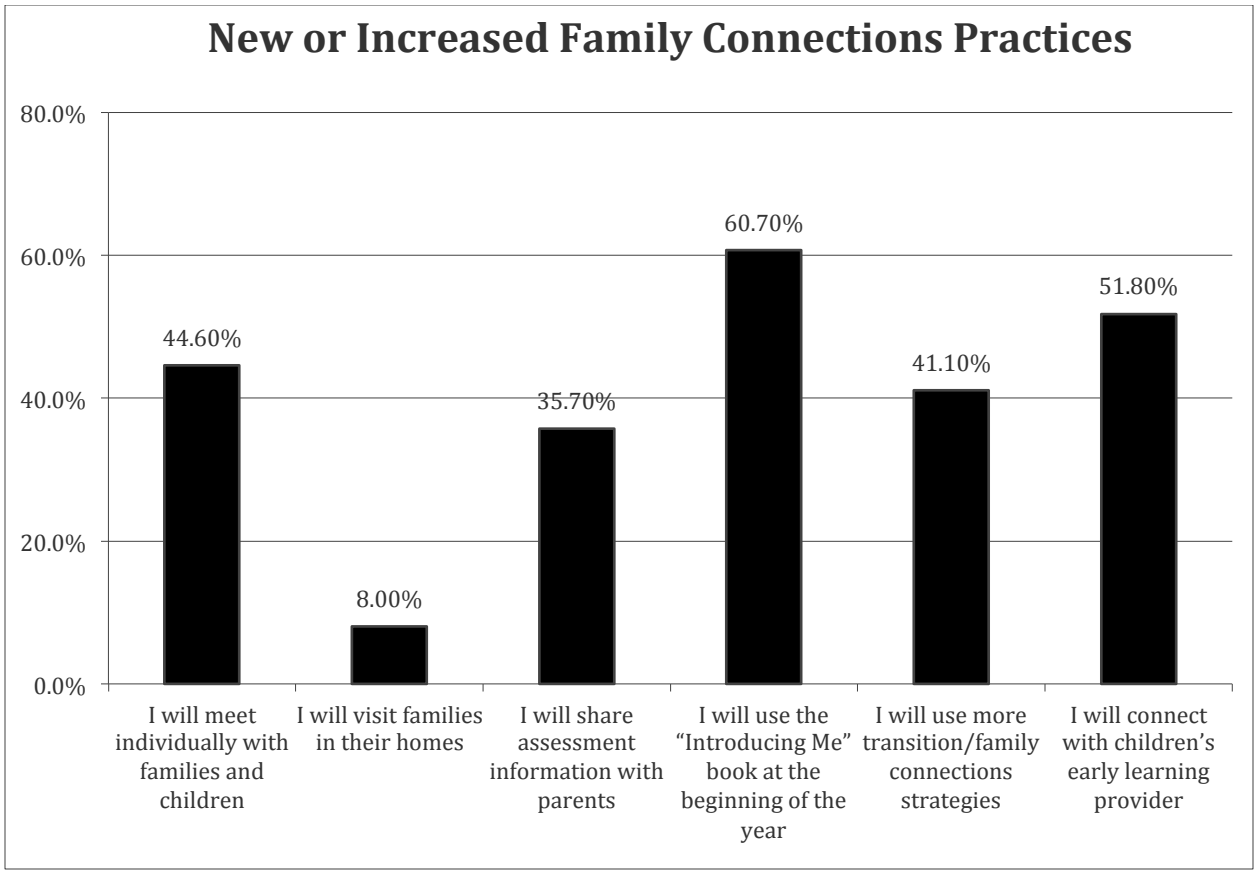

Figure 8. New or Increased Family Connection Practices.
Source: Teacher Survey #2, Spring 2011

An "other" write-in response was an option as well and 17 teachers identified additional family connection practices other than those listed in the multiple-choice options. Several teachers used this space to explain how they already do some or all of these practices and that they were not introduced to them by WaKIDS (7 teachers, 6.2%). Others explained that they already do some or all of the practices but will continue to do them because of WaKIDS (5 teachers, 4.4%). Two teachers specified that they will now hold an orientation before school starts and collect early assessment information, and one teacher specified that he/she will now make developmental readiness benchmarks available to parents. Also noteworthy, two teachers indicated that they would not consider making home visits to students and their families because of the dangerous areas in which some of them live.

IV. Early Learning Collaboration

Ten Early Learning Collaboration (ELC) meetings were held throughout the pilot year and offered a chance for early learning providers and kindergarten teachers to come together for a facilitated focus group. Collaboration members discussed the current state of transition in their regional areas and designed examples of the ideal transition from early childhood to kindergarten. Additionally, the groups offered an opportunity to discuss assessment and its role in both early childhood and kindergarten. Focus groups centered broadly around alignment and transition practices between early care and education settings and kindergarten. Focus group questions are listed in Table 2.

Table 2. Early Learning Collaboration Focus Group Questions

Early Learning Collaboration Focus Group Questions
1. What transition practices are currently in use by providers and kindergarten teachers?
2. What practices would be included in the ideal transition?
3. What information about children's early childhood education experiences and/or home experiences kindergarten teachers would like to know?
4. What assessment information would kindergarten teachers like to have?
5. How do teachers share assessment information with parents?
6. How do teachers share (non-student specific) assessment information with early learning providers?
7. What are barriers to information sharing between providers and kindergarten teachers?
8. What are barriers to effective transition practices?
9. What role should the state have in collaborative efforts between providers and kindergarten teachers?

A coding mechanism was used to determine the frequencies of these responses. Two researchers/coders were trained on this mechanism and used it to code the ELP and K teacher responses from all 10 of the ELC focus groups. Inter-rater reliability was established with 71.7% agreement on 30% of the transcripts. Transcripts across all the 10 groups included responses from a total of 98 early learning providers or K teachers.

The most common responses to the ideal early learning collaboration practices are described in Table 3. Perceived barriers are described in Table 4. Illustrative quotes are provided for some for the categories.

Table 3. Ideal Early Learning Collaboration Practices

Topic	Categories	Examples
Ideal Early Learning Connection practices	**Visits are arranged for preschoolers to visit K classrooms**	*"Take the preschoolers to go visit the kindergarten site and stay there for about 1.5 hours; go into the classrooms, playground, gym, and library, then have breakfast there."*
	Districts invite incoming families to school events during the summer	
	Early childhood and elementary schools use a common assessment	*"Early childhood programs are being held more accountable as far as following the benchmarks, now I need to put that in my lesson plans. This can transfer to what we can share with K. The assessment tools, I wish there was just one that can be beneficial for all."*
	Early learning providers and kindergarten teachers know how to contact each other and are able to meet at various times during the year if desired	"*I would like to know if they came from Head Start or ECEAP so when they come do an orientation so that I can already ask them about their portfolios and ask them if they can share with me and go back to the preschool teacher if I needed more info."*
	Parents are informed of K curriculum and expectations, as well as assessments and developmental expectations and what they can do to prepare	
	Feedback to ELPs about efforts to prepare children and areas for improvement	*"But then how does that info get back to day care and ELP? It's great for us to know as teachers that kids are adjusting well and the parents are happy and the progress is good but how does the info get back to the people who need to know? They need to know what they're doing is working or not."*
	A standardized assessment-sharing method is established	*"We've run into a rock in the road in the info sharing in our district. It's a very gray area, we would like some help and wish there were some continuity*

Providers and teachers who attended an Early Learning Collaboration meeting helped inform the current state of transition and assessment in Washington, as well as providing insight into the most ideal transition practices. These discussions have made it clear that both providers and teachers want to work together to create a truly meaningful kindergarten transition. However, lack of funding and time for such collaborative efforts seem to be one of the strongest barriers to more effective transition practices.

The importance of establishing effective communication methods not only with parents, but also between providers and teachers is reinforced through these focus groups. Both providers and teachers spend significant time working with students and families to prepare for kindergarten, but there remains a communication gap between providers and teachers.

Participant-provided descriptions of an ideal transition make it clear that both groups are aware of the communication and collaboration gap. Working to establish early childhood-elementary relationships and to strengthen those that are already in existence will continue to be a crucial goal for WaKIDS.

V. Early Learning Provider Survey

The WaKIDS Advisory Group and Work Team recommended that a survey of early learning providers be conducted. The purpose of the survey was to find out current assessment and curriculum practices, as well as transition strategies. It was also used to understand which of the three piloted WaKIDS assessment tools would the early learning providers be most likely to use. The survey was disseminated through the Washington State Child Care Resource and Referral (CCR&R) and the DEL email lists of ELPs. Over one thousand (n=1,327) early learning providers responded. Responses by provider affiliation are listed in Figure 9.

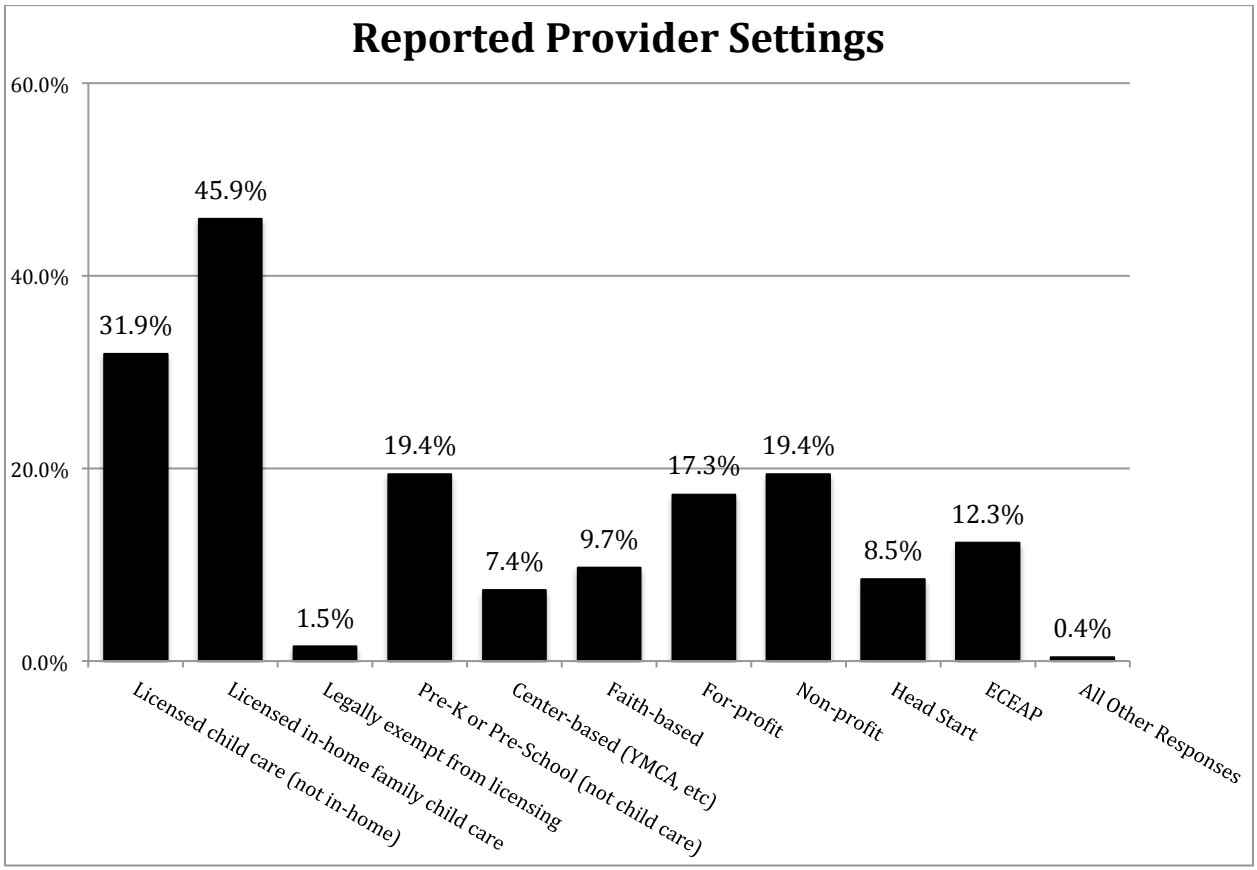

Figure 9. Provider settings
Source: Early Learning Provider Survey, Spring 2011

Developmental Screening

Providers who responded to the Early Learning Provider survey were asked to discuss any developmental screening used in their program. Almost half of the early learning provider survey respondents (48.6%) report using a developmental screening with the children in their program. The most frequently reported developmental screening instrument was the Ages and Stages (Squires, 1999) and the Ages and Stages Social Emotional (Squires, 2002). Figure 10 provides the reported screening instruments.

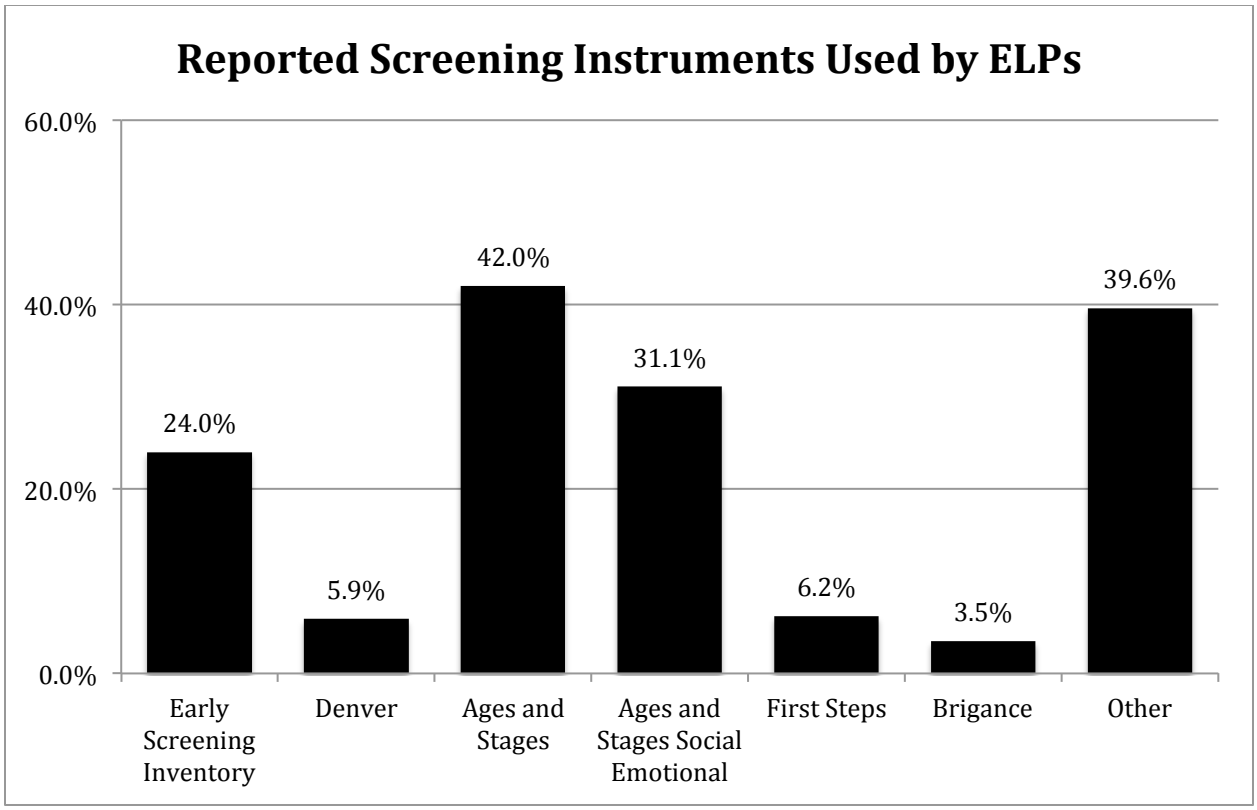

Figure 10. Developmental Screenings Used in Washington Early Childhood Settings.
Source: Early learning provider Survey, Spring 2011

Many respondents (39.6%) reported using instruments other than what was listed. The most frequently reported instruments included the DECA (18.3%), the Dial-3 (16.1%) and self-made (15.7%).

What assessments are currently being used in early learning settings in Washington State and can aid in the transition to P-3 alignment?

A majority of respondents to the Early Learning Provider Survey (64%) reported using some type of ongoing child assessment. Of the respondents who reported to use an ongoing child assessment the Creative Curriculum Developmental Continuum was selected most frequently (27.5%). The Creative Curriculum Developmental Continuum is the predecessor to the piloted GOLD assessment, which an additional 11.4% of respondents claim to use. The graph in Figure 11 provides information about the various assessments used by early learning providers in Washington State.

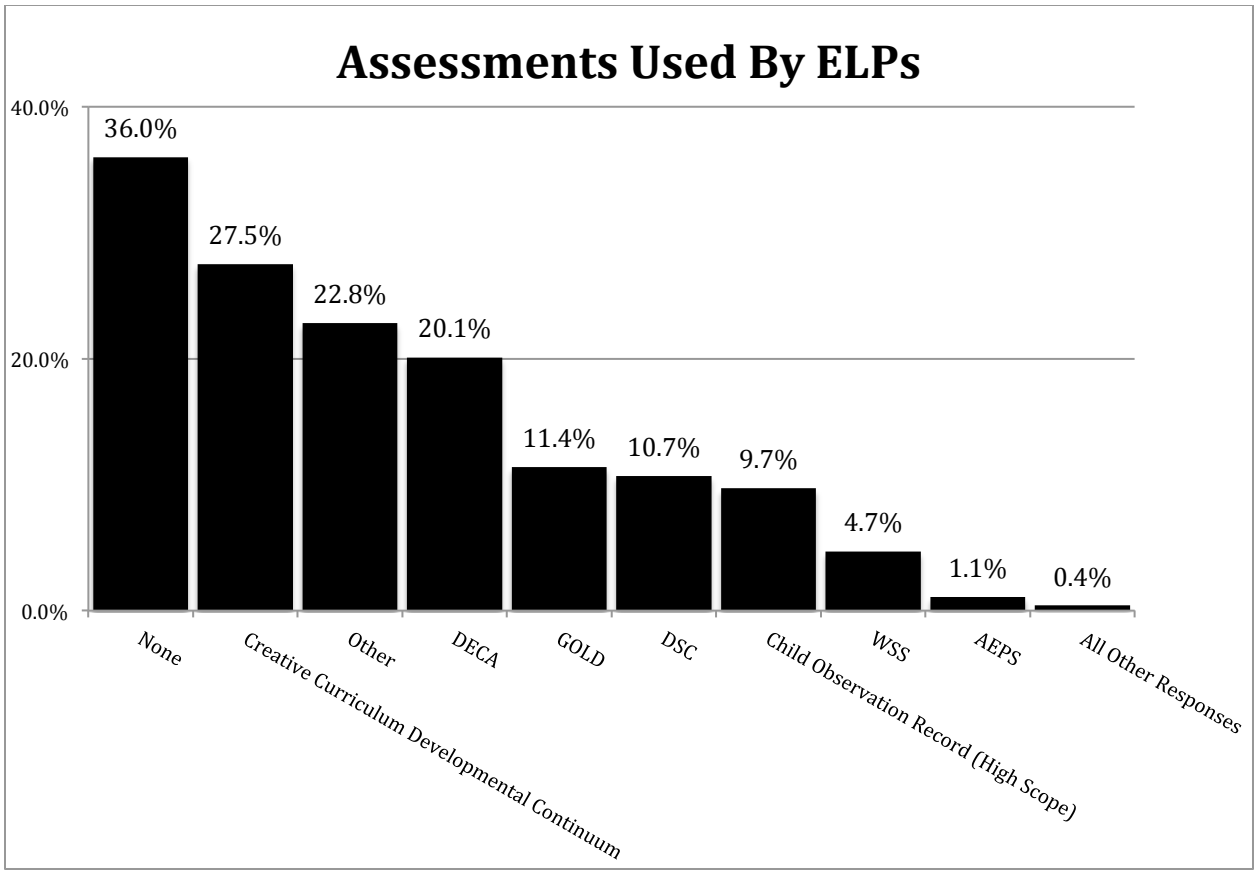

Figure 11. Assessments used in Washington Early Childhood Programs.
Source: Early Learning Provider Survey, Spring 2011

Two hundred seventy respondents claimed to use an assessment other than what was listed. Of these, 27.4% use a self-made assessment. Three respondents mentioned that they used an assessment developed by kindergarten teachers from receiving schools.

Do reports from multiple years provide useful information about children's growth?
A large percentage (38.9%) of early learning providers indicated that they currently use either GOLD or a previous version, Creative Curriculum Net. The pre-existing statewide tendency towards GOLD may serve as an important factor in selecting an assessment tool that can inform educators throughout the child's journey in early childhood to elementary education.

WaKIDS asked providers to read descriptions of the three WaKIDS pilot assessment tools (without disclosing the names of each), and to tell us which assessment tool they were least, somewhat or most likely to use.

ASSESSMENT #1 (DSC)

This assessment is completed individually with each child. It uses manipulatives (items such as blocks) during the assessment to determine whether children can complete specific directions.

For this example, you read a script that asks the child to count objects provided in the kit and evaluate their ability to count 10 objects. If they are unable to count all ten objects correctly, the skill is considered "unobserved" and they do not receive points.

There are several additional math-related questions, and once you have completed each of them with the child, you will score the mathematical section of their assessment. You will score them by adding up each of their scores on each of the math-related questions you asked.

In addition to math, there are sections of the assessment for language, memory, gross motor and fine motor skills, visual, auditory, print concepts, and writing/drawing concepts.

ASSESSMENT #2 (Teaching Strategies GOLD)

This assessment is completed over time and uses "checkpoints" throughout the school year to reflect on a child's progress. It uses observation and documentation of child work to support your scoring decisions.

For this example, you observe the child's counting progress during day-to-day class time, over the course of several weeks. You will place them on a developmental continuum based on their ability to count objects.

For example, if you observe that they are able to demonstrate understanding of the concepts of "one, two" and "more", they would be placed at level 2. If you observe that they recognize and can name the number of items in a small set (up to five) instantly and can combine and separate up to five objects and describe the parts, they would be placed at level 4.

For each item on the assessment, the level they are placed at corresponds to an age group and shows where most children of a particular age group are likely to be at the beginning and end of a program year.

The assessment also contains sections for social-emotional, physical, language, and cognitive development, as well as literacy, science and technology, social studies, and the arts.

ASSESSMENT #3 (Work Sampling System)

For this assessment, you will observe children and take notes on the skills you see them demonstrate during normal classroom activities. You will use the notes and examples of the child's work to decide whether they have achieved a specific skill.

You will use your observations, notes, and work examples three times over the course of the year: fall, winter, and spring. At each of those three times, you will determine which skill level they are at: "not yet", "in process", or "proficient" in the skill you are measuring.

For this example, you will score a child as "not yet", "in process", or "proficient" in showing beginning understanding of number and quantity. You will determine their skill level in the fall and then again in the winter and spring. Their skill level may move in order from "not yet" to

"in process", and finally, "proficient". The skill level may also stay in one place or go down, for example from "in process" to "not yet".

This assessment also includes sections on personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical health and development.

Early learning providers reported they would be least likely to use the DSC assessment tool. A majority of providers reported they would be somewhat or most likely to use the Teaching Strategies GOLD assessment, followed closely by the Work Sampling System. Figure 12 provides the responses.

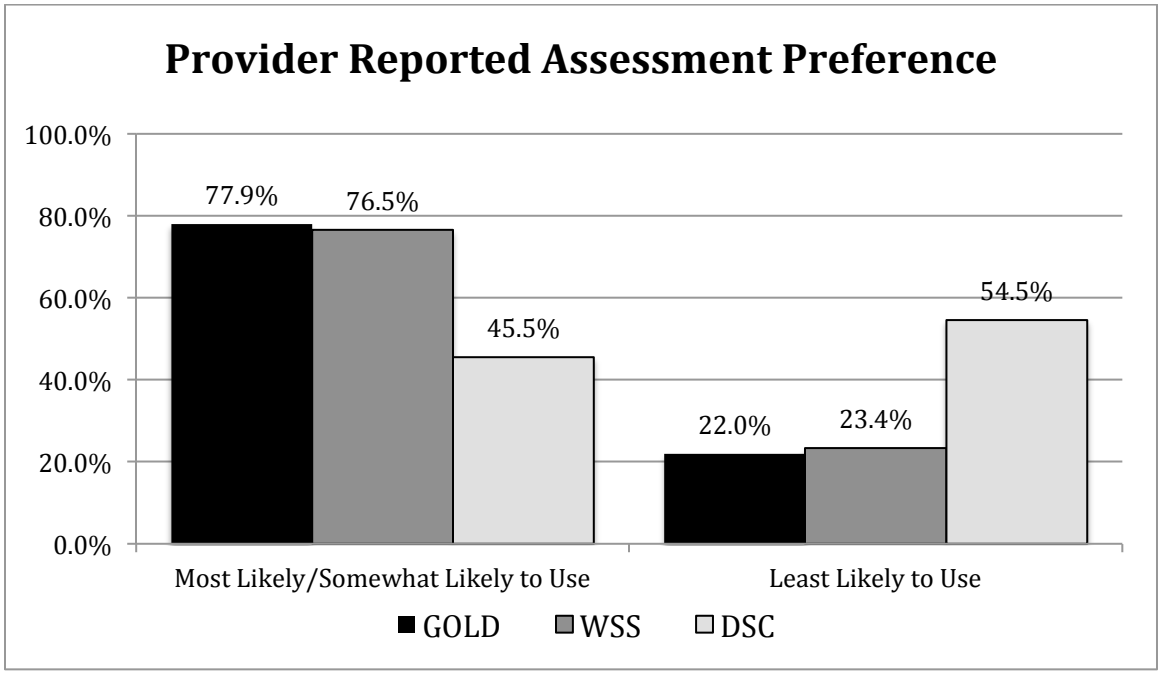

Figure 12. Provider reported assessment preference.
Source: Early Learning Provider Survey, Spring 2011

Meeting with kindergarten teachers

Over half (58.6%) of the early learning providers responding to the survey reported meeting with kindergarten teachers. Almost all (92.5%) of the providers who meet with kindergarten teachers report discussing kindergarten readiness with them. Of respondents who report not meeting with kindergarten teachers, a majority (76.6%) would like to meet with kindergarten teachers to discuss readiness. When asked to identify the perceived barriers to meeting with kindergarten teachers, the most frequent response (32%) was that "my schedule doesn't allow for me to meet". Other barriers included: Concerns for child and family privacy (17.5%), Teachers/district officials do not seem interested in talking with me (17%), and I am not sure how to connect with teachers (15.8%).

Connecting children with kindergarten
Few early learning providers (23.4%) reported taking children to visit a kindergarten and even fewer reported having a kindergarten teacher visit their program to meet with children (11.2%) or the children's parents (9.2%). Almost one third (30.9%) of early learning providers reported having informal contacts with kindergarten teachers about children.

Sharing information about kindergarten with parents
Many early learning providers give information to parents about kindergarten. Over half of survey respondents (57.9%) report providing written information about kindergarten to parents. A majority of providers (65.9%) also give parents information or assistance with kindergarten registration, as well as (58%) provide information to parents about school district events related to kindergarten transition.

Curriculum alignment
Early learning providers were asked which curriculum they currently use. The most frequent response was the Creative Curriculum (38.4%). Slightly more than thirty-seven percent (37.4%) do not use a formal or purchased curriculum. Thirty percent of respondents reported "other" and in this category the most frequent response (28%) was that they developed their own. Only 15% of early learning providers reported making contacts with kindergarten teachers to develop a coordinated curriculum, but 38.4% felt that this was a good idea.

Professional Development
A majority of early learning providers (56.6%) reported not having any specialized training to enhance children's transition into kindergarten.

VI. Summary and Recommendations

In this report we have used multiple methods and data sources to inform the WaKIDS pilot across three components: family connections, whole child assessment and early learning connections.

Family Connections

Participating parents and teachers validated the WaKIDS focus on family connections. Parents reported that individualized transition strategies eased their nerves and helped their child transition easily to kindergarten. Specifically, parents valued opportunities to share information about their child before school begins, and felt that meeting the teacher before the first day was very helpful. It is important to note that multiple strategies may be needed so that parents can select which activities they would like to pursue. As an example, home visits, while highly valued by some, are not valued by all families. Teachers also reported that they would continue to use the family connections strategies that were encouraged during WaKIDS in future years.

Whole Child Assessment

Most teachers were able to implement the assessment tools as intended. Teachers reported that the assessment instruments were helpful to learning about the whole child and for helping to individualize instruction for children in their classroom. Teachers also felt the assessments yielded information that was helpful for parents in understanding about their child's progress.

Early Learning Connections

Based upon both early learning providers and kindergarten teacher surveys, they each value a connection. However, there is still a seeming divide to bridge in order for these early learning connections to be more prevalent throughout the state. During early learning connections focus groups, many good ideas were shared to build better connections including: use of common assessments, joint curriculum nights, joint professional development and curricular alignment.

Recommendations by Component

Recommendations are made here for each of the three components of WaKIDS:

Family connections

We recommend that training and support be provided for teachers to continue the individualized connections with children and families before children begin kindergarten in the fall. Training can be in the form of written materials, webinars, or through conference workshops. The support of administrators is needed to help facilitate these valuable transition practices, such as funding for open houses, printing kindergarten orientation packets, alternative schedules to allow for individual meetings or opening the kindergarten doors earlier than the school bell to allow for parent facilitated introductions to the room and teacher. Based upon teacher and parent feedback, "*Introducing Me"* should be made widely available. This booklet could also be helpful for transitioning young children to preschool, and making it available to early learning providers is also recommended.

Whole Child Assessment
We recommend that sufficient training and support be provided to teachers in order to implement the tool as intended. Training and ongoing support should be in accordance to assessment publishers' recommendations. We also recommend that teachers complete a procedural reliability measure to increase and track data quality. Finally, we recommend that in addition to training on the use of the assessment tool, training and support on how to communicate the assessment results to parents also be implemented.

