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A COMPARISON OF TEACHER CHOICES IN SELECTING
KINDERGARTEN OBJECTIVES

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

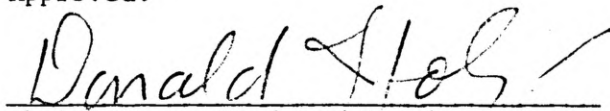
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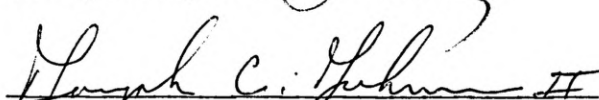
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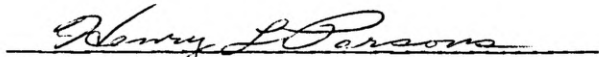
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ABSTRACT

This report describes an evaluative survey among kindergarten and first grade teachers on the appropriateness of the Butte, Montana school district kindergarten objectives for the school year 1976-77.

All kindergarten and first grade teachers participated in the survey. Teachers were directed to select minimum objectives they perceived as appropriate for successful completion of kindergarten or entrance into first grade. The responses on the Cognitive Skills Area and the Motor Skills Area were analyzed separately. The following results are noted: (1) Kindergarten and first grade teachers did not differ significantly in their perception of the appropriateness of kindergarten minimum objectives in either the Cognitive or Motor Area. Using the Chi square test for two independent variables only 2 of 29 objectives had values significant at the .05 level, (2) Kindergarten and first grade teachers tend to be consistent within their respective groups in judging the appropriateness of minimum objectives for kindergarten, (3) the data revealed a "core" of commonly accepted minimum objectives and some controversial "clusters" of objectives in the math and reading skills sections in the cognitive area, and (4) provided some basis for establishing a kindergarten retention policy consistent with the attitudes and perceptions of first grade and kindergarten teachers.

Chapter 1

CHOOSING OBJECTIVES FOR KINDERGARTEN

The number of kindergartens and the total number of children enrolled in kindergarten is rapidly growing (Grant, 1975). The trend in education is to lower the educational age so that more children are involved earlier in some aspect of formal education (Beller, 1973). The reasons for involving children sooner in the educational process are these: (1) the years from birth to six are looked upon as a period when tremendous cognitive development is possible given optimum conditions for growth (Pines, 1967), (2) intervention at early ages can stimulate intellectual development in those situations where environmental deprivation would hinder growth (Church, 1976), (3) a large number of working mothers seeking alternatives in child care have opted for preschool education (Baxandall, 1976), and (4) the federal government has taken an active role in providing compensatory education for low-income children (White House Conference on Children, 1970).

The desirability of some kind of preschool experience is no longer being questioned. What kind of preschool experience is desirable now becomes the relevant question. Related research is concerned with longitudinal studies of the value of compensatory programs, comparative studies of kindergarten curricula, and studies focusing on the effects

of various teaching processes and teaching environments on the learning of young children (Beller, 1973). School districts must independently choose the curriculum most suited for meeting the objectives and goals of their individual communities while awaiting results from research.

This paper pertains to the efforts of a particular school district involved in designing a kindergarten curriculum. A brief history of the kindergarten program in Butte, Montana follows. This small western mining community, with its recurring economic upheavals was among a group of Model Cities across the nation named by the federal government as a target area for a community development program. A kindergarten program, entitled Springboard, began in 1969 as a summer pilot program for disadvantaged children. Available ESEA federal funds enabled the school district to join with Model Cities in sponsoring a full-year kindergarten program. Children living in Model City areas or ESEA areas qualified for attendance. The attendance area comprised the northern sector of the city and served one-half of the elementary schools in the district. In 1972, the scope of the program was widened to include all children living within the district; and, in 1974, when federal support was withdrawn, the electorate voted to incorporate the kindergarten program into the Butte public school system.

Because of its initial thrust as a compensatory educational program, with government guidelines written into the educational

design, an interest developed in generating a kindergarten curriculum more responsive to the present needs and goals of the district. In 1975, a committee composed of teachers and administrators submitted a list of kindergarten objectives to be field-tested the following year. These objectives were evaluated by kindergarten and first grade teachers as directed by the Curriculum Co-ordinator at the end of the 1976-77 school year.

STATEMENT OF THE PROBLEM

The problem of this study was two-fold: (1) to compare kindergarten and first grade teacher responses in selecting appropriate objectives for kindergarten, and (2) to compare the consistency of the responses within each group.

RATIONALE FOR THE STUDY

Teacher evaluation of the kindergarten objectives in the Butte school district was undertaken to serve these purposes: (1) to assist in the development of a set of minimum standards for kindergarten, (2) to assist in establishing a basis for evaluating student performance, and (3) to encourage continuity of skill progression from kindergarten to first grade.

1. Defined minimum objectives aid teachers in directing the learning activities of children to reach acceptable standards of

performance. Reference to these objectives is useful in establishing a retention policy at the kindergarten level.

2. Defined minimum objectives assist teachers in establishing performance criteria and determining uniform methods of evaluating student achievement. With uniformity of evaluation procedures, decisions can be made regarding achievement levels within the district and diagnosis and remediation can be undertaken.

3. Defined minimum objectives foster mutual agreement among kindergarten and first grade teachers regarding minimum exit skills for kindergarten and minimum entry level skills for first grade. This promotes a smoother transition between grade levels with less overlapping of instruction and less likelihood of gaps in skill areas. Also, transfer students within the district can be more effectively accommodated at either grade level with uniformly accepted objectives as an educational frame of reference.

Therefore, it was in the best interest of the Butte school district to collect and analyze data in order to establish minimum educational objectives for kindergarten.

QUESTIONS FOR CONSIDERATION

Two aspects of the problem were studied: areas of agreement or disagreement in choosing appropriate objectives and the implications of teacher choices. The following questions were considered:

1. Is there general agreement among kindergarten teachers in selecting appropriate objectives in the cognitive skills area? In the motor skills area?

2. Is there general agreement among first grade teachers in selecting appropriate objectives for kindergarten in the cognitive skills area? In the motor skills area?

3. Is there general agreement between first grade and kindergarten teachers in selecting objectives for kindergarten in the cognitive skills area? In the motor skills area?

4. What are the implications, if any, for curriculum change?

5. What are the implications, if any, for attitudinal change?

6. What are the implications, if any, for a kindergarten retention policy?

PROCEDURE

The following procedure was adhered to:

1. A form was prepared by the Office of the Curriculum Co-ordinator listing kindergarten objectives which had been field-tested in the school year 1976-77 under three broad areas: cognitive skills, motor skills, and enrichment skills.

2. All kindergarten and first grade teachers in the Butte school district were asked to indicate on this form whether a specific objective was perceived as an appropriate minimum objective at the

kindergarten level in the cognitive and motor skills areas. Objectives in the enrichment skill area were not judged as minimum standards but as appropriate counterparts to a desirable kindergarten program.

3. Data pertaining to the cognitive and motor skills areas was compiled and analyzed to compare kindergarten and first grade teacher responses and to determine the consistency of responses within each group. No analysis of the data from the enrichment skills area was considered in this study because it did not pertain to the setting of minimum objectives.

4. Recommendations for a future revision of the list of kindergarten objectives were made on the basis of the conclusions of the study.

