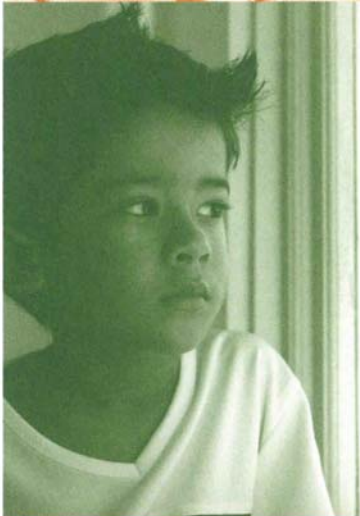
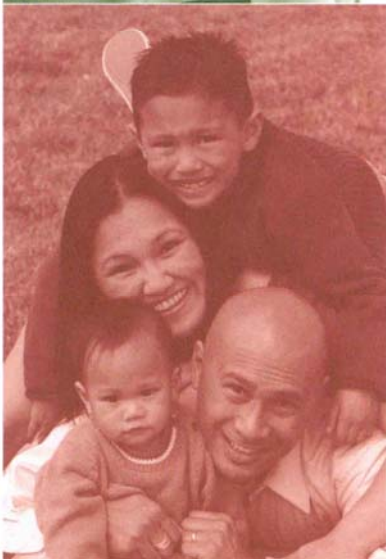


Provider Feedback about the Work Sampling Checklist

First Steps School Readiness Study



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Contents

Summary and recommendations	3
Profile of respondents	4
Feedback about Work Sampling Checklist training and support.....	5
Communicating with parents before and after the training	8
Use and ratings of the Checklist	9
Ratings of each item on the Checklist.....	11

Figures

1. Survey respondents	4
2. Child development tools have used in the past (multiple responses)	4
3. Provider feedback about Work Sampling training and support.....	5
4. Providers' ideas for ways to improve the training	7
5. Communication by providers with parents about their child's development	8
6. Use of the Work Sampling Checklist.....	9
7. Helpfulness of Checklist	10
8. Ratings of the Checklist	10
9. Ratings of each measure in the Checklist	11

Summary and recommendations

Providers trained on the Work Sampling Checklist as part of the First Steps School Readiness Study were surveyed by phone June-October, 2009, to gather their feedback about the training and the Checklist and to document their use of the Checklist. Out of 154 providers trained, 97 (63% response rate) completed the survey, including 65 licensed family child care providers and 32 child care center and preschool teachers. These respondents have, on average, about 15 years of experience as providers and teachers.

Providers gave positive feedback about the training and support they received to incorporate the Work Sampling Checklist into their child care practice. Some would like the training to provide more examples and practice on how to incorporate the Checklist in their daily routines, with specific focus on use by licensed family child care providers.

Following the Checklist training, the percentage of providers reporting they routinely and formally track the development of the children in their care increased from 42 percent, primarily with homemade assessments, to 62 percent using the Checklist. In addition, following the training, informal and formal communication with parents slightly increased in frequency.

Nearly all of those using the Checklist find it easy to use, and 80 percent or more of the providers say nearly all the indicators are mostly or totally valid.

Nearly all of those using the Checklist say its helpful for shaping their learning activities and for communicating with parents. However, fewer providers (74%) rate the interest level of parents in hearing the Checklist results as good or excellent.

Based on these results and in discussion with the First Steps School Readiness Study team, Wilder Research recommends:

1. Hold trainings tailored for licensed family child care providers that explain and show how to use the Checklist in their home settings.
2. Provide additional training and follow-up support and coaching on how to incorporate the Checklist as part of routine activities and how to effectively communicate Checklist results to parents.
3. Provide information and training for parents on how to interpret and discuss Checklist results with providers.

Profile of respondents

Out of 154 providers trained, 97 completed the survey by phone, June-July and September-October, 2009 (63% response rate). About half of them are First Steps School Readiness Study participants.

- 65 are licensed family child care providers, 28 child care center teachers, and 4 preschool teachers. About two-thirds of the licensed family child care providers trained on the Checklist and responding to this survey are not participating in the School Readiness Study (Figure 1).
- Respondents have provided child care or worked in the early care and education field for, on average, about 15 years, ranging from 2 years to 40 years.
- They provide care for, on average, 4 preschoolers part time and 7 full time, totaling 384 children part time and 694 children full time.

Before participating in First Steps, 42 percent of the providers report they routinely and formally tracked the development or progress of the children in their care, mostly with homemade tools (Figure 2). Those in the School Readiness Study are more likely than those not in the study to report they previously formally tracked child development of the children in their care (55% compared with 28%).

