### Ready to Learn Initiative

## Observation Tool and

### **Assessment Battery**

This material was part of the *Ready to Learn Initiative* evaluation study, conducted from January–June 2009 by Education Development Center, Inc.'s Center for Children and Technology and SRI International's Center for Technology in Learning, and funded by the U.S. Department of Education and the Corporation for Public Broadcasting, in partnership with the Public Broadcasting Service. For more information, contact Shelley Pasnik, director, EDC/CTL (sp@edc.org), or William Penuel, director of evaluation research, SRI/CTL (william.penuel@sri.com).



### **Raising Readers**

### Early Language & Literacy Classroom Observation Record

**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

Observer name: (first)	(last)
School District / Parent Organization name:	
Center name:	
Lead Teacher name: (first)	(last)
Observation date: / / / / / / / / / / / / / / / / / / /	
Start time: AM End time: (hour:minute) PM (hour:minute)	: AM Number Number Number of girls: Of boys:
Percentage of time English was spoken by teacher(	s) during group activities: %
Percentage of time English was spoken by teacher(	s) to individual children: %
Languages other than English that were used by tea	achers during the observation: (Mark [X] all that apply.)
☐ Spanish ☐ Mandarin ☐ Vietnamese ☐ Other	(please specify):

### **Score Form**

(Circle the score for each item and enter that score in the boxes to the right of each)



Section III:	The La	anguag	e Envi	onment		Section	V: Print	and Ea	rly Writi	ng	
8. Discourse	e climat	<b>e</b> 3	2	1		17. <b>Early</b> \	_	vironm	ent 2	1	
9. <b>Opportun</b> 5	ities for	extend	ed con	versation	is	18. <b>Suppo</b>		Idren's v	writing 2	1	
10. <b>Efforts to</b>	build v	ocabula 3	1 <b>ry</b> 2	1		19. <b>Enviro</b>		print 3	2	1	
11. <b>Phonolog</b> 5	gical aw 4	areness	2	1						Sub	total
Section IV:	: Books	s and B	ook Re		total	Overall classroo	om envir	onmen		X] one on	-
12. Organiza	tion of b	ook are	a			NOTES:					
5	4	3	2	1							
13. Characte 5	ristics o	of books	2	1							
14. Books fo	r learnir	na									
5	4	3	2	1							
15. Approach	nes to b	ook rea	ding								
5	4	3	2	1							
16. <b>Quality o</b>	f book r 4	eading 3	2	1	0						
				Sub	total						

ID:								
			l					1

### **PBS KIDS Early Literacy Project**

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Asse	sso	r na	ame	<b>e:</b>			I		1	1	ı	ı	T	ı	ı		ı			1			ı	ı			
Child	naı	ne:																									
Date	of A	SS	ess	me	ent:	(MI	M/D	D/Y	ΥY	Y)																	
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Notes order										tere	d in	the	e tes	sting	pro pro	oces	ss o	or pr	oce	dura	al ch	ang	ges	mad	le to	o the	
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### NAME LETTERS (page 1 of 2)

Warm Up Administration:  □ Said, "As [NAME OF TEACHER] said, my name is [YOU activities we can do together. I'll ask you questions as read a story together. Does that sound all right?"	
☐ If the child indicated she or he was willing to proceed, asked ☐ "OK. What's your name?" ☐ "How old are you?" ☐ "When is your birthday?" ☐ "What is your teacher's name here at school?" ☐ "What is your favorite thing about your school?"	d the following questions:
If the child was able to answer questions without difficulty, p task.	proceeded to the Name Letters
OR	
<ul> <li>In the unlikely case that you were unable to establish rappo</li> <li>Said, "You don't seem like you want to work on these Let's take a break now. We can try the activities again talking with me."</li> <li>Returned the child to the teacher and turned to the next child that wasn't able to participate the first time at least complete the assessment.</li> </ul>	se activities now. That's OK. hin later today. Thank you for t child on my roster. Gave each
Materials: ☐ Magnetic letter set(s) ☐ Metal tray	
Name Letters Administration:	
ITEM 1 ☐ Said, "Will you tell me your name again?" ☐ If the child answered, proceeded.	Assign 1 point if the child responded with her or his name.
<ul> <li>ITEM 2</li> <li>□ Said, "Thank you! Can you tell me any of the letters that are in your name?"</li> <li>□ If the child did not respond within 10 seconds, proceeded to the next item.</li> </ul>	Assign 1 point if the child said some letters of her or his name.
☐ If the child responded but wasn't able to provide all the letters, said, "Can you think of any other letters that are in your name?" [Provided this prompt ONLY ONCE.] If the child answered, proceeded.	Used prompt?  Yes



### NAME LETTERS (page 2 of 2) ITEM 3 0 🗌 ☐ Placed the tray and letters on the table. The tray contained the FIRST 3 Number of letters letters in the child's name, plus 3 randomly selected letters. The letters 1 🔲 correctly identified by were placed randomly but neatly in a row. 2 🗌 child out of 3? If the child's name contained only 2 letters, randomly selected 2 3 □ additional letters. OR \_\_\_\_\_ ☐ Said. "Here are some letters that might be in your name. When I 0 🗆 point to them, tell me if they are in your name or if the are not in Number of letters your name." correctly identified by 1 □ ☐ Pointed to each letter in turn. If the child did not respond within 10 child out of 2? 2 seconds, proceeded to the next letter. ITEM 4 Assign 1 point if the child 0 🗆 ☐ Placed the letters of the child's name in random order on the tray. correctly identified the first 1 □ □ Said, "OK. Your name is [CHILD'S NAME]. Here are the letters that I letter of her or his name. think are in your name. What letter do you think comes at the start of your name?" No 🗌 ☐ If the child did not respond within 30 seconds, said, "Can you pick up Used prompt? the letter you think might come at the start of your name?" Yes 🗌 [Provided this prompt ONLY ONCE.] ☐ If the child made a selection, proceeded to ITEM 5. No 🗌 ☐ If the child WAS NOT able to make a selection, proceeded to the Sound Proceeded to Item 5? Awareness assessment on the next page. Yes 🗌 ITEM 5 Assign 1 point if the child 0 🗆 • Once the child made a selection, placed the remaining letters after the knew the spelling was letter the child has chosen randomly so they DO NOT spell out the name. 1 🔲 incorrect. ☐ Said, "OK. Take a look at these letters all together. Do these letters spell your name?" ☐ If the child indicated that this was the correct spelling of his/her name, proceeded to the Sound Awareness assessment on the next page. No 🗌 Proceeded to Item 6? ☐ If the child indicated that this WAS NOT the correct spelling of his/her Yes name, proceeded. ITEM 6 ☐ Arranged the letters to spell the child's name on the tray. ☐ Said, "OK. Take a look at the letters all together now. Do these letters spell your name?" Assign 1 point if the child 0 □ ☐ If the child indicated that the spelling was incorrect, said, "OK. Show me knew the spelling was 1 🔲 where you think the letters should be to spell your name." correct. ☐ When the child said yes or indicated the task was complete, said, "Thank you! You're working really hard." and proceeded to the Sound Awareness assessment on the next page.



### PALS BEGINNING SOUND AWARENESS (page 1 of 4)

Materials: ☐ Used the timer.
<ul> <li>Training Administration:</li> <li>□ Said, "I am going to say a word and we will listen for the beginning sound. The beginning sound is the sound the word starts with when you say the word. I want you to tell me the beginning sound. We will do a few together first."</li> </ul>
☐ Used variations for each item: "We are going to listen for how the word starts." OR "We are listening for what sound the word starts with." OR "What sound do you hear coming out of your mouth at the beginning of the word?"
□ Showed the child the picture of the man and said, "The first word is man. Say the word man with me. Mmman. I feel my mouth make an /m/ sound at the beginning when I say the word mmman. Watch my lips: mmman. Now you say it: mmman. Can you feel the /m/ sound on your lips when you say the first sound of the word man? Say the first sound with me: /m/. The word man starts with the /m/ sound." Placed the picture of the man on the table.
Showed the child the picture of the sock and said, "This is a picture of a sock. Say: sssock. What sound does sssock begin with? Sssock starts with a /s/ sound. Say it with me: /s/. I feel a /s/ sound in my mouth when I say the beginning of the word sssock. Sssock starts with the /s/ sound." Placed the picture of the sock on the table next to the picture of the man. Said, "I am going to put sock next to man because sssock starts differently than mmman. Sock starts with /s/."
Showed the child the picture of the bag and said, "This is a picture of a bag. Say it with me: bag. What sound do you feel on your lips when you start to say the word bag? I feel a /b/ sound when I start to say the word bag. Bag starts with a /b/ sound. Say the sound with me: /b/. Bag. The first sound in bag is /b/." Placed the picture of the bag on the table next to the picture of the sock. Said, "I am going to put bag next to sock and man because bag starts differently than sssock and mmman. Bag starts with the /b/ sound. Sock starts with the /s/ sound. Man starts with /m/."
Showed the child the picture of the sink and said, "This is a picture of a sink. Say it with me: sssink. What sound do you feel in your mouth when you start to say the word sink? I feel a /s/ sound in my mouth. Sssink starts with a /s/ sound. Say the sound with me: /s/." The first sound in sink is /s/. Placed the picture of the sink on the table below the picture of the sock. Said, "I am going to put the picture of the sink below the picture of the sock because they both start with the same sound. Sssink and sssock both start with /s/."
Scoring Notes: Score the child's first oral response. A correct response is either the letter sound or the letter name. If the child responds with the letter name, model the letter sound by saying, "That's right. Bird does begin with a B. Bird starts with a /b/ sound."