Early Learning Connections
It is recommended that support be developed for facilitating early learning connections in order to build PreK-3rd systems. Essential elements identified by both early learning providers and kindergarten teachers are:

1. Common assessments and system for sharing
2. Common school readiness goals
3. Joint professional development

Suggesting one assessment tool
A primary focus of the WaKIDS evaluation was to make a specific recommendation for one assessment tool. Due to several limitations of the study it is difficult to recommend one tool with strong confidence. One limitation of the study is that this is a small sample of Kindergarten teachers in Washington State. The small sample size constrained our ability to analyze the data in more complex ways that would allow us to draw conclusions important to a confident selection. The second limitation is that one of the tools (GOLD) was implemented with the online component, but the training time was not extended. This resulted in teachers learning both a complex assessment tool, as well as an online data system. We feel strongly that this influenced the satisfaction scores of the assessments. A third limitation was our inability to determine inter-rater reliability with the tools. We did gather information about the fidelity of implementation, but are unsure of the extent to which the assessments provide reliable information about kindergarten entrance skills and development.

However, with the limitations in mind, we still can provide some recommendations. First, the naturalistic and comprehensive nature of WSS and GOLD were well liked and rated more highly across several variables than the third tool DSC. While fewer teachers recommended GOLD, or found it easy to implement, we find this is most likely due to the online component. Another consideration for the tool is the potential for building a PreK-3rd continuum of data. Teaching Strategies GOLD was both more likely to be used by early learning providers and also currently used more widely by early learning providers. This finding tips the scales in favor of the Teaching Strategies GOLD as our recommended assessment tool.

Appendices

Appendix A
WaKIDS Committees and Teams

Oversight Committee

Molly Boyajian - *Director of Early Learning Initiatives, Thrive by Five*
Bob Butts - *Assistant Superintendant Public Policy & Planning, Office of Superintendent of Public Instruction*
Bob Hamilton - *Deputy Director, Department of Early Learning*
Debra Hawkins – *Director of Classroom Assessment Integration, Office of Superintendent of Public Instruction*
Janice Kelly - *Early Learning Project Coordinator, Office of Superintendent of Public Instruction*
Joyce Kilmer - *Early Childhood Education and Assistance Program Director, Department of Early Learning*
Mike Middleton - *Director of Assessment Business & Special Populations, Office of Superintendent of Public Instruction*
Robin Munson - *Director of Student Information*, *Office of Superintendent of Public Instruction*
Valisa Smith - *Senior Program Officer, The Gates Foundation*
Jessica Vavrus - *Assistant Superintendant of Teaching & Learning*, *Office of Superintendent of Public Instruction*
Sarah Weber - *Associate Program Officer, The Gates Foundation*
Joe Willhoft - *Assistant Superintendant of Assessment & Student Information, Office of Superintendent of Public Instruction*
Dana Ziemba - *WaKIDS Coordinator, Office of Superintendent of Public Instruction*

Work Team

Molly Boyajian - *Director of Early Learning Initiatives, Thrive by Five*
Bob Hamilton - *Deputy Director, Department of Early Learning*
Debra Hawkins – *Director of Classroom Assessment Integration, Office of Superintendent of Public Instruction*
Susan Johnson - *Director of Early Learning, Office of Superintendent of Public Instruction*
Joyce Kilmer - *Early Childhood Education and Assistance Program Director, Department of Early Learning*
Dana Ziemba - *WaKIDS Coordinator, Office of Superintendent of Public Instruction*

State Advisory Team

Andrea McAllister - *Parent*
April Ritter - *Parent*
Bev Henderson - *School District Assessment Coordinator, Kennewick School District*

Colleen Cawston - *Indian Policy & Support Services, Department of Social and Health Services*
Debra Appleton - *Even Start, Office of Superintendent of Public Instruction*
Elizabeth Grillett - *Parent*
Gail Joseph - *Assistant Professor, Early Childhood & Family Studies, University of Washington*
Hadiyah Miller - *Equity/Cultural Specialist,*
Ian Crossland - *School District Assessment Coordinator, Cashmere School District*
Jacki Haight - *Early Childhood Program Director, Port Gamble S'Klallam Tribe*
Jackie Brock - *Early Learning School Readiness Specialist, Educational Service District 112*
Janet Soderberg - *Child Development Specialist, Bremerton School District*
Jennifer Schreper - *Parent*
Jill Brenner - *Child Development Manager, Kitsap Community Resources, Early Learning & Family Resources*
Joanne Comer – *Principal, Kindergarten Center, Central Valley School District*
Joyce Kilmer - *Early Childhood Education and Assistance Program Administrator, Department of Early Learning*
Julie Flores - *Child Development Coordinator, Enterprise for Progress In the Community/HeadStart*
Julie Wagner - *Elementary Math Specialist, Office of Superintendent of Public Instruction*
Kathryn Sprigg - *School District Assessment Coordinator, Highline School District*
Kim Ferguson - *Regional Child Care Resource & Referral Director, Catholic Family & Child Services*
Krista Goudy-Sutterlict - *Preschool Teacher, Kirkwood Elementary (Tribal), Toppenish School District*
Kursten Holabird - *Research & Policy, Service Employees International Union*
Laurie Morrison - *Kindergarten Programs Director, Seattle Public Schools*
Leah Meiser - *Kindergarten Teacher, Garfield Elementary, Yakima School District*
Leslie Keller - *Child Development/Disabilities Director, Puget Sound Educational District 121*
Lisa Heaman – *Principal, West Hills Elementary, Bremerton School District*
Lisa Kodama - *Director, Learning & Education Policy Center, Washington Education Association*
Lorena Lowell - *Childcare Director/Early Learning Advisory Council Co-Chair*
Luisa Sanchez-Nilsen - *Elementary Reading Specialist, Office of Superintendent of Public Instruction*
Margaret Gunshows - *Family Services Coordinator (Tribal), Colville Tribal High School*
Maria Flores - *Equity/Cultural Specialist, Office of Superintendent of Public Instruction*
Mary Carr-Wilt - *Special Education/ Early Childhood Education and Assistance Program Director, Longview School District*
Paula Hull - *Kindergarten Teacher (retired) PreK Coach, Wapato School District retiree*
Robin Munson - *Director of Student Information, Office of Superintendent of Public Instruction*
Sarah Weber - *Associate Program Officer, The Gates Foundation*
Sheila Ammons - *Early Childhood Special Education Supervisor, Office of Superintendent of Public Instruction*
Sheri Dunster - *Student Information Coordinator, Office of Superintendent of Public Instruction*
Sue Winn - *Early Learning Provider/ELAC Committee*

Surina Warren-Nash - *Parent*
Susanne Beauchaine – *English Language Learners Representative, Office of Superintendent of Public Instruction*
Tammy Whipple - *Kindergarten Teacher, Hawthorne Elementary, Everett School District*

University of Washington Team

Gail Joseph - *Assistant Professor, Early Childhood & Family Studies*
Tiffany Lee - *Postdoctoral Fellow, LIFE Center*
Molly Cevasco - *Graduate Research Assistant*
Sara Stull - *Graduate Research Assistant*
Elspeth Nolen – *Project Coordinator*

Communications Team

Chris Barron - *Assessment Communications Manager, Office of Superintendent of Public Instruction*
Amy Blondin - *Communications Manager, Department of Early Learning*
Molly O'Conner - *Director of Communications, Thrive by Five Washington*

Theoretical Advisory Council

Dr. Mary McLean - *Kellner Professor of Early Childhood Education and Director of the Early Childhood Research Center, University of Wisconsin-Milwaukee*
Thomas Schultz - *Director of Early Childhood, Council of Chief State School Officers*

Formative Assessment Technical Advisory Council

Barbara Plake - *Professor Emeritus, University of Nebraska*
Jim Popham - *Professor Emeritus, University of California Los Angeles*
Joseph Ryan - *Professor Emeritus, Arizona State University*
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National Technical Advisory Council

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Richard Duran - *University of California*
George Engelhard - *Emory University*
Tom Hirsch - *Co-founder, Assessment and Evaluation Services*
Robert Linn - *University of Colorado*
William Mehrens - *Michigan State University*
James Popham – *University of California Los Angeles*
Joe Ryan - *Arizona State University*

Appendix B

Introducing Me!

My name is: _____

I like to be called: _____

My birthday is _____

My mom's name is _____

My father's name is _____

I live with _____

I live at _____

_____

Phone: _____

Best time to reach my home is _____

About Me!

My favorite food is _____

My favorite book is _____

My favorite toy is _____

Introducing Me! Is adapted from: Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities.

My favorite thing to play is _____

Other favorites: _____

I am good at so many things like:

_____

Here is a picture of me and my family (please attach photo):

Last year, I went to _____

I like to:

□ Listen to stories

□Draw and color

□Play with other children

□Play quiet games

□Play rough and tumble games

□Play outside

□Play with blocks

□Sing songs

□

Things I do not like to:

_____
_____
_____
_____

When I feel tired I might: _____

When I feel angry I might: _____

When I feel sad I _____

When I feel excited I _____

Introducing Me! Is adapted from: Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities.

When I feel hungry, I _____

When I feel frustrated I _____

About My Family:

We speak the following languages in my home:

_____

Some things I'd like you to know about my family:

_____

_____

_____

There are _____ children in my home. Their name and ages are:

_____

_____

_____

Here are other things that I want you to know about me:

_____

_____

_____

_____

Appendix C

Teacher Questionnaire #1

Date completed: _____

Instructions

- This survey seeks information on your practices (and those of your school and district) that are related to children's entry into kindergarten

---

School Information

1. What is the current total student enrollment in your school? _____
2. Which one of the following best describes the location of your school?
3. Which one of the following best describes your school?
   ____1. A public school that draws students from the surrounding neighborhood
   ____2. A public school with students from neighborhoods that do and do not surround the school
   ____3. A public school that draws from a large rural area
   ____4. Other (please describe) _____
4. Check below if your school currently contains any of the following programs. Check all that apply.

   ___ 1. Pre-kindergarten program with open enrollment

   ___ 2. Prekindergarten program for "at-risk" students (not Head Start)

   ___ 3. Head Start

   ___ 4. Pre-kindergarten program for special education students

   ___ 5. Kindergarten class --full day

   ___ 6. Kindergarten class – half day

   ___ 7. Transitional K-1 program (regular education)

Teacher/classroom information

5. Did you teach kindergarten last year?
   ____No ____Yes If yes, answer questions 6-9. If not, go directly to question 10.

If you taught multiple classes last year (morning and afternoon sessions) , answer questions for one of those classes.

6. Last year, approximately how many children were transferred into or enrolled in your class AFTER the first two weeks of school? ____

7. Approximately how many children left your class last year AFTER the first two weeks of school?___
8. Last year, what was the total number of children in your class at the end of the year? ____
9. How many children in your class last year were retained? ____
10. Check the one category that best describes your race/ethnicity:
    ___ 1. American Indian or Native American ___ 2. Hispanic ___3. Asian/Pacific Islander
    ___ 4. Black, not Hispanic ___ 5. White, not Hispanic ___6. Multiple origins
    ___ 7. Other
11. List the year of degree(s) you received: Bachelor's: __ __ __ __ Master's __ __ __ __
    Doctorate __ __ __ __
12. Check the areas of specialization or certification you may hold. This pertains to state-level certification(s). check all that apply.
    __1. Elementary education (K-6) __2. Education (K-12)
    __3. Early childhood __4. Special Education
    __5. Secondary (6-12) __6. Other (describe):_____
13. Have you had any specialized training to enhance children's transition into kindergarten?
    ____ No ___ Yes If yes, please describe: _____
14. List your years of teaching experience at each of following levels:
    1. Below kindergarten level (e.g., preschool):_____
    2. Kindergarten (includes K-1, K-2): _____
    3. Above kindergarten (first grade & above, not K-1 or K-2): _____

    Consider last year's kindergarten class for the following questions.

15. At the end of last year, how many students were enrolled in you class? _____
16. How many (if known) students are enrolled in your class this fall? _____
17. How many children with special needs (children receiving special education services) were enrolled in your class last year? ____
18. Note the number of children in last year's class for each group below. Enter 0 for none.
    ___ 1. American Indian or Native American ___ 2. Hispanic ___3. Asian/Pacific Islander
    ___ 4. Black, not Hispanic ___ 5. White, not Hispanic ___6. Multiple origins
    ___ 7. Other
19. How many of the students in your class were eligible to receive free or reduced lunches? ____

Entering Kindergarten

20. Based on your experiences, approximately what percentage of the children who enter kindergarten fall into the following categories? Make sure these numbers total 100%
    _____% 1. Very successful entry, virtually no problems
    _____% 2. Moderately successful entry, some problems, mostly minor
    _____% 3. Difficult or very difficult entry, serious concerns or many problems
21. In your judgment, what percentage of children in last year's class were not ready for kindergarten when they entered? Enter zero if all were ready. ____
22. Approximately how many children in your current class spent last year in the following? Enter zero for none.

____ 1. Preschool center based program ____ 2. Head Start
____ 3. PreK program at school ____ 4. Don't know
____ 5. Other (describe): _____

23. If you did not know last year's settings for children in your class, would it have been useful to know this information to prepare for their transition into kindergarten?
    _____ No ____Yes
24. What type of information did you receive about your children from the previous setting (head Start, etc)?
25. What more would you like to know about children when they enter kindergarten?

Transition Practices

Below are listed a number of practices that might occur to facilitate children's transitions to kindergarten. For each of the practices listed below, check whether in fall of 2009 you

0) Did not use
1) Used for children with special needs
2) Used for certain individuals (but not students receiving special education services), or
3) Used for whole class.

Then, for each of the following items, check if you believe each practice is

a) not necessary, b) good idea, or c) a good idea, but there are barriers to implementing this practice for me

	Did Not Use (0)	Used with children with special needs (1)	Used for Certain Children (2)	Used for Whole Class (3)	I think it's not necessary (a)	I think it's a Good idea (b)	I think it's a good idea/but… (c)
26. Written records of child's past experiences or status are made available to me and I read them							
27. A visit to the child's home before school starts							
28. A visit to the child's home after school starts							
29. a letter to the child's parents before school starts							
30. a letter to the child's parents after school starts							
31. A talk with the child's parents before school starts							
32. a talk with the child's parents after school starts							
33. A meeting with child and family before school starts							
34. a flyer or informational brochure sent before school starts							

35. A flyer or informational brochure sent after school starts							
36. A letter to the child sent before school starts							
37. A letter to the child after school starts							
38. A call to the child before school starts							
39. A call to the child after school starts							
40. Visits to preschools & programs for four year olds in the community							
41. Informal contacts with preschool teachers about children							
42. Preschool teacher(s) bring next year's children to my classroom							
43. An open house for parents and children before school starts							
44. An open house for parents and children after school starts							
45. Participation in kindergarten registration for my school or district							
46. Regular meetings among school, early childhood, and preschool staff in community							
47. contacts made to develop a coordinated curriculum with preschool programs							
48. Facilitate contacts between parents of children in my class							
49. Request information about children from their parents before school starts							

50. Check any of the following barriers which prevent you personally from implementing the "good idea…But" practices you just identified. Check all that apply, then circle the item numbers of those you consider the most serious barriers, up to five maximum of five.

____ 1. Class lists are generated too late

____ 2. Requires work in summer that is not supported by salary

____ 3. Contacts with parents are discouraged prior to the start of school

____ 4. Concern about creting negstive expectations

____ 5. Funds are not available

____ 6. Materials are not available

____ 7. Parents are not interested

____ 8. Preschool teachers are not interested

____ 9. It takes too much time to conduct these practices

____ 10. I could not reach most parents of children who need these practices

____ 11. It is dangerous to visit students' homes

___ 12. Parents do not bring their child for registration or open house

___ 13. Parents cannot read letters, etc. sent home

____ 14. A transition practices plan is not available in school/district

____ 15. The school or district does not support

___ 16. I choose not to do it

____ 17. Other? Please list. _____

51. Which of the following practice are used by any of the Pre-K programs (for example, preschool or Head Start program) that feed into your school? Check all that apply.

____ 1. Participating in joint workshops with school staff on issues of interest

____ 2. Sharing information about an individual child's progress

____ 3. Providing assistance for children having difficulty

____ 4. Talking with children and parents to prepare them for kindergarten

____ 5. Children from these programs visiting our school

____ 6. Others? (describe): _____

Information Gathering

52. Which of the following information gathering procedures are performed for at least some of the children in your class" for each item, label with a 'T" if you as a teacher perform the procedure, "S" if someone else performs , or "B" if both you and someone else performs, or an "N" if no one performs the procedure.

____1. Interview parent

____2. Screen child using a formal instrument. Please provide name of instrument: _____

____ 3. Screen child informally with teacher developed tool

____4. CHECK HERE is any of these took place in the child's home

53. What other types of assessment instruments (if any) do you use with kindergarten children?

____ 1. Standardized assessments ____2. Curriculum embedded assessments

____ 3. District assessments

54. How do you understand children's progress throughout the year? Please describe.

WaKIDS: Teacher Survey #1 (DSC)

SurveyMonkey

1. Your Name (will be kept confidential when reporting data)

	Response Count
	38
answered question	**38**
skipped question	**0**

2. Total number of classes you are teaching this year

	Response Percent	Response Count
1	**86.8%**	**33**
2	13.2%	5
answered question		**38**
skipped question		**0**

3. Is your kindergarten program full day or half day?

	Response Percent	Response Count
Full day - 5 days a week	**76.3%**	**29**
Full day - 2 or 3 days a week	7.9%	3
Half day - 5 days a week	15.8%	6
answered question		**38**
skipped question		**0**

4. Class Information Enter 0 if none. If you teach more than one class, please provide one overall total for both classes.

	Response Average	Response Total	Response Count
Total number of students	**22.32**	**848**	38
Number of male students	11.29	429	38
Number of female students	11.00	418	38
Number of ELL students	4.55	173	38
Number of students with an IEP receiving special education services	1.74	66	38
		answered question	**38**
		skipped question	**0**

5. Approximately how many of these students spent last year in the following early childhood settings? Enter 0 if none.

	Response Average	Response Total	Response Count
Child care center	1.32	50	38
Preschool or pre-kindergarten program	**6.21**	**236**	38
Head Start	3.26	124	38
ECEAP	1.47	56	38
Developmental preschool (special education)	0.71	27	38
Co-op preschool	0.71	27	38
Home day care	1.08	41	38
Home with parent	3.95	150	38
Home with relative or neighbor	0.42	16	38
Other (please specify)	0.16	6	38
Don't know	4.34	165	38
		answered question	**38**
		skipped question	**0**

6. How were you trained in this tool kit?

	Response Percent	Response Count
Attended group training in August	**81.6%**	**31**
Trained individually by a WaKIDS team member	10.5%	4
Trained by another teacher at your school	5.3%	2
Did not receive training	2.6%	1
	answered question	**38**
	skipped question	**0**

7. I found the training provided for this assessment to be:

	Response Percent	Response Count
Very helpful	23.7%	9
Helpful	**44.7%**	**17**
Somewhat helpful	21.1%	8
Somewhat unhelpful	5.3%	2
Unhelpful	2.6%	1
Very unhelpful	2.6%	1
	answered question	**38**
	skipped question	**0**

8. How well did the training prepare you to administer the assessment?:

		Response Percent	Response Count
Felt competent and confident and ready to use the tool		26.3%	10
Felt confident about administering the tool with a few questions		**52.6%**	**20**
Still had some questions about how to administer the tool		18.4%	7
Was very uncertain of how to administer the tool		2.6%	1
		answered question	**38**
		skipped question	**0**

9. What would have made your training more useful?:

	Response Count
	27
answered question	**27**
skipped question	**11**

10. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

	Response Percent	Response Count
No support	**42.1%**	**16**
Not very much support	26.3%	10
Some support	26.3%	10
A lot of support	5.3%	2
	answered question	**38**
	skipped question	**0**

11. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

	Response Percent	Response Count
Extremely helpful	28.9%	11
Helpful	**34.2%**	**13**
Somewhat helpful	21.1%	8
Somewhat unhelpful	7.9%	3
Unhelpful	7.9%	3
Extremely unhelpful	0.0%	0
	answered question	**38**
	skipped question	**0**

12. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

	Response Percent	Response Count
Extremely supportive	**55.3%**	**21**
Supportive	31.6%	12
Somewhat supportive	10.5%	4
Somewhat unsupportive	0.0%	0
Unsupportive	0.0%	0
Extremely unsupportive	2.6%	1
	answered question	**38**
	skipped question	**0**

13. Please rate your experience administering the assessment tool:

	Response Percent	Response Count
Extremely easy	2.6%	1
Easy	23.7%	9
Somewhat easy	13.2%	5
Somewhat difficult	15.8%	6
Difficult	**26.3%**	**10**
Extremely difficult	18.4%	7
	answered question	**38**
	skipped question	**0**

14. Please rate the clarity of the instructions provided for administering the assessment tool:

	Response Percent	Response Count
Extremely clear	21.1%	8
Clear	**60.5%**	**23**
Somewhat clear	13.2%	5
Somewhat unclear	2.6%	1
Unclear	2.6%	1
Extremely unclear	0.0%	0
	answered question	**38**
	skipped question	**0**

15. Of your whole class, with how many students did you complete the WaKIDS assessment?

	Response Count
	38
answered question	**38**
skipped question	**0**

16. If you did not complete the assessment for all of your students, what prevented you from doing so? Check all that apply.

	Response Percent	Response Count
Not enough time to observe / administer assessment	52.0%	13
Not enough time to report assessment data	12.0%	3
Uncertainty about how to administer the assessment	0.0%	0
Lack of personnel support (assistant teacher, etc)	36.0%	9
Student(s) were absent	52.0%	13
Other (please specify)	**60.0%**	**15**
	answered question	**25**
	skipped question	**13**

17. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

	Response Average	Response Total	Response Count
Days	10.97	340	31
Hours	20.74	477	23
Minutes	**97.33**	**1,460**	15
		answered question	**38**
		skipped question	**0**

18. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:

	Response Percent	Response Count
Extremely convenient	0.0%	0
Convenient	0.0%	0
Somewhat convenient	2.6%	1
Somewhat inconvenient	2.6%	1
Inconvenient	21.1%	8
Extremely inconvenient	**73.7%**	**28**
	answered question	**38**
	skipped question	**0**

19. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:

	Response Percent	Response Count
Days	55.3%	21
Hours	**89.5%**	**34**
Minutes	34.2%	13
	answered question	**38**
	skipped question	**0**

20. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:

	Response Percent	Response Count
Extremely convenient	0.0%	0
Convenient	0.0%	0
Somewhat convenient	2.6%	1
Somewhat inconvenient	7.9%	3
Inconvenient	21.1%	8
Extremely inconvenient	**68.4%**	**26**
	answered question	**38**
	skipped question	**0**

21. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:

	Response Percent	Response Count
Extremely sufficient	0.0%	0
Sufficient	2.6%	1
Somewhat sufficient	5.3%	2
Somewhat insufficient	13.2%	5
Insufficient	**44.7%**	**17**
Extremely insufficient	34.2%	13
	answered question	**38**
	skipped question	**0**

22. To what extent is the assessment aligned with your personal teaching philosophy?

	Response Percent	Response Count
Completely aligned with my teaching philosophy	2.6%	1
Aligned with my teaching philosophy	31.6%	12
Somewhat aligned with my teaching philosophy	**39.5%**	**15**
Somewhat different from my teaching philosophy	13.2%	5
Different from my teaching philosophy	10.5%	4
Completely different from my teaching philosophy	2.6%	1
	answered question	**38**
	skipped question	**0**

23. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

	Response Percent	Response Count
Completely aligned with district reporting	0.0%	0
Aligned with district reporting	13.2%	5
Somewhat aligned with district reporting	**42.1%**	**16**
Somewhat different from district reporting	21.1%	8
Different from district reporting	23.7%	9
Completely different from district reporting	0.0%	0
	answered question	**38**
	skipped question	**0**

24. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	0.0%	0
Embedded	2.6%	1
Somewhat embedded	26.3%	10
Somewhat separate	7.9%	3
Separate	**31.6%**	**12**
Completely separate	**31.6%**	**12**
	answered question	**38**
	skipped question	**0**

25. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	0.0%	0
Embedded	2.6%	1
Somewhat embedded	10.5%	4
Somewhat separate	7.9%	3
Separate	34.2%	13
Completely separate	**44.7%**	**17**
	answered question	**38**
	skipped question	**0**

26. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all	Response Count
Overall development	5.3% (2)	0.0% (0)	7.9% (3)	**86.8% (33)**	38
Social and emotional development	0.0% (0)	2.7% (1)	5.4% (2)	**91.9% (34)**	37
Physical well-being, health, and motor development	5.4% (2)	2.7% (1)	5.4% (2)	**86.5% (32)**	37
Cognitive and general knowledge development (including math, logic, reasoning)	5.4% (2)	2.7% (1)	2.7% (1)	**89.2% (33)**	37
Language, communication, and literacy	5.4% (2)	2.7% (1)	5.4% (2)	**86.5% (32)**	37
				answered question	**38**
				skipped question	**0**

27. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before	Response Count
Social and emotional instruction	5.3% (2)	**84.2% (32)**	10.5% (4)	38
Physical well-being, health, and motor instruction	7.9% (3)	**81.6% (31)**	10.5% (4)	38
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	10.5% (4)	**78.9% (30)**	10.5% (4)	38
Language, communication, and literacy instruction	7.9% (3)	**81.6% (31)**	10.5% (4)	38
			answered question	**38**
			skipped question	**0**

28. Do you plan to continue to use this assessment with your students one or more times later this year?

		Response Percent	Response Count
Yes		10.5%	4
No		**55.3%**	**21**
Undecided		34.2%	13
		answered question	**38**
		skipped question	**0**

29. Please describe your previously used Fall assessment practices:

	Response Count
	38
answered question	**38**
skipped question	**0**

30. How closely aligned is the current assessment with your previously used Fall assessment practices?

		Response Percent	Response Count
Extremely aligned with typical practices		0.0%	0
Aligned with typical practices		13.2%	5
Somewhat aligned with typical practices		**31.6%**	**12**
Somewhat different from typical practices		23.7%	9
Different from typical practices		18.4%	7
Extremely different from typical practices		13.2%	5
		answered question	**38**
		skipped question	**0**

31. How helpful is the current assessment information for Fall (September through December) planning and instruction?

	Response Percent	Response Count
Extremely helpful	7.9%	3
Helpful	18.4%	7
Somewhat helpful	**34.2%**	**13**
Somewhat unhelpful	18.4%	7
Unhelpful	21.1%	8
Extremely unhelpful	0.0%	0
	answered question	**38**
	skipped question	**0**

32. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

	Response Count
	38
answered question	**38**
skipped question	**0**

33. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:

	Response Count
	38
answered question	**38**
skipped question	**0**

34. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?

	Response Percent	Response Count
Extremely helpful	0.0%	0
Helpful	10.5%	4
Somewhat helpful	21.1%	8
Somewhat unhelpful	15.8%	6
Unhelpful	**28.9%**	**11**
Extremely unhelpful	23.7%	9
	answered question	**38**
	skipped question	**0**

35. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:

	Response Count
	38
answered question	**38**
skipped question	**0**

36. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:

	Response Count
	38
answered question	**38**
skipped question	**0**

37. How helpful was this tool for learning about your *class as a whole* in terms of:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	15.8% (6)	**31.6% (12)**	**31.6% (12)**	2.6% (1)	10.5% (4)	7.9% (3)	3
Social and emotional development	10.5% (4)	23.7% (9)	**34.2% (13)**	7.9% (3)	15.8% (6)	7.9% (3)	3
Physical well-being, health, and motor development	7.9% (3)	31.6% (12)	**39.5% (15)**	2.6% (1)	10.5% (4)	7.9% (3)	3
Cognitive and general knowledge (including math, logic, and reasoning) development	18.4% (7)	31.6% (12)	**36.8% (14)**	0.0% (0)	5.3% (2)	7.9% (3)	3
Language, communication, and literacy development	18.4% (7)	**36.8% (14)**	26.3% (10)	2.6% (1)	7.9% (3)	7.9% (3)	3
						answered question	**3**
						skipped question	

38. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?

		Response Percent	Response Count
Extremely appropriate		13.2%	5
Appropriate		**42.1%**	**16**
Somewhat appropriate		26.3%	10
Somewhat inappropriate		5.3%	2
Inappropriate		7.9%	3
Extremely inappropriate		5.3%	2
		answered question	**38**
		skipped question	**0**

39. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

	Response Count
	15
answered question	**15**
skipped question	**23**

40. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	13.2% (5)	34.2% (13)	**39.5% (15)**	2.6% (1)	5.3% (2)	5.3% (2)	3
Social and emotional development	13.2% (5)	21.1% (8)	**34.2% (13)**	7.9% (3)	15.8% (6)	7.9% (3)	3
Physical well-being, health, and motor development	10.5% (4)	26.3% (10)	**42.1% (16)**	5.3% (2)	13.2% (5)	2.6% (1)	3
Cognitive ability and general knowledge (including math, logic, reasoning) development	15.8% (6)	26.3% (10)	**47.4% (18)**	2.6% (1)	5.3% (2)	2.6% (1)	3
Language, communication, and literacy development	18.4% (7)	28.9% (11)	**34.2% (13)**	5.3% (2)	5.3% (2)	7.9% (3)	3
						answered question	**3**
						skipped question	

41. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

	Response Count
	14
answered question	**14**
skipped question	**24**

42. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful: Check all that apply.