1. Survey respondents

	Study group	Other providers	Total
Licensed family child care	21	44	65
Child care teachers	27	1	28
Preschool teachers	2	2	4
Total	50	47	97

2. Child development tools have used in the past (multiple responses)

	N=41
Developed own	59%
Written journal	10%
Provider's Choice	7%
High Scope	5%
Observation checklist/Work Sampling	15%
Creative Curriculum	10%

Feedback about Work Sampling Checklist training and support

Providers gave positive feedback about the training and support they received to incorporate the Work Sampling Checklist into their child care practice. As shown in Figure 3, they strongly agreed most often that the trainer had strong knowledge of the material presented (80%) and that the trainer responded well to questions (81%).

When asked for their ideas about how the Work Sampling training could be improved, three-quarters responded. For those responding, about a third thought the training was good and did not need any improvements. The ideas for improvement centered on providing more examples and practice on how to incorporate the Checklist in their daily routines, with specific focus on use by family child care providers (Figure 4.)

3. Provider feedback about Work Sampling training and support

	(N=97)
Overall, the training was of high quality.	
Strongly agree	49%
Somewhat agree	47%
Somewhat disagree	4%
Strongly disagree	0%
Not specified	0%
The trainer related information in a clear and understandable way.	
Strongly agree	68%
Somewhat agree	26%
Somewhat disagree	4%
Strongly disagree	1%
Not specified	1%
The trainer has strong knowledge of the material presented.	
Strongly agree	80%
Somewhat agree	17%
Somewhat disagree	2%
Strongly disagree	1%
Not specified	0%

3. Provider feedback about Work Sampling training and support (continued)

(N=97)

The trainer responded well to questions.

Strongly agree	81%
Somewhat agree	13%
Somewhat disagree	3%
Strongly disagree	0%
Not specified	2%

The trainer motivated me to routinely use the Checklist.

Strongly agree	40%
Somewhat agree	49%
Somewhat disagree	8%
Strongly disagree	2%
Not specified	1%

The training made me more effective in assessing child development.

Strongly agree	45%
Somewhat agree	43%
Somewhat disagree	7%
Strongly disagree	3%
Not specified	1%

The training helped me understand how to use the results of the Checklist to adjust my teaching strategies.

Strongly agree	42%
Somewhat agree	45%
Somewhat disagree	11%
Strongly disagree	1%
Not specified	0%

4. Providers' ideas for ways to improve the training

	N=75
Good as is	31%
Examples of how to incorporate into regular activities	12%
More practice going over the form and through the book	11%
More examples that apply to home care; show how to implement in FCC, where it's difficult to implement	11%
Separate classes for centers and FCC	7%
Make it one day	5%
Make it more basic	5%
More hands-on, role-playing	5%

Communicating with parents before and after the training

Providers were asked to think back before they participated in the Work Sampling Checklist training compared with now regarding how often they communicated with parents in various ways about their child's development. As shown in Figure 5, all of the forms of communication slightly increased in frequency.

5. Communication by providers with parents about their child's development

How often... (N=97)	Occasionally	About monthly	About weekly	Almost daily
Provides informal feedback to families about their child's development and learning				
Before First Steps training	14%	24%	20%	42%
Now	5%	20%	33%	42%
How often... (N=97)	Not at all	Occasionally	About twice/year	At least quarterly
Meets or holds conferences with parents to talk about their child's development and learning				
Before First Steps training	43%	10%	39%	8%
Now	26%	17%	43%	15%
Provides written reports to parents about their child's development and learning				
Before First Steps training	37%	25%	20%	19%
Now	22%	22%	28%	29%

Note: Total for each row may vary from 100% due to rounding.

Use and ratings of the Checklist

Many providers report using the Checklist and find it easy to use. Nearly all of those using the Checklist find it helpful for shaping their learning activities and for communicating with parents (Figures 6-7).

- 62 percent report using the Work Sampling Checklist with at least some of the children age 3 to 5 in their care, including about a third using the Checklist with all of the children age 3 to 5.
- 92 percent find the Checklist easy (71%) or very easy (21%) to use.
- 57 percent are using the results of the Checklist “quite a bit” to guide the care and education of the children. Providers in the School Readiness Study are more likely than those not in the study to report they are using the results of the Checklist quite a bit to guide care and education (70% compared with 43%).
- 100 percent say that using the results of the Checklist for shaping learning activities to meet the individual developmental needs of the children in your care is somewhat helpful (57%) or very helpful (43%).
- 94 percent say that using the results of the Checklist to communicate to parents about their child’s development is somewhat helpful (49%) or very helpful (45%).