DELIMITATIONS

1. Only first grade and kindergarten teachers employed in the Butte public school system in 1976-77 were surveyed.

2. Only objectives listed on the 1976-77 Objectives for Kindergarten, Butte Public School System were evaluated.

SUMMARY

Factors contributing to the rapid expansion of kindergartens and enrollment of children earlier in preschool education programs are: current theories on intellectual development of young children which

stress the value of early training: an increase in the number of working mothers; and the utilization of preschool education as a social antidote to cultural deprivation.

This paper is concerned with the history of a particular school district and its transition from a federally funded compensatory program to a public school kindergarten and the ensuing need to generate curriculum objectives acceptable to the instructional and administrative staff and compatible with community goals.

A comparison between kindergarten and first grade teacher responses was made and the consistency of responses within each group was determined. Recommendations for possible revisions in the list of kindergarten objectives were presented to the Office of the Curriculum Co-ordinator, Butte School District.

Chapter 2

REVIEW OF LITERATURE

A review of literature pertinent to this paper encompasses three broad topic areas: (1) the status of early childhood education in the United States, (2) the search for an effective curriculum, and (3) the role of the teacher in curriculum planning. The topics are developed sequentially in each area.

THE STATUS OF EARLY CHILDHOOD EDUCATION IN THE UNITED STATES

The Evolution of Preschool Learning Theory

Among the forces influencing the development of early education is a changing view of the nature of childhood. Some relevant factors are the historical effects of learning theorists in the field and significant research on the intellectual growth of young children.

The following capsulization of learning theory is presented by E. Kuno Beller (1973:530-532). John Locke and Jean Jaques Rousseau expounded educational principles which have had an enormous and long lasting impact on preschool education. Locke viewed the child's mind as a passive recorder of impressions while Rousseau stressed learning through discovery based on sensory-motor functions. Locke became the forerunner of "adult-centered" educational theory which emphasizes the direct teaching of skills and values of the adult society. Some

traditional kindergartens and the behavioral models (J. B. Watson, B. F. Skinner) follow this pattern.

According to Beller (1973), Rousseau anticipated both Jean Piaget and his identification of developmental levels of cognitive learning and Arnold Gessell's studies on the patterns of growth in children. Maria Montessori pioneered in promoting a program for the mentally retarded in Italy that later became a model for normal children in early childhood education. Beller concludes that even though historical differences still exist among learning theorists of today, they share a common belief that the training of children should begin at earlier ages.

This belief was echoed in the Report to the President emanating from the White House Conference on Children in 1970.

Most experts agree that a large share of a child's mental growth takes place long before he enters school, and that society should help to enrich these early years. The forum studying educational technology, for example, proposes a commission to study the possibility of starting public education at age three or four.

Central to the pressures for lowering the limits of educational responsibility are two questions: (1) What is the learning potential of young children? and, (2) What are the effects of deprivation on this learning potential?

Theoretical psychologists such as Jerome Bruner, J. McVicker Hunt, and Benjamin Bloom have explored the intellectual growth patterns of young children. Robert L. Church (1976:416) develops a background

for the formulation of the cognitive learning theories that were born in the 1950's and the 1960's as a reaction to the progressive education of the preceding thirty years. These theories, Church states, emphasized the very young child's ability and desire to learn. The schools were criticized for stifling the intellectual training of young children. J. McVicker Hunt and Jerome S. Bruner were among those theorists who thought not only could young children learn more and do it better, but they could do it earlier. Bruner's statement from his book The Progress of Education (1960) is often quoted: "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development." Maya Pines (1967) characterizes Bruner, Piaget, and Hunt as the "new mind builders".

Bloom (1964) working with environmental variables and rates of growth found that variations have their greatest effect during periods of rapid change. From these studies he concluded that a child reaches half of his intelligence by the time he is four and one half of his general school achievement by the end of the third grade. Conversely, deprivation in these formative years could bring about irreparable harm.

Research literature supports the hypothesis that children from impoverished environments tend to be low achievers and educational misfits in our vast public educational system (Church:432-434). A study of 400 "inner city" children was conducted from 1963-65 under the

direction of Catherine Brunner (1965), Coordinator Early Admissions Project, in the Baltimore Public Schools. This was an educational program for four year old children designed to ameliorate some of the effects of deprivation. According to Brunner, deprivation may cause children to "develop low-esteem, limited or faulty concepts, poor communication skills, limited visual or auditory perception, negative attitudes toward school, and little appreciation for the tools of academic learning." An evaluation of the above program and possible remediation effects pointed to significant gains in academic readiness and more positive attitudes of parents and children toward school.

Some question the policy of preschool enrichment on a vast scale as an antidote to cultural deprivation. Replying to this question Bernard Spodak (1965) uses the findings of Hunt, Piaget, and Bloom as an apparent justification. These theorists stress the necessity of intellectual stimulation during the period of rapid intellectual growth that occurs from birth to six. The children of the poor grow up lacking the experiences essential for optimal development. If they can be reached and helped before their normal entry into school, more extensive remedial programs will be avoided at later periods. Because so many of these children have been identified (Church, 1976) the scope of the intervening must be commensurate. To those opponents who see intervention as a threat to the institution of family life Spodak (1976) replies that facts have not substantiated these claims. Parent involvement is

an integral aspect of preschool education, particularly in government-sponsored programs, and efforts have been made to provide a warm and nurturing environment for children.

Further concerns relating to the welfare of children have launched efforts to define the "rights" of children. Children have rights which are neither dependent upon or interdependent with those of parents or other adults. The establishment of a child advocate system (White House Conference on Children, 1970) to protect and ensure these rights has been recommended. Thus, a child has a "right to read" not only to attend school.

The Effects of A Changing Environment

The typical preschool child faces a different world than did his counterpart of twenty or even ten years ago. He must learn to adjust to a fast-paced, rapidly changing society. According to Liddle (1974) we must be aware of the learning pressures that stem from today's environment. A typical five year old in a middle class family has had many learning experiences and has been exposed to a wide range of stimulating materials and media. He lives in an urban environment, has attended nursery school, moved twice, and traveled with his family. A different profile would be true for children in low income families.

Theodore K. Smith (1966), an expert in the communications field, states that we are now approaching "total communication capability" -- the ability to communicate any type of intelligence in any desired

quantity over any distance. The implications for education and personal living seem to belong to the realm of science fiction. The young child of today may soon be familiar with electronic high-speed printers, computers, and two-way picture phones to name but a few.

Changes in the structure of family life are becoming increasingly evident. More women are becoming part of the labor force, birth rates are declining, and divorce rates are rising. With more mothers working and a greater number of single-parent families the need for child care and preschool educational facilities is apparent.

A report on pre-primary enrollment by W. Vance Grant (1974) in the National Center for Educational Statistics reveals these trends: (1) declining birth rates from 1964-74 reduced the number of children in the 3-5 bracket by one-sixth, (2) in the same interval pre-primary enrollment rose by 47 percent, and (3) increased enrollment was greater as age decreased. The increase at the three year old level was four and one-fourth times, at the four year old level two and one-fourth times, and at the five year old level the increase (which started at a higher base) rose from 58 percent to 79 percent. Grant concludes, "Clearly pre-primary education is one of the most dynamic and rapidly developing segments of the American educational system."