### PALS BEGINNING SOUND AWARENESS (page 2 of 4)

### Correctly sorted picture cards



### PALS BEGINNING SOUND AWARENESS (page 3 of 4)

st Administration:  1. Said, "This is a picture of <i>milk</i> . Say the word <i>milk</i> . What sound do you feel on your lips when you start to say the word <i>mmmilk</i> ? What sound does <i>mmmilk</i> start with?"  Score the child's first oral response. " <i>Mmmilk</i> begins with a /m/ sound, so I'll put it with the picture of the <i>man</i> . <i>Mmmilk</i> and <i>mmman</i> both start with the /m/ sound."
2. Said, "This is a picture of a ball. Say the word ball. What sound do you feel on your lips when you start to say the word ball? What sound does ball start with?" Score the child's first oral response. "Ball begins with a /b/ sound, so I'll put it with the picture of the bag. Ball and bag both start with the /b/ sound."
3. Said, "This is a picture of the number six. Say the word six. What sound do you feel in your mouth when you say the word sssix? What sound does sssix start with?" Score the child's first oral response. "Sssix starts with a /s/ sound, so I'll put it with the picture of the sink. Sssix and sssink both start with the /s/ sound."
4. Said, "This is a picture of a bird. Say the word bird. What sound do you feel on your lips when you start to say the word bird? What sound does bird start with?" Score the child's first oral response. "Bird begins with a /b/ sound, so I'll put it with the picture of the ball. Bird and ball both start with the /b/ sound."
5. Said, "This is a picture of a <i>map</i> . Say the word <i>map</i> . What sound do you feel on your lips when you start to say the word <i>mmmap</i> ? What sound does <i>mmmap</i> start with?" Score the child's first oral response. " <i>Mmmap</i> starts with a <i>/m/</i> sound, so I'll put it with the picture of the <i>milk</i> . <i>Mmmap</i> and <i>mmmilk</i> both start with the <i>/m/</i> sound.
6. Said, "This is a picture of someone who is sick. Say the word sick. What sound do you feel in your mouth when you start to say the word sssick? What sound does sssick start with?" Score the child's first oral response. "Sssick starts with a /s/ sound, so I'll put it with the picture of the six. Sssix and sssick both start with the /s/ sound."
7. Said, "This is a picture of <i>meat</i> . Say the word <i>meat</i> . What sound do you feel on your lips when you start to say the word <i>mmmeat</i> ? What sound does <i>mmmeat</i> start with?" Score the child's first oral response. " <i>Mmmeat</i> starts with a <i>/m/</i> sound, so I'll put it with the picture of the <i>map</i> . <i>Mmmeat</i> and <i>mmmap</i> both start with the <i>/m/</i> sound.
8. Said, "This is a picture of a bear. Say the word bear. What sound do you feel on your lips when you start to say the word bear? What sound does bear start with?" Score the child's first oral response. "Bear starts with a /b/ sound, so I'll put it with the picture of the bird. Bear and bird both start with the /b/ sound."
9. Said, "This is a picture of a <i>mop</i> . Say the word <i>mop</i> . What sound do you feel on your lips when you start to say the word <i>mmmop</i> ? What does <i>mmmop</i> start with?" Score the child's first oral response. " <i>Mmmop</i> starts with a <i>/m/</i> sound, so I'll put it with the picture of the <i>meat</i> . <i>Mmmmop</i> and <i>mmmeat</i> both start with the <i>/m/</i> sound."

### PALS BEGINNING SOUND AWARENESS (page 4 of 4)

you feel in your mout with?" Score the child	cture of someone who is sad. Say the word sad. What sound do h when you start to say the word sssad? What does sssad start 's first oral response. "Sssad starts with a /s/ sound, so I'll put it Sssad and sssick both start with the /s/ sound."
<ul><li>Provided general prais</li></ul>	e during and after the task (e.g., "You're working really hard!")
☐ Recorded the time and	the number of beginning sounds identified correctly.
■ Recorded the time and	the number of beginning sounds identified correctly.
	Incorrect Correct
	1. milk 0
	2. ball 0
	3. six 0 🗆 1 🗆
	4. bird 0
	5. map 0
	6. sick 0
	7. meat 0
	8. bear 0
	9. mop 0
	10. sad 0
	Sound Awareness Total Correct: / 10
	Total Time: :
	(minutes:seconds):
	Round to nearest second.

### PALS ALPHABET KNOWLEDGE (page 1 of 4)

DADTA II. O. ALLI (D. W.
PART A: Upper-Case Alphabet Recognition
st Administration:
Covered the probe with the cover sheet. Said "I'm going to show you some letters. I would like for you to point to each letter and tell me the name of the letter. Ready?"
Lowered the cover sheet to reveal the first row of letters. Said "Put your finger on the first letter (point to first letter at the top left), and go
across the page (touch each letter in the top row moving from left to right). If you come to a letter that you don't know its name, you may say 'I don't know' and go to the next letter. Okay?"
Helped the child point to the first letter at the top left. Said, "What is this letter?"  Started the timer.
Assisted the child as needed to point to each letter across the row.
Marked [X] the box to the left of any letter correctly identified.  Marked a slash through any letter <u>not</u> identified correctly.
Circled any self-corrected errors.
Prompted with "What is this letter?" if the child failed to answer within <u>3 seconds</u> . Skipped to the next letter if the child did not respond to the previous prompt within an additional <u>2 seconds</u> . (Scored letter as incorrect).
Lowered the cover sheet to reveal the next row of letters and assisted the child as needed to point to each letter across the row. Repeated through the last row OR until
child gave 8 consecutive incorrect answers. Stopped the timer.
Provided general praise after the task (e.g., "You're working really hard!"). Recorded the time and the number of letters identified correctly.

### PALS ALPHABET KNOWLEDGE (page 2 of 4) PART A: Upper-Case Alphabet Recognition $\square$ S M $\Box \mathsf{G}$ $\exists \mathsf{B}$ $\Box Q$ $\neg \mathsf{W}$ $\neg \mathsf{R}$ $\Box \mathsf{C}$ $\neg \mathsf{O}$ $\neg \lor$ $\neg \mathsf{U}$ $\neg \mathsf{P}$ D $\Box \mathsf{A}$ N Z $\square \mathsf{K}$ **Upper-Case Total Correct:** / 26 **Total Time:** (minutes:seconds): Round to nearest second.

### PALS ALPHABET KNOWLEDGE (page 3 of 4)

### **PART C: Letter Sounds**

т	
	aining Administration:
ч	Said "I'm going to show you some more letters and this time I want you to tell me the
_	sound each letter makes. Let's do some together first."
	Displayed the sample page.
	Pointed to the letter M. Said "This is the letter 'M.' I say /mmmm/ because that is the
	sound the letter makes."
	O Said "mmmmm," not "muh."
	Said, "Now, you tell me the sound this letter makes" to prompt the child to say /m/.
	Pointed to the letter 'A.' Said <b>"What sound does this letter make?"</b>
	O The child said / ă / = Said "That's right, 'A' sounds like / ă / as in apple."
	O The child said / $\bar{a}$ / = Said "That's right, 'A' sounds like / $\bar{a}$ / as in able but 'A' has
	another sound. Vowels like the letter 'A' have two sounds. The letter 'A' also sounds
	like / ă / as in apple." Prompted the child to say / ă /.
	O The child said nothing/an incorrect sound = Said "The letter 'A' sounds like / a / as
	in apple." Prompted the child to say / ă /.
	<b></b>
Te	st Administration:
	Covered the probe with the cover sheet.
	Said "Here are some more letters. This time I want you to tell me the sound the
	letters make. Point to each letter and tell me the sound the letter makes. Ready?"
П	Lowered the cover sheet to reveal the first row of letters.
	Said "Put your finger on the first letter (point to first letter at the top left), and go across
_	the page (touch each letter in the top row moving from left to right). If you come to a letter
	that you don't know the <i>sound</i> it makes, you may say 'I don't know' and go to the
	next letter. Okay?
	Helped the child point to the first letter at the top left. Said, <b>"What sound does this letter</b>
_	make?"
	Started the timer.
	Assisted the child as needed to point to each letter across the row.
_	Used the pronunciation guide to score letter sounds. [Scored only short vowel sounds and
	hard consonant sounds for the letters <i>g</i> or <i>c</i> as correct.]
	Marked [X] the box to the left of any letter sounds correctly identified.
	Marked a slash through any letter sounds <u>not</u> identified correctly.
	Circled any self-corrected errors.
ч	Provided the following prompts as needed:
	O Prompted with "What sound does this letter make?" if the child failed to answer
	within <u>3 seconds</u> . Skipped to the next letter if the child did not respond to the previous
	prompt within an additional <u>2 seconds</u> . (Scored letter sound as incorrect).
	O Prompted with "Tell me the sound that this letter makes" if the child named the
	letter. [Used this prompt only once per letter.]
	O Prompted with "What other sound does this letter make?" if the child gave a long
	vowel sound or a soft consonant sound for $g$ or $c$ .
	Lowered the cover sheet to reveal the next row of letters and assisted the child as needed
	to point to each letter across the row. Repeated through the last row.
	Stopped the timer.
	Provided general praise after the task (e.g., "You're working really hard!")
	Recorded the time and the number of letter sounds identified correctly.



### PALS ALPHABET KNOWLEDGE (page 4 of 4)

	<u>PART</u>	C: Letter So	ounds	
□В	□S	$\square R$	□F	□W
□Т	О	□J	$\Box A$	□Н
□K	□Sh	$\Box V$		□Р
$\Box Z$	□L	$\Box$ C	□Th	□U
□Е	$\Box D$	$\Box Y$	□G	□N
□Ch				
Pronuncia A as in app	ition Guide le not <u>a</u> pe			
E as in <u>etch</u> I as in <u>igloo</u>				
	opus not <u>o</u> ak			
U as in <u>u</u> mb	<b>orella</b> not <u>u</u> nicorr	1		
C as in <u>c</u> at	not <u>c</u> ity	Letter S	Sounds Total Co	orrect:
G as in gas	not giraffe		Total Time:	: [] nutes:seconds):

### STORY AND PRINT CONCEPTS (page 1 of 6)

Materials:
☐ Used Where's My Teddy? And Other Stories.
Test Administration: ☐ Said "Now I'm going to show you a book and then we'll read it. As I'm reading, I'm going to ask you some questions."
<ul> <li>Read the script and followed the directions exactly. DID NOT ADD OR OMIT WORDS.</li> <li>Wrote a description of the child's response in the spaces provided.</li> <li>Wrote any word said in the verbal responses box or NA if none.</li> </ul>
<ul> <li>○ Wrote description of any action taken in the nonverbal responses box or NA if none.</li> <li>□ Scored each item as directed.</li> </ul>
Item 1 ☐ Hand the book to the child <i>upside down</i> & <i>backwards</i> .
□ Say "Show me the front of the book." ○ If the child turns to the first page, ask "Is there anything that comes before this?"
Item 2 ☐ Say "Now open it up for us to read. Remember, I'm going to be asking you some
questions as I read."
Item 3 ☐ Say "I'll read this story and you help me. Show me where to start reading. Where do I
<ul> <li>begin?"</li> <li>If the child does not respond within <u>5 seconds</u>, say "Where should I begin reading this book? Show me where I should begin." [Provide this prompt ONLY ONCE.]</li> </ul>
Item 4
<ul> <li>□ Read page 1 to the child tracking with your finger under each word as you read.</li> <li>□ Stop at the top of page 3 (Begins "He lost him") and say "Show me where to start."</li> </ul>
Item 5
<ul> <li>Point to "He" and say "I should start here. Which way do I go from here?"</li> <li>If the child does not respond within <u>5 seconds</u>, point to "He" and say "Show me where I should read from here." [Provide this prompt ONLY ONCE.]</li> </ul>