	Response Percent	Response Count
Helped me to understand my students' present skill levels more quickly than I have before	50.0%	12
Helped me to make referrals for further evaluation more quickly than I have before	16.7%	4
Helped me to make referrals for further evaluation with more examples of the issue to be addressed	**58.3%**	**14**
Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)	8.3%	2
Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did	50.0%	12
	Other (please specify)	8
	answered question	**24**
	skipped question	**14**

43. Was there any area that you feel your assessment should have covered but did not?

	Response Percent	Response Count
Yes	18.4%	7
No	**81.6%**	**31**
	If yes, please describe:	8
	answered question	**38**
	skipped question	**0**

44. Do you plan to share this assessment information with your students' families?

	Response Percent	Response Count
Yes	**55.3%**	**21**
No	21.1%	8
Undecided	23.7%	9
	answered question	**38**
	skipped question	**0**

45. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

	Response Count
	24
answered question	**24**
skipped question	**14**

46. Would you recommend this assessment tool to other Kindergarten teachers?

	Response Percent	Response Count
Yes	18.4%	7
No	**47.4%**	**18**
Unsure	34.2%	13
	answered question	**38**
	skipped question	**0**

47. Which method did you use to administer the DSC throughout the 3 weeks?: Check all that apply.

	Response Percent	Response Count
Administered entire assessment to each student all at one time (approximately 45 minutes each).	5.3%	2
Broke up components of DSC day by day, with students assessed across multiple days; only classroom teacher(s) administering.	**52.6%**	**20**
Broke up components of DSC by creating classroom stations, run by you and other teachers/school staff and/or parent volunteers.	47.4%	18
	Other (please specify)	20
	answered question	**38**
	skipped question	**0**

48. If you answered that others assisted you in administering the assessment, please specify who they were. Check all that apply:

	Response Percent	Response Count
Other K teachers	11.5%	3
Other school teachers (not K)	30.8%	8
Paraprofessionals	**69.2%**	**18**
Translators	11.5%	3
School principal or other administrators	7.7%	2
School staff	30.8%	8
Parents / family members of students	30.8%	8
Other volunteers	15.4%	4
	Other (please specify)	6
	answered question	**26**
	skipped question	**12**

49. Please estimate the average amount of time spent administering the DSC to *each student* across the 3 weeks? (label with hours and/or minutes)

	Response Count
	38
answered question	**38**
skipped question	**0**

50. Did you use the Social Emotional Record booklets as directed by the DSC (keep notes and counts of behavior in each child's booklet)?

		Response Percent	Response Count
Yes		42.1%	16
No		**57.9%**	**22**
		answered question	**38**
		skipped question	**0**

51. If you answered "No" in Question 4, what method did you develop and use instead?

	Response Count
	22
answered question	**22**
skipped question	**16**

52. Would you recommend your own method described in Question 5 to other teachers using the DSC? Why or why not?

	Response Count
	19
answered question	**19**
skipped question	**19**

53. How helpful did you find the DSC's formalized family components (Home Inventory form and Parent Conference form) to be?

	Response Percent	Response Count
Extremely helpful	7.9%	3
Helpful	18.4%	7
Somewhat helpful	**47.4%**	**18**
Somewhat unhelpful	5.3%	2
Unhelpful	18.4%	7
Extremely unhelpful	2.6%	1
	answered question	**38**
	skipped question	**0**

54. To what extent did you complete the following components of the DSC?:

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students	Response Count
Administered assessment to students one-on-one (with exception of group writing activity option)	**56.8% (21)**	29.7% (11)	10.8% (4)	2.7% (1)	37
Used individual student score booklets to score each student	**61.1% (22)**	25.0% (9)	13.9% (5)	0.0% (0)	36
Used the scripted test books and the student's score booklet simultaneously while assessing	**58.3% (21)**	27.8% (10)	11.1% (4)	2.8% (1)	36
Used all of the different DSC materials as directed while assessing students	**66.7% (24)**	16.7% (6)	11.1% (4)	5.6% (2)	36
Documented each observed behavior per student in the Social-Emotional Record	**38.9% (14)**	19.4% (7)	19.4% (7)	22.2% (8)	36
Completed the Student Score profiles on the last pages of the student score booklets	**47.2% (17)**	25.0% (9)	8.3% (3)	19.4% (7)	36
Completed reporting student scores to WaKIDS (either with the Excel spreadsheet or copying and mailing score sheets)	**59.5% (22)**	29.7% (11)	8.1% (3)	2.7% (1)	37
Interpreted scores entered in the table on the last pages of the score booklets	30.6% (11)	22.2% (8)	5.6% (2)	**41.7% (15)**	36
Interpreted student scores using information found in the Norms Book	25.0% (9)	19.4% (7)	13.9% (5)	**41.7% (15)**	36
				answered question	**38**
				skipped question	**0**

55. How easy or difficult was completing the following components of the DSC?:

	Extremely easy	Easy	Somewhat easy	Somewhat difficult	Difficult	Extremely difficult	Response Count
Administering assessment to students one-on-one	7.9% (3)	18.4% (7)	7.9% (3)	10.5% (4)	18.4% (7)	**36.8% (14)**	38
Using individual student score booklets to score each student	13.2% (5)	**39.5% (15)**	21.1% (8)	5.3% (2)	7.9% (3)	13.2% (5)	38
Using the scripted test books and the student's score booklet simultaneously while assessing	13.2% (5)	**39.5% (15)**	18.4% (7)	13.2% (5)	5.3% (2)	10.5% (4)	38
Using all of the different DSC materials as directed while assessing students	15.8% (6)	**34.2% (13)**	18.4% (7)	10.5% (4)	5.3% (2)	15.8% (6)	38
Keeping DSC materials organized for daily administration over the 3 weeks	15.8% (6)	**23.7% (9)**	13.2% (5)	**23.7% (9)**	13.2% (5)	10.5% (4)	38
Documenting each observed behavior per student in the Social-Emotional Record	2.6% (1)	0.0% (0)	21.1% (8)	15.8% (6)	28.9% (11)	**31.6% (12)**	38
Completing the Student Score profiles on the last pages of the student score booklets	7.9% (3)	**26.3% (10)**	23.7% (9)	21.1% (8)	10.5% (4)	10.5% (4)	38
Submitting student scores to WaKIDS with the Excel spreadsheet (if applicable; if not, leave blank)	14.3% (5)	**37.1% (13)**	22.9% (8)	11.4% (4)	5.7% (2)	8.6% (3)	35
Submitting student scores to WaKIDS by mailing copies of student score booklets (if applicable; if not, leave blank)	20.0% (2)	20.0% (2)	20.0% (2)	0.0% (0)	10.0% (1)	**30.0% (3)**	10
Interpreting scores entered in the table on the last pages of the score booklets	2.6% (1)	15.8% (6)	23.7% (9)	**31.6% (12)**	7.9% (3)	18.4% (7)	38
Interpreting student scores using information found in the Norms Book	2.6% (1)	10.5% (4)	**23.7% (9)**	**23.7% (9)**	21.1% (8)	18.4% (7)	38
						answered question	**38**

skipped question	0

56. Please use the space below if you would like to comment about any of the items above:

Response Count
26

answered question	26
skipped question	12

57. Please use this space to share any additional comments about the assessment tool (optional):

Response Count
28

answered question	28
skipped question	10

WaKIDS: Teacher Survey #1 (WSS)

SurveyMonkey

1. Your Name (will be kept confidential when reporting data)

	Response Count
	36
answered question	**36**
skipped question	**0**

2. Total number of classes you are teaching this year

	Response Percent	Response Count
1	**81.8%**	**27**
2	18.2%	6
answered question		**33**
skipped question		**3**

3. Is your kindergarten program full day or half day?

	Response Percent	Response Count
Full day - 5 days a week	**69.7%**	**23**
Full day - 2 or 3 days a week	6.1%	2
Half day - 5 days a week	24.2%	8
answered question		**33**
skipped question		**3**

4. Class Information Enter 0 if none. If you teach more than one class, please provide one overall total for both classes.

	Response Average	Response Total	Response Count
Total number of students	**24.00**	**816**	34
Number of male students	12.26	417	34
Number of female students	11.71	398	34
Number of ELL students	4.21	143	34
Number of students with an IEP receiving special education services	1.62	55	34
		answered question	**34**
		skipped question	**2**

5. Approximately how many of these students spent last year in the following early childhood settings? Enter 0 if none.

	Response Average	Response Total	Response Count
Child care center	2.94	100	34
Preschool or pre-kindergarten program	**6.71**	**228**	34
Head Start	3.32	113	34
ECEAP	1.47	50	34
Developmental preschool (special education)	0.97	33	34
Co-op preschool	0.79	27	34
Home day care	0.62	21	34
Home with parent	4.12	140	34
Home with relative or neighbor	0.62	21	34
Other (please specify)	0.06	2	34
Don't know	2.79	95	34
		answered question	**34**
		skipped question	**2**

6. How were you trained in this tool kit?

	Response Percent	Response Count
Attended group training in August	**97.0%**	**32**
Trained individually by a WaKIDS team member	0.0%	0
Trained by another teacher at your school	0.0%	0
Did not receive training	3.0%	1
	answered question	**33**
	skipped question	**3**

7. I found the training provided for this assessment to be:

	Response Percent	Response Count
Very helpful	**42.4%**	**14**
Helpful	36.4%	12
Somewhat helpful	18.2%	6
Somewhat unhelpful	3.0%	1
Unhelpful	0.0%	0
Very unhelpful	0.0%	0
	answered question	**33**
	skipped question	**3**

8. How well did the training prepare you to administer the assessment?:

	Response Percent	Response Count
Felt competent and confident and ready to use the tool	42.4%	14
Felt confident about administering the tool with a few questions	**51.5%**	**17**
Still had some questions about how to administer the tool	3.0%	1
Was very uncertain of how to administer the tool	3.0%	1
	answered question	**33**
	skipped question	**3**

9. What would have made your training more useful?:

	Response Count
	21
answered question	**21**
skipped question	**15**

10. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

	Response Percent	Response Count
No support	**45.5%**	**15**
Not very much support	30.3%	10
Some support	21.2%	7
A lot of support	3.0%	1
	answered question	**33**
	skipped question	**3**

11. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

	Response Percent	Response Count
Extremely helpful	36.4%	12
Helpful	**39.4%**	**13**
Somewhat helpful	18.2%	6
Somewhat unhelpful	6.1%	2
Unhelpful	0.0%	0
Extremely unhelpful	0.0%	0
	answered question	**33**
	skipped question	**3**

12. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

	Response Percent	Response Count
Extremely supportive	**72.7%**	**24**
Supportive	24.2%	8
Somewhat supportive	0.0%	0
Somewhat unsupportive	3.0%	1
Unsupportive	0.0%	0
Extremely unsupportive	0.0%	0
	answered question	**33**
	skipped question	**3**

13. Please rate your experience administering the assessment tool:

	Response Percent	Response Count
Extremely easy	15.2%	5
Easy	**36.4%**	**12**
Somewhat easy	30.3%	10
Somewhat difficult	15.2%	5
Difficult	3.0%	1
Extremely difficult	0.0%	0
	answered question	**33**
	skipped question	**3**

14. Please rate the clarity of the instructions provided for administering the assessment tool:

	Response Percent	Response Count
Extremely clear	18.2%	6
Clear	**54.5%**	**18**
Somewhat clear	27.3%	9
Somewhat unclear	0.0%	0
Unclear	0.0%	0
Extremely unclear	0.0%	0
	answered question	**33**
	skipped question	**3**

15. Of your whole class, with how many students did you complete the WaKIDS assessment?

	Response Count
	33
answered question	**33**
skipped question	**3**

16. If you did not complete the assessment for all of your students, what prevented you from doing so? Check all that apply.

	Response Percent	Response Count
Not enough time to observe / administer assessment	6.3%	1
Not enough time to report assessment data	0.0%	0
Uncertainty about how to administer the assessment	0.0%	0
Lack of personnel support (assistant teacher, etc)	12.5%	2
Student(s) were absent	12.5%	2
Other (please specify)	**93.8%**	**15**
	answered question	**16**
	skipped question	**20**

17. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

	Response Average	Response Total	Response Count
Days	7.83	227	29
Hours	15.94	255	16
Minutes	**23.33**	**210**	9
		answered question	**33**
		skipped question	**3**

18. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:

	Response Percent	Response Count
Extremely convenient	6.1%	2
Convenient	**33.3%**	**11**
Somewhat convenient	21.2%	7
Somewhat inconvenient	18.2%	6
Inconvenient	15.2%	5
Extremely inconvenient	6.1%	2
	answered question	**33**
	skipped question	**3**

19. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:

	Response Percent	Response Count
Days	48.5%	16
Hours	**78.8%**	**26**
Minutes	27.3%	9
	answered question	**33**
	skipped question	**3**

20. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:

	Response Percent	Response Count
Extremely convenient	3.0%	1
Convenient	21.2%	7
Somewhat convenient	15.2%	5
Somewhat inconvenient	**48.5%**	**16**
Inconvenient	6.1%	2
Extremely inconvenient	6.1%	2
	answered question	**33**
	skipped question	**3**

21. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:

	Response Percent	Response Count
Extremely sufficient	24.2%	8
Sufficient	**39.4%**	**13**
Somewhat sufficient	12.1%	4
Somewhat insufficient	18.2%	6
Insufficient	3.0%	1
Extremely insufficient	3.0%	1
	answered question	**33**
	skipped question	**3**

22. To what extent is the assessment aligned with your personal teaching philosophy?

	Response Percent	Response Count
Completely aligned with my teaching philosophy	21.2%	7
Aligned with my teaching philosophy	**42.4%**	**14**
Somewhat aligned with my teaching philosophy	27.3%	9
Somewhat different from my teaching philosophy	6.1%	2
Different from my teaching philosophy	3.0%	1
Completely different from my teaching philosophy	0.0%	0
	answered question	**33**
	skipped question	**3**

23. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

	Response Percent	Response Count
Completely aligned with district reporting	6.1%	2
Aligned with district reporting	**30.3%**	**10**
Somewhat aligned with district reporting	**30.3%**	**10**
Somewhat different from district reporting	21.2%	7
Different from district reporting	6.1%	2
Completely different from district reporting	6.1%	2
	answered question	**33**
	skipped question	**3**

24. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	21.2%	7
Embedded	**39.4%**	**13**
Somewhat embedded	33.3%	11
Somewhat separate	6.1%	2
Separate	0.0%	0
Completely separate	0.0%	0
	answered question	**33**
	skipped question	**3**

25. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	6.1%	2
Embedded	**45.5%**	**15**
Somewhat embedded	24.2%	8
Somewhat separate	15.2%	5
Separate	6.1%	2
Completely separate	3.0%	1
	answered question	**33**
	skipped question	**3**

26. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all	Response Count
Overall development	0.0% (0)	9.1% (3)	18.2% (6)	**72.7% (24)**	33
Social and emotional development	0.0% (0)	15.2% (5)	12.1% (4)	**72.7% (24)**	33
Physical well-being, health, and motor development	6.3% (2)	6.3% (2)	18.8% (6)	**68.8% (22)**	32
Cognitive and general knowledge development (including math, logic, reasoning)	6.1% (2)	3.0% (1)	9.1% (3)	**81.8% (27)**	33
Language, communication, and literacy	3.0% (1)	6.1% (2)	21.2% (7)	**69.7% (23)**	33
				answered question	**33**
				skipped question	**3**

27. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before	Response Count
Social and emotional instruction	24.2% (8)	**75.8% (25)**	0.0% (0)	33
Physical well-being, health, and motor instruction	24.2% (8)	**75.8% (25)**	0.0% (0)	33
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	15.2% (5)	**84.8% (28)**	0.0% (0)	33
Language, communication, and literacy instruction	18.2% (6)	**81.8% (27)**	0.0% (0)	33
			answered question	**33**
			skipped question	**3**

28. Do you plan to continue to use this assessment with your students one or more times later this year?

		Response Percent	Response Count
Yes		**42.4%**	**14**
No		18.2%	6
Undecided		39.4%	13
		answered question	**33**
		skipped question	**3**

29. Please describe your previously used Fall assessment practices:

	Response Count
	33
answered question	**33**
skipped question	**3**

30. How closely aligned is the current assessment with your previously used Fall assessment practices?

		Response Percent	Response Count
Extremely aligned with typical practices		6.1%	2
Aligned with typical practices		21.2%	7
Somewhat aligned with typical practices		**42.4%**	**14**
Somewhat different from typical practices		9.1%	3
Different from typical practices		18.2%	6
Extremely different from typical practices		3.0%	1
	answered question		**33**
	skipped question		**3**

31. How helpful is the current assessment information for Fall (September through December) planning and instruction?

	Response Percent	Response Count
Extremely helpful	12.1%	4
Helpful	27.3%	9
Somewhat helpful	**39.4%**	**13**
Somewhat unhelpful	12.1%	4
Unhelpful	3.0%	1
Extremely unhelpful	6.1%	2
	answered question	**33**
	skipped question	**3**

32. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

	Response Count
	33
answered question	**33**
skipped question	**3**

33. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:

	Response Count
	33
answered question	**33**
skipped question	**3**

34. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?

	Response Percent	Response Count
Extremely helpful	6.1%	2
Helpful	**39.4%**	**13**
Somewhat helpful	24.2%	8
Somewhat unhelpful	15.2%	5
Unhelpful	12.1%	4
Extremely unhelpful	3.0%	1
	answered question	**33**
	skipped question	**3**

35. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:

	Response Count
	33
answered question	**33**
skipped question	**3**

36. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:

	Response Count
	33
answered question	**33**
skipped question	**3**

37. How helpful was this tool for learning about your *class as a whole* in terms of:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	24.2% (8)	**48.5% (16)**	24.2% (8)	0.0% (0)	3.0% (1)	0.0% (0)	3
Social and emotional development	27.3% (9)	**48.5% (16)**	24.2% (8)	0.0% (0)	0.0% (0)	0.0% (0)	3
Physical well-being, health, and motor development	24.2% (8)	**48.5% (16)**	27.3% (9)	0.0% (0)	0.0% (0)	0.0% (0)	3
Cognitive and general knowledge (including math, logic, and reasoning) development	18.2% (6)	**42.4% (14)**	33.3% (11)	3.0% (1)	0.0% (0)	3.0% (1)	3
Language, communication, and literacy development	24.2% (8)	**36.4% (12)**	30.3% (10)	3.0% (1)	3.0% (1)	3.0% (1)	3
						answered question	**3**
						skipped question	

38. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?

		Response Percent	Response Count
Extremely appropriate		21.2%	7
Appropriate		**48.5%**	**16**
Somewhat appropriate		24.2%	8
Somewhat inappropriate		6.1%	2
Inappropriate		0.0%	0
Extremely inappropriate		0.0%	0
		answered question	**33**
		skipped question	**3**

39. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

	Response Count
	5
answered question	**5**
skipped question	**31**

40. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	21.2% (7)	**54.5% (18)**	21.2% (7)	0.0% (0)	3.0% (1)	0.0% (0)	3
Social and emotional development	24.2% (8)	**51.5% (17)**	24.2% (8)	0.0% (0)	0.0% (0)	0.0% (0)	3
Physical well-being, health, and motor development	21.2% (7)	**60.6% (20)**	18.2% (6)	0.0% (0)	0.0% (0)	0.0% (0)	3
Cognitive ability and general knowledge (including math, logic, reasoning) development	21.2% (7)	**39.4% (13)**	27.3% (9)	9.1% (3)	0.0% (0)	3.0% (1)	3
Language, communication, and literacy development	24.2% (8)	**36.4% (12)**	27.3% (9)	9.1% (3)	0.0% (0)	3.0% (1)	3
						answered question	**3**
						skipped question	

41. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

	Response Count
	7
answered question	**7**
skipped question	**29**

42. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful: Check all that apply.

	Response Percent	Response Count
Helped me to understand my students' present skill levels more quickly than I have before	68.0%	17
Helped me to make referrals for further evaluation more quickly than I have before	32.0%	8
Helped me to make referrals for further evaluation with more examples of the issue to be addressed	44.0%	11
Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)	28.0%	7
Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did	**72.0%**	**18**
	Other (please specify)	3
	answered question	**25**
	skipped question	**11**

43. Was there any area that you feel your assessment should have covered but did not?

	Response Percent	Response Count
Yes	15.2%	5
No	**84.8%**	**28**
	If yes, please describe:	6
	answered question	**33**
	skipped question	**3**

44. Do you plan to share this assessment information with your students' families?

	Response Percent	Response Count
Yes	39.4%	13
No	15.2%	5
Undecided	**45.5%**	**15**
	answered question	**33**
	skipped question	**3**

45. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

	Response Count
	12
answered question	**12**
skipped question	**24**

46. Would you recommend this assessment tool to other Kindergarten teachers?

	Response Percent	Response Count
Yes	39.4%	13
No	15.2%	5
Unsure	**45.5%**	**15**
	answered question	**33**
	skipped question	**3**

47. For each of the following items, please indicate the extent to which you completed the following components of the WSS for each student:

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students	Response Count
Read and understand domain, functional component, and performance indicator in Developmental Guidelines.	**87.9% (29)**	9.1% (3)	0.0% (0)	3.0% (1)	33
Identify classroom areas and scheduling opportunities for observation.	**69.7% (23)**	18.2% (6)	9.1% (3)	3.0% (1)	33
Take ongoing observations from September 27th to October 15th.	**90.9% (30)**	12.1% (4)	0.0% (0)	0.0% (0)	33
Review criteria for “Not yet”, “In process”, and “Proficient”.	**75.8% (25)**	18.2% (6)	6.1% (2)	0.0% (0)	33
Make initial decisions on score sheet items and note areas in need of additional information or observation.	**72.7% (24)**	15.2% (5)	9.1% (3)	3.0% (1)	33
Collect additional data to supplement observation and complete score sheet.	**66.7% (22)**	21.2% (7)	9.1% (3)	3.0% (1)	33
Seek input from specialists to provide information to complete assessment score sheet (if needed).	30.3% (10)	18.2% (6)	12.1% (4)	**39.4% (13)**	33
Review your section scores and total sum to ensure accuracy.	**81.8% (27)**	12.1% (4)	3.0% (1)	3.0% (1)	33
Submit student scores to WaKIDS via Excel spreadsheet or hard copy of score sheet.	**93.9% (31)**	6.1% (2)	0.0% (0)	0.0% (0)	33
				answered question	**33**
				skipped question	**3**

48. Please use the space below if you would like to comment about any of the items in the above matrix.

	Response Count
	9
answered question	**9**
skipped question	**27**

49. What methods did you use to complete the WSS throughout the 3 weeks? (check all that apply):

		Response Percent	Response Count
Identified specific students to observe each day		48.5%	16
Made observations in a specific subject or subjects each day		**84.8%**	**28**
Sought out insights from subject specialists or other teachers who interact with your students		18.2%	6
	Other (please specify)		5
	answered question		**33**
	skipped question		**3**

50. If you created or modified activities that were successful observation opportunities, please take a moment to describe your activity below.

	Response Count
	11
answered question	**11**
skipped question	**25**

51. How helpful would a formalized family component (input from parents, home observations, etc.) be for future WSS assessments?

	Response Percent	Response Count
Extremely helpful	15.2%	5
Helpful	**45.5%**	**15**
Somewhat helpful	30.3%	10
Somewhat unhelpful	6.1%	2
Unhelpful	0.0%	0
Extremely unhelpful	3.0%	1
answered question		**33**
skipped question		**3**

52. Please use this space to share any additional comments about the assessment tool (optional):

	Response Count
	11
answered question	**11**
skipped question	**25**

WaKIDS: Teacher Survey #1 (GOLD)

SurveyMonkey

1. Your Name (will be kept confidential when reporting data)

	Response Count
	37
answered question	**37**
skipped question	**0**

2. Total number of classes you are teaching this year

	Response Percent	Response Count
1	**81.8%**	**27**
2	18.2%	6
answered question		**33**
skipped question		**4**

3. Is your kindergarten program full day or half day?

	Response Percent	Response Count
Full day - 5 days a week	**64.7%**	**22**
Full day - 2 or 3 days a week	20.6%	7
Half day - 5 days a week	14.7%	5
answered question		**34**
skipped question		**3**

4. Class Information Enter 0 if none. If you teach more than one class, please provide one overall total for both classes.

	Response Average	Response Total	Response Count
Total number of students	**25.06**	**852**	34
Number of male students	12.03	409	34
Number of female students	13.15	447	34
Number of ELL students	5.94	202	34
Number of students with an IEP receiving special education services	2.24	76	34
		answered question	**34**
		skipped question	**3**

5. Approximately how many of these students spent last year in the following early childhood settings? Enter 0 if none.

	Response Average	Response Total	Response Count
Child care center	3.35	114	34
Preschool or pre-kindergarten program	5.59	190	34
Head Start	3.24	110	34
ECEAP	0.94	32	34
Developmental preschool (special education)	0.76	26	34
Co-op preschool	1.71	58	34
Home day care	1.12	38	34
Home with parent	**8.47**	**288**	34
Home with relative or neighbor	1.03	35	34
Other (please specify)	0.26	9	34
Don't know	1.82	62	34
		answered question	**34**
		skipped question	**3**

6. How were you trained in this tool kit?

	Response Percent	Response Count
Attended group training in August	**88.2%**	**30**
Trained individually by a WaKIDS team member	8.8%	3
Trained by another teacher at your school	2.9%	1
Did not receive training	0.0%	0
	answered question	**34**
	skipped question	**3**

7. I found the training provided for this assessment to be:

	Response Percent	Response Count
Very helpful	5.9%	2
Helpful	35.3%	12
Somewhat helpful	**38.2%**	**13**
Somewhat unhelpful	8.8%	3
Unhelpful	5.9%	2
Very unhelpful	5.9%	2
	answered question	**34**
	skipped question	**3**

8. How well did the training prepare you to administer the assessment?:

	Response Percent	Response Count
Felt competent and confident and ready to use the tool	5.9%	2
Felt confident about administering the tool with a few questions	35.3%	12
Still had some questions about how to administer the tool	**41.2%**	**14**
Was very uncertain of how to administer the tool	17.6%	6
	answered question	**34**
	skipped question	**3**

9. What would have made your training more useful?:

	Response Count
	29
answered question	**29**
skipped question	**8**

10. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?

	Response Percent	Response Count
No support	23.5%	8
Not very much support	17.6%	6
Some support	**44.1%**	**15**
A lot of support	14.7%	5
	answered question	**34**
	skipped question	**3**

11. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?

	Response Percent	Response Count
Extremely helpful	20.6%	7
Helpful	**35.3%**	**12**
Somewhat helpful	32.4%	11
Somewhat unhelpful	11.8%	4
Unhelpful	0.0%	0
Extremely unhelpful	0.0%	0
	answered question	**34**
	skipped question	**3**

12. How supportive is your principal / school administration of your participation in the WaKIDS pilot?

	Response Percent	Response Count
Extremely supportive	29.4%	10
Supportive	**35.3%**	**12**
Somewhat supportive	29.4%	10
Somewhat unsupportive	5.9%	2
Unsupportive	0.0%	0
Extremely unsupportive	0.0%	0
	answered question	**34**
	skipped question	**3**

13. Please rate your experience administering the assessment tool:

	Response Percent	Response Count
Extremely easy	0.0%	0
Easy	8.8%	3
Somewhat easy	17.6%	6
Somewhat difficult	**38.2%**	**13**
Difficult	26.5%	9
Extremely difficult	8.8%	3
	answered question	**34**
	skipped question	**3**

14. Please rate the clarity of the instructions provided for administering the assessment tool:

	Response Percent	Response Count
Extremely clear	2.9%	1
Clear	23.5%	8
Somewhat clear	**32.4%**	**11**
Somewhat unclear	20.6%	7
Unclear	14.7%	5
Extremely unclear	5.9%	2
	answered question	**34**
	skipped question	**3**

15. Of your whole class, with how many students did you complete the WaKIDS assessment?

	Response Count
	34
answered question	**34**
skipped question	**3**

16. If you did not complete the assessment for all of your students, what prevented you from doing so? Check all that apply.

	Response Percent	Response Count
Not enough time to observe / administer assessment	62.5%	10
Not enough time to report assessment data	43.8%	7
Uncertainty about how to administer the assessment	31.3%	5
Lack of personnel support (assistant teacher, etc)	31.3%	5
Student(s) were absent	6.3%	1
Other (please specify)	**75.0%**	**12**
	answered question	**16**
	skipped question	**21**

17. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:

	Response Average	Response Total	Response Count
Days	9.04	253	28
Hours	16.18	275	17
Minutes	**326.67**	**2,940**	9
		answered question	**34**
		skipped question	**3**

18. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:

	Response Percent	Response Count
Extremely convenient	2.9%	1
Convenient	2.9%	1
Somewhat convenient	11.8%	4
Somewhat inconvenient	20.6%	7
Inconvenient	23.5%	8
Extremely inconvenient	**38.2%**	**13**
	answered question	**34**
	skipped question	**3**

19. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:

	Response Percent	Response Count
Days	61.8%	21
Hours	**73.5%**	**25**
Minutes	26.5%	9
	answered question	**34**
	skipped question	**3**

20. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:

	Response Percent	Response Count
Extremely convenient	0.0%	0
Convenient	0.0%	0
Somewhat convenient	8.8%	3
Somewhat inconvenient	14.7%	5
Inconvenient	17.6%	6
Extremely inconvenient	**58.8%**	**20**
	answered question	**34**
	skipped question	**3**

21. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:

	Response Percent	Response Count
Extremely sufficient	0.0%	0
Sufficient	14.7%	5
Somewhat sufficient	20.6%	7
Somewhat insufficient	8.8%	3
Insufficient	20.6%	7
Extremely insufficient	**35.3%**	**12**
	answered question	**34**
	skipped question	**3**

22. To what extent is the assessment aligned with your personal teaching philosophy?

	Response Percent	Response Count
Completely aligned with my teaching philosophy	0.0%	0
Aligned with my teaching philosophy	**52.9%**	**18**
Somewhat aligned with my teaching philosophy	47.1%	16
Somewhat different from my teaching philosophy	0.0%	0
Different from my teaching philosophy	0.0%	0
Completely different from my teaching philosophy	0.0%	0
	answered question	**34**
	skipped question	**3**

23. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?

	Response Percent	Response Count
Completely aligned with district reporting	0.0%	0
Aligned with district reporting	11.8%	4
Somewhat aligned with district reporting	**38.2%**	**13**
Somewhat different from district reporting	23.5%	8
Different from district reporting	20.6%	7
Completely different from district reporting	5.9%	2
	answered question	**34**
	skipped question	**3**

24. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	0.0%	0
Embedded	20.6%	7
Somewhat embedded	**47.1%**	**16**
Somewhat separate	14.7%	5
Separate	17.6%	6
Completely separate	0.0%	0
	answered question	**34**
	skipped question	**3**

25. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?