The Role of the Federal Government

The kindergarten movement in the United States has had two distinct purposes: (1) to serve as a privately financed, often

reformist optional system of education for the upper and middle classes, and (2) to serve as an agency of social reform sponsored by private philanthropy or, more recently, the federal government. A private school kindergarten system, abetted by small philanthropic efforts in the urban slums, flourished as an educational innovation in the United States following the Civil War. In the early 1900's this system was perceived by educators as being the social instrument for "Americanizing" the great numbers of immigrant children that were filling our cities. A tremendous spurt in the growth of kindergartens resulted (Church, 1976:316-341).

Just as a social crisis in the 1900's triggered the growth of kindergartens, so again in the 1930's and the 1940's would the kindergartens and nursery schools be called upon to fill a void (Baxandall, Gordon, and Reverby, 1976). The economic depression of the 1930's forced the government to increase employment. Establishing pre-primary centers as a means of alleviating unemployment became a function of the Works Progress Administration (WPA). Although the motives were not educational but economic, in 1938, the Administration reported that over 200,000 children had benefited educationally from participation in these programs. With America's entry into the war in 1940, married women entered the labor force from 1941 to 1944 in droves, swelling the labor ranks with an additional three million workers. Under the Lanaham Act the federal government established

child-care centers to serve the children of working mothers. Nearly 600,000 children were provided for until 1946 when funding was withdrawn.

The history of the federal government is one of increased involvement in education. When the Johnson Administration launched its War on Poverty the federal government began a deep commitment to education through a compensatory program called Head Start -- originally a summer school program for disadvantaged children. Osborn (1965) cites the remarkable scope and speedy implementation of the program. Conceived in November of 1964, it was implemented the following June. There were programs as far north as the Arctic Circle and as far south as the Samoan Islands. Children were enrolled from Eskimo and Indian villages, from migrant groups and ghetto areas, and from rural and urban America. It was the largest program for young children ever sponsored by our government. The most significant characteristic of the program was its conception as a "child development center" drawing together the resources of family, community, and professionals to contribute to the total development of the children involved. By 1970, Project Head Start had provided services to 2.7 million children (White House Conference on Children: Profiles, 1970). According to Church (1976) most researchers conclude that the Head Start compensatory program failed to meet its primary goal -- it did not improve the cognitive development of poor children. These conclusions are subject

to closer scrutiny and are examined under the next topic heading.

THE SEARCH FOR AN EFFECTIVE CURRICULUM

Paralleling the growth of the preschool movement has been a diligent search among educators for more effective learning models. A qualitative reorganization of the early childhood education format was advocated at the White House Conference on Children (1970) and the call to develop new options and implement a variety of alternatives was heard. Many of the educational models developed were designed to assist culturally deprived children; however, models implemented on behalf of disadvantaged children and findings from research in these programs have greatly influenced the development of preschool education on all socio-economic levels.

Research on Preschool Educational Models

Beller (1973) reviews research in three programs which embrace different educational philosophies: the Montessori model, the Educational Development Center model, and the Bereiter-Engelmann model.

Central to the Montessori programs are the Montessori materials involving operations based on classification -- a function Maria Montessori equated with intelligence. Teachers are expected to "direct learning" and the learning environment tends to be depersonalized. Beller in The Second Handbook of Research on Teaching reports that

Banta (1966) found divergence among teachers in the application of the "Montessori Method". Other research findings reported were: (1) Montessori programs primarily affected children's attention and sensory discrimination (Kohlberg, 1968), (2) Montessori children were highly task oriented (Dryer and Rigler, 1969), and (3) Montessori children exhibit significantly lower incidences of play activity on two levels of play -- symbolic and sensori-motor (Beller, Zinner, and Aiken, 1971).

The Educational Development Center program (Newton, Mass.) is a model derived from the British Infant Schools. The goals are compatible with Montessori goals and stress self-direction, openness to change, ability to challenge ideas, and the development of curiosity and imagination. The environment is organized to achieve these goals but the curriculum is not "set" by a restriction in the choice of materials. Activities are generated by group needs and interests. The role of the teacher is central and emotional relationships between teacher and child are paramount. Beller reports there is little evaluative research on EDC models in this country and cites a comprehensive study by Gardner (1966) in Great Britain which shows significant gains for British children in the British Infant Schools over children in more traditional programs. However, he cautions against extending these findings to the United States where cultural differences may invalidate them.

The third model reviewed by Beller is the Academic Preschool

model developed by Bereiter and Engelmann. This has been called the "pressure cooker approach" because of its unorthodox methodology (Pines, 1967). Highly-structured, response-demanding, fast-paced -- this technique was designed to overcome deficit learning in language and arithmetic skills often encountered among disadvantaged children. Learning is considered work not play and children are rewarded for participation. Evaluative research on this model has reported mixed results.

Two approaches have been enlisted in evaluation of preschool education. One approach asks the question: Does preschool education affect cognitive development and school achievement and are the effects sustained? The second approach asks: What type of intervention is the most effective? Beller (1973:457) contends the first question is a serious over-simplification and that the relevant question should be "who benefits from what and under what circumstances is the effect sustained?" The second question is better answered by evaluating programs in terms of specific benefits of given programs rather than attempting to justify program "A" over program "B".

David Weikart (1970) who followed the progress of low I.Q. disadvantaged children in a Piagetian model from 1962-70, reported significantly higher scores for the experimental group on measures of cognitive ability and achievement until the third grade. Gains in social and emotional development as reported by teachers were maintained

beyond third grade. Weikart concludes in a later paper (1971) that: (1) preschool education does make a difference in later school performance, (2) the role of the curriculum is to assist effective teaching and, further, (3) children can profit from any curriculum based on a wide range of experience.

A comprehensive study by Joan Bissell (1972) reports positive gains in achievement and cognitive development in eight models in Head Start Planned Variation. The differences among approaches suggested a specificity of effects as related to specific objectives in the program. The Westinghouse Report (Cicirelli et al. 1969), the first national assessment of Head Start programs, negated the effects of educational intervention on the cognitive development of deprived children. This report has been criticized as representing an extremely over-simplified approach to a complex problem (Beller, 1973). The later Head Start Planned Variation studies were examined in a wide context of available relevant data with full regard for the complexity of impact research on the educational programs for young children.

James S. Payne (1976) relates a change in perspective in the history of Head Start research. In the beginning the program was characterized by generous public support. Initial research was mostly descriptive being based on subjective impressions and "heart warming case studies." When the results of The Westinghouse Report were announced (even though the authors had acknowledged its limitations)

(Cicirelli, 1970) a "national sigh of disappointment" ran through the nation. This launched a critical period for Head Start. Although the value of early childhood intervention was being widely accepted and supportive research began to trickle in, the breaking of the poverty cycle was no longer seen as an easy task. It became evident that effective preschool education could not be achieved in a piecemeal fashion but would only come with specialists in the field planning well defined programs.

For the first time Head Start Centers were provided with alternatives under a plan of action entitled Planned Variation and Implementation. Some of the most popular models listed by Payne are:

1. The Behavior Analysis Model -- this program stresses programmed instruction and systematic reinforcement procedures.
2. The Cognitive Model -- this program was developed by Weikart and is based on Piagetian theory.
3. The Academic Preschool Model -- this program was based on the Beireter-Engelmann system and uses Distar materials.
4. The Tuscon Early Education Model (TEEM) - this program emphasizes the development of language competency and intellectual skills.
5. The Education Development Center Model (EDC) - this program was inspired by the British Infant Schools.
6. The Responsive Model - this program features self-pacing

and self rewarding materials.