### **STORY AND PRINT CONCEPTS** (page 2 of 6)

	It if the child turns the book over and displays the front cover with the eft and the text right-side up.	0 🗌 1 🗌
Verbal Response		
Nonverbal Response		
ITEM 2 Assign 1 poin	it if child opens the book to the title page or the first page of the story.	0 🗆 1 🗆
Verbal Response		
Nonverbal Response		
ITEM 3 Assign 1 poin	it if child indicates any text <i>(not the picture)</i> .	0 🗆 1 🗆
Verbal Response		
Nonverbal Response		
(NOTE: Items in one respor	at if the child indicates the top left section of text.  s 4 - 6 can be scored together if multiple movements are demonstrated ase.)	0 🗌 1 🗀
Verbal Response		
Nonverbal Response		
ITEM 5 Assign 1 poin	it if child indicates left to right progression.	0 🗆 1 🗆
Verbal		
Response		



### STORY AND PRINT CONCEPTS (page 3 of 6)

<ul> <li>Item 6</li> <li>□ Read "He lost him in the woods somewhere" tracking with your finger under each word as you read.</li> <li>□ Stop reading and keep your finger under the word "somewhere"</li> <li>□ Say "Now, where do I go after this? Where should I read now?"</li> </ul>
<ul> <li>Item 7</li> <li>□ Say "Now you point to each word while I read it."</li> <li>○ If child does not point to "It's" to begin, put your finger under "It's" and say "Point to each word while I read it."</li> <li>□ Read "It's dark and horrible in there" slowly, but fluently.</li> </ul>
Item 8 ☐ Read page 4 ("Help!" said EddieI want my teddy.") ☐ Say "Point to the boy." Help the child find the boy as needed. ☐ Say "How do you think the boy feels about going into the woods."
Item 9 ☐ Read pages 5-18 ("A BEAR!" screamed Eddie.") ☐ At the end of page 18, point to Eddie and ask "Why do you think Eddie screamed?"
Item 10 ☐ Read through to page 24 (last page) [it shows Eddie in a bed with his teddy Freddie]. ☐ Point to Eddie. Ask "What do you think Eddie is doing now?"

### **STORY AND PRINT CONCEPTS** (page 4 of 6)

	t if child indicates returning to the left (2nd line).	0 📙 1 🗀
Verbal Response		
Nonverbal Response		
ITEM 7 Assign 1 poin	t if the child matches the text exactly word by word as you read.	0 🗆 1 🗀
Verbal Response		
Nonverbal Response		
	t if the child answers: "scared" / "frightened" / "upset" / "he wants to go ther related answer.	0 🗆 1 🗆
Verbal Response		
Nonverbal Response		
ITEM 9 Assign 1 point bear is big an related answer	t if child answers: "because he's scared of the bear" / "because the d has sharp teeth" / "because the bear will eat you up" / or another er.	0 🗆 1 🗆
Response  ITEM 9  Assign 1 point bear is big an	d has sharp teeth" / "because the bear will eat you up" / or another	0 🗆 1 🗆
ITEM 9 Assign 1 point bear is big and related answer	d has sharp teeth" / "because the bear will eat you up" / or another	0 🗆 1 🗆
Response  ITEM 9  Assign 1 point bear is big an related answell  Verbal Response  Nonverbal Response  ITEM 10  Assign 1 point	d has sharp teeth" / "because the bear will eat you up" / or another	
Response  ITEM 9  Assign 1 point bear is big an related answell  Verbal Response  Nonverbal Response  ITEM 10  Assign 1 point	t if child answers: "going to sleep" / "hiding in his bed (under the	0



### **STORY AND PRINT CONCEPTS** (page 5 of 6)

<ul> <li>Item 11</li> <li>□ Say "That's the end of this story."</li> <li>□ Hand the book to the child with the cover facing right-side up. Say "This book is called Where's My Teddy? Where do you think it says that?"</li> </ul>	
Item 12 ☐ Point to the author's name. Say "Right here it says Jez Alborough" while running your fingers under the name. [Pronounced as Jehz All-bor-oh] ☐ Ask "What did he do?"	
Item 13 ☐ Say "Tell me what happened in the story." ☐ If the child names only 1-2 part, say "Tell me what else happened in the story."	
<ul> <li>Item 14</li> <li>□ Give the book to the child. Say "Good job. Now, look at the pictures in the book and tell me again what happened in the story." Allow the child to look through the book.</li> <li>○ If child repeats what he/she said previously (in Question 13), say "What else happened in the story?"</li> </ul>	

### STORY AND PRINT CONCEPTS (page 6 of 6)

	t if child points to any print on the		0 🗆 1 🗆 2 🗆
Verbal Response	is it the dring points to any part of	ino uno.	
Nonverbal Response			
	t if child answers: "wrote the book other related answer.	k" / "made up the book" / "is the	0 🗆 1 🗀
Verbal Response			
Nonverbal Response			
	t for each correct story part given	up to 3 points.	1
Nonverbal Response			
	t for any additional correct story parts below.	oarts not given in item 13 <b>0</b> □	1 □ 2 □ 3 □
Nonverbal Response			
Story Parts:		Story and Print Concepts Total Correct:	
1. Eddie lo 2. Eddie's 3. Eddie w 4. Eddie fo	st his teddy in the woods. teddy is named Freddie. as scared to go in the woods. und a large teddy bear. te teddy was too big for Eddie.	<ul> <li>6. A large bear (real) was in t</li> <li>7. The large bear had Fredding</li> <li>8. The bear &amp; Eddie exchang</li> <li>9. The bear &amp; Eddie scared of the large had bear to the large had been to the large had been</li></ul>	e (small teddy). ged teddies. each other.



(End of assessment)



BARCODE LABEL (staff only)

39243

ID:								

### **PBS KIDS Early Literacy Project**

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### NAME LETTERS (page 1 of 2)

Warm Up Administration:  □ Said, "As [NAME OF TEACHER] said, my name is [YOU activities we can do together. I'll ask you questions as read a story together. Does that sound all right?"	
☐ If the child indicated she or he was willing to proceed, asked ☐ "OK. What's your name?" ☐ "How old are you?" ☐ "When is your birthday?" ☐ "What is your teacher's name here at school?" ☐ "What is your favorite thing about your school?"	d the following questions:
If the child was able to answer questions without difficulty, p task.	proceeded to the Name Letters
OR	
<ul> <li>In the unlikely case that you were unable to establish rappo</li> <li>Said, "You don't seem like you want to work on these Let's take a break now. We can try the activities again talking with me."</li> <li>Returned the child to the teacher and turned to the next child that wasn't able to participate the first time at least complete the assessment.</li> </ul>	se activities now. That's OK. hin later today. Thank you for t child on my roster. Gave each
Materials: ☐ Magnetic letter set(s) ☐ Metal tray	
Name Letters Administration:	
ITEM 1 ☐ Said, "Will you tell me your name again?" ☐ If the child answered, proceeded.	Assign 1 point if the child responded with her or his name.
<ul> <li>ITEM 2</li> <li>□ Said, "Thank you! Can you tell me any of the letters that are in your name?"</li> <li>□ If the child did not respond within 10 seconds, proceeded to the next item.</li> </ul>	Assign 1 point if the child said some letters of her or his name.
If the child responded but wasn't able to provide all the letters, said, "Can you think of any other letters that are in your name?" [Provided this prompt ONLY ONCE.] If the child answered, proceeded.	Used prompt?  Yes



### NAME LETTERS (page 2 of 2) ITEM 3 0 🗌 ☐ Placed the tray and letters on the table. The tray contained the FIRST 3 Number of letters letters in the child's name, plus 3 randomly selected letters. The letters 1 🔲 correctly identified by were placed randomly but neatly in a row. 2 🗌 child out of 3? If the child's name contained only 2 letters, randomly selected 2 3 □ additional letters. OR \_\_\_\_\_ ☐ Said. "Here are some letters that might be in your name. When I 0 🗆 point to them, tell me if they are in your name or if they are not in Number of letters your name." correctly identified by 1 □ ☐ Pointed to each letter in turn. If the child did not respond within 10 child out of 2? 2 seconds, proceeded to the next letter. ITEM 4 Assign 1 point if the child 0 🗆 ☐ Placed the letters of the child's name in random order on the tray. correctly identified the first 1 □ □ Said, "OK. Your name is [CHILD'S NAME]. Here are the letters that I letter of her or his name. think are in your name. What letter do you think comes at the start of your name?" No 🗌 ☐ If the child did not respond within 30 seconds, said, "Can you pick up Used prompt? the letter you think might come at the start of your name?" Yes 🗌 [Provided this prompt ONLY ONCE.] ☐ If the child made a selection, proceeded to ITEM 5. No 🗌 ☐ If the child WAS NOT able to make a selection, proceeded to the Sound Proceeded to Item 5? Awareness assessment on the next page. Yes 🗌 ITEM 5 Assign 1 point if the child 0 🗆 • Once the child made a selection, placed the remaining letters after the knew the spelling was letter the child has chosen randomly so they DO NOT spell out the name. 1 🔲 incorrect. ☐ Said, "OK. Take a look at these letters all together. Do these letters spell your name?" ☐ If the child indicated that this was the correct spelling of his/her name, proceeded to the Sound Awareness assessment on the next page. No 🗌 Proceeded to Item 6? ☐ If the child indicated that this WAS NOT the correct spelling of his/her Yes name, proceeded. ITEM 6 ☐ Arranged the letters to spell the child's name on the tray. ☐ Said, "OK. Take a look at the letters all together now. Do these letters spell your name?" Assign 1 point if the child 0 □ ☐ If the child indicated that the spelling was incorrect, said, "OK. Show me knew the spelling was 1 🔲 where you think the letters should be to spell your name." correct. ☐ When the child said yes or indicated the task was complete, said, "Thank you! You're working really hard." and proceeded to the Sound Awareness assessment on the next page.