	Response Percent	Response Count
Completely embedded	0.0%	0
Embedded	14.7%	5
Somewhat embedded	**35.3%**	**12**
Somewhat separate	14.7%	5
Separate	14.7%	5
Completely separate	20.6%	7
	answered question	**34**
	skipped question	**3**

26. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all	Response Count
Overall development	0.0% (0)	5.9% (2)	5.9% (2)	**88.2% (30)**	34
Social and emotional development	0.0% (0)	6.1% (2)	9.1% (3)	**84.8% (28)**	33
Physical well-being, health, and motor development	0.0% (0)	20.6% (7)	8.8% (3)	**70.6% (24)**	34
Cognitive and general knowledge development (including math, logic, reasoning)	0.0% (0)	8.8% (3)	11.8% (4)	**79.4% (27)**	34
Language, communication, and literacy	0.0% (0)	11.8% (4)	14.7% (5)	**73.5% (25)**	34
				answered question	**34**
				skipped question	**3**

27. How has this assessment affected the amount of time you typically spend teaching in the following areas?

	Spend more time than before	Spend same amount of time as before	Spend less time than before	Response Count
Social and emotional instruction	5.9% (2)	**94.1% (32)**	0.0% (0)	34
Physical well-being, health, and motor instruction	14.7% (5)	**85.3% (29)**	0.0% (0)	34
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	5.9% (2)	**94.1% (32)**	0.0% (0)	34
Language, communication, and literacy instruction	11.8% (4)	**88.2% (30)**	0.0% (0)	34
			answered question	**34**
			skipped question	**3**

28. Do you plan to continue to use this assessment with your students one or more times later this year?

		Response Percent	Response Count
Yes		17.6%	6
No		26.5%	9
Undecided		**55.9%**	**19**
		answered question	**34**
		skipped question	**3**

29. Please describe your previously used Fall assessment practices:

	Response Count
	34
answered question	**34**
skipped question	**3**

30. How closely aligned is the current assessment with your previously used Fall assessment practices?

		Response Percent	Response Count
Extremely aligned with typical practices		2.9%	1
Aligned with typical practices		14.7%	5
Somewhat aligned with typical practices		**52.9%**	**18**
Somewhat different from typical practices		8.8%	3
Different from typical practices		14.7%	5
Extremely different from typical practices		5.9%	2
		answered question	**34**
		skipped question	**3**

31. How helpful is the current assessment information for Fall (September through December) planning and instruction?

	Response Percent	Response Count
Extremely helpful	8.8%	3
Helpful	**38.2%**	**13**
Somewhat helpful	23.5%	8
Somewhat unhelpful	14.7%	5
Unhelpful	14.7%	5
Extremely unhelpful	0.0%	0
	answered question	**34**
	skipped question	**3**

32. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:

	Response Count
	34
answered question	**34**
skipped question	**3**

33. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:

	Response Count
	34
answered question	**34**
skipped question	**3**

34. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?

	Response Percent	Response Count
Extremely helpful	2.9%	1
Helpful	17.6%	6
Somewhat helpful	**44.1%**	**15**
Somewhat unhelpful	5.9%	2
Unhelpful	29.4%	10
Extremely unhelpful	0.0%	0
	answered question	**34**
	skipped question	**3**

35. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:

	Response Count
	34
answered question	**34**
skipped question	**3**

36. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:

	Response Count
	34
answered question	**34**
skipped question	**3**

37. How helpful was this tool for learning about your *class as a whole* in terms of:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	8.8% (3)	**47.1% (16)**	26.5% (9)	5.9% (2)	8.8% (3)	2.9% (1)	3
Social and emotional development	5.9% (2)	**52.9% (18)**	23.5% (8)	5.9% (2)	8.8% (3)	2.9% (1)	3
Physical well-being, health, and motor development	5.9% (2)	**44.1% (15)**	32.4% (11)	8.8% (3)	5.9% (2)	2.9% (1)	3
Cognitive and general knowledge (including math, logic, and reasoning) development	8.8% (3)	**47.1% (16)**	26.5% (9)	5.9% (2)	8.8% (3)	2.9% (1)	3
Language, communication, and literacy development	8.8% (3)	**47.1% (16)**	26.5% (9)	5.9% (2)	8.8% (3)	2.9% (1)	3
						answered question	**3**
						skipped question	

38. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?

		Response Percent	Response Count
Extremely appropriate		0.0%	0
Appropriate		**70.6%**	**24**
Somewhat appropriate		17.6%	6
Somewhat inappropriate		8.8%	3
Inappropriate		2.9%	1
Extremely inappropriate		0.0%	0
		answered question	**34**
		skipped question	**3**

39. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

	Response Count
	10
answered question	**10**
skipped question	**27**

40. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful	Respons Count
Overall development	8.8% (3)	**50.0% (17)**	26.5% (9)	2.9% (1)	8.8% (3)	2.9% (1)	3
Social and emotional development	5.9% (2)	**50.0% (17)**	32.4% (11)	2.9% (1)	5.9% (2)	2.9% (1)	3
Physical well-being, health, and motor development	5.9% (2)	41.2% (14)	**44.1% (15)**	2.9% (1)	2.9% (1)	2.9% (1)	3
Cognitive ability and general knowledge (including math, logic, reasoning) development	8.8% (3)	**44.1% (15)**	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)	3
Language, communication, and literacy development	8.8% (3)	**44.1% (15)**	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)	3
						answered question	**3**
						skipped question	

41. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

	Response Count
	8
answered question	**8**
skipped question	**29**

42. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful: Check all that apply.

	Response Percent	Response Count
Helped me to understand my students' present skill levels more quickly than I have before	57.1%	12
Helped me to make referrals for further evaluation more quickly than I have before	23.8%	5
Helped me to make referrals for further evaluation with more examples of the issue to be addressed	23.8%	5
Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)	9.5%	2
Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did	**71.4%**	**15**
	Other (please specify)	4
	answered question	**21**
	skipped question	**16**

43. Was there any area that you feel your assessment should have covered but did not?

	Response Percent	Response Count
Yes	11.8%	4
No	**88.2%**	**30**
	If yes, please describe:	5
	answered question	**34**
	skipped question	**3**

44. Do you plan to share this assessment information with your students' families?

	Response Percent	Response Count
Yes	32.4%	11
No	11.8%	4
Undecided	**55.9%**	**19**
	answered question	**34**
	skipped question	**3**

45. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

	Response Count
	11
answered question	**11**
skipped question	**26**

46. Would you recommend this assessment tool to other Kindergarten teachers?

	Response Percent	Response Count
Yes	20.6%	7
No	**50.0%**	**17**
Unsure	29.4%	10
	answered question	**34**
	skipped question	**3**

47. Did you attend a GOLD webinar for teachers provided by Teaching Strategies?

	Response Percent	Response Count
Yes	**64.7%**	**22**
No	35.3%	12
	answered question	**34**
	skipped question	**3**

48. If you attended a GOLD webinar for teachers, how helpful was the information?

	Response Percent	Response Count
Extremely helpful	0.0%	0
Helpful	40.9%	9
Somewhat helpful	**45.5%**	**10**
Somewhat unhelpful	9.1%	2
Unhelpful	4.5%	1
Extremely unhelpful	0.0%	0
	answered question	**22**
	skipped question	**15**

49. Did you complete the GOLD professional development course?

	Response Percent	Response Count
Yes	32.4%	11
No	**67.6%**	**23**
	answered question	**34**
	skipped question	**3**

50. If you completed the GOLD professional development course, how helpful was the information?

	Response Percent	Response Count
Extremely helpful	0.0%	0
Helpful	**46.2%**	**6**
Somewhat helpful	**46.2%**	**6**
Somewhat unhelpful	7.7%	1
Unhelpful	0.0%	0
Extremely unhelpful	0.0%	0
	answered question	**13**
	skipped question	**24**

51. How much support did you need from Teaching Strategies to understand how to administer the assessment?

	Response Percent	Response Count
No support	35.3%	12
Not very much support	17.6%	6
Some support	**38.2%**	**13**
A lot of support	8.8%	3
	answered question	**34**
	skipped question	**3**

52. If you contacted Teaching Strategies for support with the assessment, how helpful were the answers they provided?

	Response Percent	Response Count
Extremely helpful	9.5%	2
Helpful	**42.9%**	**9**
Somewhat helpful	38.1%	8
Somewhat unhelpful	4.8%	1
Unhelpful	4.8%	1
Extremely unhelpful	0.0%	0
	answered question	**21**
	skipped question	**16**

53. Please rate your experience using GOLD online:

	Response Percent	Response Count
Extremely easy	0.0%	0
Easy	20.6%	7
Somewhat easy	**29.4%**	**10**
Somewhat difficult	**29.4%**	**10**
Difficult	17.6%	6
Extremely difficult	2.9%	1
	answered question	**34**
	skipped question	**3**

54. Please rate the clarity of information you received about using GOLD online:

	Response Percent	Response Count
Extremely clear	2.9%	1
Clear	29.4%	10
Somewhat clear	**32.4%**	**11**
Somewhat unclear	23.5%	8
Unclear	5.9%	2
Extremely unclear	5.9%	2
	answered question	**34**
	skipped question	**3**

55. How much support did you need from Teaching Strategies to understand how to use GOLD online?

	Response Percent	Response Count
No support	26.5%	9
Not very much support	26.5%	9
Some support	**32.4%**	**11**
A lot of support	14.7%	5
	answered question	**34**
	skipped question	**3**

56. If you contacted Teaching Strategies for support with GOLD online, how helpful were the answers they provided?

	Response Percent	Response Count
Extremely helpful	17.6%	3
Helpful	**35.3%**	**6**
Somewhat helpful	29.4%	5
Somewhat unhelpful	17.6%	3
Unhelpful	0.0%	0
Extremely unhelpful	0.0%	0
	answered question	**17**
	skipped question	**20**

57. How did you keep track of students' scores and documentation? Check all that apply.

	Response Percent	Response Count
Took notes on paper, Post-Its, etc.	**82.4%**	**28**
Used the On-the-Spot Observation Recording Tool	76.5%	26
Entered documentation directly into GOLD online	29.4%	10
Entered scores (without documentation) directly into GOLD online	52.9%	18
Other (please specify)	11.8%	4
	answered question	**34**
	skipped question	**3**

58. On average, how many pieces of documentation did you enter for one child?:

	Response Count
	34
answered question	**34**
skipped question	**3**

59. On average, how many scores did you enter for an objective / dimension before finalizing a score for one child?

	Response Percent	Response Count
0	3.3%	1
1	**53.3%**	**16**
2	16.7%	5
3	6.7%	2
4 or more	20.0%	6
answered question		**30**
skipped question		**7**

60. Did others assist you in completing GOLD with your students?

	Response Percent	Response Count
Yes	**58.8%**	**20**
No	41.2%	14
answered question		**34**
skipped question		**3**

61. If you answered yes to Question 14, please specify who assisted you: Check all that apply.

	Response Percent	Response Count
Other Kindergarten teachers	27.8%	5
Other school teachers (not K)	5.6%	1
Paraprofessionals	**50.0%**	**9**
School principal or other administrators	0.0%	0
School staff	16.7%	3
Parents / family members of students	16.7%	3
Other volunteers	16.7%	3
	Other (please specify)	7
	answered question	**18**
	skipped question	**19**

62. How helpful would a formalized family component (input from parents, home observations, etc.) be for future GOLD assessments?

	Response Percent	Response Count
Extremely helpful	5.9%	2
Helpful	26.5%	9
Somewhat helpful	**47.1%**	**16**
Somewhat unhelpful	0.0%	0
Unhelpful	20.6%	7
Extremely unhelpful	0.0%	0
	answered question	**34**
	skipped question	**3**

63. Please use this space to share any additional comments about the assessment tool (optional):

	Response Count
	25
answered question	**25**
skipped question	**12**

WaKIDS: Parent Survey #1

SurveyMonkey

1. Teacher ID (ex: 123)

	Response Count
	142
answered question	**142**
skipped question	**0**

2. What is your relationship to the kindergarten child?

	Response Percent	Response Count
Mother	**82.7%**	**115**
Father	14.4%	20
Grandmother	0.0%	0
Grandfather	0.0%	0
Aunt	0.0%	0
Uncle	0.0%	0
Other (please specify)	2.9%	4
answered question		**139**
skipped question		**3**

3. What is the gender of your kindergarten child?

	Response Percent	Response Count
Male	**51.1%**	**71**
Female	48.9%	68
	answered question	**139**
	skipped question	**3**

4. What was your child's age at entry to kindergarten (Sept 2010)?

Years

	4	5	6
Age of kindergarten child	1.4% (2)	**88.5% (123)**	10.1% (14)

Months

	0	1	2	3	4	5	6
Age of kindergarten child	9.4% (13)	2.2% (3)	7.9% (11)	5.8% (8)	8.6% (12)	**14.4% (20)**	8.6% (12)

5. In Washington State, most children are five-years-old by August 31 of the year they start kindergarten. What age was your child on August 31, 2010?

	Response Percent	Response Count
Five years old	**90.6%**	**126**
Four years old (*younger* than usual)	2.2%	3
Six years old (*older* than usual)	7.2%	10
	answered question	**139**
	skipped question	**3**

6. Did your child attend kindergarten last school year also?

	Response Percent	Response Count
No	**97.8%**	**136**
Yes	2.2%	3
	answered question	**139**
	skipped question	**3**

7. How did you select your kindergarten child's school?

	Response Percent	Response Count
I requested this school	29.5%	41
This is my neighborhood school	**64.0%**	**89**
This school was assigned to me and also was the school I requested	6.5%	9
	answered question	**139**
	skipped question	**3**

8. Is your child's kindergarten program full day or half day?

	Response Percent	Response Count
Full day - 5 days a week	**64.7%**	**90**
Full day - 2 or 3 days a week	13.7%	19
Half day	21.6%	30
	answered question	**139**
	skipped question	**3**

9. Does your kindergarten child have any *older* siblings?

	Response Percent	Response Count
Yes	**55.4%**	**77**
No	44.6%	62
	answered question	**139**
	skipped question	**3**

10. If you answered "yes" to Question 8, did the sibling(s) attend the same kindergarten as your current kindergarten child?

	Response Percent	Response Count
Yes	**51.9%**	**41**
No	48.1%	38
	answered question	**79**
	skipped question	**63**

11. What are the primary languages spoken in your home?
Check all that apply.

	Response Percent	Response Count
English	**96.4%**	**134**
Spanish	4.3%	6
Russian	0.7%	1
Somali	0.0%	0
Makah	0.0%	0
Vietnamese	0.0%	0
Marshallese	0.0%	0
Tagalog	0.7%	1
Cambodian	0.7%	1
Amharic	0.0%	0
Ukrainian	0.7%	1
Punjabi	0.0%	0
Chinese	0.0%	0
Lao	0.0%	0
Arabic	0.0%	0
Rumanian	0.7%	1
Korean	1.4%	2
Other (please specify)	4.3%	6
	answered question	**139**
	skipped question	**3**

12. Do you have a spouse or partner living with you and your kindergarten child?

	Response Percent	Response Count
Yes	**90.6%**	**126**
No	9.4%	13
	answered question	**139**
	skipped question	**3**

13. Since your child was born, how many different places has she/he lived for four months or more (including your current residence)?

	Response Percent	Response Count
1	**38.1%**	**53**
2	26.6%	37
3	15.1%	21
4	10.8%	15
5 or more	9.4%	13
	answered question	**139**
	skipped question	**3**

14. How long has your kindergarten child lived at the current residence?

Years

	0	1	2	3	4	5	
Time at current residence	14.4% (20)	12.2% (17)	12.9% (18)	11.5% (16)	8.6% (12)	**32.4% (45)**	7.

Months

	0	1	2	3	4	5	6	7	
Time at current residence	7.2% (10)	6.5% (9)	**15.8% (22)**	11.5% (16)	7.9% (11)	10.1% (14)	12.9% (18)	5.0% (7)	5

15. About how many children's books do you have in your home (including books from the library, school, etc)?

	Response Count
	139
answered question	**139**
skipped question	**3**

16. In a typical week, how often do you do the following activities with your child?

	Every day	3-6 times per week	1-2 times per week	Not at all	Response Count
Read books to your child	**52.5% (73)**	39.6% (55)	6.5% (9)	1.4% (2)	139
Tell stories to your child	28.1% (39)	**34.5% (48)**	30.9% (43)	6.5% (9)	139
Sing songs with your child	**41.7% (58)**	27.3% (38)	27.3% (38)	3.6% (5)	139
Help your child to do arts and crafts	6.5% (9)	**45.3% (63)**	41.0% (57)	7.2% (10)	139
Involve your child in household chores (ex: cooking, cleaning, setting the table, or caring for pets)	**46.8% (65)**	38.1% (53)	14.4% (20)	0.7% (1)	139
Play board games with your child	1.4% (2)	18.7% (26)	**64.0% (89)**	15.8% (22)	139
Do puzzles with your child	0.0% (0)	12.2% (17)	**69.8% (97)**	18.0% (25)	139
Talk about nature or do science projects with your child	15.1% (21)	28.8% (40)	**46.8% (65)**	9.4% (13)	139
Build something or play with construction toys with your child	11.5% (16)	30.2% (42)	**45.3% (63)**	12.9% (18)	139
Play a sport or exercise together	9.4% (13)	**42.4% (59)**	41.0% (57)	7.2% (10)	139
				answered question	**139**
				skipped question	**3**

17. Compared with other kindergarten age children, how would you describe your child's abilities in the following areas:

	Better than other children	As well as other children	Not as well as other children	Response Count
Following adult directions	30.9% (43)	**66.9% (93)**	2.2% (3)	139
Playing with other children	29.5% (41)	**67.6% (94)**	2.9% (4)	139
Talking with others	42.4% (59)	**53.2% (74)**	4.3% (6)	139
Listening to others	25.9% (36)	**69.8% (97)**	4.3% (6)	139
Running, jumping, skipping	32.4% (45)	**66.2% (92)**	1.4% (2)	139
Drawing	18.7% (26)	**73.4% (102)**	7.9% (11)	139
			answered question	**139**
			skipped question	**3**

18. Did your child attend any of the following programs before entering kindergarten?
Check all that apply.

	Response Percent	Response Count
Child care center	36.0%	50
Preschool or Pre-kindergarten program	**60.4%**	**84**
Head Start	5.8%	8
ECEAP	5.0%	7
Developmental preschool (special education)	2.2%	3
Co-op preschool	10.8%	15
Home day care	15.1%	21
Home with parent	47.5%	66
Home with relative or neighbor	22.3%	31
Other (please specify)	5.0%	7
	answered question	**139**
	skipped question	**3**

19. If your child attended preschool / childcare outside of your home...

	Yes	No	Response Count
Did your child attend for a full day?	**53.2% (66)**	46.8% (58)	124
Was the program located in the school where your child now attends kindergarten?	16.1% (20)	**83.9% (104)**	124
Did you receive written information on your child's progress from the preschool / early learning provider?	**64.5% (80)**	35.5% (44)	124
		answered question	**125**
		skipped question	**17**

20. Did you bring written information from your child's preschool / child care to your child's kindergarten teacher?

		Response Percent	Response Count
Yes		9.4%	12
No		**90.6%**	**115**
		answered question	**127**
		skipped question	**15**

21. Prior to this school year, did your child ever receive therapy services or take part in a program for children with disabilities?

		Response Percent	Response Count
Yes		9.4%	13
No		**90.6%**	**126**
		answered question	**139**
		skipped question	**3**

22. Was your child ever asked to leave a preschool or childcare program because of problem behavior?

	Response Percent	Response Count
Yes	0.7%	1
No	**99.3%**	**138**
	answered question	**139**
	skipped question	**3**

23. Which of the following kindergarten transition activities did your child's school / teacher provide?

	This was offered and we did participate	This was offered but we did not participate	This was not offered	Response Count
A visit to the child's home before school began	2.9% (4)	4.3% (6)	**92.8% (128)**	138
A visit to the child's home after school began	4.3% (6)	1.4% (2)	**94.2% (130)**	138
A letter to the child's parents before school began	**79.7% (110)**	1.4% (2)	18.8% (26)	138
A letter to the child's parents after school began	**82.6% (114)**	2.2% (3)	15.2% (21)	138
A talk with the child's parents before school began	**79.7% (110)**	4.3% (6)	15.9% (22)	138
A talk with the child's parents after school began	**68.8% (95)**	3.6% (5)	27.5% (38)	138
A meeting with child and family before school began	**63.8% (88)**	5.1% (7)	31.2% (43)	138
A flyer or informational brochure sent before school began	**87.0% (120)**	0.7% (1)	12.3% (17)	138
A flyer or informational brochure sent after school began	**78.3% (108)**	1.4% (2)	20.3% (28)	138
A letter to your child sent before school began	**54.3% (75)**	1.4% (2)	44.2% (61)	138
A letter to your child after school began	32.6% (45)	0.7% (1)	**66.7% (92)**	138
A call to your child before school began	9.4% (13)	1.4% (2)	**89.1% (123)**	138
A call to your child after school began	8.0% (11)	2.2% (3)	**89.9% (124)**	138
An open house for parents and children before school began	**72.5% (100)**	13.0% (18)	14.5% (20)	138

An open house for parents and children after school began	**55.1% (76)**	10.9% (15)	34.1% (47)	138
Facilitated contacts between parents of children in my child's class	34.1% (47)	5.1% (7)	**60.9% (84)**	138
Requested information about my child from me before school started	**79.7% (110)**	0.0% (0)	20.3% (28)	138
Preschool teacher(s) brought my child to visit kindergarten last year	19.6% (27)	2.2% (3)	**78.3% (108)**	138
A school tour before school began	**69.6% (96)**	10.1% (14)	20.3% (28)	138
			answered question	**138**
			skipped question	**4**

24. How helpful do you think the following activities would be? Please give your opinion, even if your school does not do these.

	Extremely helpful	Somewhat helpful	Somewhat unhelpful	Extremely unhelpful	Response Count
A visit to the child's home before school began	9.4% (13)	**38.4% (53)**	30.4% (42)	21.7% (30)	138
A visit to the child's home after school began	5.8% (8)	**37.0% (51)**	**37.0% (51)**	20.3% (28)	138
A letter to the child's parents before school began	**78.3% (108)**	21.7% (30)	0.0% (0)	0.0% (0)	138
A letter to the child's parents after school began	**68.1% (94)**	29.7% (41)	0.7% (1)	1.4% (2)	138
A talk with the child's parents before school began	**75.4% (104)**	24.6% (34)	0.0% (0)	0.0% (0)	138
A talk with the child's parents after school began	**73.2% (101)**	24.6% (34)	0.7% (1)	1.4% (2)	138
A meeting with child and family before school began	**76.1% (105)**	22.5% (31)	1.4% (2)	0.0% (0)	138
A flyer or informational brochure sent before school began	**74.6% (103)**	25.4% (35)	0.0% (0)	0.0% (0)	138
A flyer or informational brochure sent after school began	**60.9% (84)**	30.4% (42)	6.5% (9)	2.2% (3)	138
A letter to your child sent before school began	**62.3% (86)**	27.5% (38)	8.7% (12)	1.4% (2)	138
A letter to your child after school began	**44.9% (62)**	42.0% (58)	10.1% (14)	2.9% (4)	138
A call to your child before school began	27.5% (38)	**35.5% (49)**	26.1% (36)	10.9% (15)	138
A call to your child after school began	25.4% (35)	**32.6% (45)**	31.2% (43)	10.9% (15)	138
An open house for parents and children before school began	**87.7% (121)**	12.3% (17)	0.0% (0)	0.0% (0)	138
An open house for parents and children after school began	**71.0% (98)**	22.5% (31)	3.6% (5)	2.9% (4)	138

Facilitated contacts between parents of children in my child's class	**47.1% (65)**	39.9% (55)	10.1% (14)	2.9% (4)	138
Requested information about my child from me before school started	**66.7% (92)**	30.4% (42)	2.9% (4)	0.0% (0)	138
Preschool teacher(s) brought my child to visit kindergarten last year	**42.0% (58)**	33.3% (46)	15.2% (21)	9.4% (13)	138
A school tour before school began	**80.4% (111)**	17.4% (24)	1.4% (2)	0.7% (1)	138
				answered question	**138**
				skipped question	**4**

25. Are there other activities that you think would have been helpful for your child to make a successful transition to kindergarten? Please describe.

	Response Count
	40
answered question	**40**
skipped question	**102**

26. Please tell us how often your child did any of the following during the first month of kindergarten.

	Every day	3-6 times per week	1-2 times per week	Never	Response Count
Your child was upset or didn't want to go to school	1.4% (2)	2.2% (3)	18.1% (25)	**78.3% (108)**	138
Your child pretended to be sick to stay home from school	0.7% (1)	0.0% (0)	4.3% (6)	**94.9% (131)**	138
Your child said good things about school	**56.5% (78)**	28.3% (39)	13.8% (19)	1.4% (2)	138
Your child said he / she liked his or her teacher	**62.3% (86)**	21.7% (30)	13.8% (19)	2.2% (3)	138
Your child was excited about going to school	**64.5% (89)**	23.2% (32)	9.4% (13)	2.9% (4)	138
				answered question	**138**
				skipped question	**4**

27. Do you plan for your child to attend this school for the entire kindergarten year?

		Response Percent	Response Count
Yes		**99.3%**	**137**
No		0.7%	1
		answered question	**138**
		skipped question	**4**

28. Do you plan for your child to attend this school for first grade?

	Response Percent	Response Count
Yes	**93.4%**	**127**
No	6.6%	9
	answered question	**136**
	skipped question	**6**

29. How welcome do you feel in your child's kindergarten class?

	Response Percent	Response Count
Very welcome	**81.2%**	**112**
Somewhat welcome	16.7%	23
Somewhat unwelcome	0.0%	0
Very unwelcome	2.2%	3
	answered question	**138**
	skipped question	**4**

30. If you had questions or concerns about your child, how comfortable would you feel about approaching your child's teacher?