7. The Bank Street College Model - this program represents the "whole child" approach.

In a comprehensive review of Head Start research since 1969 Ada Jo Mann (1976) reported the following: In 28 studies (8 of them national) children who participated in Head Start programs showed gains on standardized tests of intelligence, achieved at or above the level of peers in beginning regular school work, had fewer retentions and special class placements, and were effectively prepared for later reading. No one program or approach produced greater gains than any other, although all produced gains. Of 16 studies (6 of them national) concerned with the social development of Head Start children, positive impact was reported on social behavior and child socialization. Inconclusive results were found on achievement motivation and no impact on self-esteem was seen. Head Start was found to have positive impact on the attitude of parents toward children, and produced positive changes in parent behavior in 17 studies (4 of them national). Head Start was also found to have a positive impact on the community in influencing institutional changes and increasing parent involvement. A positive value was reported on the impact of Head Start on the health of participating children. Thus it would seem since the negative findings of the first national assessment on the cognitive development of Head Start children, the Head Start program has justified itself in

a number of areas.

A Kindergarten Perspective

With the trend to push public educational responsibility down as far as the three year old level and advocacy of efforts beyond the formal classroom - preschool, nursery school, child care centers, and home visitation programs -- it is likely the kindergarten year will no longer be a child's first educational experience. Kindergarten programs are an additional step in a continuing educational process. Developmental approaches, which are increasing in popularity, emphasize learning sequences and levels of learning which demand integrated educational plans that are personal and meaningful to young children (Dowley, 1969).

Liddle (1969) speaks of the natural conflicts inherent in growth and learning and alerts adults to the possibilities of putting too much pressure on young children. She states, "A constant dilemma faced by parents and teachers is when to teach what to specific children." There are two divergent schools of thought. One group maintains that full advantage should be taken of the rapid potential for learning in the early years; therefore, the necessary tools, materials, and techniques must be provided unless these years are to become wasted years. Opposing this viewpoint is a group that looks upon the early years as a time for exploration, discovery, and setting the psychological foundations for learning; they hold that this natural

"playtime" of childhood has its own potential for growth and development which should not be encroached upon.

This delicate balance between what a child can learn and what he should learn at the kindergarten level is a growing concern of early childhood specialists and curriculum planners, and is exemplified in the early reading controversy. On teaching the beginning rudiments of reading before the first grade MacGuinite (1976) says readiness must be a slow and gentle introduction to reading itself with regard to the natural spread in developmental and intellectual levels of kindergarten children. The possibility for an appropriate scale and pace of instruction is the only valid argument for early reading instruction. Early screening for potential learning problems and adjustments in curriculum for individual children is a necessity (Bradley, 1975).

It is imperative that those involved in curriculum instruction (teachers, administrators, parents, and the lay community) have well defined goals and objectives that are compatible with community educational opportunities, the natural learning processes of young children, and the educational philosophy of the community. The next unit considers the deprivation of these goals.

The Role of the Teacher in Curriculum Planning

According to Goodlad (1966) little is done to determine the ultimate aims of education, rather, there is a composite of aims

derived from various disciplines. In re-defining curriculum the process becomes circular -- goals in particular disciplines are re-examined with no extension of the established curriculum. This "entrenchment" of curriculum preserves the "what is" to the exclusion of "what should possibly be". Moreover, if what students ought to learn is determined on the basis of what can be learned by the majority, curriculum planners are faced with limitations of time, and selective curricular choices must be made.

Decision-making in the area of curriculum is assuming a broader base and educational leadership is seen as a property of the group. Regardless of the generation of curriculum change it is axiomatic that the classroom teachers largely determine the curriculum in the quality and effectiveness of teacher-learner relationships (Doll, 1970:285).

Who does or who should make decisions about educational objectives is discussed by Louise Tyler (1976). She notes several possible positions which may be taken: (1) the individual closest to the data should make the decision (teachers should make decisions about objectives for a particular group of students), (2) the most capable individual should make the decision (the teacher should make the decision), (3) the individual who is most affected by the decision should make it (individual learners should set their own goals and objectives), and (4) the individuals most responsible should make decisions about objectives (parents should make the decisions).

It is becoming a preferred practice to involve all those affected by the decision in some stage of the decision-making process; thus, parents, students, teachers, administrators, school board members, and the lay community may be involved in the derivation of curriculum for a particular school district. One such study (Cabler, 1974) asked parents, principals, and teachers to evaluate the goals for Kentucky's kindergarten program in 1974. Parents placed higher priority on items in the intellectual dimension than did educators who were more inclined to choose affective items in the personal dimension. A counterpart of the study was the assessment of the learning needs of first grade children in which 301 first grade teachers judged economic conditions to have a major effect upon the learning of entering first graders.

Implementation of a minimum objective system in the Hinnesburg Elementary School in Vermont is described by Mildred Hill (1974). Minimum objectives were set for all students at a given grade level in the language arts and mathematics programs. The objectives were determined by the teachers and administrators with the assistance of the State Department of Public Instruction. Each child's progress was charted during the year. The major conclusions were that children achieving below grade level the previous year averaged an improvement of 109 percent and teachers were generally positive about the system. These and other studies illustrate teachers' interest in shaping the

curriculum.

SUMMARY

From Locke to Skinner, Rousseau to Piaget there have been historic differences regarding children's intellectual growth. Today's learning theorists refer to the early years as the determiners of intellectual development, maintaining that lack of stimulation during this vital period hinders mental function. Preschool enrollment was given tremendous impetus following World War II because of changes in family structure -- more working mothers and single parent families -- and the impact of federally funded programs which attempted to reverse the effects of impoverished environments on the cognitive development of young children.

With unprecedented emphasis on the significance of intellectual stimulation in the early years and the proliferation of preschool programs, educational specialists -- encouraged by federal funds -- began an intensive search for alternative curricula and evaluative means to ascertain the impact of various programs over extended periods of time.

Research results indicate the following: (1) there is positive value in preschool education (Mann, 1976), (2) any intervention is usually superior to no treatment if the curriculum is based on a wide range of experience (Weikart, 1971), (3) one curriculum approach

has not been found superior over others (Mann, 1976), and (4) specific benefits are usually attributable to a corresponding specific focus (Bissell, 1972).

The teacher has a vital role in determining curriculum whether on a formal level partaking in the decision-making process or on a practical level actualizing curriculum through student-teacher interaction. Interest in shaping the curriculum, defining objectives, and designing intervention strategies are characteristics of effective teaching.

Chapter 3

PROCEDURES

This study was conducted to evaluate kindergarten objectives in current use in the Butte School District for the purpose of selecting a set of objectives commonly perceived by kindergarten and first grade teachers to be minimum exit skills for kindergarten children and/or minimum entry skills for first grade children.

Following a description of the characteristics of the population, this chapter explains methods of collecting and organizing the data, and the analysis of the data pertinent to the purposes of this study.

Population Characteristics

The population was defined as all kindergarten and first grade teachers who were employed in the Butte School District during the year 1976-77. Seventeen kindergarten teachers and thirty-two first grade teachers were included in the population. Because of the small size of the population, the ease of gathering data, and the value of total representation, no sampling procedure was employed.