### PALS BEGINNING SOUND AWARENESS (page 1 of 4)

Materials:  ☐ Used the timer. ☐ Picture cards
<ul> <li>Training Administration:</li> <li>□ Said, "I am going to say a word and we will listen for the beginning sound. The beginning sound is the sound the word starts with when you say the word. I want you to tell me the beginning sound. We will do a few together first."</li> </ul>
☐ Used variations for each item: "We are going to listen for how the word starts." OR "We are listening for what sound the word starts with." OR "What sound do you hear coming out of your mouth at the beginning of the word?"
□ Showed the child the picture of the man and said, "The first word is man. Say the word man with me. Mmman. I feel my mouth make an /m/ sound at the beginning when I say the word mmman. Watch my lips: mmman. Now you say it: mmman. Can you feel the /m/ sound on your lips when you say the first sound of the word man? Say the first sound with me: /m/. The word man starts with the /m/ sound." Placed the picture of the man on the table.
Showed the child the picture of the sock and said, "This is a picture of a sock. Say: sssock. What sound does sssock begin with? Sssock starts with an /s/ sound. Say it with me: /s/. I feel an /s/ sound in my mouth when I say the beginning of the word sssock. Sssock starts with the /s/ sound." Placed the picture of the sock on the table next to the picture of the man. Said, "I am going to put sock next to man because sssock starts differently than mmman. Sock starts with /s/."
Showed the child the picture of the bag and said, "This is a picture of a bag. Say it with me: bag. What sound do you feel on your lips when you start to say the word bag? I feel a /b/ sound when I start to say the word bag. Bag starts with a /b/ sound. Say the sound with me: /b/. Bag. The first sound in bag is /b/." Placed the picture of the bag on the table next to the picture of the sock. Said, "I am going to put bag next to sock and man because bag starts differently than sssock and mmman. Bag starts with the /b/ sound. Sock starts with the /s/ sound. Man starts with /m/."
Showed the child the picture of the sink and said, "This is a picture of a sink. Say it with me: sssink. What sound do you feel in your mouth when you start to say the word sink? I feel an /s/ sound in my mouth. Sssink starts with an /s/ sound. Say the sound with me: /s/." The first sound in sink is /s/. Placed the picture of the sink on the table below the picture of the sock. Said, "I am going to put the picture of the sink below the picture of the sock because they both start with the same sound. Sssink and sssock both start with /s/."
Scoring Notes: Score the child's first oral response. A correct response is either the letter sound or the letter name. If the child responds with the letter name, model the letter sound by saying, "That's right. Bird does begin with a B. Bird starts with a /b/ sound."

### PALS BEGINNING SOUND AWARENESS (page 2 of 4)

### Correctly sorted picture cards



### PALS BEGINNING SOUND AWARENESS (page 3 of 4)

Test Administration:  □ 1. Said, "This is a picture of <i>milk</i> . Say the word <i>milk</i> . What sound do you feel on your lips when you start to say the word <i>mmmilk</i> ? What sound does <i>mmmilk</i> start with?" Score the child's first oral response. " <i>Mmmilk</i> begins with a /m/ sound, so I'll put it with the picture of the <i>man</i> . Mmmilk and mmman both start with the /m/ sound."	
2. Said, "This is a picture of a ball. Say the word ball. What sound do you feel on your lips when you start to say the word ball? What sound does ball start with?" Score the child's first oral response. "Ball begins with a /b/ sound, so I'll put it with the picture of the bag. Ball and bag both start with the /b/ sound."	
□ 3. Said, "This is a picture of the number six. Say the word six. What sound do you feel in your mouth when you say the word sssix? What sound does sssix start with?" Score the child's first oral response. "Sssix starts with an /s/ sound, so I'll put it with the picture of the sink. Sssix and sssink both start with the /s/ sound."	
4. Said, "This is a picture of a bird. Say the word bird. What sound do you feel on your lips when you start to say the word bird? What sound does bird start with?" Score the child's first oral response. "Bird begins with a /b/ sound, so I'll put it with the picture of the ball. Bird and ball both start with the /b/ sound."	
□ 5. Said, "This is a picture of a map. Say the word map. What sound do you feel on your lips when you start to say the word mmmap? What sound does mmmap start with?" Score the child's first oral response. "Mmmap starts with a /m/ sound, so I'll put it with the picture of the milk. Mmmap and mmmilk both start with the /m/ sound.	r
6. Said, "This is a picture of someone who is sick. Say the word sick. What sound do you feel in your mouth when you start to say the word sssick? What sound does sssick start with?" Score the child's first oral response. "Sssick starts with an /s/ sound, so I'll put it with the picture of the six. Sssix and sssick both start with the /s/ sound."	
7. Said, "This is a picture of <i>meat</i> . Say the word <i>meat</i> . What sound do you feel on your lips when you start to say the word <i>mmmeat</i> ? What sound does <i>mmmeat</i> start with?" Score the child's first oral response. " <i>Mmmeat</i> starts with a /m/ sound, so I'll put it with the picture of the <i>map</i> . <i>Mmmeat</i> and <i>mmmap</i> both start with the /m/ sound.	
8. Said, "This is a picture of a bear. Say the word bear. What sound do you feel on your lips when you start to say the word bbbear? What sound does bbbear start with?" Score the child's first oral response. "Bbbear starts with a /b/ sound, so I'll put it with the picture of the bird. Bbbear and bbbird both start with the /b/ sound."	
9. Said, "This is a picture of a mop. Say the word mop. What sound do you feel on your lips when you start to say the word mmmop? What does mmmop start with?" Score the child's first oral response. "Mmmop starts with a /m/ sound, so I'll put it with the picture of the meat. Mmmmop and mmmeat both start with the /m/ sound."	

### PALS BEGINNING SOUND AWARENESS (page 4 of 4)

you feel in your mouth with?" Score the child's with the picture sick. \$	when you start to say the wo first oral response. " <i>Sssad</i> sta ssad and sssick both start w	"You're working really hard!")
S	1. milk	Correct  1

### PALS ALPHABET KNOWLEDGE (page 1 of 4)

	DART A. Unner Cose Alphabet Recognition
	PART A: Upper-Case Alphabet Recognition
	st Administration:
	Covered the probe with the cover sheet. Said "I'm going to show you some letters. I would like for you to point to each
_	letter and tell me the name of the letter. Ready?"  Lowered the cover sheet to reveal the first row of letters.
	Said "Put your finger on the first letter (point to first letter at the top left), and go
	across the page (touch each letter in the top row moving from left to right). If you come to a letter that you don't know its name, you may say 'I don't know' and go
	to the next letter. Okay?"
	Helped the child point to the first letter at the top left. Said, "What is this letter?" Started the timer.
	Assisted the child as needed to point to each letter across the row.
_	Scored the child's initial response by marking [X] INCORRECT or CORRECT in the boxes to the left of each letter.
_	If an initial error was self-corrected, marked [X] CORRECT and circled the correct box.
	If possible, use white out tape at a later time to cover the mark [X] in the INCORRECT box.
	Prompted with <b>"What is this letter?"</b> if the child failed to answer within <u>3 seconds</u> .
_	Skipped to the next letter if the child did not respond to the previous prompt within an additional <u>2 seconds</u> . (Scored letter as incorrect).
_	Lowered the cover sheet to reveal the next row of letters and assisted the child as
	needed to point to each letter across the row. Repeated through the last row OR until child gave 8 consecutive incorrect answers.
	Stopped the timer.
	Provided general praise after the task (e.g., "You're working really hard!"). Recorded the time and the number of letters identified correctly.
	·

### PALS ALPHABET KNOWLEDGE (page 2 of 4)

### PART A: Upper-Case Alphabet Recognition

Mark Incorrect (0) or Correct (1) (for each letter)						
<sup>0</sup> /	<sup>0</sup> /	<sup>0</sup> / <sup>1</sup> S	0 / 1 I			
<sup>0</sup> /	<sup>0</sup> /	0/1L	<sup>0</sup> /			
<sup>0</sup> /	<sup>0</sup> /	<sup>0</sup> /	<sup>0</sup> /			
$\overset{\circ}{\square}$ / $\overset{1}{\square}$ J	<sup>0</sup> /	<sup>0</sup> / <sup>1</sup> O	<sup>0</sup> /			
<sup>0</sup> /	<sup>0</sup> /	0 1 D	<sup>0</sup> /			
<sup>0</sup> <b>/</b>	<sup>0</sup> / <sup>1</sup> Y	<sup>0</sup> /	<sup>0</sup> /			
<sup>0</sup> /	<sup>0</sup> /					

Were you able to ask the child about each letter, that is, all 26?

No 🗌 Yes 🗌

Upper-Case Total Correct: / 26

Total Time: :

(minutes:seconds): Round to nearest second.

### PALS ALPHABET KNOWLEDGE (page 3 of 4)

### **PART C: Letter Sounds**

TART 6. Ester Countag	
<del>-</del>	
Training Administration:	
□ Said "I'm going to show you some more letters and this time I want you to tell me the	
sound each letter makes. Let's do some together first."	
Displayed the sample page.	
Pointed to the letter M. Said "This is the letter 'M.' I say /mmmm/ because that is the	
sound the letter makes."	
O Said "mmmmm," not "muh."	
Said, "Now, you tell me the <i>sound</i> this letter makes" to prompt the child to say /m/.	
Pointed to the letter 'A.' Said "What sound does this letter make?"	
<ul> <li>The child said / ă / = Said "That's right, 'A' sounds like / ă / as in apple."</li> <li>The child said / ā / = Said "That's right, 'A' sounds like / ā / as in able but 'A' has</li> </ul>	
another sound. Vowels like the letter 'A' have two sounds. The letter 'A' also sounds	
like / <b>ă</b> / as in apple." Prompted the child to say / <b>ă</b> /.	
O The child said nothing/an incorrect sound = Said "The letter 'A' sounds like / ă / as	
in apple." Prompted the child to say / ă /.	
in apple. Frompted the child to say / a /.	
Test Administration:	
☐ Covered the probe with the cover sheet.	
☐ Said "Here are some more letters. This time I want you to tell me the sound the letters	
make. Point to each letter and tell me the sound the letter makes. Ready?"	
☐ Lowered the cover sheet to reveal the first row of letters.	
□ Said "Put your finger on the first letter (point to first letter at the top left), and go across	
the page (touch each letter in the top row moving from left to right). If you come to a letter	
that you don't know the sound it makes, you may say 'I don't know' and go to the next	
letter. Okay?	
☐ Helped the child point to the first letter at the top left. Said, "What sound does this letter	
make?"	
☐ Started the timer.	
Assisted the child as needed to point to each letter across the row.	
☐ Used the pronunciation guide to score letter sounds. [Scored only short vowel sounds and	
hard consonant sounds for the letters <i>g</i> or <i>c</i> as correct.]	
□ Scored the child's initial response by marking [X] INCORRECT or CORRECT in the boxes	
to the left of each letter.	
☐ If an initial error was self-corrected, marked [X] CORRECT and circled the correct box. (If possible, use white out tape at a later time to cover the mark [X] in the INCORRECT box.)	
□ Provided the following prompts as needed:	
O Prompted with "What sound does this letter make?" if the child failed to answer	
within <u>3 seconds</u> . Skipped to the next letter if the child did not respond to the previous	
prompt within an additional <u>2 seconds</u> . (Scored letter sound as incorrect).	
O Prompted with "Tell me the sound that this letter makes" if the child named the	
letter. [Used this prompt only once per letter.]	
O Prompted with "What other sound does this letter make?" if the child gave a long	
vowel sound or a soft consonant sound for $g$ or $c$ .	
☐ Lowered the cover sheet to reveal the next row of letters and assisted the child as needed	
to point to each letter across the row. Repeated through the last row or until child gave 8	
consecutive incorrect answers.	
☐ Stopped the timer.	
☐ Provided general praise after the task (e.g., "You're working really hard!")	
Recorded the time and the number of letter sounds identified correctly.	
•	



### PALS ALPHABET KNOWLEDGE (page 4 of 4)

### PART C: Letter Sounds

# Mark Incorrect (0) or Correct (1) (for each sound) □ / □ B □ / □ S □ / □ R □ / □ F □ / □ W □ / □ T □ / □ O □ / □ D

### **Pronunciation Guide**

A as in apple not ape

 ${\bf E}$  as in  ${\bf \underline{e}tch}$  not  ${\bf \underline{e}}$ ach

I as in igloo not ice

O as in octopus not oak

**U** as in <u>u</u>mbrella not <u>u</u>nicorn

C as in cat not city

G as in gas not giraffe

Y as in you not fly

### Were you able to ask the child about each letter, that is, all 26?

No ☐ Yes ☐

Letter Sounds Total Correct: / 26

Total Time: :

(minutes:seconds): Round to nearest second.