	Response Percent	Response Count
Very comfortable	**85.5%**	**118**
Somewhat comfortable	13.0%	18
Somewhat uncomfortable	0.7%	1
Very uncomfortable	0.7%	1
	answered question	**138**
	skipped question	**4**

31. How often do you participate in the following classroom / school activities:

	More than once per week	Once per week	Have done once or twice	Have never done	Response Count
Volunteer in your child's classroom / school	2.2% (3)	18.8% (26)	26.1% (36)	**52.9% (73)**	138
Volunteer as a chaperone on your child's field trips	0.7% (1)	1.4% (2)	32.6% (45)	**65.2% (90)**	138
Attend your school's parent organization meetings	0.7% (1)	7.2% (10)	41.3% (57)	**50.7% (70)**	138
Talk with your child's teacher at school pick up and / or drop off	23.2% (32)	15.2% (21)	**42.0% (58)**	19.6% (27)	138
Communicate by phone or email with your child's teacher	10.1% (14)	13.8% (19)	**44.9% (62)**	31.2% (43)	138
				answered question	**138**
				skipped question	**4**

Sampling observational checklist. The 21 Indicators closely match the WA Benchmark Goals, as shown in the following table:

Alignment of the Work Sampling System with the Washington Early Learning Standards

WA Early Learning and Development Benchmarks	Work Sampling System P4
Physical Well-Being, Health, and Motor	**I. Physical Development and Health**
Motor Development: Gross Motor Skills Goal: Children demonstrate strength and coordination of large muscles ◆ Runs smoothly and with few falls ◆ Hops first on one foot, then another ◆ Maintains balance while bending, twisting, or stretching	*A. Gross Motor Development* 1. Moves with balance and control ◆ Developing mastery over running skills ◆ Galloping with a smooth gait and relative ease ◆ Hopping several times on each foot ◆ Maintaining balance on a 2x4 balance beam that is close to the ground 2. Coordinates movements to perform simple tasks ◆ Kicking a large ball with a two step start ◆ Riding a tricycle on a path around the playground ◆ Using the slide, seesaw or swings
Motor Development: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor skills ◆ Removes and replaces easy-to-open container lids ◆ Folds paper and makes objects with assistance ◆ Buttons large buttons on clothing	*B. Fine Motor Development* 1. Uses strength and control to perform simple tasks ◆ Twisting the cap off a jar of paint ◆ Pulling caps off markers and putting them back on firmly 2. Uses eye-hand coordination to perform tasks ◆ Constructing or copying buildings and roads with table blocks ◆ Dressing dolls using snaps or buttons ◆ Zipping coats 3. Shows beginning control of writing, drawing, and art tools ◆ using chalk on the blackboard pretending to write letters or numbers ◆ trying a variety of ways to make brush strokes at the easel
Health and Personal Care: Daily Living Skills Goal: Children practice basic personal care routines ◆ Uses fork, spoon (and sometimes) blunt table knife ◆ Dresses and undresses in easy pull-on	*C. Personal Health and Safety* 1. Performs some self-care tasks independently ◆ Pouring juice or milk from a small pitcher without spilling ◆ Managing dressing tasks independently (such as putting on coats, pants and boots)

clothes without assistance ♦ Brushes and combs hair, with assistance	♦ Washing and drying hands with only occasional reminders ♦ Using the toilet independently
Social and Emotional	**Personal and Social Development**
Social Development: Interactions with Peers Goal: Children develop friendships with peers ♦ Follows suggestions given by a friend about how to proceed with their play ♦ Has friends in different settings ♦ Gives social support to others	*D. Interaction with Others* 1. Interacts easily with one or more children ♦ Talking (or using alternative communication) with another child to plan ways to build block structures ♦ Making decisions with another child about who will put out the cups and napkins and how many they will need ♦ Playing with whomever is in the dramatic play area rather than playing there alone or with a special friend 4. Shows empathy and caring for others ♦ Volunteering to sit next to a new child and helping the child with the procedures for snack ♦ Expressing sadness to a friend whose pet has died ♦ Going over to a friend who has fallen to give comfort ♦
Emotional Development: Self Control Goal: Children understand and follow rules and routines ♦ Engages in and completes simple routines without assistance ♦ Follows rules in different settings ♦ Explains simple classroom or family rules to others	*B. Self Control* 1. Follows simple classroom rules and routines ♦ turning off the tape recorder after listening to a story ♦ removing the finished painting from the easel and knowing where to hang it to dry ♦ holding hands when crossing a street that has no traffic light or crossing guard 2. Uses classroom materials carefully ♦ Helping to clean up by sweeping around the sand table ♦ Putting blocks away in designated places when the teacher announces clean-up time ♦ Looking at books carefully and putting them back on the bookshelf when finished
Cognition and General Knowledge	**Scientific and Mathematical Thinking**
Logic and Reasoning: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks and events ♦ Describes experiences using comparative language (e.g. Today's walk was longer than yesterday's.) ♦ Identifies characteristics for comparison (e.g. size, color) ♦ Shows understanding of concepts of same and different	*A. Inquiry* 3. Makes comparisons among objects ♦ Noting difference in speed when a truck is pushed over tiles or rugs ♦ Collecting a variety of leaves, looking at them carefully, and describing the differences in shape, edges, color, or size ♦ Pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube ("a *real* long time," "not so long")

Cognition and General Knowledge (cont.)	Scientific and Mathematical Thinking
Mathematics and Numeracy: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting ◆ Recognizes, names, and writes some numerals ◆ Counts at least 10 objects in one-to-one correspondence, without assistance ◆ Counts to at least 31 from memory	*B. Number and Operation* 1. Shows beginning understanding of number and quantity ◆ Pointing to each number they count and assigning the appropriate number to it ◆ Adding a friends two yellow beads to their own yellow beads and saying, "I have four beads." ◆ Counting by rote as far as they can go
Mathematics and Numeracy: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length ◆ Uses activities that explore and develop vocabulary for length and weight ◆ Estimates size (e.g. I'm as tall as the yellow bookshelf) ◆ Uses some conventional vocabulary of measurement	*E. Measurement* 2. Participates in measuring activities ◆ Noting that they can fill the large bowl in the sand table with three cups of sand ◆ Using measuring cups and spoons during a classroom cooking activity ◆ Measuring the length of a block road or the height of a block tower
Mathematics and Numeracy: Properties of Ordering Goal: Children sort, classify, and organize objects ◆ Sort objects into categories, classifying and comparing according to a characteristic (e.g. size, color) ◆ Describes how and why objects are arranged or sorted the way they are	*E. Measurement* 1. Orders, compares, and describes objects according to a single attribute ◆ Noticing which children in the class are taller and which are shorter ◆ "measuring" with a friend to find out who has the longer string of beads ◆ Figuring out with a classmate who has the bigger cookie
Language, Communication and Literacy	**Language and Literacy**
Language: Expressive Oral Language Goal: Children use language for a variety of purposes ◆ Describes details of a recent event or occurrence ◆ Tells stories with descriptions of characters and events ◆ Uses oral language to express emotions and thoughts	*B. Speaking* 2. Uses expanded vocabulary and language for a variety of purposes ◆ Using words to communicate their feelings ◆ Asking questions related to the current topic of discussion ◆ Thinking up rhyming words for a song or finger play
Literacy: Reading Goal: Children demonstrate phonological awareness ◆ When given a word, (man) and a new beginning sound (/f/), creates the familiar word "fan" ◆ Begins to create and invent words by substituting one sound for another (e.g. bandaid/dambaid)	*A. Listening* 3. Demonstrates phonological awareness ◆ Listening to the word the teacher says and then finding a word to rhyme with it ◆ Hearing the sound of the first letter in their own names and using this ability to sound out or "read" classmates' names that begin with the same letter ◆ Experimenting with words, giving them new beginning sounds

Language, Communication and Literacy	Language and Literacy
Literacy: Reading Goal: Children demonstrate awareness of the alphabetic principle ◆ Demonstrates understanding that letters have a name and a sound ◆ Makes most letter/sound matches ◆ Identifies a letter for a given letter name for most letters	*C. Reading* 3. Begins to develop knowledge about letters ◆ Differentiating and correctly identifying some letters by their shape ◆ Identifying upper case letters as they sing the alphabet song ◆ Naming the letters in their first name as they attempt to write their names
Literacy : Reading Goal: Children demonstrate awareness of print concepts ◆ Demonstrates how to follow text in the proper order on a written page while reading or following along (e.g. for English, left to right & top to bottom) ◆ Reads some environmental print (e.g "bus") ◆ Points to the title of a book when asked	*C. Reading* 2. Shows beginning understanding of concepts of print ◆ Asking the teacher for help making signs for the dramatic play area that says "Doctor's Office" or "Clinic" ◆ Pointing to words using left to right progression when "reading" picture books ◆ Writing a series of scribbles separated by spaces under a drawing of a truck
Literacy: Reading Goal: children demonstrate comprehension of written material ◆ Knows that print conveys meaning ◆ Uses pictures to infer and predict meaning in text read aloud and/or shared with others ◆ Recalls a story with some level of detail pertaining to the characters and setting	*C. Reading* 4. Comprehends and responds to stories read aloud ◆ Acting out a familiar story with their classmates ◆ Asking questions and making comments about a story ◆ Retelling the main events of a story just read or told by the teacher
Literacy: Writing Goal: Children use writing for a variety of purposes ◆ Imitates common writing activities in play (e.g. letters, cards, newspaper) ◆ Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	*D. Writing* 1. Represents ideas and stories through pictures, dictation and play ◆ Retelling the story of *Caps for Sale* using cutouts of colored hat shapes ◆ Pretending to be a doctor in the dramatic play area and "writing" on a patient's chart ◆ Dictating a story about a picture and asking the teacher to write it down 2. Uses letter-like shapes, symbols, and letters to convey meaning ◆ Writing their own names on their artwork ◆ Spontaneously writing upper case letters they know ◆ Copying letters from signs and labels posted around the room, enjoying the power of doing "real" writing

For the purposes of the pilot phase, we recommend using the paper version for training and implementation. Pearson will provide train-the-trainer services for the pilot in July, according to the state plan and described in Attachment 1 of the Cost Proposal.

Developing Skills Checklist
DSC Item to WELD Goal Alignments

WELD BENCHMARKS				DSC DOMAIN									
BENCHMARK	**SUB-DOMAIN**	**DOMAIN COMPONENT**	**BENCHMARK GOAL**	**MATHEMATICAL CONCEPTS**	**LOGICAL OPERATIONS**	**LANGUAGE**	**MEMORY**	**GROSS MOTOR**	**VISUAL**	**FINE MOTOR**	**AUDITORY**	**PRINT CONCEPTS**	**WRITING AND DRAWING CONCEPTS**
Physical, Well-Being, Health and Motor	Motor Development	Gross Motor Skills	(1) Children demonstrate strength and coordination of large motor muscles					1, 2, 3, 4					
	Motor Development	Fine Motor Skills	(2) Children demonstrate strength and coordination of small motor muscles							1, 2			
	Health and Personal Care	Daily Living Skills	(6) Children practice basic personal care routines										
Social and Emotional	Social Development	Interactions with peers	(13) Children develop friendships with peers										
	Emotional Development	Self-Control	(24) Children understand and follow rules and routines										

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WELD BENCHMARKS				DSC DOMAIN									
BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Cognition and General Knowledge	Logic and Reasoning	Critical and Analytic Thinking	(33) Children compare, contrast, examine, and evaluate experiences, tasks, and events	5, 6	2	15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29			1, 2, 3				
	Mathematics and Numeracy	Number Sense and Operations	(38) Children demonstrate knowledge of numbers and counting	7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27								7, 8, 11, 12, 13, 14, 15	
	Mathematics and Numeracy	Measurement	(39) Children demonstrate knowledge of size, volume, height, weight, and length		3, 4, 5								
	Mathematics and Numeracy	Properties of Ordering	(41) Children sort, classify, and organize objects		1								

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WELD BENCHMARKS				DSC DOMAIN									
BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Language, Communication, and Literacy	Language	Expressive/Oral Language	(62) Children use language for a variety of purposes			14, 23							
	Literacy	Reading	(66) Children demonstrate phonological awareness				19, 20, 21, 22, 23, 24, 25, 26				1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20, 21		
	Literacy	Reading	(67) Children demonstrate awareness of the alphabetic principal				7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 27, 28, 29						
	Literacy	Reading	(68) Children demonstrate awareness of print concepts									1, 5, 9, 16, 17, 18, 19, 20	
	Literacy	Reading	(69) Children demonstrate comprehension of printed material									6, 10	
	Literacy	Writing	(74) Children use writing for a variety of purposes										1, 2, 4, 5

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Social-Emotional Checklist
DSC Behavior to WELD Alignments

Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Classroom Skills	Follows classroom routines and rules	Follows adult directions	24
		Moves from one activity to another without resisting or becoming upset	24
		Cleans up after projects or activities	24
	Uses equipment safely	Abides by general rules of safety	24
		Uses classroom and outdoor equipment safely	24
		Makes positive and appropriate use of available materials	24
	Controls physical and emotionsl impulses	Keeps hands to self	24
		Follows class rules in conflict situations	24
		Accepts guidance with problem solving	24
		Waits for turns	24
		Listens to the ideas of others	24
		Accepts behavioral or environmental limits	24
	Is able to share toys with friends	Shares toys and materials with others	13
		Waits until materials are available rather than taking things away from other children	24
		Shows respect for the belongings of others	24
Self Esteem	Initiates conversation	Initiates and continues conversation with peers	13
		Talks in groups	13
		Talks with familiar adults	62
	Initiates and is confident in new activities	Enters activities that have already begun	13
		Chooses activities that are new or unfamiliar	none
		Does not depend upon adults to select or continue an activity	none
		Invites other children to begin a game or activity	13
	Shows pride in accomplishments	Shares recently learned ideas	62
		Shows work to other people	none
		Enthusiastically acquires new skills	none
	Works and participates cooperatively	Participates in cooperative activities	13
		Welcomes other children into group play	13
		Participates in a wide range of activities	none
		Offers assistance to peers	13

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Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Persistence	Takes care of personal belongings	Cares for and maintains personal belongings	none
	Concentrates on and completes tasks	Directs attention to one task at a time	none
		Completes tasks	none
		Persists in tasks that are challenging	none
	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
Self-Expression	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
		Asks for assistance with personal or interpersonal peer difficulties	62
		Utilizes adult help when necessary	none
	Is able to express feelings	Expresses displeasure in uncomfortable situations	62
		Cries when physically hurt or very upset	none
	Is able to stand up for self	Makes feelings know during peer conflict	13
		Expresses needs to adults	62
		Shows the ability to confront difficult situations	none
Pro-social Behavior	Shows concern for other people	Notices when other people are sad, happy, angry, lonely	13
		Offers comfort to others who are in distress	13
	Assists adults and asks for adult help	Offers to help adults in setting up or cleaning up projects or activities	none
		Engages adult help when undertaking a potentially dangerous physical challenge, such as climbing high in a tree or jumping off high places	none
Independence	Feels confident away from parent	Becomes involved in activities after the parent leaves	none
		Does not ask about parents when they are absent	none
		Feels confident that the parent or adult will come back	none
		Makes the transition from home to school easily	none
Self-Care		Toilets without help	6
		Uses eating utensils with little difficulty	6
		Dresses with little help	6

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
DOMAIN : PHYSICAL WELL-BEING, HEALTH, AND MOTOR		
Motor Development		
Gross Motor Skills		
Goal 1: Children demonstrate strength and coordination of large motor muscles.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion	CA CA CA
Fine Motor Skills		
Goal 2: Children demonstrate strength and coordination of small motor skills	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing	CA CA
Health and Personal Care		
Daily Living Skills		
Goal 6: Children practice basic personal care routines.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT		
Social Development		
Interaction with Peers		
Goal 13: Children develop friendships with peers.	2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children 2d. Makes friends 8. Maintains friendships for several months or more	CA WA
Self-Control		
Goal 24: Children understand and follow rules and routines.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
DOMAIN: COGNITION AND GENERAL KNOWLEDGE		

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Logic and Reasoning		
Critical and Analytic Thinking		
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events.	11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	CA CA CA WA
Mathematics and Numeracy		
Number Sense and Operations		
Goal 38: Children demonstrate knowledge of numbers and counting.	20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects 20c. Connects numerals with their quantities 8. Identifies numerals to *20* by name and connects each to counted objects	CA CA CA
Measurement		
Goal 39: Children demonstrate knowledge of size, volume, height, weight, and length.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth*	WA
Properties of Ordering		
Goal 41: Children sort, classify, and organize objects.	13. Uses classification skills	WA

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	
	22. Compares and measures	WA
	6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	
	23. Demonstrates knowledge of patterns	CA
	6. Extends and creates simple repeating patterns	
DOMAIN: LANGUAGE, COMMUNICATION, AND LITERACY		
Language		
Expressive/Oral Language		
Goal 62: Children use language for a variety of purposes.	9a. Uses an expanding expressive vocabulary	CA
	8. Incorporates new, less-familiar or technical words in everyday conversations	
	9b. Speaks clearly	CA
	8. Pronounces multisyllabic or unusual words correctly	
	9c. Uses conventional grammar	CA
	8. Uses long, complex sentences and follows most grammatical rules	
	9d. Tells about another time or place	CA
	8. Tells elaborate stories that refer to other times and places	
	10a. Engages in conversations	CA
	8. Engages in complex, lengthy conversations (five or more exchanges)	
	10b. Uses social rules of language	CA
	8. Uses acceptable language and social rules during communication with others	
	12a. Recognizes and recalls	CA
	6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	
Literacy		
Reading		

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Goal 66: Children demonstrate phonological awareness.	15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime	CA CA CA
Goal 67: Children demonstrate awareness of the alphabetic principle.	16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write	CA CA
Goal 68: Children demonstrate awareness of print concepts.	17b. Uses print concepts 8. Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	WA
Goal 69: Children demonstrate comprehension of printed materials.	18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines	CA CA WA
Writing		
Goal 74: Children use writing for a variety of purposes.	19a. Writes name 6. Accurate name 19b. Writes to convey meaning 6. Late invented spelling	CA CA

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WaKIDS Final Teacher Survey

SurveyMonkey

1. Please tell us which assessment tool you administered:

	Response Percent	Response Count
Teaching Strategies GOLD	31.6%	36
Work Sampling System	**34.2%**	**39**
DSC	**34.2%**	**39**
	answered question	**114**
	skipped question	**0**

2. Thinking back to the fall administration of the tool, to what extent were you able to implement the assessment as intended?

	Response Percent	Response Count
Very Able	24.6%	28
Able	**34.2%**	**39**
Somewhat Able	28.1%	32
Somewhat Unable	8.8%	10
Unable	1.8%	2
Very Unable	2.6%	3
	answered question	**114**
	skipped question	**0**

3. If you were UNABLE to implement the tool as intended, why? (check all that apply)

	Response Percent	Response Count
I didn't understand it.	2.5%	1
It was too difficult.	12.5%	5
There was not enough time to complete it.	**95.0%**	**38**
	answered question	**40**
	skipped question	**74**

4. Did you share SOME or ALL of the information from this assessment with parents?

	Response Percent	Response Count
Yes	**72.8%**	**83**
No	27.2%	31
	answered question	**114**
	skipped question	**0**

5. How did you share assessment information with parents?

	Response Percent	Response Count
At a parent-teacher conference	**92.7%**	**76**
By sending parent materials provided by the tool	18.3%	15
By sending your own presentation of this assessment information	1.2%	1
Called, e-mailed, or met with parents apart from a regular conference	7.3%	6
Informally shared information at pick-up/drop-off	15.9%	13
Other (please specify)	9.8%	8
	answered question	**82**
	skipped question	**32**

6. If you did share assessment information, how helpful was the assessment information for explaining children's skill levels to parents?

	Response Percent	Response Count
Very Helpful	14.6%	12
Helpful	39.0%	32
Somewhat Helpful	**43.9%**	**36**
Somewhat Unhelpful	1.2%	1
Unhelpful	1.2%	1
Very Unhelpful	0.0%	0
	answered question	**82**
	skipped question	**32**

7. If you DID NOT share assessment information with parents, please tell us why here:

	Response Count
	33
answered question	**33**
skipped question	**81**

8. Did you use the results of the assessment to inform lesson planning or teaching?

	Response Percent	Response Count
Yes	**71.9%**	**82**
No	28.1%	32
	answered question	**114**
	skipped question	**0**

9. Please briefly describe how the assessment results informed your lesson planning and teaching:

	Response Count
	77
answered question	**77**
skipped question	**37**

10. Did you use PART or ALL of the assessment again (after the required fall data collection period) this year?

	Response Percent	Response Count
Yes	19.3%	22
No	**80.7%**	**92**
answered question		**114**
skipped question		**0**

11. If you used PART of the assessment again, please describe which part(s) you used:

	Response Count
	20
answered question	**20**
skipped question	**94**

12. How helpful was the result of the repeated assessment for individualizing instruction for children?

	Response Percent	Response Count
Very Helpful	14.0%	6
Helpful	**30.2%**	**13**
Somewhat Helpful	**30.2%**	**13**
Somewhat Unhelpful	9.3%	4
Unhelpful	16.3%	7
Very Unhelpful	0.0%	0
	answered question	**43**
	skipped question	**71**

13. Would you recommend this assessment tool to other kindergarten teachers?

	Response Percent	Response Count
Yes	**34.2%**	**39**
No	33.3%	38
Unsure	32.5%	37
	answered question	**114**
	skipped question	**0**

14. If you would not recommend the assessment tool to other teachers or are unsure, why?

	Response Count
	70
answered question	**70**
skipped question	**44**

15. How helpful would it be if a child's early learning provider sent you assessment results from this same tool at the beginning of the kindergarten year?

		Response Percent	Response Count
Very Helpful		**43.0%**	**49**
Helpful		32.5%	37
Somewhat Helpful		21.9%	25
Somewhat Unhelpful		1.8%	2
Unhelpful		0.0%	0
Very Unhelpful		0.9%	1
	answered question		**114**
	skipped question		**0**

16. How many children have left your classroom since the fall?

	Response Average	Response Total	Response Count
Number of children who have left your classroom:	2.89	327	113
Total class size in the fall:	**22.53**	**2,546**	113
		answered question	**114**
		skipped question	**0**

17. How many new children have entered your classroom since the fall?

	Response Average	Response Total	Response Count
Number of children who have entered your classroom:	2.15	243	113
Total class size in the spring:	**21.88**	**2,451**	112
		answered question	**114**
		skipped question	**0**

18. In your opinion, how important is the transition process from home or early learning programs to a child's adjustment in kindergarten?

	Response Percent	Response Count
Very Important	**80.7%**	**92**
Important	14.9%	17
Somewhat Important	4.4%	5
Somewhat Unimportant	0.0%	0
Unimportant	0.0%	0
Very Unimportant	0.0%	0
	answered question	**114**
	skipped question	**0**

19. Did you attend an Early Learning Collaboration focus group in the Fall or Spring?

	Response Percent	Response Count
Yes	48.2%	55
No	**51.8%**	**59**
	answered question	**114**
	skipped question	**0**

20. If you attended an Early Learning Collaboration focus group: Did this change your practices or plans in any way regarding transition from home or early learning programs into kindergarten or possible collaborations with early learning providers?

	Response Percent	Response Count
Yes	**53.8%**	**28**
No	46.2%	24
	answered question	**52**
	skipped question	**62**

21. If you answered YES to Question 1, please explain how your practices or plans changed:

	Response Count
	30
answered question	**30**
skipped question	**84**

22. What will you do differently than you used to do, because of your experience with WaKIDS?

	Response Percent	Response Count
I will meet individually with families and children	45.1%	51
I will visit families in their homes	8.8%	10
I will share assessment information with parents	36.3%	41
I will use the "Introducing Me" book at the beginning of the year	**61.1%**	**69**
I will use more transition/family connections strategies	41.6%	47
I will connect with children's early learning provider	52.2%	59
Other (please specify)		18
answered question		**113**
skipped question		**1**

23. If you indicated in Question 22 that you plan to use more transition/family connections strategies, please describe those here:

	Response Count
	44
answered question	**44**
skipped question	**70**

24. Would you recommend participating in WaKIDS to other kindergarten teachers?

	Response Percent	Response Count
Yes	**74.3%**	**84**
No	25.7%	29
	answered question	**113**
	skipped question	**1**

25. Please explain why you would or would not recommend participating in WaKIDS here:

	Response Count
	113
answered question	**113**
skipped question	**1**

26. If there is anything else you would like to tell us about the WaKIDS pilot, please do so here:

	Response Count
	47
answered question	**47**
skipped question	**67**

Page 3, Q1. How did you share assessment information with parents?		
1	2 parents helped gather data with checklists I designed from the assessment, so I shared the process as well as the outcome with them.	Apr 23, 2011 11:35 AM
2	Mid-trimester reports	Apr 21, 2011 12:07 PM
3	Shared at MDT, and IEP meetings	Apr 17, 2011 9:25 AM
4	Used information to help with documentation for report cards.	Apr 14, 2011 4:04 PM
5	Shared with small articles in my weekly newsletter.	Apr 14, 2011 12:56 PM
6	We went over the assessment at fall parent/teacher conferences and then I sent the assessments home in the children's data notebooks for further parent review.	Apr 13, 2011 8:49 PM
7	I used some of the information from the assessments to support efforts to have students identified (SPED) and therefore, meet their learning needs.	Apr 13, 2011 6:05 PM
8	Only briefly since we had many of our own assessments that we use throughout the year to measure growth.	Apr 13, 2011 5:51 PM

Page 3, Q3. If you DID NOT share assessment information with parents, please tell us why here:		
1	Not an opportunity to do it.	May 17, 2011 5:13 PM
2	I did not share with each specific item, however at conferences, I did include the information as part of the overall evaluation	May 17, 2011 5:08 PM
3	I don't feel it was a true assessment. I had to test the child when I had 23 other students to teach during the test.	May 17, 2011 5:05 PM
4	At Ki-Be Elementary we have 2 days in August at the start of school where we assess the Kindergartners we also have time to talk to parents about the results. We did share assessment information with parents during conferences, however I find it more useful to share specific information from our assessment with parents before school starts or the very beginning of school and then during the oct. conferencing share information about Kindergarten objectives and academics.	May 16, 2011 3:48 PM
5	I did not feel that I was able to gain valuable information from the assessment.	Apr 29, 2011 8:59 PM
6	Had too much other info to cover during conferences.	Apr 25, 2011 9:13 PM
7	By the time conferences came around I had used other, more current, assessments to share with the parents.	Apr 25, 2011 7:52 AM
8	It repeated a lot of the information I had already shared with them during my initial assessment.	Apr 24, 2011 5:12 PM
9	For some parents, it was too much information. We didn't have time for that much detail.	Apr 23, 2011 11:35 AM
10	It was very difficult to know how to share this info with parents when we had very little clear cut ways to do so. We asked for help a few times but we never got clear answers. We could have shared the assessment in our 20 minute parent teacher conferences in the all however we also had a large district report card to share as well so time was very limited.	Apr 18, 2011 2:03 PM
11	The Norming Tool was too laborious as it was not computerized. The Social Emotional was very time consuming and I feel that it would be more beneficial to use with just the students that are of great concern to the staff.	Apr 17, 2011 9:25 AM
12	I did not directly share GOLD assessment results, however results were shared indirectly as I used the results to help complete the progress report that our school already had in place.	Apr 16, 2011 7:34 PM
13	The total number of pages to copy for parents would have been 199! That's nine pages per family. I discussed this with my principal and we decided not to copy and share with parents in the allotted 20 conference time in November. I was required to share all my district assessments with them and talk about their child's social development. There just wasn't time or the need for this sharing. I wish it would have been condensed into at least one or two pages!!!!!!	Apr 16, 2011 9:48 AM
14	We did not share the WAKids assessment in depth due to the fact that we also had our quarterly assessments based on the state standards that seemed more concrete and meaningful for discussion during parent conferences.	Apr 15, 2011 8:11 PM

Page 3, Q3. If you DID NOT share assessment information with parents, please tell us why here:		
15	This assessment didn't cover everything I wanted to share with students. I did like parts of if, but as far as letter sounds, I wanted to share with the parents how many letters/sounds they knew, not if they knew 3 out of the 10 on the wheel. Same goes for numbers, counting, colors, shapes, etc. I had to do my own assessment for fall conferences just so I had enough info. I felt like I was tripling my work load.	Apr 14, 2011 5:36 PM
16	I did not feel that is was as accurate because I did not have enough time to assess the kids in the way the assessment indended me to. I had to purposely assess my students instead of assessing them in their natural environment.	Apr 14, 2011 12:24 PM
17	I did not feel comfortable sending the information home without having a conference to explain the information. When we have our conferences I had district information I had to discuss and did not have time to review this assessement information with them.	Apr 14, 2011 9:40 AM
18	I was told at my training not to	Apr 14, 2011 7:31 AM
19	I shared aspects of it, but not in the context of the assessment tool. I shared what I had learned about their child through observation and a beginning of the year assessment that my district has us administer.	Apr 13, 2011 10:09 PM
20	Similar information was collected for report cards/grading and shared at this time.	Apr 13, 2011 7:02 PM
21	Some of the items I share with parents included in our district's report card are not addressed in the GOLD program.	Apr 13, 2011 6:38 PM
22	Not enough time during fall conferences.	Apr 13, 2011 5:20 PM
23	I felt it was difficult to determine what the child's score meant in general. I knew their score, however didn't know if the score was below average, average, or above average for the assessment. I thought about sharing assessment infomation with parents, but didn't really know what the scores meant.	Apr 13, 2011 4:05 PM
24	Timing and other district assessments required to share.	Apr 13, 2011 3:22 PM
25	The assessment widow has after our initial conferences with parents, and the information was not pertinent at the time that fall conferences were held. This information would seem to be helpful to parent if it can be provided prior to their child being in kindergarten for two months. In my opinion the assessment window is too late, to retrieve valid information of kinder READINESS.	Apr 13, 2011 2:33 PM
26	We already had a very comprehensive report we make for parents. The information from the WaKids Gold was redundant.	Apr 13, 2011 1:46 PM
27	Too much data, not presented in a parent friendly manner -was not administered during a time we were meeting with parents	Apr 13, 2011 1:26 PM
28	Was unable because of time and unable because of lack of ability to finish assessments.	Apr 13, 2011 1:19 PM
29	I am teaching a k/1 classroom so the kindergartners I received did really well on the tests so I didn't feel I needed to share with the parents.	Apr 13, 2011 1:11 PM

Page 3, Q3. If you DID NOT share assessment information with parents, please tell us why here:		
30	They did a survey of their own and I didn't want to influence their perspective, or contaminate your results.	Apr 13, 2011 1:08 PM
31	The Strategies Gold was NOT an assessment, it was just a different recording tool.	Apr 13, 2011 12:54 PM
32	my school is a SIG school and the GOLD assement seemed to have standards much lower then those expected by our building/district, thus it was pretty irrelavant	Apr 13, 2011 12:47 PM
33	There were many items that are not related to the Kindergarten Grade Level Expectations. I use a different assessment to assess the GLE's and I felt that it was a better use of my time to share the GLE assessment data than the WaKIDS data. I have 38 students and a limited amount of time to share data. I couldn't just send it home without a 1-1 explanation.	Apr 13, 2011 12:21 PM

Page 4, Q1. Please briefly describe how the assessment results informed your lesson planning and teaching:		
1	I definitely knew what skills on which we needed to work after looking at the results. I added activities to supplement our Reading,Phonics, and Math to address the needs I saw.	May 20, 2011 1:36 PM
2	Counting, letter recognition, motor skills	May 17, 2011 5:13 PM
3	depending on the skill area observed, I included plans to meet the needs of students who needed growth in that particular area	May 17, 2011 5:08 PM
4	I gathered information early on about the learning and behavior styles of my students.	May 17, 2011 5:03 PM
5	It was a good checklist for us to confirm that we had properly made contact with kindergarten families prior to the beginning of school and for the first fall conference. We will definetly schedule that again for future years.	May 17, 2011 5:00 PM
6	focus on areas where students were weak	May 10, 2011 8:00 AM
7	By looking at the needs of my students, I focused lessons to meet those needs.	May 4, 2011 12:01 PM
8	In general, knowing where the class's greatest needs were and planning accordingly. (Esp in language development	May 3, 2011 4:28 PM
9	Showed me where the kids were performing and what was needed to help them.	May 3, 2011 9:15 AM
10	Adapting lessons for teaching small groups according to their academic level.	May 1, 2011 2:02 PM
11	I was able to identify areas that needed attention and able to see areas that my class already understood.	Apr 26, 2011 1:09 PM
12	There were a couple of kids that stood out according to the assessment. I red flagged them and kept my eye on their progress.	Apr 26, 2011 12:39 PM
13	The assessment results helped me see what skills were in place and those that needed re-inforcement. They gave me information specific to individual children--and a heads up to those that might benefit from additional practice.	Apr 26, 2011 11:56 AM
14	It gave me a good look at where the students where at the beginning of the year and where to begin.	Apr 25, 2011 9:14 PM
15	The results helped me plan small group instruction at their levels.	Apr 25, 2011 12:23 PM
16	It focused my instructional strategies to be able to offer more intervention and teaching to students who showed a weakness in the specific area.	Apr 25, 2011 9:11 AM
17	I could see which students needed more assistance in an area and others who did not. This gave me the opportunity to focus the lesson and any extra practice/review needed.	Apr 24, 2011 10:37 PM
18	I was able to supplement lessons for skills they needed but weren't introduced to in my school's curriculum.	Apr 24, 2011 5:13 PM
19	I was able to form some small groups for math based on assessment results	Apr 24, 2011 1:27 PM
20	Allowed me to see students initial skills, which gaps existed and how I could group students in various domains to address their individual needs.	Apr 23, 2011 2:24 PM