Description of the Study

The study was designed to investigate the extent to which kindergarten and first grade teachers concurred in choosing minimum objectives for kindergarten. No attempt was made to differentiate teachers other than teaching level.

The kindergarten objectives considered for evaluation were those designated as Cognitive Skills and Motor Skills on the list of kindergarten objectives used in the Butte School District during the school year 1976-77. Objectives from the Enrichment Skills were not evaluated.

Collection of Data

A survey instrument listing kindergarten objectives was prepared by the Office of the Curriculum Director under the direction of Mr. R. J. Shutey and was given to all kindergarten and first grade teachers. A cover letter from Mr. Shutey explained the purpose of the survey and explicitly outlined procedures for completing the form. In addition, Mr. Shutey personally delivered the form to the principals and the teachers in the seventeen elementary schools in the district. At this time he further clarified the value of the survey and answered questions pertinent to its completion.

Teachers were asked to evaluate each objective in the Cognitive and Motor Skills area on the 1976-77 list of Kindergarten Objectives on one criterion only -- whether they considered the objective to be appropriate or inappropriate for a minimum exit skill for kindergarten children. This was done by checking one of two columns opposite each objective listed. In all, seventy-one objectives were evaluated: thirty-two in the cognitive area and thirty-nine in the motor area.

Space was provided at the end of the form to solicit additional

teacher comment. Forms were returned to the Curriculum Office within two weeks of the reception of the instrument. The return was one-hundred percent.

The reliability of teacher responses was tested by asking twenty teachers to complete the same survey after three months had elapsed since the initial completion. Six kindergarten and fourteen first grade teachers were asked to participate in the second survey. The forms were returned by all teachers. Responses did not vary from the first to the second survey for fourteen of the teachers. The remaining teachers changed responses on less than seven items. Teacher responses on the survey instrument were considered to be sufficiently reliable.

The validity of the instrument was partially dependent upon the degree to which the individual teachers value involvement in curriculum development and perceive their teaching role as affected by curricular changes. The author believes teachers have a high degree of interest in determining segments of curriculum that directly affect learner outcomes within their own sphere of influence; and, moreover, that this natural interest translated into a thoughtful selection of objectives they believe to be appropriate for the children they teach.

An additional appraisal of the face-value validity of the instrument was sought from the members of the investigator's graduate committee: Mr. Donald Holz, Dr. Douglas Herbster, and Dr. Robert J.

Thiebault.

Statistical Hypotheses

To assess the question: Do kindergarten and first grade teachers agree in the selection of appropriate minimum objectives for kindergarten? the following hypotheses were tested:

1. There is no significant difference between kindergarten and first grade teachers in the selection of appropriate minimum objectives for kindergarten in the cognitive and motor areas.

2. There is a significant difference between kindergarten and first grade teachers in the selection of appropriate minimum objectives for kindergarten in the cognitive and motor areas.

Restatement of Questions

The following questions which were not translated into hypothesis form are restated:

1. Was there consistency of response within the kindergarten group of teachers in the selection of appropriate objectives?

2. Was there consistency of response within the first grade group of teachers in the selection of appropriate objectives?

3. Were any implications for curriculum change evidenced?

4. Were any implications for attitudinal change evidenced?

5. Were any implications for a kindergarten retention policy evidenced?

Analysis of Data

The responses of each group of teachers is represented in tabular form. The statistical technique employed for differentiating teacher responses was a Chi-square test for two independent variables. A .05 level of significance was considered acceptable. Calculations were done on a computer to insure accuracy. Where statistical analysis was inappropriate results are described in narrative form.

Summary

This study investigated the selection of appropriate minimum objectives for kindergarten in the Butte Public Schools. The data collected were responses of kindergarten and first grade teachers on a survey instrument prepared by the Office of the Curriculum Director. The intent of the study was to determine if first grade teachers and kindergarten teachers differ significantly in their perception of minimum objectives appropriate for the kindergarten curriculum, and if there is consistency of response within each group. The Chi-square test for two independent variables was used and the results presented in tabular form. Other descriptive analysis was used where it was considered more appropriate.

Chapter 4

ANALYSIS OF DATA

Data was collected to determine whether kindergarten and first grade teachers agree in choosing minimum objectives for a kindergarten curriculum. Two types of analysis were used in interpreting the data. A statistical analysis using the Chi square test for two independent variables was used when this statistic could be calculated from the data given. A descriptive analysis was used when it seemed appropriate. Teacher responses which appeared on the survey instrument are presented in tabular form in the Appendix. Analysis of data pertinent to objectives in the cognitive and motor skills areas are considered separately.

Differences Between Teacher Groups

In answering the question, do kindergarten and first grade teachers agree in selecting minimum objectives in the cognitive area, a null hypothesis of "no difference" was tested using Chi square. Of the thirty-two objectives in the cognitive area, 17 lent themselves to analysis using Chi square. The remaining 15 objectives were treated descriptively.

The results of the statistical analysis pertaining to cognitive skills are given in Table 1. Objectives are listed as they appear in the Master Data Sheet in the Appendix. The value of Chi square is given for 17 objectives. To be significant at the .05 level a Chi

square value of 3.84 must be obtained.

Table 1
A Comparison of Teacher Responses On Cognitive
Objectives Using Chi Square

Objectives	Chi Square
9. Recognize color words	1.76
10. Match letter symbol with letter sound	.34
11. Identify initial consonant sounds	.72
12. Sequence events	2.58
13. Rhyme effectively	.01
15. Print alphabet in Palmer form	.71
17. Write first and last name correctly	.33
18. Use first grade manuscript paper	1.82
22. Space numeral in correct position on number line	1.50
23. Match one-to-one	1.50
24. Recognize each consecutive set is "one more"	.00
25. Recognize a group is greater than a given set	.60
26. Recognize a group is less than a given set	.60
27. Join sets to make more	.13
28. Recognize ordinal positions first-third, last	2.58
31. Identify a penny, nickel, dime	1.92
32. Recognize metric terminology	4.86*

.05 level of significance 1⁰ freedom

*This value is significant at .05 level of significance

Table 1 shows one Chi square to be significant at the .05 level

of significance. A Chi square of 4.86 was obtained for item 32 (Recognize metric terminology). Reference to the Master Data Sheet shows both groups of teachers regarded the inclusion of metric terminology as inappropriate at the kindergarten level, but first grade teachers did so in greater numbers.

The remaining 16 objectives listed in Table 1 supported the null hypothesis that there is no difference between kindergarten and first grade teachers in the selection of appropriate minimum objectives for kindergarten in the cognitive area.

In answering the question, "Do kindergarten and first grade teachers agree in the selection of minimum objectives in the motor area," a null hypothesis of "no difference" was tested by calculating Chi square from teacher responses. Of the 29 objectives in the motor area, 12 objectives lent themselves to analysis using Chi square. The remaining 17 were treated descriptively.

The results of the statistical analysis pertaining to motor skills are given in Table 2. Objectives are listed numerically as they appear in the Master Data Sheet in the Appendix. The value of Chi square is given for 12 objectives in the motor area. To be significant at the .05 level of significance for one degree of freedom a Chi square value of 3.84 must be obtained. Table 2 shows one Chi square to be significant at the .05 level. A Chi square of 4.86 was obtained for item 16 (ability to zipper). Reference to the Master Data Sheet in the

Appendix shows both groups of teachers regarded this as an appropriate skill for kindergarten children, but kindergarten teachers did so in a smaller proportion.