### STORY AND PRINT CONCEPTS (page 1 of 6)

Materials: ☐ Used Gossie & Gertie.
<ul> <li>Test Administration:</li> <li>□ Said "Now I'm going to show you a book and then we'll read it. As I'm reading, I'm going to ask you some questions."</li> <li>□ Read the script and followed the directions exactly. DID NOT ADD OR OMIT WORDS.</li> <li>□ Wrote a description of the child's response in the spaces provided.</li> <li>○ Wrote any word said in the verbal responses box or NA if none.</li> <li>○ Wrote description of any action taken in the nonverbal responses box or NA if none.</li> <li>□ Scored each item as directed.</li> </ul>
<ul> <li>Item 1</li> <li>☐ Hand the book to the child <u>upside down</u> &amp; <u>backwards</u>.</li> <li>☐ Say "Show me the front of the book."</li> <li>☐ If the child turns to the first page, ask "Is there anything that comes before this?"</li> </ul>
Item 2 ☐ Say "Now open it up for us to read. Remember, I'm going to be asking you some questions as I read."
<ul> <li>Item 3</li> <li>□ Open book to page 1 if needed. Say "I'll read this story and you help me. Show me where to start reading. Where do I begin?"</li> <li>○ If the child does not respond within 5 seconds, say "Where should I begin reading this book? Show me where I should begin." [Provide this prompt ONLY ONCE.]</li> </ul>
Item 4 ☐ Read page 1-2 to the child tracking with your finger under each word as you read. ☐ Turn to page 3 (Begins "Gossie wears bright") and say "Show me where to start."
<ul> <li>Item 5</li> <li>□ Point to "Gossie" and say "I should start here. Which way do I go from here?"</li> <li>○ If the child does not respond within 5 seconds, point to "Gossie" and say "Show me where I should read from here." [Provide this prompt ONLY ONCE.]</li> </ul>



### **STORY AND PRINT CONCEPTS** (page 2 of 6)

	t if the child turns the book over and displays the front cover with the eft and the text right-side up.	0 🗌 1 🗌
Verbal Response		
Nonverbal Response		
ITEM 2 Assign 1 poin	t if child opens the book to the first page of the story.	0 🗆 1 🗆
Verbal Response		
Nonverbal Response		
ITEM 3 Assign 1 poin	t if child indicates any text <i>(not the picture)</i> .	0 🗆 1 🗆
Verbal Response		
Nonverbal Response		
(NOTE: Items in one respon	t if the child indicates the top left section of text. s 4 - 6 can be scored together if multiple movements are demonstrated use.)	0 □ 1 □
Verbal Response		
Nonverbal Response		
ITEM 5 Assign 1 poin	t if child indicates left to right progression.	0 🗆 1 🗆
Verbal Response		



### **STORY AND PRINT CONCEPTS** (page 3 of 6)

<ul> <li>Item 6</li> <li>□ Read "Gossie wears bright red boots." tracking with your finger under each word as you read.</li> <li>□ Stop reading and keep your finger under the word "boots"</li> <li>□ Say "Now, where do I go after this? Where should I read now?"</li> </ul>
Item 7 □ Say "Now you point to each word while I read it." ○ If child does not point to "Gertie" to begin, put your finger under "Gertie" and say "Point to each word while I read it." □ Read "Gertie wears bright blue boots." slowly, but fluently.
Item 8 ☐ Read pages 4-23 (But Gertie followed a butterfly. "Follow me!" shouted Gossie.") ☐ Say "Point to Gossie." Help the child find Gossie, as needed. ☐ Say "How do you think Gossie feels?"
Item 9 ☐ Read pages 24-28 ("Gossie followed.") ☐ At the end of page 28, point to Gossie and ask "Why do you think Gossie followed Gertie?"
Item 10 ☐ Read through to page 24 (last page) [it shows Gossie & Gertie eating]. ☐ Point to Gossie & Gertie. Ask "What do you think they are doing now?"

### **STORY AND PRINT CONCEPTS** (page 4 of 6)

ITEM 6 Assign 1 poin	t if child indicates returning to the left (2nd line).	0 🗌 1 🗀
Verbal Response		
Nonverbal Response		
ITEM 7 Assign 1 poin	t if the child matches the text exactly word by word as you read.	0 🗌 1 🗀
Verbal Response		
Nonverbal Response		
	t if the child answers: "mad" / "she's angry" / "she wants Gertie to ranother related answer.	0 🗆 1 🗀
Verbal Response		
Nonverbal Response		
Response  ITEM 9  Assign 1 point	t if child answers: "because it's dinnertime" / "she wants to eat" / tie told Gossie to follow her" / or another related answer.	0 □ 1 □
Response  ITEM 9  Assign 1 point		0 🗆 1 🗀
ITEM 9 Assign 1 point because Ger		0 🗆 1 🗀
Response  ITEM 9 Assign 1 point because Ger  Verbal Response Nonverbal Response  ITEM 10		0
Response  ITEM 9 Assign 1 point because Ger  Verbal Response Nonverbal Response  ITEM 10	tie told Gossie to follow her" / or another related answer.	0

### **STORY AND PRINT CONCEPTS** (page 5 of 6)

<ul> <li>Item 11</li> <li>□ Say "That's the end of this story."</li> <li>□ Hand the book to the child with the cover facing right-side up. Say "This book is called Gossie &amp; Gertie. Where do you think it says that?"</li> </ul>
<ul> <li>Item 12</li> <li>□ Point to the author's name. Say "Right here it says Olivier Dunrea" [pronounced as DUN-ray] while running your fingers under the name.</li> <li>□ Ask "What did he do?"</li> </ul>
Item 13 □ Say "Tell me what happened in the story." ○ If the child names only 1-2 part, say "Tell me what else happened in the story."
Item 14 ☐ Give the book to the child. Say "Good job. Now, look at the pictures in the book and tell me again what happened in the story." Allow the child to look through the book. ☐ If child repeats what he/she said previously (in Question 13), say "What else happened in the story?"

### STORY AND PRINT CONCEPTS (page 6 of 6)

Verbal	nts if the child points to any part of the title. 0 1 2
Response	
Nonverbal Response	
	nt if child answers: "wrote the book" / "made up the book" / "is the other related answer. 0 ☐ 1 ☐
Verbal Response	
Nonverbal Response	
See correct s	nt for each correct story part given up to 3 points.  story parts below.  0 □ 1 □ 2 □ 3 [
Verbal Response	
Nonverbal Response	
	nt for any additional correct story parts not given in item 13 s. See correct story parts below. 0 □ 1 □ 2 □ 3 [
Verbal Response	
Nonverbal Response	
	Story and Print Concepts Total Correct:

(End of assessment)



BARCODE LABEL (staff only)

ID:

# **PBS Kids Early Literacy Project**

Class Log SS/SW/BTL 2009 Weeks 1 through 4

Class Log SS/SW/BTL 2009 - Weeks 1 through 4



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

								W	/EE	K 1	- E	3AS	SIC	VIS	SIT I	NF	OR	MA	TIC	N							
Cc	Coach name:																										
Се	Center name:																										
Na	Name of teacher most involved in coaching:																										
Nı	Number of additional teachers involved in coaching (mark [X] one):																										
_	Number of additional teachers involved in coaching (mark [X] one):																										
_																											
	Classroom name:																										
If a	app AN a vis	M cla <b>sit v</b> o vis	ass <b>was</b> sit p	<b>s pl</b> lanr	□ F anr ned	PM oned	clas I <b>for</b> this	ss <b>r th</b> i wee	<b>is w</b> ek		-			but ı	not (	com	nple	ted	[		Com	ple	-	-	o <i>nly.</i> ned	•	
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If i	What was the purpose of this week's visit? (Mark [X] one only.)  Model new activities Colead new activities with the classroom teacher Provide extra help as requested Provide extra help that I initiated Observe activities  If no - Why was the visit not completed as planned?																										