Page 4, Q1. Please briefly describe how the assessment results informed your lesson planning and teaching:		
21	I use all assessment - not just from GOLD, but our "regular" k assessment - information to make decisions about what students need next. I use curriculum materials to meet those needs.	Apr 23, 2011 11:46 AM
22	It helped me plan some extra math discussions and activities as wellas some extra reading/concepts of print lessons.	Apr 23, 2011 8:36 AM
23	It helped me to group students and to determine their starting levels.	Apr 22, 2011 3:47 PM
24	the assessment results in addition to my district testing helps guide my whole groups and small group instruction to meet my students needs. Additionally it helps identify areas I need to provide intervention for.	Apr 21, 2011 12:08 PM
25	gave a baseline for skills	Apr 20, 2011 3:16 PM
26	The assessment provided a snapshot of gaps in my students' learning progressions. I then used that information and activities as a tier 2 intervention.	Apr 20, 2011 12:35 PM
27	I used the results as formative assessments and was able to plan writing lessons, phonemic awareness, math skills, alphabet strategies to address student deficits.	Apr 19, 2011 7:50 PM
28	ability grouping based on skill level	Apr 19, 2011 12:19 PM
29	I followed the regular teacher guidestas and state GLE standards. I used the info as an awareness tool.	Apr 18, 2011 4:28 PM
30	The assessment gave me a good idea of where my kids were developmentally in several areas. I used this information to plan lessons and basically to decide where to begin instructing students in general.	Apr 18, 2011 2:04 PM
31	n/a	Apr 18, 2011 12:20 PM
32	It identified areas of needed instruction that I assumed that students had. For example, my students were deficient in the area of positional words and word ID in sentences and syllables. So I used the information to intentional teach these skills. We are looking at using many parts of the tool during our Fall Kindergarten Round Up, because we liked the information that we received. It's just that the testing window was too late in the school year.	Apr 17, 2011 9:28 AM
33	I was able to look at deficits that children had, target those with individual children, and monitor.	Apr 16, 2011 7:35 PM
34	It gave me greater insight into the knowledge base of each of my children. However, I had two students move from the time I assessed them with the Teaching Strategies Gold and two more students move into my class!. So was not able to keep up with new incoming students. I grouped students for Literacy teams (reading groups) and math work place groups based on the assessment. It quickly changed as the children grew and changed. So was only able to use the data from the Gold for a short time until December.,	Apr 16, 2011 9:52 AM
35	I knew what literacy levels they children brough. Also I was able to determine ahead of time what childrens new in term of readiness for kindergarten: example: school experiences, social interaction, math abilities, second language acquisition.	Apr 15, 2011 4:37 PM

Page 4, Q1. Please briefly describe how the assessment results informed your lesson planning and teaching:		
36	I combined these scores with my Mondo data to determine instructional reading groups	Apr 15, 2011 2:39 PM
37	There were skills on the DSC that are important for kinders to know so I included them in my teaching.	Apr 14, 2011 9:34 PM
38	I used it to differentiate instrcution (ie: small groups).	Apr 14, 2011 6:18 PM
39	Used this info along with our district and the priority standards to place students into groups for further assessment areas that were needed.	Apr 14, 2011 4:05 PM
40	IT SERVED AS A PREREQUSITE TO INSTRUCTION,ESPECIALLY WITH THE SLOWER STUDENTS.	Apr 14, 2011 3:45 PM
41	Although I was only able to complete a portions of the assessment, I used it to identify strenghts and weaknesses of students.	Apr 14, 2011 3:27 PM
42	I used some of the results to plan lessons around concepts that I thought the students would already know but they did not.	Apr 14, 2011 12:57 PM
43	The assessments helped me identify students who were performing well below the targeted expectation.	Apr 14, 2011 12:52 PM
44	I had a deeper understanding of individual students academics ability. So I was able to differentiate my instruction to specific individual needs.	Apr 14, 2011 11:57 AM
45	How to share at play time.	Apr 14, 2011 10:48 AM
46	It helped me to better understand the ability of each student, and to design lessons that would best match their ability. It also helped me divide them into smaller groups with similar ability levels.	Apr 14, 2011 8:33 AM
47	Grouping of children	Apr 14, 2011 7:55 AM
48	It helped me have an idea of where my students needs were so I could tailor my beginning lessons to their needs.	Apr 14, 2011 7:32 AM
49	Especially helpful for academic areas - reading, phonemic awareness, math skills Not so helpful - social-emotional and writing	Apr 13, 2011 8:49 PM
50	Through approaches to teaching with individual students.	Apr 13, 2011 7:41 PM
51	It triangulated with other data that I collect to inform where my kids were at the start of the year.	Apr 13, 2011 7:02 PM
52	After assessing Understanding words that rhyme, I included more activities in my lessons so my students had more experiences with rhyming words and listening for rhyming words.	Apr 13, 2011 6:41 PM
53	From the assessment, I learned about the background knowledge and developmental readiness for each child. I could therefore plan activities that would help fill in some of the gaps.	Apr 13, 2011 6:37 PM
54	I was able to quickly see the areas that my students needed further support. This allowed me the ability to adapt and create my lesson plans to focus on the particular needs of my students.	Apr 13, 2011 6:23 PM

Page 4, Q1. Please briefly describe how the assessment results informed your lesson planning and teaching:		
55	Students that had difficulty with gross motor skills were given extra activities that would help them grow in that area.	Apr 13, 2011 6:06 PM
56	If students had a good understanding of letter names and sounds then I could advance more quickly to blending and segmenting. If they didn't understand syllables then we spent more time on it.	Apr 13, 2011 5:32 PM
57	Add specific vocabulary and emphasis to lessons.	Apr 13, 2011 5:22 PM
58	I could readily see where my children had holes in their learning and abilities. I could then incorporate practice in those areas into my lessons.	Apr 13, 2011 4:48 PM
59	The assessment gave me a snapshot of the students and helped to identify students who needed help in specific areas. From the assessment, I helped students more with cutting, counting, using positional words, etc. It was useful information for me.	Apr 13, 2011 4:08 PM
60	Although I was not able to take data in a free setting because I teach two half day sessions, I was able to take some data in a controlled small group setting and somwtimes in a small group setting. I found that i learned more about my students abilities in a quicker time frame then I had done in the past.	Apr 13, 2011 3:59 PM
61	I was able to get a better picture of previous experiences of my students. It helped to build common background information.	Apr 13, 2011 3:25 PM
62	with the assessments i was able to tell right away what child was ready emotionally and academically	Apr 13, 2011 3:14 PM
63	The children who scored lower than expected were given extra instruction in their weak areas.	Apr 13, 2011 3:11 PM
64	Provided information of gaps in students knowledge. I was able to add things to my instruction from this information.	Apr 13, 2011 3:09 PM
65	It was easier to get homogeneous reading groups started with the data gathered.	Apr 13, 2011 3:05 PM
66	I had a better gauge for a starting point with my lesson plans and assessments informed where I went next with a particular subject or skill area.	Apr 13, 2011 2:53 PM
67	showed areas that needed to be retaught	Apr 13, 2011 2:50 PM
68	I used the social emotional data to make table partners. I also designed interventions around number sense and number recognition data.	Apr 13, 2011 2:25 PM
69	it gave me a baseline for student learning for the beginning of the school year.	Apr 13, 2011 2:08 PM
70	Assessments drive my entire instruction. It helps to form groups for reading and math based off skill levels and it allows me to deliver a specially designed curriculum to their level. It also helps identify kid(s) who may benenfit from a small social skill building group.	Apr 13, 2011 1:54 PM
71	It helped me to modify my lessons with the children that were low.	Apr 13, 2011 1:45 PM
72	After testing my Kindergartners I found that they were ready for most of the first grade curriculum so that was a big help.	Apr 13, 2011 1:20 PM

Page 4, Q1. Please briefly describe how the assessment results informed your lesson planning and teaching:		
73	I implemented more formal social interaction centers for observations.	Apr 13, 2011 1:10 PM
74	Because we often work in small groups, the assessment information helped form the groups and determined what level of skill to work on.	Apr 13, 2011 12:45 PM
75	I was able to ability group students based on needs.	Apr 13, 2011 12:32 PM
76	The data informed me so that I could see which kids needed interventions, which kids had emerging skills, and which kids had solid skills.	Apr 13, 2011 12:26 PM
77	I used the results to double-check my own assessment of the GLE's, which gave me a better idea of what areas I for sure needed to teach.	Apr 13, 2011 12:22 PM

Page 4, Q3. If you used PART of the assessment again, please describe which part(s) you used:		
1	I used the letter recognition, number recognition, and the initial sounds part.	May 20, 2011 1:36 PM
2	I used the math portion.	May 17, 2011 5:05 PM
3	I felt the assessment dovetailed nicely with the assessment/report cards that we use already. So there were components such as reading and writing, mathematical thinking and social skills that I used in conjunction with the recording system we already have in place.	Apr 26, 2011 11:56 AM
4	Work Sampling	Apr 25, 2011 9:11 AM
5	Literacy - letters, letter sounds, blending, segmenting. Math - number concepts and patterns.	Apr 23, 2011 11:46 AM
6	I did not use the assessment too, but some of our district assessments match what we assessed for WaKids so there was carry over.	Apr 23, 2011 8:36 AM
7	Math and writing	Apr 20, 2011 12:35 PM
8	The Social and Emotional: following simple classroom rules, caring, and interaction among children. The Health well being part, was crucial because I learned at early time wether they were able to use eye coordination to perform tasks. Observed if they had the control of beginning writing and ussing supplies, and also to perform self-care tasks independently.	Apr 15, 2011 4:37 PM
9	I really found the initial color system to be very beneficial for all students. I was able to get a much better grasp of individual needs.	Apr 14, 2011 11:57 AM
10	But on a VERY limited basis for students that I have concerns with academically. My time is much better spent on the DRA 2 and other more currently normed and tested materials.	Apr 13, 2011 8:49 PM
11	I continued to use the idea of observing and collecting student work samples. Instead of using the 4 year old benchmarks, I used the state learning standards.	Apr 13, 2011 6:23 PM
12	I will complete all of the assessment in two steps. The academic and motor skill assessment will be given now to help determine if students are ready for first grade. Then for the remander of the year I will complete the social and behavioral components.	Apr 13, 2011 5:32 PM
13	I was not able to use the assessment because I had too many district, state, and school assessments that I did not have time for more.	Apr 13, 2011 5:31 PM
14	I rechecked areas of concern to me and used parts with new incomiong students throughout the year.	Apr 13, 2011 4:48 PM
15	My tool was the work sampling. I normally use work sampling even before the pilot so I continued that form of assessment throughout the entire school year.	Apr 13, 2011 2:53 PM
16	I basically just used my district assessments that fit with the gold toolkit- letter assessment, number sense assessments etc.	Apr 13, 2011 1:54 PM
17	I haven't used it yet, but will use it next month to see the improvement of the students.	Apr 13, 2011 1:10 PM

Page 4, Q3. If you used PART of the assessment again, please describe which part(s) you used:		
18	I used math portions and literacy portions. Number sense and letter/sound correlation.	Apr 13, 2011 12:45 PM
19	all areas were used to determine student need and placement in an afterschool program to work on skills.	Apr 13, 2011 12:32 PM
20	I went back to revisit and assess for kids who were showing deficits early on. Their growth was shown clearly. That's always rewarding to see their growth.	Apr 13, 2011 12:26 PM

Page 5, Q1. If you would not recommend the assessment tool to other teachers or are unsure, why?		
1	Too lengthy.	May 17, 2011 5:13 PM
2	It is to long, and it isn't testing what is important for kindergarten. Some of the things that we need to know (colors, shapes, name, letters, sounds,number recognition,and counting. This will give us a base.	May 17, 2011 5:05 PM
3	I'm nor sure how effective it was in helping to plan for and implement learning targets.	May 17, 2011 5:03 PM
4	It is a very lengthy assesment without eough time to administer in the two days I have my students a week.	May 17, 2011 4:56 PM
5	I feel that our assessment is more thorough and specific	May 16, 2011 3:55 PM
6	You need extra staff to do it correctly.	May 2, 2011 7:26 PM
7	It was way too involved to administer in a classroom of 26 kindergarteners. It took way too much time away from teaching.	Apr 29, 2011 9:05 PM
8	Not enough bang for the buck. There are other tools available that are not as time consuming and give better data.	Apr 26, 2011 5:19 PM
9	I would recommend the assessment tool if they wanted to do an in-depth assessment on one student or a few students. I would not recommend using this tool for the general classroom.	Apr 26, 2011 12:41 PM
10	It was so time consuming and it took a lot of my instructional time trying to get the assessment done during the time window.	Apr 25, 2011 9:16 PM
11	Because it takes so long	Apr 25, 2011 8:05 AM
12	We have been using the Dial-3 in our district. We will continue using this as our screening device.	Apr 25, 2011 7:54 AM
13	It took too much of my time, I had to use planning time and recess breaks to complete the assessment tool.	Apr 24, 2011 10:39 PM
14	It seemed like a lot of work initially. Maybe if I were to get more comfortable with the program I would use it.	Apr 24, 2011 5:15 PM
15	It was too lengthy and detailed. Even with help from other adults I was not able to complete the assessment.	Apr 24, 2011 1:32 PM
16	The assessment was very time consuming but beneficial. I had so many other assessments to complete for my district that overlapped many of the items on the assessment that I was not able to enter proof or observations on a regular basis. I am not sure if other teachers had the same time limits but I felt overwhelmed with the amount of entries required.	Apr 23, 2011 2:34 PM
17	This tool is VERY comprehensive, and even if the information is great, I don't believe we need this much detail on each child. I want to spend my time in the fall genuinely learning who my students are and building community, not measuring everything. Adopting this tool would require a lot of training - including alignment with our state standards. So, unless these concerns are addressed, I can't vote "yes" on Gold.	Apr 23, 2011 11:57 AM

Page 5, Q1. If you would not recommend the assessment tool to other teachers or are unsure, why?		
18	The assessment itself is not bad, it's just the timing. We were required to give this assesment within the first three weeks of school and it is very long, mostly individual interview type of questions and it's just not productive when youa re trying to set up a community of learners, especially when you have 28 in a classroom. If we could give the assessment in parts and there was no time constraints, I think tath would be the most helpful/useful. There were great questions that tell us a lot about each student and their learning, but it was the timeline and that it had many individual interview questions that made it difficult.	Apr 23, 2011 8:45 AM
19	Does not follow state standards. I feel it is outdated and the assessment measurement wasn't at a high enough standard. I feel it should be preschool tool, not kindergarten.	Apr 21, 2011 3:54 PM
20	As a teacher with a 1/2 day program, it is much too much of an overwhelming tool to use. The time it took aways from teaching and the extra time it took outside of the teaching day to input 50 students results was too much. Also, the website for the GOLD kit seemed like it was a work in progress and that they were quite ready for us totally due to some of the experiences we had.	Apr 21, 2011 12:16 PM
21	it took a lot of time to administer.	Apr 20, 2011 3:17 PM
22	It took over 40 hours - apart from the assessments to do the electronic data input in the evenings. (This amt. of time does not include the training pieces). It was so consuming. It was also difficult to get the technology to work - I could only access from certain computers, the website would be unavailable, etc. Although I liked the assessments themselves, this tool is too comprehensive and won't be practical for teachers to use.	Apr 19, 2011 7:59 PM
23	it took over 45 min. to assess each student.	Apr 19, 2011 12:21 PM
24	It is very lengthy to give. We had many other district mandated assessments to give as well so it was difficult to find the time to give this assessment that was quite large and the other assessments as well.	Apr 18, 2011 2:07 PM
25	There was only a little of the data that we collected that we actually use in our current assessments. It felt outdated compared to what we use and what is necessary to use to teach to the standards.	Apr 17, 2011 8:55 AM
26	I think it would be better suited for a class that was very small as I found the survey cumbersome. It was not easy to administer to my class of 24 students.	Apr 16, 2011 7:37 PM
27	TOO TIME CONSUMING!!!!!!! Would not have been able to complete the assessment without help. I have many district required assessments that inform my lesson planning and teaching. This was just an added assessment. I can see where this could be used in a Preschool setting very effectively.	Apr 16, 2011 10:00 AM
28	The information the assessment provided did not provide more insight than I was able to get with the assessments we already have in place.	Apr 15, 2011 8:20 PM
29	I think that this tool is too subjective to be used in isolation	Apr 15, 2011 2:43 PM
30	I believe assessment should drive curriculum and our curriculum is set and in place. The assessments we currently use better match our curriculum.	Apr 15, 2011 1:08 PM

Page 5, Q1. If you would not recommend the assessment tool to other teachers or are unsure, why?		
31	For a half day kindergarten program, time is so limited that this tool, if completed with fidelity, is not helpful. It is too time-consuming. There are other assessments that can give just as much, if not more information, in less time.	Apr 15, 2011 8:24 AM
32	It didn't have a complete letter/sound, number, shapes, color assessment. We had to redo the assessment with our own. It was too time consuming, and I didn't have the opportunity to finish testing all the students.	Apr 14, 2011 5:38 PM
33	Too time consuming and stressful to fit in along with everything else.	Apr 14, 2011 4:07 PM
34	There is not enough time to complete it and so much of it is one-on-one and fall kindergartners are not capable of spending large chunks of time alone so that I can assess.	Apr 14, 2011 3:29 PM
35	The assessment was too lenghty. Although the information was wonderful to have after the fact, it took about 5 true hours of classroom time per student---that's 100 teacher hours. Luckily I have support staff that was able to help me, but this really impacted the first 6 weeks of the school year.	Apr 14, 2011 12:59 PM
36	The tool that we used did not assess students at a high enough standard for what we expect students to be able to do at that time. I would use the tool if the expectations were closer to how my students should be performing.	Apr 14, 2011 12:55 PM
37	If it was a perfect environment and there was enough time yes but with a normal kindergarten classroom I don't know if it is possible to implement the assessment correctly.	Apr 14, 2011 12:27 PM
38	I would have liked the kindergarten test.	Apr 14, 2011 10:57 AM
39	I am not sure that it was anymore helpful than the KSEALS assessment we are already using.	Apr 14, 2011 7:33 AM
40	I felt that the tool was very hard to use. I needed to spend many more hours, on top of what is already happening at the beginning of the year to set each child at a given level for all areas. It was hard to understand exactly where to place them on the continuum.	Apr 13, 2011 10:13 PM
41	It was too time consuming and it required things to be observed in natural situations. I would not have an oportunity to observe many of the components had I not set up the scenarios.	Apr 13, 2011 9:11 PM
42	1. Time intensive 2. Normed in the 1970's!!!!! We have completely different standards and expectations now. 3. Need to update.	Apr 13, 2011 8:49 PM
43	Because the information measured end of preschool benchmarks rather than K ones.	Apr 13, 2011 7:03 PM
44	This assessment tool was very time consuming with one half-day class.	Apr 13, 2011 6:44 PM
45	It was cumbersome, dated, and too time consuming for the amount and worth of the information it supplied.	Apr 13, 2011 6:39 PM
46	The time requirement ON TOP of what we already do for entrance skills assessment make the GOLD assessment burdensome.	Apr 13, 2011 6:16 PM

Page 5, Q1. If you would not recommend the assessment tool to other teachers or are unsure, why?		
47	It takes too much time that needs to be spent teaching the students. It cannot be done by a teacher while trying to teach a class full of students at the beginnng of kindergarten. It took 2 weeks to admininster the test to 2 classes of students and that was with a team of 5 teachers from outside of the kindergarten class testing students while the teacher was teaching the rest of the students.	Apr 13, 2011 5:54 PM
48	If this was the only assessment we had to use, then of course yes. Becuase will so many other types of assessments in our classroom, there is not time for an additional assessment. It takes too much time.	Apr 13, 2011 5:34 PM
49	Requires a lot of time and/or additioal assistance from another adult.	Apr 13, 2011 5:25 PM
50	The time it took to administer with no help in the classroom. Children are unable to be independent at the beginning of the year for long enough to administer it.	Apr 13, 2011 4:49 PM
51	It takes a lot of time to assess students with this tool.	Apr 13, 2011 4:24 PM
52	I thought the information was useful, but didn't know what the scores meant.	Apr 13, 2011 4:11 PM
53	I would only reccommend this assessment to full day kindergarten teachers.	Apr 13, 2011 4:08 PM
54	With a half time program, it is difficult to find "extra" time to do more assessment.	Apr 13, 2011 3:27 PM
55	It takes too long to give to a full classroom of children, even spread out in small groups, it took me away from my students too much.	Apr 13, 2011 3:12 PM
56	It is way too involved and takes too much time.	Apr 13, 2011 3:07 PM
57	Parts of it were useful but some were not. We have specific assessments we need to give that are tied to state standards.	Apr 13, 2011 3:01 PM
58	to involved, already taking too many tests to fulfill school requirements from the state and district	Apr 13, 2011 2:53 PM
59	Although the data was helpful, It was a lot of testing for a half day K.	Apr 13, 2011 2:28 PM
60	The assessment is so long. It was impossible to do it and I had help from an instructional aid. It seemed like I was just assessing students for 3 weeks and not teaching. I still didn't finish all of them.	Apr 13, 2011 2:12 PM
61	I felt that I was able to gather the same data just by oberving and working with my students on a daily basis. I didn't feel the assessment tool was necessary to gather the data.	Apr 13, 2011 2:07 PM
62	The assessments were wonderful, but the process of the data input was very time consuming and unrealistic with little benefit.	Apr 13, 2011 1:56 PM
63	I would only recommend this assessment for a class or school that did not have anything in place. For us the assessment was very redundant and made much more work for us. But, if we hadn't had our present assessment this would have worked well.	Apr 13, 2011 1:54 PM
64	with all the other assessments within my school I was unable to fully use it because I had to prioritize the assessments.	Apr 13, 2011 1:31 PM

Page 5, Q1. If you would not recommend the assessment tool to other teachers or are unsure, why?		
65	Too time consuming -not related to our curriculum assessments, we were assessing double -cover topics not taught/assessed in classroom curriculum (i.e.-physical) -in order to be useful, it needs to be used repeatedly, but requires too much time to assess and input data	Apr 13, 2011 1:29 PM
66	I would not because it is not an assessment. The Gold did not provided the materials to do any time of assessment of academic skills, it was just another recording tool.	Apr 13, 2011 12:57 PM
67	This assesment was very time consuming for a half day program. I would have appreciated it much more when I was teaching full day K.	Apr 13, 2011 12:50 PM
68	if I wasn't at a SIG school maybe. maybe somewhere where they care about the whole child GOLD would be good...	Apr 13, 2011 12:49 PM
69	It is too time consuming.	Apr 13, 2011 12:36 PM
70	Too time consuming & not really related to Kindergarten GLE's.	Apr 13, 2011 12:23 PM

Page 5, Q3. How many children have left your classroom since the fall?

	Number of children who have left your classroom:	
1	1	May 20, 2011 1:37 PM
2	0	May 17, 2011 5:13 PM
3	1	May 17, 2011 5:08 PM
4	0	May 17, 2011 5:05 PM
5	0	May 17, 2011 5:03 PM
6	1	May 17, 2011 5:00 PM
7	4	May 17, 2011 4:56 PM
8	2	May 16, 2011 3:55 PM
9	1	May 10, 2011 8:01 AM
10	4	May 4, 2011 12:02 PM
11	3	May 3, 2011 4:31 PM
12	4	May 3, 2011 3:10 PM
13	2	May 3, 2011 9:19 AM
15	1	May 1, 2011 2:03 PM
16	0	Apr 29, 2011 9:05 PM
17	5	Apr 26, 2011 5:19 PM
18	2	Apr 26, 2011 1:10 PM
19	2	Apr 26, 2011 12:41 PM
20	0	Apr 26, 2011 11:57 AM
21	2	Apr 25, 2011 9:16 PM
22	1	Apr 25, 2011 12:23 PM
23	5	Apr 25, 2011 9:13 AM
24	19	Apr 25, 2011 8:05 AM
25	0	Apr 25, 2011 7:54 AM
26	3	Apr 25, 2011 7:28 AM
27	3	Apr 24, 2011 10:39 PM
28	0	Apr 24, 2011 5:15 PM
29	3	Apr 24, 2011 1:32 PM

Page 5, Q3. How many children have left your classroom since the fall?		
30	6	Apr 23, 2011 2:34 PM
31	1	Apr 23, 2011 11:57 AM
32	2	Apr 23, 2011 8:45 AM
33	1	Apr 22, 2011 3:49 PM
34	1	Apr 21, 2011 3:54 PM
35	3	Apr 21, 2011 12:16 PM
36	1	Apr 20, 2011 3:17 PM
37	3	Apr 20, 2011 12:36 PM
38	3	Apr 19, 2011 7:59 PM
39	0	Apr 19, 2011 12:21 PM
40	0	Apr 18, 2011 4:32 PM
41	2	Apr 18, 2011 2:07 PM
42	2	Apr 18, 2011 12:22 PM
43	5	Apr 17, 2011 9:34 AM
44	0	Apr 17, 2011 8:55 AM
45	0	Apr 16, 2011 7:37 PM
46	4	Apr 16, 2011 10:00 AM
47	0	Apr 15, 2011 8:20 PM
48	3	Apr 15, 2011 4:38 PM
49	6	Apr 15, 2011 2:43 PM
50	3	Apr 15, 2011 1:08 PM
51	2	Apr 15, 2011 8:24 AM
52	3	Apr 14, 2011 9:35 PM
53	4	Apr 14, 2011 6:20 PM
54	7	Apr 14, 2011 5:38 PM
55	2	Apr 14, 2011 4:07 PM
56	3	Apr 14, 2011 3:47 PM
57	0	Apr 14, 2011 3:29 PM
58	11	Apr 14, 2011 12:59 PM

Page 5, Q3. How many children have left your classroom since the fall?		
59	0	Apr 14, 2011 12:55 PM
60	1	Apr 14, 2011 12:27 PM
61	2	Apr 14, 2011 11:58 AM
62	1	Apr 14, 2011 10:57 AM
63	6	Apr 14, 2011 9:43 AM
64	3	Apr 14, 2011 8:33 AM
65	3	Apr 14, 2011 7:56 AM
66	1	Apr 14, 2011 7:33 AM
67	0	Apr 13, 2011 10:13 PM
68	5	Apr 13, 2011 9:11 PM
69	0	Apr 13, 2011 8:49 PM
70	7	Apr 13, 2011 7:41 PM
71	8	Apr 13, 2011 7:03 PM
72	3	Apr 13, 2011 6:44 PM
73	2	Apr 13, 2011 6:39 PM
74	2	Apr 13, 2011 6:24 PM
75	1	Apr 13, 2011 6:16 PM
76	5	Apr 13, 2011 6:07 PM
77	0	Apr 13, 2011 5:54 PM
78	2	Apr 13, 2011 5:36 PM
79	4	Apr 13, 2011 5:34 PM
80	1	Apr 13, 2011 5:25 PM
81	4	Apr 13, 2011 4:54 PM
82	2	Apr 13, 2011 4:49 PM
83	10	Apr 13, 2011 4:24 PM
84	2	Apr 13, 2011 4:11 PM
85	5	Apr 13, 2011 4:08 PM
86	2	Apr 13, 2011 3:27 PM
87	26	Apr 13, 2011 3:15 PM

Page 5, Q3. How many children have left your classroom since the fall?		
88	0	Apr 13, 2011 3:12 PM
89	2	Apr 13, 2011 3:10 PM
90	1	Apr 13, 2011 3:07 PM
91	4	Apr 13, 2011 3:01 PM
92	1	Apr 13, 2011 2:54 PM
93	4	Apr 13, 2011 2:53 PM
94	2	Apr 13, 2011 2:35 PM
95	5	Apr 13, 2011 2:28 PM
96	0	Apr 13, 2011 2:12 PM
97	1	Apr 13, 2011 2:07 PM
98	1	Apr 13, 2011 1:56 PM
99	1	Apr 13, 2011 1:54 PM
100	3	Apr 13, 2011 1:53 PM
101	4	Apr 13, 2011 1:46 PM
102	4	Apr 13, 2011 1:31 PM
103	1	Apr 13, 2011 1:29 PM
104	1	Apr 13, 2011 1:21 PM
105	6	Apr 13, 2011 1:12 PM
106	2	Apr 13, 2011 1:08 PM
107	1	Apr 13, 2011 12:57 PM
108	2	Apr 13, 2011 12:51 PM
109	5	Apr 13, 2011 12:50 PM
110	4	Apr 13, 2011 12:49 PM
111	5	Apr 13, 2011 12:36 PM
112	3	Apr 13, 2011 12:34 PM
113	6	Apr 13, 2011 12:28 PM
114	3	Apr 13, 2011 12:23 PM
Total class size in the fall:		
1	11	May 20, 2011 1:37 PM

Page 5, Q3. How many children have left your classroom since the fall?		
2	18	May 17, 2011 5:13 PM
3	18	May 17, 2011 5:08 PM
4	24	May 17, 2011 5:05 PM
5	23	May 17, 2011 5:03 PM
6	22	May 17, 2011 5:00 PM
7	21	May 17, 2011 4:56 PM
8	18	May 16, 2011 3:55 PM
9	11	May 10, 2011 8:01 AM
10	22	May 4, 2011 12:02 PM
11	16	May 3, 2011 4:31 PM
12	18	May 3, 2011 3:10 PM
13	30	May 3, 2011 9:19 AM
14	20	May 2, 2011 7:26 PM
15	22	May 1, 2011 2:03 PM
16	26	Apr 29, 2011 9:05 PM
17	24	Apr 26, 2011 5:19 PM
18	21	Apr 26, 2011 1:10 PM
19	24	Apr 26, 2011 12:41 PM
20	20	Apr 26, 2011 11:57 AM
21	25	Apr 25, 2011 9:16 PM
22	21	Apr 25, 2011 12:23 PM
23	25	Apr 25, 2011 9:13 AM
24	21	Apr 25, 2011 8:05 AM
25	22	Apr 25, 2011 7:54 AM
26	19	Apr 25, 2011 7:28 AM
27	24	Apr 24, 2011 10:39 PM
28	25	Apr 24, 2011 5:15 PM
29	25	Apr 24, 2011 1:32 PM
30	24	Apr 23, 2011 2:34 PM

Page 5, Q3. How many children have left your classroom since the fall?		
31	19	Apr 23, 2011 11:57 AM
32	28	Apr 23, 2011 8:45 AM
33	27	Apr 22, 2011 3:49 PM
34	20	Apr 21, 2011 3:54 PM
35	25	Apr 21, 2011 12:16 PM
36	15	Apr 20, 2011 3:17 PM
37	25	Apr 20, 2011 12:36 PM
38	24	Apr 19, 2011 7:59 PM
39	21	Apr 19, 2011 12:21 PM
40	28	Apr 18, 2011 4:32 PM
41	21	Apr 18, 2011 2:07 PM
42	23	Apr 18, 2011 12:22 PM
43	23	Apr 17, 2011 9:34 AM
44	18	Apr 17, 2011 8:55 AM
45	24	Apr 16, 2011 7:37 PM
46	22	Apr 16, 2011 10:00 AM
47	18	Apr 15, 2011 8:20 PM
48	20	Apr 15, 2011 4:38 PM
49	34	Apr 15, 2011 2:43 PM
50	17	Apr 15, 2011 1:08 PM
51	34	Apr 15, 2011 8:24 AM
52	22	Apr 14, 2011 9:35 PM
53	24	Apr 14, 2011 6:20 PM
54	26	Apr 14, 2011 5:38 PM
55	25	Apr 14, 2011 4:07 PM
56	20	Apr 14, 2011 3:47 PM
57	19	Apr 14, 2011 3:29 PM
58	20	Apr 14, 2011 12:59 PM
59	19	Apr 14, 2011 12:55 PM

Page 5, Q3. How many children have left your classroom since the fall?		
60	17	Apr 14, 2011 12:27 PM
61	23	Apr 14, 2011 11:58 AM
62	20	Apr 14, 2011 10:57 AM
63	21	Apr 14, 2011 9:43 AM
64	23	Apr 14, 2011 8:33 AM
65	23	Apr 14, 2011 7:56 AM
66	18	Apr 14, 2011 7:33 AM
67	25	Apr 13, 2011 10:13 PM
68	22	Apr 13, 2011 9:11 PM
69	25	Apr 13, 2011 8:49 PM
70	25	Apr 13, 2011 7:41 PM
71	24	Apr 13, 2011 7:03 PM
72	24	Apr 13, 2011 6:44 PM
73	25	Apr 13, 2011 6:39 PM
74	22	Apr 13, 2011 6:24 PM
75	24	Apr 13, 2011 6:16 PM
76	25	Apr 13, 2011 6:07 PM
77	20	Apr 13, 2011 5:54 PM
78	21	Apr 13, 2011 5:36 PM
79	22	Apr 13, 2011 5:34 PM
80	21	Apr 13, 2011 5:25 PM
81	23	Apr 13, 2011 4:54 PM
82	18	Apr 13, 2011 4:49 PM
83	27	Apr 13, 2011 4:24 PM
84	23	Apr 13, 2011 4:11 PM
85	44	Apr 13, 2011 4:08 PM
86	22	Apr 13, 2011 3:27 PM
87	25	Apr 13, 2011 3:15 PM
88	16	Apr 13, 2011 3:12 PM

Page 5, Q3. How many children have left your classroom since the fall?		
89	20	Apr 13, 2011 3:10 PM
90	25	Apr 13, 2011 3:07 PM
92	21	Apr 13, 2011 2:54 PM
93	22	Apr 13, 2011 2:53 PM
94	20	Apr 13, 2011 2:35 PM
95	25	Apr 13, 2011 2:28 PM
96	24	Apr 13, 2011 2:12 PM
97	21	Apr 13, 2011 2:07 PM
98	23	Apr 13, 2011 1:56 PM
99	22	Apr 13, 2011 1:54 PM
100	20	Apr 13, 2011 1:53 PM
101	19	Apr 13, 2011 1:46 PM
102	46	Apr 13, 2011 1:31 PM
103	25	Apr 13, 2011 1:29 PM
104	4	Apr 13, 2011 1:21 PM
105	22	Apr 13, 2011 1:12 PM
106	11	Apr 13, 2011 1:08 PM
107	21	Apr 13, 2011 12:57 PM
108	21	Apr 13, 2011 12:51 PM
109	48	Apr 13, 2011 12:50 PM
110	18	Apr 13, 2011 12:49 PM
111	22	Apr 13, 2011 12:36 PM
112	21	Apr 13, 2011 12:34 PM
113	19	Apr 13, 2011 12:28 PM
114	37	Apr 13, 2011 12:23 PM

Page 5, Q4. How many new children have entered your classroom since the fall?