Table 2

A Comparison of Teacher Responses on Motor Skills-
Objectives Using Chi Square

Objective	Chi Square
1. Skip	.12
6. Gallop	1.06
7. Slide	.22
8. Walk a balance beam	1.52
9. Walking up and down stairs alternating feet	.00
10. Throw, catch, and bounce a ball	.12
11. Jump rope	.04
14. Tie shoes	3.55
16. Zipper	4.86*
18. Copy patterns	3.12
26. Copy letters from a separate sheet or book	.66
27. Copy letters from the board	.03
.05 level of significance 1 ⁰ freedom	
*This value is significant at .05 level of significance	

Eleven of the objectives in Table 2 did not meet the test for significance, and therefore, supported the null hypothesis that there is no difference between kindergarten and first grade teachers in the

selection of minimum objectives in the area of motor skills.

In summarizing the statistical analysis of the 29 objectives lending themselves to analysis by Chi square, responses to 2 objectives were shown to differ significantly between the two teacher groups. The remaining responses to 27 objectives did not support the rejection of the null hypothesis.

Consistency Within Teacher Groups

To answer the question, do kindergarten and first grade teachers demonstrate agreement within their teacher groups in selecting minimum objectives for a kindergarten curriculum, a descriptive analysis of their responses was undertaken.

Of 32 objectives in the cognitive area kindergarten teachers unanimously designated 12 objectives as appropriate and deviated by 2 or less responses in selecting 4 more. First grade teachers unanimously chose 10 appropriate objectives and deviated by 2 or less responses in selecting an additional 6 objectives.

Both groups showed high internal consistency in selecting the following objectives in the cognitive area as appropriate kindergarten objectives. Objectives are numbered as noted in the Appendix:

(1) Follow directions, (2) Listen effectively, (3) Auditorially discriminate basic sounds, (4) Attend with interest for longer periods, (5) Use left/right, top/bottom progression, (6) Recognize upper case

alphabet, (7) Recognize lower case alphabet, (8) Recognize basic colors, (16) Print numerals 0-10, (19) Count tactually from 1-10, (20) Match numeral to number of a set, (21) Recognize numerals from 0-10, and (30) Tell locations top-bottom, left-right, etc.

The selection of the following objectives demonstrated the least agreement within the teacher groups: (1) Recognize color words -- kindergarten teachers, (12) Sequence events -- First grade and kindergarten teachers, (17) Write first and last name -- First grade and kindergarten teachers, (24) Recognize each consecutive set contains "one more" -- First grade and kindergarten teachers, (27) Join sets to make more -- First grade and kindergarten teachers, (28) Recognize ordinal positions -- First grade and kindergarten teachers, (25) Recognize a group is greater than a given set -- First grade teachers, (26) Recognize a group is less than a given set -- First grade teachers, and (31) Identify a penny, nickel, and dime -- First grade teachers.

In summary: Each group demonstrated a high degree of agreement in selecting 16 objectives in the cognitive area as appropriate minimum objectives for a kindergarten curriculum. Thirteen of these objectives were perceived as highly appropriate by both groups. Of the 8 objectives where the least agreement was evidenced by either group, 5 objectives were perceived as controversial by both groups. Three objectives were seen as inappropriate by first grade teachers; one objective was marked inappropriate by a majority of kindergarten

teachers.

Of 29 objectives in the motor area kindergarten teachers unanimously agreed in selecting 10 appropriate objectives and deviated by 2 or less responses in selecting 7 additional objectives. First grade teachers chose 12 objectives as appropriate by unanimous agreement and selected an additional 9 objectives deviating by 2 or less responses.

Seventeen objectives were commonly perceived as appropriate by both groups and are listed below as ordered numerically in the Appendix: (3) hop, (4) walk, (5) jump, (7) slide, (9) walk up and down stairs alternating feet, (12) use scissors correctly, (13) hold pencil, chalk, or crayon correctly, (17) turn pages correctly, (19) follow dots, (20) trace, (21) paste, (22) color, (23) write on lines, (24) copy letters and numbers, (25) copy letters and numbers from same sheet, (28) use scissors to cut on lines, and (29) use manipulative materials.

Kindergarten teachers were in least agreement on two objectives: (11) jump rope and (14) tie shoes. First grade teachers were in least agreement on two objectives: (11) jump rope and (8) walk a balance beam. No objective was marked more often as inappropriate by either group.

In summary: Of 29 objectives kindergarten teachers showed a high degree of consistency in choosing 17 appropriate objectives and first grade teachers were highly consistent in selecting 21 objectives. The two groups commonly perceived 17 objectives as being highly

appropriate.

Implications of Teacher Choices

To answer the question, "are there any implications for curriculum change", a descriptive analysis of the data was undertaken. Of 18 objectives listed in the cognitive skills and motor skills areas where divergent opinion was expressed by approximately one-third of the teachers in either group, 11 of these objectives were held to be mutually controversial. Divergent opinion was seen to cluster in the math skills section of the cognitive skills area with 7 of the 14 math skills listed held mutually controversial by both kindergarten and first grade teachers. Another cluster of divergent opinion occurred in the reading skills section with 25 percent to 30 percent of the teachers in both groups marking 4 of the reading objectives inappropriate as minimum kindergarten objectives. These findings warrant a review of the objectives in the math and reading areas with possible revisions.

To answer the question, are there implications for attitudinal changes in either teacher group, a descriptive analysis of the data was undertaken. In general, first grade and kindergarten teachers did not differ significantly in their perception of appropriate minimum objectives for kindergarten. Where there was concurrence among kindergarten teachers in selecting appropriate minimum objectives, first grade teachers tended to select the same objectives as appropriate. Of 40 objectives from the cognitive and motor skills areas which were selected

by 90-95 percent of either group, 30 objectives were held to be mutually acceptable. Of 18 objectives from the combined motor skills and cognitive skills areas where divergent opinion was expressed by 25-30 percent of either group, 11 objectives were held to be mutually controversial. These findings indicated compatibility of teacher attitudes in judging the appropriateness of minimum kindergarten objectives.

To answer the question, are there implications for the formulation of a kindergarten retention policy, a descriptive analysis was used. From the combined motor skills and cognitive skills areas 30 objectives were chosen by 90-95 percent of both groups as acceptable minimum objectives. These objectives were perceived by kindergarten and first grade teachers as appropriate components of a kindergarten curriculum and could be referred to in forming a kindergarten retention policy.

SUMMARY

Data was collected and analyzed to determine if there were significant differences between first grade and kindergarten teachers in choosing minimum objectives for a kindergarten curriculum in the Butte School District. A Master Data Sheet was compiled and appears in the Appendix. A null hypothesis stating there is no difference in the responses of kindergarten and first grade teachers was postulated

and tested using the Chi square test for two independent variables. The responses of teachers to the objectives in the cognitive and motor skills areas were considered separately.

Of the 32 objectives in the cognitive area, 17 lent themselves to analysis using Chi square. A significant difference was found between the two groups of teachers on the recognition of metric terminology as a minimum objective at the kindergarten level. Data on the remaining 16 objectives supported the null hypothesis of "no difference" between the responses of kindergarten and first grade teachers.