WEEK 1 - ACTIVIT	IES COMP	LETED D	JRING THE	VISIT								
Complete immediately following the visit.  Check here  if you did not visit the classroom this week and cannot complete this section.												
Which videos were shown during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the videos were shown.)  Coach Coach and Teacher												
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos							
a. Jack & the Beanstalk												
b. O videos												
c. Find cover of Jack and the Beanstalk writing OPEN												
d. Jamaica Louise James												
two columns on the left. Mark [X] one in e activities were completed.)	Some or all	None	Coach led	Coach and teacher led	Teacher led							
	completed	completed	activity	activity	activity							
a. Book: Dr. Seuss' ABC												
b. Computer game(s)	Ш	Ш	Ш		Ш							
If the teacher was present for any cactivities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit teacher was n	ry							
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	tions you	•									
Describe any barriers to completing the planned activities this week? Potential barriers include missing or damaged materials, problems with DVD player, television, or DVD, or insufficient time												
available for the activities.		,,,,,,	, , , , , , , , , , , , , , , , , , , ,	,								



Class Log SS/SW/BTL 2009 - Weeks 1 through 4



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— Na	Name of teacher most involved in coaching:																												
	Number of additional teachers involved in coaching (mark [V] one):																												
_	Number of additional teachers involved in coaching (mark [X] one):																												
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#### **WEEK 2 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.	•			lete										
Check here  if you did not visit the classroom this week and called the teacher to complete this section.														
eate of call to complete this section: (MM/DD/YYYY)														
Print the name of each child in the evaluation on the rows below and mark [X] the boxes n each row to indicate the day(s) that the teacher reported the child attended last week.														
Names:			Mon Tue Wed Thu	Fri										
1														
2				_										
2				Ш										
3														
4														
5														
How much time last week did you spend on the following aspects of the project (included)			? (Mark [X] one only Less time than Di											
a. Doing a warm-up (5 min)														
b. Viewing whole episodes of SW! (35 min)														
c. Viewing videos of SS, SW or BTL (75 min)														
d. Doing a hands-on follow up activity (60 min)														
e. Playing computer game (10 min)														
f. Doing a review (5 min)														
How many days last week did children in to provided to you? (Mark [X] one for each show		m view vided	os from the DVD[s	]										
a. Days Sesame Street videos were viewed:	0 1	23	□4 □5 □6	7										
b. Days Super Why videos were viewed:			<u> </u>											
	0 1	□ 2 □ 3	<u> </u>	□ 7										

#### WEEK 2 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children view last week on their own or with you (teacher) present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Jack & the Beanstalk b. O videos c. Find cover of Jack and the Beanstalk, writing OPEN d. Jamaica Louise James If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed with Completed Did not teacher without teacher complete a. Book: Dr. Seuss' ABC

b. Computer game(s)

WEEK 2 - ACTIVIT	TES COMP	LETED DU	JRING THE	VISIT	
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during to left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. Little Red Hen					
b. S & P videos					
c. Read "Not I", Find O in CORN, writing STOP, Change sentence/moo					
d. Bee-bim Bop!					
a Book: Bee-him Bool	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity
activities were completed.)				Coach and	
a. Book: Bee-bim Bop!					
b. Computer game(s)					
If the teacher was present for any cactivities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit teacher was n	у
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	tions you a			
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.					



Class Log SS/SW/BTL 2009 - Weeks 1 through 4



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								W	ΈE	K 3	, - E	BAS	SIC	VIS	ITI	NF	OR	MA	TIC	N							
Co	Coach name:																										
Ce	enter name:																										
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	Tame of teacher most involved in Coaching.																										
<b></b>	Number of additional teachers involved in eaching (mark [V] and):																										
	lumber of additional teachers involved in coaching (mark [X] one):																										
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#### **WEEK 3 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.	, ,													
Check here  if you did not visit the classroom this week and called the teacher to omplete this section.														
Pate of call to complete this section: (MM/DD/YYYY)														
Print the name of each child in the evaluation on the rows below and mark [X] the boxes n each row to indicate the day(s) that the teacher reported the child attended last week.														
Names:			Mon Tue Wed	Thu Fri										
1														
2														
2														
3														
4														
5														
How much time last week did you spend on the following aspects of the project (included)			? (Mark [X] one of Less time than											
a. Doing a warm-up (5 min)														
b. Viewing whole episodes of SW! (35 min)														
c. Viewing videos of SS, SW or BTL (75 min)														
d. Doing a hands-on follow up activity (60 min)														
e. Playing computer game (10 min)														
f. Doing a review (5 min)														
How many days last week did children in to provided to you? (Mark [X] one for each show		m view vided	os from the DV	D[s]										
a. Days Sesame Street videos were viewed:														
a. Days cooding chook naces note notice.	0 1	<u>2</u> 3	□ 4 □ 5 □	6 🗌 7										
b. Days Super Why videos were viewed:	□ 0 □ 1 □ 0 □ 1	□ 2     □ 3       □ 2     □ 3		6										

#### WEEK 3 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Little Red Hen П b. S & P videos c. Read "Not I", Find O in CORN, writing STOP, Change sentence/moo П П d. Bee-bim Bop! If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: Bee-bim Bop! П b. Computer game(s)

WEEK 3 - ACTIVIT	IES COMP	LETED DI	JRING THE	VISIT								
Complete immediately following the visit.  Check here   if you did not visit the classroom this week and cannot complete this section.												
Which videos were shown during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the videos were shown.)												
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos							
a. Jack & the Beanstalk												
b. N videos												
c. Videos from previous week(s)												
d. Writing OPEN, Super Letter S												
e. The Camel Dances												
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity							
				teacher led								
a. Book: Dr. Seuss' ABC												
If the teacher was present for any of the activities, how engaged was the teacher in the activities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Observed in the activity alongside the children  Participated in the activity alongside the children  Describe any interactions you had with the teacher (or teachers) before or after the session with the children. Describe any questions you answered or guidance you provided, as well as the content of the interaction.												
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.												



Class Log SS/SW/BTL 2009 - Weeks 1 through 4



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	applicable, mark [X] one:																												
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	f a visit was planned for this week, was it completed as planned? (Mark [X] one only.)  No visit planned for this week Planned but not completed Completed as planned																												
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#### **WEEK 4 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following questions of the teacher about use of week 3 materials provided. If you are not visiting the classroom this week, call the teacher to complete this section.												
Check here $\ \ \Box$ if you did not visit the classroom this week and called the teacher to complete this section.												
Date of call to complete this section: (MM/	(DD/YYYY)											
	·											
Print the name of each child in the evaluation on the rows below and mark [X] the boxes in each row to indicate the day(s) that the teacher reported the child attended last week.												
Names:			Mon Tue Wed T	hu Fri								
1												
2												
2												
3												
4												
5												
How much time last week did you spend on the following aspects of the project (included)			? (Mark [X] one or Less time than									
a. Doing a warm-up (5 min)												
b. Viewing whole episodes of SW! (35 min)												
c. Viewing videos of SS, SW or BTL (75 min)												
d. Doing a hands-on follow up activity (60 min)												
e. Playing computer game (10 min)												
f. Doing a review (5 min)												
How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)												
a. Days Sesame Street videos were viewed:			D . D - D -									
	0 1	□ 2 □ 3		5 🗌 7								
b. Days Super Why videos were viewed:	□ 0     □ 1       □ 0     □ 1	□ 2     □ 3       □ 2     □ 3	456 456									

#### **WEEK 4 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Jack & the Beanstalk П П b. N videos c. Videos from previous week(s) d. Writing OPEN, Super Letter S e. The Camel Dances If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: Dr. Seuss' ABC

b. Computer game(s)

WEEK 4 - ACTIVIT	IES COMP	LETED DU	JRING THE	VISIT	
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during to left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. Frog Prince					
b. F & R videos					
c. Videos from previous week(s)					
d. Find N in WAND, Super Letter S, Spell FROG					
e. Mole and the Baby Bird					
two columns on the left. Mark [X] one in eactivities were completed.)	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity
a. Book: Mole and the Baby Bird					
b. Computer game(s)					
If the teacher was present for any cactivities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit	ty
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	ions you a	-		
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.					



BARCODE LABEL (staff only)

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Class Log SS/SW/BTL 2009 Weeks 5 through 11

Class Log SS/SW/BTL 2009 - Weeks 5 through 11



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

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	lumber of additional teachers involved in coaching (mark [X] one):  ☐ 0 ☐ 1 ☐ 2 ☐ 3 or more																								
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	applicable, mark [X] one:  ☐ AM class ☐ PM class																								
lf a	☐ AM class ☐ PM class  f a visit was planned for this week, was it completed as planned? (Mark [X] one only.)																								
	□ No visit planned for this week, was it completed as planned? (Mark [X] one only.)																								
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#### **WEEK 5 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following questions of the teacher about use of week 4 materials provided. If you are not visiting the classroom this week, call the teacher to complete this section.												
Check here $\ \square$ if you did not visit the classroom this week and called the teacher to complete this section.												
Date of call to complete this section: (MM/	(DD/YYYY)											
	,											
Print the name of each child in the evaluatin each row to indicate the day(s) that the												
Names:			Mon Tue Wed T	hu Fri								
1												
2												
3												
4												
5												
How much time last week did you spend on the following aspects of the project (included)			? (Mark [X] one or Less time than									
a. Doing a warm-up (5 min)												
b. Viewing whole episodes of SW! (35 min)												
c. Viewing videos of SS, SW or BTL (75 min)												
d. Doing a hands-on follow up activity (60 min)												
e. Playing computer game (10 min)  f. Doing a review (5 min)												
How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)												
a. Days Sesame Street videos were viewed:	□0 □1	□2 □3	□ 4 □ 5 □ 6									
1 5 6 14/1 :1		<u> </u>		<u></u> '								
b. Days Super Why videos were viewed:	0 01	2 3	□4 □5 □6									

#### WEEK 5 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Frog Prince b. F & R videos c. Videos from previous week(s) d. Find N in WAND, Super Letter S, Spell FROG e. Mole and the Baby Bird If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: Mole and the Baby Bird

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b. Computer game(s)

WEEK 5 - ACTIVIT	IES COMP	LETED DU	JRING THE	VISIT									
Complete immediately following the viceheck here if you did not visit the		this week	and cannot	complete this	section.								
Which videos were shown during the left. Mark [X] one in each row for the three													
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos								
a. Little Red Hen													
b. T videos													
c. Videos from previous week(s)													
d. Read "Not I", Find O R N in CORN, writing STOP, Change sentence/moo													
e. Knuffle Bunny													
Which literacy activities were completed during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the activities were completed.)  Some or all None Coach led teacher led activity activity activity													
	completed	completed	activity	activity	activity								
a. Book: Knuffle Bunny													
b. Computer game(s)													
If the teacher was present for any of activities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside.  Describe any interactions you had session with the children. Describe provided, as well as the content of	om the children with the te any quest	Led on the lead of	or directed pa applicable as of the activition	art of the activit teacher was n es efore or afte	y ot present for r <b>the</b>								
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.	•												

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#### **WEEK 6 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.											
Check here if you did not visit the classro complete this section.	oom this week	and called th	e teacher to								
Date of call to complete this section: (MM/	(DD/YYYY)										
Print the name of each child in the evaluation each row to indicate the day(s) that the											
Names:			Mon Tue Wed T	hu Fri							
1											
2											
3											
4											
5											
How much time last week did you spend of the following aspects of the project (included)			? (Mark [X] one or Less time than								
a. Doing a warm-up (5 min)											
b. Viewing whole episodes of SW! (35 min)											
c. Viewing videos of SS, SW or BTL (75 min)											
d. Doing a hands-on follow up activity (60 min)											
e. Playing computer game (10 min)											
f. Doing a review (5 min)											
How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)											
a. Days Sesame Street videos were viewed:	0 1	<u>2</u> 3	□4 □5 □6	5 🗆 7							
b. Days Super Why videos were viewed:	0 1	□ 2 □ 3	□4 □5 □6	5 🗆 7							
c. Days Between the Lions videos were viewed:	0 🗆 1	□ 2 □ 3	□ 4 □ 5 □ 6	5 🗌 7							

#### **WEEK 6 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.)

	Viewed with teacher	Viewed without teacher	Did not view
a. Little Red Hen			
b. T videos			
c. Videos from previous week(s)			
d. Read "Not I", Find O R N in CORN, writing STOP, Change sentence/moo			
e. Knuffle Bunny			

If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.)