	Number of children who have entered your classroom:	
1	2	May 20, 2011 1:37 PM
2	1	May 17, 2011 5:13 PM
3	1	May 17, 2011 5:08 PM
4	0	May 17, 2011 5:05 PM
5	0	May 17, 2011 5:03 PM
6	2	May 17, 2011 5:00 PM
7	0	May 17, 2011 4:56 PM
8	1	May 16, 2011 3:55 PM
9	11	May 10, 2011 8:01 AM
10	3	May 4, 2011 12:02 PM
11	3	May 3, 2011 4:31 PM
12	2	May 3, 2011 3:10 PM
13	0	May 3, 2011 9:19 AM
14	1	May 2, 2011 7:26 PM
15	1	May 1, 2011 2:03 PM
16	0	Apr 29, 2011 9:05 PM
17	1	Apr 26, 2011 5:19 PM
18	1	Apr 26, 2011 1:10 PM
19	1	Apr 26, 2011 12:41 PM
20	3	Apr 26, 2011 11:57 AM
21	0	Apr 25, 2011 9:16 PM
22	0	Apr 25, 2011 12:23 PM
23	3	Apr 25, 2011 9:13 AM
24	1	Apr 25, 2011 8:05 AM
25	0	Apr 25, 2011 7:54 AM
26	2	Apr 25, 2011 7:28 AM
27	0	Apr 24, 2011 10:39 PM
28	1	Apr 24, 2011 5:15 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
29	4	Apr 24, 2011 1:32 PM
30	7	Apr 23, 2011 2:34 PM
31	1	Apr 23, 2011 11:57 AM
32	1	Apr 23, 2011 8:45 AM
33	2	Apr 22, 2011 3:49 PM
34	2	Apr 21, 2011 3:54 PM
35	3	Apr 21, 2011 12:16 PM
36	0	Apr 20, 2011 3:17 PM
37	0	Apr 20, 2011 12:36 PM
38	2	Apr 19, 2011 7:59 PM
39	0	Apr 19, 2011 12:21 PM
40	0	Apr 18, 2011 4:32 PM
41	3	Apr 18, 2011 2:07 PM
42	2	Apr 18, 2011 12:22 PM
43	2	Apr 17, 2011 9:34 AM
44	1	Apr 17, 2011 8:55 AM
45	1	Apr 16, 2011 7:37 PM
46	6	Apr 16, 2011 10:00 AM
47	0	Apr 15, 2011 8:20 PM
49	2	Apr 15, 2011 2:43 PM
50	5	Apr 15, 2011 1:08 PM
51	2	Apr 15, 2011 8:24 AM
52	3	Apr 14, 2011 9:35 PM
53	3	Apr 14, 2011 6:20 PM
54	3	Apr 14, 2011 5:38 PM
55	1	Apr 14, 2011 4:07 PM
56	3	Apr 14, 2011 3:47 PM
57	0	Apr 14, 2011 3:29 PM
58	11	Apr 14, 2011 12:59 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
59	0	Apr 14, 2011 12:55 PM
60	0	Apr 14, 2011 12:27 PM
61	2	Apr 14, 2011 11:58 AM
62	4	Apr 14, 2011 10:57 AM
63	3	Apr 14, 2011 9:43 AM
64	3	Apr 14, 2011 8:33 AM
65	3	Apr 14, 2011 7:56 AM
66	0	Apr 14, 2011 7:33 AM
67	0	Apr 13, 2011 10:13 PM
68	5	Apr 13, 2011 9:11 PM
69	0	Apr 13, 2011 8:49 PM
70	2	Apr 13, 2011 7:41 PM
71	7	Apr 13, 2011 7:03 PM
72	3	Apr 13, 2011 6:44 PM
73	2	Apr 13, 2011 6:39 PM
74	1	Apr 13, 2011 6:24 PM
75	2	Apr 13, 2011 6:16 PM
76	4	Apr 13, 2011 6:07 PM
77	3	Apr 13, 2011 5:54 PM
78	5	Apr 13, 2011 5:36 PM
79	1	Apr 13, 2011 5:34 PM
80	0	Apr 13, 2011 5:25 PM
81	1	Apr 13, 2011 4:54 PM
82	2	Apr 13, 2011 4:49 PM
83	2	Apr 13, 2011 4:24 PM
84	2	Apr 13, 2011 4:11 PM
85	3	Apr 13, 2011 4:08 PM
86	2	Apr 13, 2011 3:27 PM
87	1	Apr 13, 2011 3:15 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
88	2	Apr 13, 2011 3:12 PM
89	4	Apr 13, 2011 3:10 PM
90	0	Apr 13, 2011 3:07 PM
91	3	Apr 13, 2011 3:01 PM
92	0	Apr 13, 2011 2:54 PM
93	4	Apr 13, 2011 2:53 PM
94	2	Apr 13, 2011 2:35 PM
95	4	Apr 13, 2011 2:28 PM
96	1	Apr 13, 2011 2:12 PM
97	1	Apr 13, 2011 2:07 PM
98	1	Apr 13, 2011 1:56 PM
99	3	Apr 13, 2011 1:54 PM
100	1	Apr 13, 2011 1:53 PM
101	4	Apr 13, 2011 1:46 PM
102	3	Apr 13, 2011 1:31 PM
103	0	Apr 13, 2011 1:29 PM
104	0	Apr 13, 2011 1:21 PM
105	0	Apr 13, 2011 1:12 PM
106	0	Apr 13, 2011 1:08 PM
107	4	Apr 13, 2011 12:57 PM
108	4	Apr 13, 2011 12:51 PM
109	6	Apr 13, 2011 12:50 PM
110	3	Apr 13, 2011 12:49 PM
111	4	Apr 13, 2011 12:36 PM
112	1	Apr 13, 2011 12:34 PM
113	8	Apr 13, 2011 12:28 PM
114	6	Apr 13, 2011 12:23 PM
Total class size in the spring:		
1	12	May 20, 2011 1:37 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
2	19	May 17, 2011 5:13 PM
3	19	May 17, 2011 5:08 PM
4	24	May 17, 2011 5:05 PM
5	23	May 17, 2011 5:03 PM
6	23	May 17, 2011 5:00 PM
7	19	May 17, 2011 4:56 PM
8	17	May 16, 2011 3:55 PM
9	11	May 10, 2011 8:01 AM
10	21	May 4, 2011 12:02 PM
11	16	May 3, 2011 4:31 PM
12	16	May 3, 2011 3:10 PM
13	28	May 3, 2011 9:19 AM
14	21	May 2, 2011 7:26 PM
15	22	May 1, 2011 2:03 PM
16	26	Apr 29, 2011 9:05 PM
17	20	Apr 26, 2011 5:19 PM
18	20	Apr 26, 2011 1:10 PM
19	23	Apr 26, 2011 12:41 PM
20	23	Apr 26, 2011 11:57 AM
21	23	Apr 25, 2011 9:16 PM
22	20	Apr 25, 2011 12:23 PM
23	23	Apr 25, 2011 9:13 AM
24	19	Apr 25, 2011 8:05 AM
25	22	Apr 25, 2011 7:54 AM
26	16	Apr 25, 2011 7:28 AM
27	21	Apr 24, 2011 10:39 PM
28	26	Apr 24, 2011 5:15 PM
29	26	Apr 24, 2011 1:32 PM
30	19	Apr 23, 2011 2:34 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
31	19	Apr 23, 2011 11:57 AM
32	20	Apr 23, 2011 8:45 AM
33	28	Apr 22, 2011 3:49 PM
34	19	Apr 21, 2011 3:54 PM
35	25	Apr 21, 2011 12:16 PM
36	14	Apr 20, 2011 3:17 PM
37	22	Apr 20, 2011 12:36 PM
38	24	Apr 19, 2011 7:59 PM
39	21	Apr 19, 2011 12:21 PM
40	28	Apr 18, 2011 4:32 PM
41	22	Apr 18, 2011 2:07 PM
42	23	Apr 18, 2011 12:22 PM
43	18	Apr 17, 2011 9:34 AM
44	19	Apr 17, 2011 8:55 AM
45	25	Apr 16, 2011 7:37 PM
46	24	Apr 16, 2011 10:00 AM
47	18	Apr 15, 2011 8:20 PM
48	17	Apr 15, 2011 4:38 PM
49	30	Apr 15, 2011 2:43 PM
50	19	Apr 15, 2011 1:08 PM
51	34	Apr 15, 2011 8:24 AM
52	19	Apr 14, 2011 9:35 PM
53	23	Apr 14, 2011 6:20 PM
54	20	Apr 14, 2011 5:38 PM
55	24	Apr 14, 2011 4:07 PM
56	20	Apr 14, 2011 3:47 PM
57	19	Apr 14, 2011 3:29 PM
58	20	Apr 14, 2011 12:59 PM
59	19	Apr 14, 2011 12:55 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
60	16	Apr 14, 2011 12:27 PM
61	23	Apr 14, 2011 11:58 AM
62	24	Apr 14, 2011 10:57 AM
63	17	Apr 14, 2011 9:43 AM
64	23	Apr 14, 2011 8:33 AM
65	23	Apr 14, 2011 7:56 AM
66	17	Apr 14, 2011 7:33 AM
67	25	Apr 13, 2011 10:13 PM
68	22	Apr 13, 2011 9:11 PM
69	25	Apr 13, 2011 8:49 PM
70	20	Apr 13, 2011 7:41 PM
71	23	Apr 13, 2011 7:03 PM
72	24	Apr 13, 2011 6:44 PM
73	25	Apr 13, 2011 6:39 PM
74	21	Apr 13, 2011 6:24 PM
75	23	Apr 13, 2011 6:16 PM
76	24	Apr 13, 2011 6:07 PM
78	23	Apr 13, 2011 5:36 PM
79	23	Apr 13, 2011 5:34 PM
80	20	Apr 13, 2011 5:25 PM
81	20	Apr 13, 2011 4:54 PM
82	18	Apr 13, 2011 4:49 PM
83	19	Apr 13, 2011 4:24 PM
84	23	Apr 13, 2011 4:11 PM
85	40	Apr 13, 2011 4:08 PM
86	22	Apr 13, 2011 3:27 PM
87	26	Apr 13, 2011 3:15 PM
88	18	Apr 13, 2011 3:12 PM
89	22	Apr 13, 2011 3:10 PM

Page 5, Q4. How many new children have entered your classroom since the fall?		
90	24	Apr 13, 2011 3:07 PM
92	20	Apr 13, 2011 2:54 PM
93	23	Apr 13, 2011 2:53 PM
94	20	Apr 13, 2011 2:35 PM
95	24	Apr 13, 2011 2:28 PM
96	25	Apr 13, 2011 2:12 PM
97	21	Apr 13, 2011 2:07 PM
98	23	Apr 13, 2011 1:56 PM
99	24	Apr 13, 2011 1:54 PM
100	18	Apr 13, 2011 1:53 PM
101	18	Apr 13, 2011 1:46 PM
102	45	Apr 13, 2011 1:31 PM
103	24	Apr 13, 2011 1:29 PM
104	3	Apr 13, 2011 1:21 PM
105	16	Apr 13, 2011 1:12 PM
106	9	Apr 13, 2011 1:08 PM
107	24	Apr 13, 2011 12:57 PM
108	22	Apr 13, 2011 12:51 PM
109	49	Apr 13, 2011 12:50 PM
110	22	Apr 13, 2011 12:49 PM
111	21	Apr 13, 2011 12:36 PM
112	17	Apr 13, 2011 12:34 PM
113	19	Apr 13, 2011 12:28 PM
114	40	Apr 13, 2011 12:23 PM

Page 6, Q2. If you answered YES to Question 1, please explain how your practices or plans changed:		
1	Most of the different elements I already did but I added the survey, Introducing Me, and found that helpful.	May 20, 2011 1:48 PM
2	It mostly confirmed what we have done is the proper way to build the bridge from pre-school to kindergarten.	May 17, 2011 5:00 PM
3	More emphasis on personal contact with parents and students before school started. plan to reach out to area providers to facilitate this. Plan to have a June open house for next fall's class.	May 3, 2011 4:42 PM
4	My plans changed in the way that I was able to prepare lessons according to the children's academic capabilities.	May 1, 2011 2:06 PM
5	I was able to adapt some of my procedures to that of the head start to make a smoother transition	Apr 26, 2011 1:11 PM
6	Would be more involved in the students early care provider transition to kindergarten.	Apr 25, 2011 9:15 AM
7	Our district had a lot of strategies in place - which I shared at the meeting. Other districts have made changes because of our input at the meetings - it was very helpful to have the opportunity.	Apr 23, 2011 12:05 PM
8	It made me think of more ways to connect with parents and early childhood providers	Apr 20, 2011 3:18 PM
9	When we had our parent information night, instead of the kindergarten teachers sharing information with the parents, they took all the children and did activities with them. The principal, counselor, reading coach and transition room teacher provided information to the parents. If gave the parents time to listen and ask questions and it gave us kindergarten teachers time to get to know our upcoming students.	Apr 20, 2011 12:42 PM
10	I realize that there needs to be much more communication between us. I learned that earlly learning providers are willing to provide information, but have not been asked or that they have rules that restrict them from sharing information. I plan to call organizations that have had my students (especially those with problems).	Apr 17, 2011 9:54 AM
11	Our kindergarten team is planning to do a "slow" start to kindergarten so that we can meet with each student and family prior to the beginning of the kindergarten year.	Apr 16, 2011 7:41 PM
12	We are doing home visits and an extra preschool visit in addition to a parent night this spring.	Apr 15, 2011 1:15 PM
13	I'm more likely to contact early learning providers with question I may have.	Apr 14, 2011 6:25 PM

Page 6, Q2. If you answered YES to Question 1, please explain how your practices or plans changed:		
14	We are now meeting with our Epic teachers twice a month to discuss what we would like from them and vis/versa. We just completed a visitation to the EPIC classes today, they will be visiting tomorrow. I am amazed that not all Epic teachers teach the same. Some were great! Some... didn't even have an alphabet in the room. It was an eye opener to me to see all the one teacher got done in the very "SHORT" amount of center time she had with them. They work 1/2 day, but kids have to eat, have snack, brush teeth, and recess... which only leaves about 1 hour to complete all they "learning - play" during the day. I have to say the one teacher we visited the most had a very active class all in centers with children moving about. The amount of learning that happened was awesome! In other classes... I didn't see as much active questioning about what they were discovering/exploring. I give high props to those Epic teachers.	Apr 14, 2011 5:45 PM
15	I met with 2 early learning providers following the collaboration. I also attended a Kindergarten parent night at a local preschool.	Apr 14, 2011 8:46 AM
16	How important this transition period is for child and parent, and how my role as this childs' first teacher is important to both parent and child and the need and importance of forming a positive relationship right away with the parents.	Apr 13, 2011 7:55 PM
17	Our preschool teacher contacted all of the daycare providers and early learning centers in our area to inform them of the upcoming kindergarten registration for our school and find out how many incoming kindergarten students may be coming from their facility.	Apr 13, 2011 6:30 PM
18	We are considering a family day the first week of school if we can solve logistical problems. Also, we reinstated our practice of meeting with the EC providers to seek input about each child.	Apr 13, 2011 6:23 PM
19	I am serving on a P-3 alignment committee working to educate day care providers and parents with the resources they need to help their children be prepared for kindergarten.	Apr 13, 2011 6:11 PM
20	We had already started working with our Head Start ECEAP educators in the area. We will be working with them this spring to make connections for easy transitioning of students into kindergarten with more background information on them and hoping to make early connections with even more parents than we already do.	Apr 13, 2011 6:11 PM
21	Helped us to plan our slow start where we met with each family individually before school started.	Apr 13, 2011 5:00 PM
22	I want to make more of an effort next fall and now to ease the transition.	Apr 13, 2011 3:30 PM
23	I am talking to early learning providers for input on the students social and academic level	Apr 13, 2011 3:17 PM
24	We are going to work more closely with our preschools to make the transition better for the schools and families.	Apr 13, 2011 3:15 PM
25	It helped me plan differently.	Apr 13, 2011 1:48 PM
26	I already did a lof of WaKids ideas but I implemented them more efficiently and had better feed back.	Apr 13, 2011 1:34 PM

Page 6, Q2. If you answered YES to Question 1, please explain how your practices or plans changed:		
27	I will make benchmarks for developmental readiness to parents during our infomational meeting.	Apr 13, 2011 1:19 PM
28	I am changing the Open House/Orientation to be a more personal experience for both children and parents.	Apr 13, 2011 12:56 PM
29	Made connections with Head Start providers near our school. We hope to meet with those parents soon....	Apr 13, 2011 12:35 PM
30	My school is moving towards making kindergarten transition a priority. We are in the early stages of our planning.	Apr 13, 2011 12:25 PM

Page 6, Q3. What will you do differently than you used to do, because of your experience with WaKIDS?		
1	I checked all of them, even though I already do some of them, so you would know that I think all of those things are very valuable in getting to know the children, their families, and how best to serve them in the school setting.	May 20, 2011 1:48 PM
2	I want to do all these things, but we are probably going to have our building closed and I will be displaced. I have no idea where I will be next year and everything is on hold. I am extremely disappointed in not being able to use my plans and hope for time to do this in the fall.	May 3, 2011 4:42 PM
3	The reason I did not check any of the above, is because our school has incorporated many of these practices already. We will begin meeting our new students and their parents this week. And we have had our "Ready for Kinder" program going all year.	Apr 26, 2011 12:19 PM
4	Orientation - We will meet in small groups of 4 families, for 45 minutes each, on the 1st day(s) of school.	Apr 23, 2011 12:05 PM
5	I do those other items already but I may increase the frequency of how often I do them	Apr 21, 2011 12:17 PM
6	Time is a concern for the first two options.	Apr 17, 2011 9:54 AM
7	We implemented an early assessment/orientation for parents and children this year as a result of my WaKids participation. We will continue to encourage parents who have signed their children up for Kindergarten before the start of school in the fall to attend. It is very beneficial to meet the teachers, counselors, and administration of the school, see the classrooms, and assess the children. Our counselors do a great job at the orientation meeting and do some parenting strategies with nervous and anxious parents. The children begin the library with their parents and then transition into the classrooms with the Kindergarten teachers and support staff to assess the children. They have a good time. At the end, we reunite them in the library and every child goes away with a backpack full of supplies and a book! Everyone involved was pleased with the result. The only down side is the children who enroll after the start of school who missed out on it!!!!!! We called it Kinder Construction.	Apr 16, 2011 10:17 AM
8	I will continue to participate in the READY! for Kindergarten Program as a facilitator and a promoter of the program.	Apr 15, 2011 2:54 PM
9	I already meet with indivual famlies, but I do not feel comfortable going to their homes. I also already share assessment information with parents and have an Introducing Me booklet (which I did tweak a bit after seeing yours). I email my parents quite often and send out a weekly newsletter. I will try to get early learning provider information --this is difficult to obtain by the way --- but can't really say that it will come to fruition due to needing signed releases.	Apr 14, 2011 1:06 PM
10	None- but I was doing a lot of those activities already.	Apr 14, 2011 9:44 AM
11	I already meet individually with families and children and share assessment data with families--- started March 23rd and will continue to June 15th for 30 minutes per child individually. Home visits can be dangerous for staff members. Please note this in the final report! Introducing Me or another book (sim.)	Apr 13, 2011 8:53 PM

Page 6, Q3. What will you do differently than you used to do, because of your experience with WaKIDS?		
12	I will use a survey another kindergarten teacher sent me asking detailed questions about who the child lives with, where they live, how many people in their family.... likes, dislikes, fears.... personal info I'd like to know asap about each of my students.	Apr 13, 2011 6:23 PM
13	Eventhough we already are doing most of these, I checked them because I believe they are important steps to help us have a positive early beginnng to kindergarten. I encourage all kindergarten teachers to have a way to make early connections. Funding is a big issue to compensate teachers for the extra time that it takes to make these possible.	Apr 13, 2011 6:11 PM
14	I already did most of the other elements other than the home visits and will continue.	Apr 13, 2011 2:57 PM
15	We already do all of these activities except doing home visits.	Apr 13, 2011 1:59 PM
16	I will make developmental readiness benchmarks available to the parents.	Apr 13, 2011 1:19 PM
17	I already connect with my student's early learning providers so I will continue to do so.	Apr 13, 2011 1:13 PM
18	We were ahead of the game before WaKids.....We do a lot with families and transition. We can and will work to communicate more close with early providers.	Apr 13, 2011 12:35 PM

Page 6, Q4. If you indicated in Question 22 that you plan to use more transition/family connections strategies, please describe those here:		
1	I would touch base with each family at their home, even if it meant just going up to the door and talking with parents there. Kids like it that a teacher has come to their house and knows where they live. Most parents appreciate the efforts of teachers to take the time to make that visit.	May 20, 2011 1:48 PM
2	I already do a variety of things, but would like to have more email or on phone commucation with parents.	May 17, 2011 5:08 PM
3	I will use epic parent connection strategies.	May 17, 2011 5:06 PM
4	Activities such as "Introducing Me" helped build the relationship between teacher and peers.	May 17, 2011 5:00 PM
5	I would like to use home visits especially with my bilingual or monoligual parents.	May 16, 2011 4:01 PM
6	More contact with families before they begin in the Fall - open house, letters home, slow start, etc.	May 3, 2011 4:42 PM
7	Open house, kindergarten round up,	Apr 26, 2011 1:11 PM
8	Took all the students to our rooms during the parent nite. Want to have first 2 days with a few students coming at at time with parents to help with transition.	Apr 25, 2011 9:19 PM
9	Meeting families	Apr 25, 2011 7:30 AM
10	Having the local early childhood kids visit the school in the spring with preschool teachers and parents.	Apr 24, 2011 10:42 PM
11	Providing a class list with phone numbers for playdates.	Apr 24, 2011 5:16 PM
12	Parent nights, Early Learning Nights, and trying to implement play and learn groups on site	Apr 24, 2011 1:35 PM
13	I am teaching a "Parents and Pre-K" class, 3 sessions, for families of 4 yr olds at each elementary school in our district. We take photos of children with their families at registration in April and use them when school starts in the fall.	Apr 23, 2011 12:05 PM
14	meetings and surveys?	Apr 20, 2011 3:18 PM
15	I have always assessed incoming kindergarteners the April before they start kindergarten. I am now allowing more time, following the assessment, to get information from the parents that will help their children's transition to kindergarten. I will also do more mailings on read aloud/transition to kinder. etc. I am exploring other options. (I was already doing an orientation/family bbq/meeting before school started).	Apr 19, 2011 8:08 PM

Page 6, Q4. If you indicated in Question 22 that you plan to use more transition/family connections strategies, please describe those here:		
16	I plan to continue using email as a tool to share information with parents, both academic and behaviorally. I had two students that need to be placed on a modified "full day, every day" schedule. I used email to share daily progress with on the these families. It was a self monitoring tool for the student to assess his behavior and it provided a confidential manner in which to share a student's struggles and successes without other parents listening at drop off or pick up time. The Child's voice was typed in the color of his choice as he dicated his report and then mine was in a second color. I had the most difficult class that I have had in 33 years in education. However, I have had the most positive relationships with EVERY family. I feel this is due in part to WAKIDS focus and in use of email as tool to communicate. I have a file on each child and save each email response between parents/staff members on each child.	Apr 17, 2011 9:54 AM
17	Will meet with entering families this spring and in the fall. Will send letter home in the late summer. Will meet with early learning providers. Will hold kindergarten visits/tours this spring.	Apr 16, 2011 7:41 PM
18	I like the All About Me activity, we will have our Kinder Construction and then do another orientation where the children will meet their teacher all before school begins.	Apr 16, 2011 10:17 AM
19	We will have an "Eaglet Day" in June for orientation; I will meet with incoming kindergartners in August at our Open House/Ice Cream Social; i will call and send post cards to my incoming students; I will meet invidually with students to assess using Mondo testing the first week of school; I will have students complete an "All About Me" letter to post in the main hall with their photos to introduce our new eaglets.	Apr 15, 2011 2:54 PM
20	I will be visiting the preschool classroom in our community and reachingout to incoming families. Also contacting daycare providers with information which would benefit their child upon entering kindergarten.	Apr 15, 2011 1:15 PM
21	I already do home visits, I will continue to do these in the future!	Apr 14, 2011 5:45 PM
22	MAKE A LINK BETWEEN HOME AND SCHOOL. SEND ENRICHMENT HOME AS WELL AS RESOURCE MATERIAL WHERE PARENT(S) CAN SUCCESSFULLY BRIDGE THE LINK BETWEEN HOME AND SCHOOL AND INCLUDE THE SAME METHODS/PROCEDURES.	Apr 14, 2011 3:55 PM
23	Newsletter, weekly	Apr 14, 2011 11:20 AM
24	I am not sure	Apr 13, 2011 9:14 PM
25	1. Parent Night on Sept. 1 2. Invite new K families to carnival June 2 3. Loved writing individual welcome letters and will continue that from the WAKids ideas.	Apr 13, 2011 8:53 PM
26	Use thoughtful consideration and lesson planning when analyzing student and family surveys and information gained from transition meetings formal and informal.	Apr 13, 2011 7:55 PM
27	I plan to reach out to neighborhood preschools this spring and learn about their curriculum and their students. I would also like to visit these facilities.	Apr 13, 2011 6:42 PM