Of the 29 objectives in the motor area, 12 lent themselves to analysis using Chi square. A significant difference was found between the two groups of teachers on one objective -- the ability to zipper. The remaining 11 objectives supported the null hypothesis.

In general, only two objectives elicited significantly different responses in the motor and cognitive skills areas where statistical analysis was marked.

A descriptive analysis of teacher responses was undertaken to determine the consistency of responses within each teacher group. Each group was found to be in close agreement in selecting 16 objectives in the cognitive area as appropriate minimum objectives with 13 of these objectives perceived as appropriate by both groups. Of the 8 objectives where the least agreement was evidenced by either group, 5 objectives

were perceived as controversial by both groups.

In the motor area, of 29 objectives kindergarten teachers were consistent in choosing 17 appropriate objectives and first grade teachers were highly consistent in choosing 21 objectives. The two groups commonly perceived 17 objectives as being highly appropriate.

In determining the implications of teacher choices a descriptive analysis was undertaken with the following results:

1. Of 11 objectives held to be mutually controversial by both teacher groups two "clusters" of divided opinion were found in the cognitive skills. In the math area 7 of the 14 objectives listed were marked as inappropriate by 25-30 percent of first grade and kindergarten teachers. In reading skills 4 of 10 objectives were marked inappropriate by 25-30 percent of both groups. A review of objectives in these areas is warranted.

2. Compatibility of teacher attitudes was found in examining the data. In general, first grade and kindergarten teachers did not differ significantly in their perception of kindergarten objectives as appropriate or inappropriate. Of 40 objectives selected as appropriate by 90-95 percent of either group in the cognitive and motor skills areas combined, 30 objectives were commonly held as appropriate minimum skills for a kindergarten curriculum.

3. An examination of the data reveals a "core" of mutually acceptable minimum skills upon which a kindergarten retention policy

could be partially established.

Chapter 5

CONCLUSIONS

This paper is concerned with the history of a particular school district and its transition from a federally funded compensatory pre-school program to a public school kindergarten and the ensuing need to generate curriculum objectives acceptable to the instructional staff, approved by the administration, and compatible with community goals. Initially, a list of kindergarten objectives was constructed by a curriculum committee and piloted in the Butte School District during the 1976-77 school year. The purpose of this study was to conduct an evaluative survey among kindergarten and first grade teachers on the appropriateness of the Butte School District Kindergarten Objectives as perceived by their respective groups and to determine differences between the two groups, consistency among teacher groups, and the implications, if any, of their choices.

A review of the literature pertinent to this study encompasses the development of preschool educational philosophy from Locke to Skinner, and from Rousseau to Piaget. Current learning theories which stress the vital role of early stimulation as a determiner of intellectual development have given impetus to the rapid expansion of kindergarten and preschool programs. Another factor in the growth of the kindergarten movement has been the impact of federal funding on preschool education in a valiant and sometimes frustrated attempt to

reverse the effects of impoverished environments on cognitive development.

Research results indicated that there is positive value in preschool education, that any intervention is usually superior to none, that one curriculum approach has not been found superior to any other, and that specific benefits result from a corresponding specific focus. The teacher's role in determining curriculum is vital, either at the formal decision making level or informally in actualizing curriculum through student-teacher interaction.

This study investigated the selection of appropriate minimum objectives for kindergarten in the Butte public schools. A survey instrument prepared by the Office of the Curriculum Director was used to collect the data necessary to assess kindergarten and first grade teacher responses. The Chi square test for two independent variables was used where this statistic was applicable. Results of the statistical analysis were presented in tabular form. Other descriptive analysis was undertaken to determine consistency of teacher responses within each group and the implications of teacher choices.

The results of the study are briefly detailed below:

1. Where statistical analysis using Chi square was employed only 2 of 29 objectives from the cognitive and motor skills areas had Chi square values significant at the .05 level. The remaining objectives supported the null hypothesis that there is no difference between

kindergarten and first grade teachers in choosing appropriate objectives for a kindergarten curriculum.

2. Kindergarten and first grade teachers tend to concur within their groups in the selection of appropriate objectives or in the rejection of inappropriate objectives. From the combined motor skills and cognitive skills areas 40 objectives were judged appropriate by 90-95 percent of either group with 30 of these objectives held mutually acceptable by both groups.

3. The results of the study indicated controversial "clusters" occurred in the math and reading skills sections in the cognitive area, indicating a review of these objectives may be warranted.

4. Examination of the data indicated a compatibility of teacher attitudes in the perception of minimum kindergarten objectives among first grade and kindergarten teachers. A high incidence of agreement between groups and within teacher groups was found, not only in identifying a core of objectives perceived as highly appropriate by both groups but in pin-pointing "problem" areas for further review.

5. Examination of the data indicated there is a core of objectives commonly accepted by kindergarten and first grade teachers as minimum requirements for successful completion of kindergarten and entrance into first grade. A kindergarten retention policy could include reference to this core of basic minimum skills.

In conclusion, the results of this study supported the

hypothesis that kindergarten and first grade teachers do not differ significantly in their perception of an appropriate kindergarten curriculum, that a review of some of the stated objectives in the current list of kindergarten objectives in the area of math and reading warrant a closer look, and that a common "core" of acceptable minimum objectives was evidenced in the responses of kindergarten and first grade teachers.

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APPENDIXES

APPENDIX A

MASTER DATA SHEET OF TEACHER RESPONSES

Cognitive Skills

Objective	Kindergarten		First Grade	
	A	I	A	I
A = Appropriate I = Inappropriate				
1. Follow directions	17	0	32	0
2. Listen effectively	17	0	32	0
3. Auditorily discriminate basic sounds	15	2	32	0
4. Attend with interest for longer periods	15	2	32	0
5. Use left-right, top-bottom progression	17	0	32	0
6. Recognize upper case alphabet	17	0	32	0
7. Recognize lower case alphabet	17	0	32	0
8. Recognize basic colors	17	0	32	0
9. Recognize color words	9	8	23	9
10. Match letter symbol with letter sound	12	5	25	7
11. Identify initial consonant sounds	12	5	26	6
12. Sequence events	11	6	13	19
13. Rhyme effectively	14	3	26	6
14. Identify visual similarities and differences	17	0	32	0
15. Print alphabet in Palmer form	14	3	29	3
16. Print numerals from 0-10	17	0	32	0
17. Write first and last name correctly	11	6	18	14
18. Use first grade manuscript paper	13	4	29	3
19. Count tactually from 0-10	17	0	32	0

Objective		Kindergarten		First Grade	
A = Appropriate	I = Inappropriate	A	I	A	I
20.	Match numeral to number of a set	17	0	31	1
21.	Recognize numerals from 0-10	17	0	32	0
22.	Space numeral in correct position on number line to 10	16	1	26	6
23.	Match one-to-one	16	1	26	6
24.	Recognize each consecutive set contains "one more"	11	6	21	11
25.	Recognize a group is greater than number in a given set	12	5	19	13
26.	Recognize a group is less than number in a given set	12	5	19	13
27.	Join sets to make more	11	6	19	13
28.	Recognize ordinal positions -- first thru third, last	11	6	13	19
29.	Recognize a square, circle, triangle and rectangle	17	0	30	2
30.	Tell locations -- top/bottom, left/right, etc.	17	0	30	2
31.	Identify penny, nickel, dime	12	5	16	16
32.	Recognize metric terminology	5	12	2	30
Motor Skills					
1.	Skip	14	3	25	7
2.	Run	13	4	32	0
3.	Hop	17	0	32	0
4.	Walk	16	1	32	0
5.	Jump	16	1	32	0
6.	Gallop	15	2	25	7
7.	Slide	16	1	31	1