······································
☐ Did not view the videos
☐ Viewed but did not talk about the videos
☐ Talked about the videos before viewing
☐ Talked about the videos while viewing
☐ Talked about the videos after viewing

Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.)

	Completed with teacher	Completed without teacher	Did not complete
a. Book: Knuffle Bunny			
b. Computer game(s)			

WEEK 6 - ACTIVITIES COMPLETED DURING THE VISIT											
Complete immediately following the vis Check here  if you did not visit the		this week	and cannot	complete this	section.						
Which videos were shown during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the videos were shown.)											
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos						
a. Hansel & Gretel											
b. A videos											
c. Videos from previous week(s)											
d. Find F R T in Alphabet, Spell RAFT											
e. How to Be											
Which literacy activities were completed during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the activities were completed.)											
	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity						
a. Book: How to Be											
b. Computer game(s)											
If the teacher was present for any of activities? (Mark [X] all that apply.)  □ Engaged in another activity in the roor □ Observed the activity □ Participated in the activity alongside the activity alongside the activity alongside the session with the children. Describe approvided, as well as the content of the activity alongside the session with the children.	m ne children vith the te any quest	Led on the lead of	or directed pa applicable as of the activition	art of the activit teacher was nees es	y ot present for • <b>the</b>						
Describe any barriers to completing include missing or damaged materials, pro available for the activities.											

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	WEEK 7 - BASIC VISIT INFORMATION																												
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	Number of additional teachers involved in coaching (mark [X] one):  0 1 2 3 or more																												
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	If yes - Visit date: (MM/DD/YYYY)  Length of visit: (HH/MM)  : : : : : : : : : : : : : : : : : : :																												
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#### **WEEK 7 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following questions of the teacher about use of week 6 materials provided. If you are not visiting the classroom this week, call the teacher to complete this section.											
Check here $\Box$ if you did not visit the classroom this week and called the teacher to complete this section.											
Date of call to complete this section: (MM/DD/YYYY)											
Print the name of each child in the evaluation on the rows below and mark [X] the boxes in each row to indicate the day(s) that the teacher reported the child attended last week.											
Names:			Mon Tue Wed T	hu Fri							
1											
2											
3											
4											
5											
How much time last week did you spend of the following aspects of the project (included)											
a. Doing a warm-up (5 min)											
b. Viewing whole episodes of SW! (35 min)											
c. Viewing videos of SS, SW or BTL (75 min)											
d. Doing a hands-on follow up activity (60 min)											
e. Playing computer game (10 min)											
f. Doing a review (5 min)											
How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)											
a. Days Sesame Street videos were viewed:	0 1	<u>2</u> 3	456	5 🗌 7							
b. Days Super Why videos were viewed:	□0 □1	<u>2</u> 3	456	i							
c. Days Between the Lions videos were viewed:	□0 □1	<u>2</u> 3 [	<b>]</b> 4	5 🗆 7							

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#### WEEK 7 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Hansel & Gretel П П b. A videos c. Videos from previous week(s) d. Find F R T in Alphabet, Spell RAFT e. How to Be If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: How to Be

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b. Computer game(s)

WEEK 7 - ACTIVITIES COMPLETED DURING THE VISIT											
Complete immediately following the vision Check here if you did not visit the		this week	and cannot	complete this	section.						
Which videos were shown during the left. Mark [X] one in each row for the three											
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos						
a. Frog Prince											
b. G videos											
c. Videos from previous week(s)											
d. Find A N in WAND, Super Letters T, R, A & S, Spell FROG											
e. Are You a Snail?											
Which literacy activities were comp two columns on the left. Mark [X] one in ea activities were completed.)											
a. Book: Knuffle Bunny											
b. Computer game(s)											
If the teacher was present for any or activities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside to	m	☐ Led	or directed pa	art of the activit	у						
Describe any interactions you had vession with the children. Describe provided, as well as the content of the c	any quest	ions you a	•								
Describe any barriers to completing include missing or damaged materials, pro available for the activities.											

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#### **WEEK 8 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.				
Check here if you did not visit the classroomplete this section.	oom this week	and called th	e teacher to	
Date of call to complete this section: (MM/	(DD/YYYY)			
Print the name of each child in the evaluar in each row to indicate the day(s) that the				
Names:	todonor ropo		Mon Tue Wed T	
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				. –
2				Ј Ц
3				
4				
5				
How much time last week did you spend of the following aspects of the project (inclu			? (Mark [X] one on	
a. Doing a warm-up (5 min)				
b. Viewing whole episodes of SW! (35 min)				
c. Viewing videos of SS, SW or BTL (75 min)				
d. Doing a hands-on follow up activity (60 min)				
e. Playing computer game (10 min)				<u> </u>
f. Doing a review (5 min)				
How many days last week did children in provided to you? (Mark [X] one for each show		m view video	s from the DVD	[s]
a. Days Sesame Street videos were viewed:	0 1	□ 2 □ 3	□4 □5 □6	7
b. Days Super Why videos were viewed:	□0 □1	□ 2 □ 3	□4 □5 □6	7

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### **WEEK 8 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

present? (Mark [X] one only per row.)	week on the	air own or with	you
process (many per rem.)	Viewed with teacher	Viewed without teacher	Did not view
a. Frog Prince			
b. G videos			
c. Videos from previous week(s)			
d. Find A N in WAND, Super Letters T, R, A & S, Spell FROG			
e. Are You a Snail?			
<ul> <li>(Mark [X] one only.)</li> <li>☐ Did not view the videos</li> <li>☐ Viewed but did not talk about the videos</li> <li>☐ Talked about the videos before viewing</li> <li>☐ Talked about the videos while viewing</li> <li>☐ Talked about the videos after viewing</li> </ul>			
Which activities did children in this classroom compl you present? (Mark [X] one only per row.)	Completed with teacher	Completed without teacher	Did not complete
a. Book: Knuffle Bunny			
h Computer game(s)	П		

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WEEK 8 - ACTIVIT	IES COMP	LETED DU	JRING THE	VISIT	
Complete immediately following the vi Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during the left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. Tortoise & the Hare					
b. B & L videos					
c. Videos from previous week(s)					
d. Find G O in alphabet, Write BELL, Super Letters N					
e. Worm Paints					
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity
				teacher led	
a. Book: Who Stole the Cookie?					
b. Computer game(s)					
If the teacher was present for any or activities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside to the content of the provided, as well as the content of the activity alongside to the content of the provided of the content of the activity alongside to the content of the content of the content of the activities are activities and the content of the activities are along the content of the activities are activities and the content of the activities are activities and the activities are activities and the activity alongside to	he children with the te any quest	Led Not any acher (or this ions you a	or directed pa applicable as of the activition	art of the activit teacher was n es efore or afte	y ot present for r <b>the</b>

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#### **WEEK 9 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.				
Check here if you did not visit the classro complete this section.	oom this week	and called the	e teacher to	
Date of call to complete this section: (MM/	DD/YYYY)			
/ / /				
Print the name of each child in the evaluation each row to indicate the day(s) that the				
Names:			Mon Tue Wed T	hu Fri
1				
2				
3				
4				
5				
How much time last week did you spend of the following aspects of the project (included)	ding when I w	ras present)?	(Mark [X] one or Less time than	Did not
a. Doing a warm-up (5 min)	suggested	time suggested	suggested	do
b. Viewing whole episodes of SW! (35 min)				
c. Viewing videos of SS, SW or BTL (75 min)				
d. Doing a hands-on follow up activity (60 min)				
e. Playing computer game (10 min)				
f. Doing a review (5 min)				
How many days last week did children in to provided to you? (Mark [X] one for each show.		m view video	s from the DVI	)[s]
a. Days Sesame Street videos were viewed:	0 1	23 [	456	6 7
b. Days Super Why videos were viewed:	□0 □1	<u>2</u> 3	<b>_</b> 4	S □ 7
c. Days Between the Lions videos were viewed:	0 1	<u>2</u> 3	456	6 🗆 7

#### **WEEK 9 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Tortoise & the Hare П П b. B & L videos c. Videos from previous week(s) d. Find G O in alphabet, Write BELL, Super Letters N e. Worm Paints If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: Who Stole the Cookie?

b. Computer game(s)

WEEK 9 - ACTIVIT	TES COMP	LETED D	JRING THE	VISIT	
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during to left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. Hansel & Gretel					
b. I & X videos					
c. Videos from previous week(s)					
d. Find F R T in Alphabet, Spell FIX					
e. Bee-bim Bop!					
	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity
two columns on the left. Mark [X] one in eactivities were completed.)				Coach and	
a. Book: Bee-bim Bop!					
b. Computer game(s)					
If the teacher was present for any cactivities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit	ty
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	tions you			
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.					

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Class Log SS/SW/BTL 2009 - Weeks 5 through 11



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

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#### **WEEK 10 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.							ete
Check here if you did not visit the classro complete this section.	oom this week	and called th	e tea	cher	to		
Date of call to complete this section: (MM/	DD/YYYY)						
Print the name of each child in the evaluatin each row to indicate the day(s) that the							
Names:			Mon	Tue	Wed	Thu	Fri
1							
2			Ш	Ш	Ш	Ш	
3							
4							
5							
How much time last week did you spend of the following aspects of the project (included)	ding when I w	The amount of	(Ma	rk [X] ss time	one o	nly p	per row.
a. Doing a warm-up (5 min)	suggested	time suggested		sugges	stea	'	do
b. Viewing whole episodes of SW! (35 min)							
c. Viewing videos of SS, SW or BTL (75 min)							
d. Doing a hands-on follow up activity (60 min)							
e. Playing computer game (10 min)							
f. Doing a review (5 min)							
How many days last week did children in to provided to you? (Mark [X] one for each show.)		m view video	s fro	m th	e DV	D[s]	l
a. Days Sesame Street videos were viewed:	□0 □1	□ 2 □ 3 □	4	□ 5		6	□ 7
b. Days Super Why videos were viewed:	□0 □1	23	4	□ 5		6	□ 7
c. Days Between the Lions videos were viewed:	0 1	<u>2</u> 3	4	□ 5		6	□ 7

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#### WEEK 10 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.) Viewed with Viewed without Did not teacher teacher view a. Hansel & Gretel П П b. I & X videos c. Videos from previous week(s) d. Find F R T in Alphabet, Spell FIX e. Bee-bim Bop! If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.) ☐ Did not view the videos ☐ Viewed but did not talk about the videos ☐ Talked about the videos before viewing ☐ Talked about the videos while viewing ☐ Talked about the videos after viewing Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.) Completed Completed Did not with teacher without teacher complete a. Book: Bee-bim Bop!

b. Computer game(s)

WEEK 10 - ACTIVI	TIES COMF	PLETED D	URING THE	VISIT	
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during to left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. Tortoise & the Hare					
b. E videos					
c. Videos from previous week(s)					
d. Find G O in Alphabet, Write BELL, Super Letters N					
d. Worm Paints					
Which literacy activities were comptwo columns on the left. Mark [X] one in eactivities were completed.)					
	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity
a. Book: Who Stole the Cookie?					
b. Computer game(s)					
If the teacher was present for any cactivities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit	у
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	ions you a	•		
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.	•				

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Class Log SS/SW/BTL 2009 - Weeks 5 through 11



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WEEK 11 - BASIC INFOR	RMATION	
Coach name:		
Center name:		
Name of teacher who completed log by phone:		
Classroom name:		
■ AM class ■ PM class  WEEK 11 - WEEKLY MEDIA VIEWING AN  Date of call to complete this section: (MM/DD/YYYY)  Print the name of each child in the evaluation on the	e rows below and mark [X	] the boxes
in each row to indicate the day(s) that the teacher rep		Wed Thu Fri
1		
2		
3		
4		
5		

#### **WEEK 11 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

How much time last week did you spend compared to the suggested schedule on each of the following aspects of the project (including when I was present)? (Mark [X] one only per row.)