Page 6, Q4. If you indicated in Question 22 that you plan to use more transition/family connections strategies, please describe those here:		
28	I plan to work more with the preschool program in our school to better align their program with the needs of our kindergarten students. We also plan to create a transition program that is fluid from our preschool to our kindergarten.	Apr 13, 2011 6:30 PM
29	see last two questions...	Apr 13, 2011 6:23 PM
30	I will meet with parents individually after orientation but before fall conferences to discuss any concerns they have and answer questions that may have come up since the beginning of school.	Apr 13, 2011 6:11 PM
31	I will ask parents to complete an activity similar to Introducing Me with their child.	Apr 13, 2011 5:30 PM
32	We intend to invite pre kindergartners to our Spring reading Night.	Apr 13, 2011 4:22 PM
33	Invitations to the school for spring functions. Possibly a summer playdate.	Apr 13, 2011 3:30 PM
34	More contact at the beginning of the year	Apr 13, 2011 3:02 PM
35	Through a reading first grant My K colleagues and I have gotten to collaborate and visit with preschools in the area to talk about transition from Pre-school to K.	Apr 13, 2011 2:31 PM
36	opportunites for family to volunteer in the classroom. also, more opportunites to come to school and learn about what we are learning. Weekly newsletter.	Apr 13, 2011 2:16 PM
37	I plan to go to student's homes for conferences and meet with families and students before school begins. I also plan on connecting with the preschool teachers to guide my lesson planning for the first couple of weeks of school.	Apr 13, 2011 2:10 PM
38	I'd like to go to all my student's home before they start school.	Apr 13, 2011 1:48 PM
39	Books, I always have preschools come and have field trip to my classroom, I will go to the Meet the Teacher Parent Night at the Head Start this Year for the 2011-2012 school year.	Apr 13, 2011 1:34 PM
40	See above.	Apr 13, 2011 1:19 PM
41	I will call families to initiate contact in setting up a one on one meeting. I will ask them to describe their child's strengths.	Apr 13, 2011 1:13 PM
42	Is question 22 the same as 1?	Apr 13, 2011 1:05 PM
43	I plan more opportunties for parents wo meet with me and discuss early learning opportunities.	Apr 13, 2011 12:56 PM
44	We are going to involve food in the first meeting Postcards to kindergarteners before school starts More 1-1 time for assessment prior to K	Apr 13, 2011 12:25 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
1	The on-line tool is excellent for tracking a child. I think WaKIDS would be especially valuable to a brand new kindergarten teacher. There are excellent resources from which to draw that could enhance one's teaching, if used.	May 20, 2011 1:48 PM
2	It's a helpful tool to assess students.	May 17, 2011 5:13 PM
3	It is a great way to focus on individual strengths and weaknesses in areas that may tranditionally be overlooked.	May 17, 2011 5:08 PM
4	I think as educators, we can develop a test that is appropriate for teachers to give. I have been teaching for 25 year, and I believe we should be developing a test that is useful for teachers, and parents. Why should we test when we won't use it again?	May 17, 2011 5:06 PM
5	It's always good to better understand the transition process and learn valuable ways to make families more comfortable with the newness of it.	May 17, 2011 5:03 PM
6	It was a quality program that provided postitve experiences and information for the kindergarten family and the classroom teacher.	May 17, 2011 5:00 PM
7	I fill Sumner does a good job with our own assessments that we use. I also feel like we do an ok job helping parents feel comfortable adjusting to public school.	May 17, 2011 4:56 PM
8	I value the importance of family connections with entering Kindergarten students	May 16, 2011 4:01 PM
9	it is good	May 10, 2011 8:06 AM
10	As long as the building principal supports the teacher and allows for a substitute so the teacher can assess then it would be very valuable because the information was wonderful. It assessed the whole child!	May 4, 2011 12:04 PM
11	This has been the best year ever for family involvement and I can really tell the difference with those families who have been new to the class and did not go through the little orientation processes.	May 3, 2011 4:42 PM
12	I agree that making connections with parents and children's ealry learning providers is important, but I also don't want to spend an excessive amount of time assessing my students. I want to have the maximum amount of time possible for teaching; sometimes I feel like we are just going from one test to the next. Sometimes I feel like my students miss out on too much learning time due to testing.	May 3, 2011 3:15 PM
13	It would help beginning teachers to know techniques when they first start. It's a good guide for beginning teachers.	May 3, 2011 9:23 AM
14	It took too much time in ADDITION to the rest we needed to do.	May 2, 2011 7:28 PM
15	It gives you something to focus on.	May 1, 2011 2:06 PM
16	The assessment was difficult to administer.	Apr 29, 2011 9:08 PM
17	It provides a forum to develop a uniform assessment/skills development program	Apr 26, 2011 5:37 PM
18	overall very helpful to get to know kids and their abilites	Apr 26, 2011 1:11 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
19	Understanding the transition from preschool to kindergarten is essential. There is a wealth of knowledge that should be utilized in our early childhood educators. I would absolutely recommend participating in WaKids!	Apr 26, 2011 12:43 PM
20	I think the WaKids program is valuable. We know how important early education is and every teacher knows that every Kindergartner is different and arrives to school with varying skill levels. The WaKIDS materials provided a specific framework to inventory skills and that was helpful.	Apr 26, 2011 12:19 PM
21	Only if there are enough resources and help in assessing the students.	Apr 25, 2011 9:19 PM
22	Getting the materials was good for our school and I learned more about my new students.	Apr 25, 2011 12:25 PM
23	It was a helpful teaching tool to use within the classroom and ablity to make a better home-school connection.	Apr 25, 2011 9:15 AM
24	while the purpose behind the WaKIDS is valuable it has also been distraction	Apr 25, 2011 8:06 AM
25	This is a very time consuming process. We had to actually get subs early on in the year to complete the WAKIDS assignment. This took away from our actual teaching.	Apr 25, 2011 7:56 AM
26	Already have assessments in place we use	Apr 25, 2011 7:30 AM
27	I think that it was a good learning experience for me. I am able to use some of the activity parts from the GOLD tool in my classroom without having to do the complete assessmnet.	Apr 24, 2011 10:42 PM
28	Valuable information. It supplements many of the things we are already doing in our classrooms.	Apr 24, 2011 5:16 PM
29	I think the work is important and finally getting statewide/national attention. I enjoyed the opportunity to network and discuss issues with colleagues.	Apr 24, 2011 1:35 PM
30	Too much paperwork required between Sept. and Oct. This is a very busy time for teachers tryin to meet district guidelines regarding assessments.	Apr 23, 2011 2:38 PM
31	The opportunity to meet with early providers and k teachers, to hear what other districts are doing - successes and challenges...	Apr 23, 2011 12:05 PM
32	I think taht the more experiences/opportunities teachers have to get to know thier students and families, the better the year they will have. It's important to establish relationships with families and early learning or care providers to help your instruction. It can only make your job easier.	Apr 23, 2011 8:47 AM
33	This is a very time consuming tool. Even though its information was useful, the previous experiences in either Day care, private preschool, and even ECAP don't prepare students for the rigorous curriculum ahead of them. So until there is more standadization of expectations, I don't see this being applicable	Apr 22, 2011 3:53 PM
34	Not a good assessment tool for Kindergarten. It is better suited for preschool.	Apr 21, 2011 3:55 PM
35	not if the district has 1/2 day programs.	Apr 21, 2011 12:17 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
36	It was worthwhile but it did take a lot of time. I think it is important for the state to have a K assessment and I am glad to be part of that.	Apr 20, 2011 3:18 PM
37	I would recommend WaKIDS because it is one step closer to bridging the gap between early learning providers and kindergarten.	Apr 20, 2011 12:42 PM
38	Yes only IF an alternative tool were used. I work lots of extra hours for my students and their families, but this tool added tens of hours that weren't productive. And with the deadlines we had (as huge as this assessment was) it was impossible to cover each area of development, recording online (and I am trained in technology). I was determined to follow through; I don't think the typical teacher will.	Apr 19, 2011 8:08 PM
39	helpful new information	Apr 19, 2011 12:22 PM
40	I would recomment it only because it is good experience to try new assessments and see how they work for you in your classroom. I didn't love the assessment but I do feel like being exposed to something different is always good.	Apr 18, 2011 2:09 PM
41	If you are able to attend the initial WaKids presentation/training then I would recommend to other teachers.	Apr 18, 2011 12:24 PM
42	But only if it is more organized that this first year--the year calendar planned out with exact time committments. Also, only if the "tools" are in the tool kit. We do not have time to gather our own manipulatives, flashcards, etc. to administer the assessments. I loved that DSC had everything needed well organized and in the Kit. I just wish that we had access to a computerized normed tool to share with parents and to use for lesson planning. If the kit does not contain the materials to administer the assessment, and each teacher gathers their own materials, I wonder how valid the results are.	Apr 17, 2011 9:54 AM
43	It was very difficult to admister assessments in the early fall while teaching a half-time program. There just wasn't time to participate in WaKIDS and do all of the assessments my district required in the same time frame.	Apr 17, 2011 8:58 AM
44	The dialog between participants of the program was very beneficial.	Apr 16, 2011 7:41 PM
45	I don't feel there was enough information given as to the extend of the project, the orientation in August gave us barely enough information to complete the assessment, the payment system was TOO slow and the information generated to share with parents was too much!!!!! My district was not willing to assume the burden for the paper cost!!!!! Not in this economic time!	Apr 16, 2011 10:17 AM
46	The WaKIDS was a catalyst for us to meet individually with kindergarten families before school began. This helped make the transition into kindergarten smoother and less stressful for the families.	Apr 15, 2011 8:22 PM
47	I believed this tool need to be implemented by Pre-school teachers. Children need to be assess at the end of the year right before they start kindergarten. The results of this assessment is going to be helpful to the receiving kindergarten teacher. As a kindergarten teacher, we already have so many assessments and tools to evaluated students when they enter our program. What is missing in the children files is a Pre-school assessment.	Apr 15, 2011 4:44 PM
48	I believe that the transition from early learning to kindergarten needs to be seamless. The more support for students, the better!	Apr 15, 2011 2:54 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
49	I think there were valiable things learned from attending WaKids. I know that meeting with the families before school and making connections has been a critical part of my students experience.	Apr 15, 2011 1:15 PM
50	Being involved in the transition is crucial, as is having a voice as a kindergarten teacher.	Apr 15, 2011 8:29 AM
51	The DSC is very easy to complete and ALL of the materials are included!! My only concern is that it takes SOOOO much time.	Apr 14, 2011 9:37 PM
52	I would recommend it because it gives a more complete picture of the transition between early childhood programs and kindergarten. I also found that early childhood providers were very willing to provide informaiton and help in any way they could.	Apr 14, 2011 6:25 PM
53	Participating in the WAKIDS, especially the collaboration meetings opens your eyes to a new world of early learning.	Apr 14, 2011 5:45 PM
54	Too much extra work and time.	Apr 14, 2011 4:08 PM
55	IT IS A GREAT TOOL TO SHOW WHERE A STUDENT MAY OR MAY NOT NEED EXTRA HELP. IT HELPS WITH GROUPING FOR INSTRUCTION AS WELL. IT ALSO HELPS TO LET PARENTS KNOW HOW TO HELP THE CHILD IMMEDIATELY.	Apr 14, 2011 3:55 PM
56	It's too time consuming.	Apr 14, 2011 3:30 PM
57	I do not see a Question 24...If you refer the the question prior to this one, *3 Would I recommend other k teachers to participate in WaKids?, I'd say 'no' due to the amount of time the assessement took.	Apr 14, 2011 1:06 PM
58	?? Question 24 ?? I'm assuming it is the recommendation question. I feel this pilot has lots of potential and can only get better and better as the program progresses.	Apr 14, 2011 12:56 PM
59	Yes, if there was more time to collect the results. If not, no.	Apr 14, 2011 12:31 PM
60	I beleive that this program is very beneficial. All of the information that this program has given me as a teacher has been so fantastic.	Apr 14, 2011 12:01 PM
61	I send out one every week	Apr 14, 2011 11:20 AM
62	It is interesting to see what assessment tools the state is looking at and how they align, or don't align to what our kinder standards are.	Apr 14, 2011 9:44 AM
63	I think it is an excellent idea to improve family connections in your school. Meeting with families individually helped to make everyone feel more confident about their child's journey through kindergarten. Also, WaKIDS gives you a chance to get to know your kindergartners as individual and better meet their needs.	Apr 14, 2011 8:46 AM
64	yes	Apr 14, 2011 7:58 AM
65	It is always good to try new things to see if they can improve what you are already doing.	Apr 14, 2011 7:34 AM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
66	I feel that the purpose of this pilot is very important, however, I wouldn't recommend the tool that I had experience with.	Apr 13, 2011 10:16 PM
67	It was too time consuming and the data didn't affect my teaching. It may be more helpful if the program organized the data in way that would be meaningful for teachers/parents.	Apr 13, 2011 9:14 PM
68	I would recommend WaKIDS to other kindergarten teachers IF the materials are recent. I would not recommend the DSC to anyone else it is updated.	Apr 13, 2011 8:53 PM
69	It is always a positive thing to dig deeper in ways to improve as a teacher and in better understanding of children and families.	Apr 13, 2011 7:55 PM
70	It was a good opportunity to connect with other early childhood providers.	Apr 13, 2011 7:04 PM
71	If question 24 means question 3 above, I would like more teachers to participate so they could understand the assessment tools that may possibly become mandatory in our schools.	Apr 13, 2011 7:04 PM
72	If by question 24 you mean the #3 above, I would recommend other teachers participating in WAKIDS because I believe that early learning is crucial in children's success at school. The more informed we can be about best practice for each of the children in our classrooms, the better we'll be able to serve them.	Apr 13, 2011 6:42 PM
73	It opened my eyes to the social and emotional needs of my incoming kindergarten students.	Apr 13, 2011 6:30 PM
74	It was a big stress to be all due in October... right when report cards were due. Plus the physical demands of all the clicksnecessary in GOLD for each child were taxing.	Apr 13, 2011 6:23 PM
75	I think it is a worthwhile project.	Apr 13, 2011 6:11 PM
76	The more we can connect as kindergarten teachers to have a common base for learning the more efficient we will all be.	Apr 13, 2011 6:11 PM
77	We as teachers are busy and do not have time to use an additional assessment tool.	Apr 13, 2011 5:40 PM
78	I am not sure which question is #24	Apr 13, 2011 5:37 PM
79	Very informative, good educational experience because it covers many skills and assessment strategies.	Apr 13, 2011 5:30 PM
80	The distrcit became more open to providing a slow start with meetings for individual families. We were able to communicate with other districts on strategies to help smooth the transition.	Apr 13, 2011 5:00 PM
81	I did like the information, but would suggest they start by having help to administer the assessment.	Apr 13, 2011 4:51 PM
82	The tool needs to be condensed and simplified. The assessment is very helpful and necessary, but it takes tremendous amount of time to assess every student. It is difficult to do early in the year when the routines and procedures are not in place and students are learning how to be in school.	Apr 13, 2011 4:30 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
83	I think that all k teachers should be given the list of assessments to be use as a starting point for fall classroom bases assessments. In half day sessions, a para could assess in a conrtolled small group setting, although the results may not be the same as a free time setting. In half day sessions there is not time for a teacher with no para to complete the assessments.	Apr 13, 2011 4:22 PM
84	This questions is a toss up for me because I valued the information it gave me about each student. I just didn't like not knowing what the scores from the assessment meant.	Apr 13, 2011 4:12 PM
85	I think it is a good way to stay "current". We as teachers need to be aware of our families and providers needs.	Apr 13, 2011 3:30 PM
86	allows you to know of the child right away making the start of the year easier.	Apr 13, 2011 3:17 PM
87	I think participating in the pilot was very helpful because if you don't express how you feel, then no one will ever know things need to change.	Apr 13, 2011 3:15 PM
88	What was question 24???	Apr 13, 2011 3:11 PM
89	I will use early conferences with parents and preschool teachers to make the Kindergarten transition go smoothly.	Apr 13, 2011 3:10 PM
90	For question 5, I would recommend it because I learned a lot about what I could know about my students.	Apr 13, 2011 3:02 PM
91	It was a great experience. However, if I had been assigned a tool that was different and more time consuming than my normal practice, I may have had a different experience.	Apr 13, 2011 2:57 PM
92	WaKIDS - liked some parts but not the assessment and putting it on the computer	Apr 13, 2011 2:55 PM
93	This information was not useful to me, because I have mandated materials and lessons that I muct use and teach, leaving me VERY LITTLE time to teach anything besides our curriculum.	Apr 13, 2011 2:38 PM
94	You will learn a lot about your children and help them be comfortable by understanding they emotional nature and family background.	Apr 13, 2011 2:31 PM
95	I think there were many good this about this project. It was too much work. we are already asked to do so much more work with little or no help. It felt like more stress than help.	Apr 13, 2011 2:16 PM
96	Overall, I felt that participating in the WAkids pilot encouraged me to reach out to the families of my students more this year.	Apr 13, 2011 2:10 PM
97	It has some great ideas for biginning teachers. I would encourage anyone who has taught less than 10 years to participate in WAKIDS for great transitioning ideas and for seeing the "whole" child, not just the academics that we easily get hung up on.	Apr 13, 2011 2:02 PM
98	I would only recommend WaKIDS to other kindergarten teachers if they did not have any type of assessment strategies in place.	Apr 13, 2011 1:59 PM
99	Good assessment for the beginning of the year.	Apr 13, 2011 1:54 PM

Page 6, Q6. Please explain why you would or would not recommend participating in WaKIDS here:		
100	It was very helpful.	Apr 13, 2011 1:48 PM
101	New teachers and old teachers need reminders on how to effectively communicate with parents/preschool teachers. WaKids had a great way to implement them.	Apr 13, 2011 1:34 PM
102	too much work, assessment data not fully relevant to curriculum	Apr 13, 2011 1:31 PM
103	It was a simple tool to use to see where your kindergartners are at	Apr 13, 2011 1:23 PM
104	It makes a focus on particular behaviors more specific.	Apr 13, 2011 1:19 PM
105	It was a good experience to participate in this program. It gave me an opportunity to grow as a teacher.	Apr 13, 2011 1:13 PM
106	I am not sure which question is 24, but if it is asking about my choosing not to recommend WaKIDS, I would not because it adds more work to what I already do. If it was a complete assessment kit, not just a recording tool, I would be more inclined to recommend it.	Apr 13, 2011 1:05 PM
107	Yes, it was wonderfulto be able to meet and talk with other kindergarten teachers and to use the Work Sampling materials. The definitions of developmental milestones was terrific.	Apr 13, 2011 12:56 PM
108	Not sure what Question 24 is. This page says question 6. ?????	Apr 13, 2011 12:52 PM
109	if they want to analyze assessment and have community with other k teacher, or need extra money for supplies	Apr 13, 2011 12:50 PM
110	It is too time consuming and does not work in a half day program.	Apr 13, 2011 12:37 PM
111	Where is question 24?	Apr 13, 2011 12:37 PM
112	Time is your only enemy. The assessment require a lot of time that sometimes difficulty to arrange with your kindergarteners.	Apr 13, 2011 12:35 PM
113	I don't know where question 24 is. This page only goes up to question #7	Apr 13, 2011 12:25 PM

Page 6, Q7. If there is anything else you would like to tell us about the WaKIDS pilot, please do so here:		
1	It has been a good experience. I loved meeting with other educators at my grade level to talk about relevant matters. I am the only kindergarten teacher in my school so it's always nice to have others with which to interact. Thanks for the experience, the information, and the resources at our fingertips.	May 20, 2011 1:48 PM
2	I was glad to have the experience.	May 17, 2011 5:08 PM
3	It is easy to find a test. We need to find one that is useful, and easy. You can't expect teachers to give a test when you have 24 students to teach. This isn't fair, and the results could be invalid.	May 17, 2011 5:06 PM
4	I really appreciated all of the good communication that the WAKIDS staff provided such as parent letters and e-mails. I loved the incentives to help get families to participate. I also enjoyed being part of the groups sharing time on Sat. April 16th with Molly.	May 17, 2011 5:00 PM
5	I would like to see more work done in providing preschool students who may fall behind in kindergarten services. I would like to show preschool educators the importance of teaching reading and math skills as well as social, self help and play skills. skills	May 17, 2011 4:56 PM
6	less surveys!	May 10, 2011 8:06 AM
7	The dates did not match up with our school calendar very well, giving us a shorter window to accomplish the testing. We had parent conferences for goal setting in the middle of the testing window and had to wait until Dec.conferences to share the results. The test was very time intensive and I did not personally administer much of it. My teammate who had a new position as instructional facilitator worked nearly full time on this for a week to get it done. It is a really long test and I don't think I could have done it without this help,.	May 3, 2011 4:42 PM
8	This is a good program, but it would be better targeted towards newer teachers who don't already know these strategies.	May 3, 2011 9:23 AM
9	I love the whole idea. I just wish it gave me more information so I could use it with my children.	May 2, 2011 7:28 PM
10	Thank you for bringing early education to the forefront!	Apr 26, 2011 5:37 PM
11	I am eager to see which assessment the state adopts.	Apr 24, 2011 1:35 PM
12	I am concerned that the legislature is being told that the Gold assessment is a "snapshot". It's not - it's very comprehensive. I would like to see a "snapshot" assessment developed for use across the state - we could really use that information! Thanks for everything - I feel honored to be involved in WaKIDS!	Apr 23, 2011 12:05 PM
13	I would like to see a universal assessment used for all early leraning providers and kindergarten	Apr 20, 2011 12:42 PM
14	I really do believe in assessment, in transition to kindergarten, and in working with families. I LOVE connecting with my families. The GOLD Tool was just an ineffective way of doing so.	Apr 19, 2011 8:08 PM

Page 6, Q7. If there is anything else you would like to tell us about the WaKIDS pilot, please do so here:		
15	I think that doing the WAKIDS as a team was very beneficial for us. We were able to share, complain, improve our adminstration of the too. Also, at training I think that is important that all participants need to know WHO can administer the assessments. We were told by a district administrator that only the classroom teacher could give the assessments. We need helped and there are parts of the assessment that we used that could be administered by other staff member (SLP, ELL, Title I and RR, paraeducators, University students and volunteers.	Apr 17, 2011 9:54 AM
16	I like the idea of the home/school connection and feel that if the assessment requirements were updated to what our current EALRs and standards are, it could be a very beneficial program. Good luck!	Apr 17, 2011 8:58 AM
17	I would have liked to have an overview of the other assessment tools. At the meeting in the spring one lady brought her materials! I would loved to have those tools to use! I know she had problems with the paperwork that went with that assessment tool but just having those interesting materials to use would have been helpful. I had to gather all my tools and that was way too time consuming!	Apr 16, 2011 10:17 AM
18	I guess the efforts of making connection between pre-school teachers, kindergarten teachers and families is valuable.	Apr 15, 2011 4:44 PM
19	I wholeheartedly believe that the READY! for Kindergarten Program needs to be embraced and financially supported by our state for every child birth to five in Washington!	Apr 15, 2011 2:54 PM
20	I loved being part of the program. The family connection piece changed my teaching. I will ALWAYS meet with parents individually before school whether my district pays me for it or not!	Apr 15, 2011 8:29 AM
21	I appreciate the opportunity.	Apr 14, 2011 5:45 PM
22	i THINK IT WAS A GREAT TOOL. I USED THIS OR SIMILAR TOOL IN MY OTHER SCHOOL DISTRICT. IT WAS REQUIRED BY EACH KINDERGARTEN TEACHER BEFORE STARTING THE DAY WITH EACH CHILD. PARENTS HAD A CHANCE TO PROCESS THE INFORMATION AND BEGIN PLANNING FOR THE FIRST 3 MONTHS OF SCHOOL WITH A LOT MORE INSIGHT.	Apr 14, 2011 3:55 PM
23	I really appreicate the fact I was able to participate, I gained a lot of information from the assessments--- especially in the Emotional/Soc/Behavioral portion of the assessment for children who I've ultimately referred for special education testing. The 'writing was on the wall' so to speak very early in the year when reviewing the WaKids assessment. There are several portions of the kit that I'm including in my assessments but cannot do all the assessments for all of the children every year.	Apr 14, 2011 1:06 PM
24	I like the the assessment gold was based on developmentally appropriate practice, but unfotunately with current demands of kindergarten it was difficult to gather assessment data in a naturally occurring environment with the time we had.	Apr 14, 2011 12:31 PM
25	At first, I felt that the WaKIDS program would be a tons of work for me outside of the work that I already do inside the classroom. However, once i got the hang of the assessments, it was a piece of cake. I was able to change my assessments and add in WaKIDS together and it was actually a lot easier in the end. Thank you so much for the opportunity.	Apr 14, 2011 12:01 PM

Page 6, Q7. If there is anything else you would like to tell us about the WaKIDS pilot, please do so here:		
26	No	Apr 14, 2011 11:20 AM
27	Very much like Early Prevention To School Failure Test (EPSF) that we gave until money got tight.	Apr 14, 2011 7:58 AM
28	Thank you for providing this opportunty to try something new.	Apr 13, 2011 9:14 PM
29	I want to thank all of the WaKIDS staff - from our trainer, to Dana Ziemba, to Sara Stull, for the amazing support! You were always so helpful, quick in responding to questions, and you are/were greatly appreciated! I would like to know more about what direction assessment will take for K in the future and would love to continue to support the WaKIDS process.	Apr 13, 2011 8:53 PM
30	I teach a Bilingual (Spanish/English) class. In Kindergarten in the Pasco School District this entails 90% Spanish instruction. I found the GOLD program somewhat lacking for Spanish instruction. The Spanish alphabet was never incorporated into the program. Entering data into the system for me was not useful if I would ultimately have to recreate a separate report for a student's alphabet knowledge. Another problem I experienced while participating in the pilot was trying to attend the webinars that were all in the Eastern time zone. Webinars were at 7 am or in the middle of my workday. I also felt somewhat disappointed that I was never informed about the report made in January. I expected at least to get an email saying that the report was on the website.	Apr 13, 2011 7:04 PM
31	Thank you for the opportunity to participate in this project. I am looking forward to seeing where the assessment work you did this year will lead.	Apr 13, 2011 6:42 PM
32	It is a GREAT idea.... I needs to focus more on the transition to preschool and utilizing district assessments... not another layer added on.	Apr 13, 2011 6:23 PM
33	Early testing needs to be quick and comfortable while providing information that will guide teaching. It needs to be tied to the standards and be able to be measured throughout the year. I believe that teachers could easily provide the framework for this testing since many districts are already working on creating common assessments that align to standards. I do not think that money should be put out to buy a test that is not totally useful to help students meet the standards.	Apr 13, 2011 6:11 PM
34	I really appreciate the opportunity to participate in this porgram. When will we learn of the final results of the pilot?	Apr 13, 2011 5:37 PM
35	No	Apr 13, 2011 4:22 PM
36	I think it is great that we are working together to connect everyone more. We just need to find a tool that will give us the information we need without consuming so much time.	Apr 13, 2011 3:15 PM
37	It was long and involved but great to be a part of something that is trying to improve earlychildhood education.	Apr 13, 2011 3:02 PM
38	It would be better if the assessment window was the end of august through september.	Apr 13, 2011 2:38 PM
39	Thank you for including me in the pilot. When will the results be published for our viewing?	Apr 13, 2011 2:31 PM

Page 6, Q7. If there is anything else you would like to tell us about the WaKIDS pilot, please do so here:		
40	I would have loved to seen all of the tool kits or heard about how each one was different. I was dissapointed by this because I did hear some positive responses about another but no details. It would have also been helpful to have the materials earlier in the summer. There was a lot to digest before the start of the year. I started mid August and it was to late to implement many of the pieces.	Apr 13, 2011 2:02 PM
41	This is a great program for schools that have absolutely no type of assessment process in place. For us the process was cumbersome and redundant, making hours more work on top of the assessment procedure we were already required to do in our building. But for Kindergarten programs just starting to build in an assessment/family connection piece it would be a great place to start.	Apr 13, 2011 1:59 PM
42	This survey's numerical system is confusing. For example, you refer to question 22 but it is actually question 3.	Apr 13, 2011 1:19 PM
43	It was frustrating at first learning how to navigate the assessment site to begin with. I imagine with time it becomes second nature.	Apr 13, 2011 1:13 PM
44	I enjoyed being part of the initial pilot, but working with it to assess 49 children was very time consuming.	Apr 13, 2011 12:56 PM
45	The idea behind the pilot is great, but not applicable due to expecting teachers to do all this work on their own, unpaid time. In order for it to ever work statewide, teachers would need to be compensated.	Apr 13, 2011 12:52 PM
46	Great information, but extremely difficult to administer at the beginning of the year. Teachers cannot afford to be pulled from teaching the first month of school. It was tough!	Apr 13, 2011 12:37 PM
47	Streamlining the payment process should be a must.....	Apr 13, 2011 12:35 PM

Appendix J

WaKIDS Early Learning Collaboration, Parent Focus Group Questions

1. Please tell us about your child's early learning or preschool experience. Were they in child care, family home child care, Head Start? In this setting, what kinds of things did the providers do to help your prepare for the transition to kindergarten?

2. Where do you see the transition to kindergarten beginning and ending? What did this transition look like for your child? Who was part of the transition and what did they do?

3. What are some of the specific things that the school or teacher did during transition? Were these helpful? Why or why not?

4. Did K teachers make a visit to your home before the beginning of school? If so, how did you feel about the visit? If K teachers did not visit, what is your feeling towards a home visit being completed by your child's teacher?

5. If your child's behavior changed once they entered kindergarten, how did it change? Why do you think it might have changed?

6. You are the expert on your child. What kind of information do you think teachers (both kindergarten and pre-kindergarten) should ask you for or use when getting ready to meet your child?

7. Tell us what would be the ideal transition for children and families from early learning settings to kindergarten?

Now, we would like to ask you about assessment information.

9. How do you know how your child is doing in kindergarten? What kinds of information do you get? Who/what are the sources?

10. What would you like to know about how your child is doing?

11. How would you like to get this information (written? Verbally? Reports, etc)

12. How often would you like to have updates?

13. How would you like to participate in the assessment information about your child?

14. If you hear information about how your child is doing in relation to other children in the class (school, district, state or nationally) is this helpful to you? Why or why not?

15. What would you do with this information as a parent?

16. If you received information that children in your school district were performing below standard, what would you do with this information?

17. Tell us what kind of information you received about how your child was doing in child care or preschool.

18. Was it helpful to you? Why or why not?

19. Did you (or the ELP) pass this information along to your child's kindergarten teacher?

20. Do you think information should be shared between ELP and K teachers? If so, how? If not, why?

21. Finally, what do you think would be helpful information for kindergarten teachers to know about your child and family before children arrive at kindergarten?

22. Use this space to write any additional thoughts on the 3 different assessment report formats you were shown:

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