Objective	Kindergarten		First Grade	
	A = Appropriate	I - Inappropriate	A	I
8. Walk a balance beam	14	3	21	11
9. Walk up and down stairs alternating feet	16	1	32	0
10. Throw, catch and bounce a ball	13	4	23	9
11. Jump rope	9	8	16	16
12. Use scissors correctly	17	0	31	1
13. Hold pencil, chalk or crayon correctly	15	2	32	0
14. Tie shoes	11	6	28	4
15. Button	13	4	32	0
16. Zipper	12	5	30	2
17. Turn pages correctly	16	1	32	0
18. Copy patterns	14	3	31	1
19. Follow dots	16	1	32	0
20. Trace	17	0	31	1
21. Paste	17	0	32	0
22. Color	17	0	32	0
23. Write on lines	17	0	31	1
24. Copy letters and numbers	17	0	32	0
25. Copy letters and numbers from same sheet	17	0	31	1
26. Copy letters from a separate sheet or book	13	4	23	9
27. Copy letters from the board	14	3	27	5
28. Use scissors to cut on lines	17	0	31	1
29. Use manipulative materials (clay, puzzles, etc.)	17	0	32	0

APPENDIX B

KINDERGARTEN DATA RETRIEVAL

An evaluation of the Kindergarten Objectives, currently being used in the district, is requested for the purpose of (a) providing a data summary of achievement levels within the framework of the given objectives, (b) presenting the school district with a set of minimal standards for the successful completion of kindergarten, and (c) creating additional opportunity for "teacher input" in the formalization of Kindergarten Objectives.

For each objective listed you are asked to indicate the number of students at each achievement level and whether you consider the objectives appropriate or inappropriate. The objectives are stated under three general areas: Cognitive Skills, Motor Skills and Enrichment Skills. It is recognized that teacher evaluation will be more objective in the cognitive area and become increasingly more subjective in the enrichment area.

Use the following key to evaluate objectives where possible. A rating of:

- 1 - indicates mastery or high level achievement.
- 2 - indicates good progress toward mastery.
- 3 - indicates inadequate achievement or non-achievement.

A - Indicates an appropriate objective.

I - Indicates an inappropriate objective.

The total number of children is the combined total of A.M. & P.M. classes, e.g., approximately 50. For you this number is _____.

Following the summary there will be space for teacher comment, changes, deletions, additions etc., to the list of Kindergarten Objectives.

Sample Evaluation:

Objective	1	2	3	A	I
Recognize lower case alphabet	35	11	4	✓	

PART I COGNITIVE SKILLS

Students completing kindergarten should minimally be expected to:

A. LISTENING SKILLS

	1	2	3	A	I
Follow directions					
Listen effectively					
Auditorily discriminate basic sounds					
Attend with interest for increasingly longer periods					

Cognitive Skills (cont.)

B. READING SKILLS

	1	2	3	4	5
Use left-right, top-bottom progression					
Recognize upper case alphabet					
Recognize lower case alphabet					
Recognize basic colors					
Recognize color words					
Match letter symbol with letter sound					
Identify initial consonant sounds					
Sequence events					
Rhyme effectively					
Identify visual similarities and differences					
C. <u>WRITING SKILLS</u>					
Print alphabet in Palmer form					
Print numerals from 0-10					
Write first and last name correctly					
Use first grade manuscript paper					
D. <u>MATH SKILLS</u>					
Count tactually from 0-10					
Match numeral to number of a set.					
Recognize numerals from 0-10					
Space numeral in correct position on number line to 10					
Match one-to-one					
Recognize each consecutive set contains "one more" than the previous set.					

Cognitive Skills (cont.)

D. MATH SKILLS (cont.)

	1	2	3	A	I
Recognize a group is greater than the number in a given set					
Recognize a group is less than the number in a given set.					
Join sets to make more					
Recognize ordinal positions first, second, third, last and next to last					
Recognize a square, rectangle, triangle, circle.					
Tell locations--top/bottom, left/right, etc.					
Identify a penny, nickel, dime.					
Recognize metric terminology					

PART II
MOTOR SKILLS

The following objectives are minimal only in that gross deficiencies in motor development may be an impediment to academic performance or reflect developmental immaturity.

A child completing kindergarten should be able to:

A. LARGE MUSCLES

	1	2	3	A	I
Skip					
Run					
Hop					
Walk					
Jump					
Gallop					
Slide					
Walk a balance beam					

A. LARGE MUSCLES (Cont.)

	1	2	3	4	5
Walking up and down stairs alternating feet					
Throw, catch and bounce a ball					
Jump rope					

B. SMALL MUSCLES

	1	2	3	4	5
Use scissors correctly					
Hold pencil, chalk or crayon correctly					
Tie shoes					
Button					
Zipper					
Turn pages correctly					

C. EYE HAND COORDINATION

	1	2	3	4	5
Copy patterns					
Follow Dots					
Trace					
Paste					
Color					
Write on lines					
Copy letters and numbers					
Copy letters and numbers from same sheet					

C. EYE HAND COORDINATION (cont.)

	1	2	3		A	I
Copy letters from a separate sheet or book						
Copy letters from the board						
Use scissors to cut on lines						
Use manipulative materials (clay, puzzles, etc.)						

PART III
ENRICHMENT SKILLS

The following objectives are not minimal but are considered desirable counterparts to the academic program. The following scale applies to this section:

- E: Class exposed to skill
 N: Class not exposed to skill
 A: Appropriate Objective
 I: Inappropriate Objective

A child completing kindergarten should optimally have been exposed to:

A. ART SKILLS

	E	N		A	I
Line					
Form					
Color					
Texture					
Step Drawings					
Variations in media					

B. MUSIC SKILLS

	I	II		A	I
Learning simple melodies by note					
Listening for tones in music (high, low, loud, soft)					
Listening for mood expression in music					
Listening for similar phrases					
Rhythms--clapping, marching, instruments					
Rhythm games					
Simple folk dances					

A child completing kindergarten should:

C. SOCIAL SKILLS:

	E	II		A	I
Work and play well with others					
Be willing to share and take turns					
Have respect for authority and school rules					
Sit quietly to listen to teacher and other students					
Take correction					
Learn manners (thank you, please, I'm sorry, etc.)					
Work independently with minimum assistance					
Have clean body habits					
Know how to wash hands after using toilet and before eating					
Know how to stand in lines					
Be toilet trained					
Take care of property (books, crayons, etc.)					
Have self-discipline and self control					

C. SOCIAL SKILLS (cont.)

	I	II	A	I
Have self-expression				
Show interest in exploration				
Assume responsibility				
Participate in classroom discussions				
Take positive attitude toward assignments				
Have respect for self as well as others.				
Enjoy working				
Feel and accept approval				
Enjoy simple directions and be proud of ability to carry them out				

D. GENERAL SKILLS

KNOW:

	I	II	A	I
Own address				
Telephone number				
Days of week				
Months				
Clock				

PART IV

GENERAL COMMENTS: (Use reverse side if necessary)