6. Use of the Work Sampling Checklist

Extent of use	N=97
Not at all	23%
A little	16%
With some, but not all the children age 3 to 5	30%
With all the children age 3 to 5	32%
USERS ONLY	
Ease of use	N=75
Very easy	21%
Easy	71%
Difficult	8%
Very difficult	0%
Extent using Checklist results to guide care and education	N=75
Not at all	3%
A little	40%
Quite a bit	57%

7. Helpfulness of Checklist

	Users Only
For shaping learning activities to meet individual development needs of children	(N=75)
Very helpful	43%
Somewhat helpful	57%
Not helpful	0%
A waste of time	0%
For communicating to parents about their child's development	(N=73)
Very helpful	45%
Somewhat helpful	49%
Not helpful	6%
A waste of time	0%

As shown in Figure 8, providers using the Checklist favorably rate the effectiveness of the Checklist relative to other child development assessments they have used, and generally are not concerned about the amount of time spent preparing to use the Checklist. More than three-quarters find it easy to use with children who have behavior issues, and about two-thirds find it easy to use with parents with limited English. In addition, about three-quarters rate the interest level of parents in hearing the Checklist results as good (46%) or excellent (28%).

8. Ratings of the Checklist

How would you rate...	Poor	Fair	Good	Excellent
The effectiveness of this Checklist compared to other child development assessments you have used (N=65)	0%	14%	62%	25%
The amount of time spent preparing to use the Checklist (N=72)	1%	19%	71%	8%
The ease of using the Checklist with children who have behavior or emotional issues (N=57)	0%	21%	65%	14%
The ease of using the materials with parents who are English language learners (N=42)	5%	31%	41%	24%
The interest level of parents in hearing about the results of the Checklist (N=69)	1%	25%	46%	28%

Note: Good cases only – no missing, don't know, or not applicable.

Ratings of each item on the Checklist

Providers were asked to what extent they considered each performance indicator on the Checklist to be a valid measure of developmental progress for the children in their care. As shown in Figure 9, 80 percent or more of the providers say nearly all the indicators are mostly or totally valid. Two mathematical items have lower “face-validity” – “Shows interest in solving mathematical problems” and “Shows understanding of several positional words.”

9. Ratings of each measure in the Checklist

(N=73)	Extent indicator is valid...				
	Totally	Mostly	Somewhat	Barely	Not at all
A. Personal and Social Development					
1. Shows some self-direction.	21%	62%	15%	1%	1%
2. Follows simple classroom rules and routines with guidance.	34%	56%	8%	0%	1%
3. Manages transitions.	30%	55%	12%	0%	3%
4. Shows eagerness and curiosity as a learner.	31%	63%	7%	0%	0%
5. Attends to tasks and seeks help when encountering a problem.	35%	53%	13%	0%	0%
6. Approaches play with purpose and inventiveness.	26%	57%	17%	0%	0%
7. Interacts with one or more children.	43%	51%	7%	0%	0%
8. Interacts with familiar adults.	49%	48%	3%	0%	0%
9. Shows empathy and caring for others.	31%	51%	15%	3%	0%
10. Seeks adult help when needed to resolve conflicts.	31%	54%	14%	1%	0%

9. Ratings of each measure in the Checklist (continued)

(N=73)	Extent indicator is valid...				Not at all
	Totally	Mostly	Somewhat	Barely	
B. Language and Literacy					
11. Gains meaning by listening.	31%	54%	16%	0%	0%
12. Follows two-step directions.	43%	50%	4%	3%	0%
13. Shows beginning phonological awareness.	33%	51%	15%	0%	0%
14. Speaks clearly enough to be understood by most adults.	47%	43%	10%	0%	0%
15. Uses expanded vocabulary and language for a variety of purposes.	39%	46%	13%	3%	0%
16. Shows appreciation for books.	61%	31%	7%	0%	1%
17. Comprehends and responds to stories read aloud.	56%	36%	7%	1%	0%
18. Shows interest in letters and words.	47%	44%	8%	0%	0%
19. Represents ideas and stories through pictures, dictation, and play.	36%	53%	11%	0%	0%
20. Uses scribbles and unconventional shapes to write.	51%	42%	7%	0%	0%
C. Mathematical Thinking					
21. Shows interest in solving mathematical problems.	22%	42%	32%	4%	0%
22. Shows curiosity and interest in counting and numbers.	42%	53%	6%	0%	0%
23. Identifies several shapes.	57%	38%	6%	0%	0%
24. Shows understanding of several positional words.	30%	47%	21%	3%	0%
D. The Arts					
25. Participates in group music experiences.	54%	40%	6%	0%	0%
26. Uses a variety of art materials for tactile experience and exploration.	50%	40%	10%	0%	0%
27. Participates in creative movement and dance.	58%	32%	10%	0%	0%
28. Responds to artistic creations or events.	32%	48%	17%	3%	0%

9. Ratings of each measure in the Checklist (continued)

(N=73)	Extent indicator is valid...				Not at all
	Totally	Mostly	Somewhat	Barely	
E. Physical Health and Development					
29. Coordinates movements to perform simple tasks.	58%	38%	4%	0%	0%
30. Uses eye-hand coordination to perform simple tasks.	58%	36%	6%	0%	0%
31. Begins to perform self-care tasks independently.	54%	39%	7%	0%	0%