	More time than suggested	The amount of time suggested	Less time than suggested	Did not do
a. Doing a warm-up (5 min)				
b. Viewing whole episodes of SW! (35 min)				
c. Viewing videos of SS, SW or BTL (75 min)				
d. Doing a hands-on follow up activity (60 min)				
e. Playing computer game (10 min)				
f. Doing a review (5 min)				
How many days last week did children in t	his classroo	m view videos	from the DVC	)[e]

**provided to you?** (Mark [X] one for each show.)

a. Days Sesame Street videos were viewed:	0	<u> </u>	<u> </u>	□3	<u> </u>	□ 5	□ 6	□7
b. Days Super Why videos were viewed:	0	<u> </u>	□ 2	□3	□ 4	□ 5	□ 6	□7
c. Days Between the Lions videos were viewed:	0	<u> </u>	<u> </u>	□3	<u> </u>	□ 5	□ 6	□7

Which videos did children in this classroom view last week on their own or with you

present? (Mark [X] one only per row.)

	Viewed with teacher	Viewed without teacher	view
a. Tortoise & the Hare			
b. E videos			
c. Videos from previous week(s)			
d. Find G O in Alphabet, Write BELL, Super Letters N			
e. Worm Paints			

If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.)

☐ Did not view the videos
☐ Viewed but did not talk about the videos
☐ Talked about the videos before viewing
☐ Talked about the videos while viewing
☐ Talked about the videos after viewing

#### **WEEK 11 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Which activities did children in this classroom complete last week on their own or with you present? (Mark [X] one only per row.)

	Completed with teacher	Completed without teacher	Did not complete
a. Book: Who Stole the Cookie?			
b. Computer game(s)			
Describe any barriers to completing the planned activing include missing or damaged materials, problems with DVD play available for the activities.			

**BARCODE LABEL** (staff only)



ID:																
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Class Log Sid/KE/Peep 2009 Weeks 1 through 4

Class Log Sid/KE/Peep 2009 - Weeks 1 through 4



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

	WEEK 1 - BASIC VISIT INFORMATION																										
Co	oach	า na	ame	e:																							
Се	ente	r n	am	e:																							
Na	ame	of	tea	che	er n	nos	t in	ıvo	lve	d in	co	acl	ning	g:									-	•	.1		
Nı	Number of additional teachers involved in coaching (mark [X] one):																										
_	0																										
_	□ 0 □ 1 □ 2 □ 3 or more  Classroom name:																										
	Classroom name:																										
If a	If applicable, mark [X] one:  ☐ AM class ☐ PM class  If a visit was planned for this week, was it completed as planned? (Mark [X] one only.)  ☐ No visit planned for this week ☐ Planned but not completed ☐ Completed as planned																										
If y	yes	- V	isit	dat	te: / [		1/DL	)   	YYY	<u>'</u>	I			Le [	eng	th o	of v : [	risit	:: (F	<del>1</del> H/I	<i>ЛМ)</i>	)					
If i	What was the purpose of this week's visit? (Mark [X] one only.)  Model new activities Colead new activities with the classroom teacher Provide extra help as requested Provide extra help that I initiated Observe activities  If no - Why was the visit not completed as planned?																										

WEEK 1 - ACTIVIT	IES COMP	LETED DI	JRING THE	VISIT										
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.									
Which videos were shown during to left. Mark [X] one in each row for the three														
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos									
a. My Mushy Banana														
b. Fab Lab: Decayed Pumpkin Investigation														
c. Exploring Small Spaces; Collecting and Sorting														
Were any computer games completed during the visit? (Mark [X] one for the two columns on the left. Mark [X] one for the three columns on the right if some or all of the games were completed.)  Coach and														
Some or all None completed Coach led teacher led activity activity activity														
If the teacher was present for any of the activities, how engaged was the teacher in the activities? (Mark [X] all that apply.)    Engaged in another activity in the room   Led or directed part of the activity   Not applicable as teacher was not present for any of the activities    Participated in the activity alongside the children   any of the activities    Describe any interactions you had with the teacher (or teachers) before or after the session with the children. Describe any questions you answered or guidance you provided, as well as the content of the interaction.														
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.	g the planr roblems with	ned activit DVD player	ies this wee	ek? Potential or DVD, or insu	barriers fficient time									

Class Log Sid/KE/Peep 2009 - Weeks 1 through 4



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

							W	/EE	K 2	: - E	3AS	SIC	VIS	JIT I	NF	OR	MA	TIC	ON								
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													$\prod$									$T_{}$	$T_{}$	$T_{}$			
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— Name	of	tea	che	∟ -r ղ	nos	t in	VO!	lve	⊥ d in		⊥_ vacl	 hin∉	ս։ 		1	1	1	<u> </u>	1								
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				i				<u> </u>	<u> </u>	<u> </u>				<u> </u>					1			<u> </u>					<u> </u>
Number of additional teachers involved in coaching (mark [X] one):																											
01																											
Classroom name:																											
							L			L			$\perp$														
If app Al If a vi	M cl sit	ass was	s pl	□ F anr	PM ∂	clas for	ss r <b>th</b> i	is w		-			<b>con</b> but i	-			-				•	_	-		o <i>nly.</i> ned	)	
lf yes	- <b>V</b>	isit	dat	ie:	(MN	1/DL	)/Y` /[	YYY					Le	eng	th d	of v :	/isit	:: <i>(F</i>	HH/I	ИМ,	)						
	V	- Vha	nt w	าร	the	า	ırp(	ose	of	- thi:	s w	eel	c's v	visi	+?	/Ма	rk [	- X1 o	ne i	onlv	<b>,</b> )						
What was the purpose of this week's visit? (Mark [X] one only.)  Model new activities Colead new activities with the classroom teacher Provide extra help as requested Provide extra help that I initiated Observe activities																											
lf no -	WI	hy v	was	the	e vi	sit	no	t co	mp —	let	ed	as	pla	nne	:d?												
			_				_	_	_	_	_		_	_				_				_			_		_
																											_

### **WEEK 2 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following questions of the teacher about use of week 1 materials provided. If you are not visiting the classroom this week, call the teacher to complete this section.														
Check here $\ \ \square$ if you did not visit the classroom this week and called the teacher to complete this section.														
Date of call to complete this section: (MM/DD/YYYY)														
/ / /														
Print the name of each child in the evaluat in each row to indicate the day(s) that the				_	_									
Names:			Mon	Tue	Wed	Thu	Fri							
3														
How much time last week did you spend c the following aspects of the project (includ	•					ı ead	ch of							
More time than The amount of Less time than Did not														
the following aspects of the project (motati		- ,	Le	ss tim	e than	only	per ro							
a. Doing a warm-up (5 min)	More time than	The amount of	Le	ss tim	e than	only	per ro							
<ul><li>a. Doing a warm-up (5 min)</li><li>b. Viewing whole episodes of Sid (35 min)</li></ul>	More time than	The amount of	Le	ss tim	e than	only	per ro							
a. Doing a warm-up (5 min)	More time than	The amount of	Le	ss tim	e than	only	per ro							
<ul><li>a. Doing a warm-up (5 min)</li><li>b. Viewing whole episodes of Sid (35 min)</li><li>c. Viewing videos of Sid, Kids Explore or Peep</li></ul>	More time than	The amount of	Le	ss tim	e than	only	per ro							
<ul> <li>a. Doing a warm-up (5 min)</li> <li>b. Viewing whole episodes of Sid (35 min)</li> <li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li> </ul>	More time than	The amount of	Le	ss tim	e than	only	per ro							
<ul> <li>a. Doing a warm-up (5 min)</li> <li>b. Viewing whole episodes of Sid (35 min)</li> <li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li> <li>d. Doing a hands-on follow up activity (60 min)</li> </ul>	More time than	The amount of	Le	ss tim	e than	only	per ro							
<ul> <li>a. Doing a warm-up (5 min)</li> <li>b. Viewing whole episodes of Sid (35 min)</li> <li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li> <li>d. Doing a hands-on follow up activity (60 min)</li> <li>e. Playing computer game (10 min)</li> </ul>	More time than suggested	The amount of time suggested	Les	ss tim sugge	e than sted	only Di	d not do							
<ul> <li>a. Doing a warm-up (5 min)</li> <li>b. Viewing whole episodes of Sid (35 min)</li> <li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li> <li>d. Doing a hands-on follow up activity (60 min)</li> <li>e. Playing computer game (10 min)</li> <li>f. Doing a review (5 min)</li> </ul> How many days last week did children in to the computer of the co	More time than suggested	The amount of time suggested	Les	ss tim sugge	e than sted	only Di	d not do							
<ul> <li>a. Doing a warm-up (5 min)</li> <li>b. Viewing whole episodes of Sid (35 min)</li> <li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li> <li>d. Doing a hands-on follow up activity (60 min)</li> <li>e. Playing computer game (10 min)</li> <li>f. Doing a review (5 min)</li> <li>How many days last week did children in the provided to you? (Mark [X] one for each show.</li> </ul>	More time than suggested	The amount of time suggested	Les s	ss timsugge	e than sted	only Di	d not do							

### WEEK 2 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children view last week on their ow (Mark [X] one only per row.)	n or with yo	u (teacher) pres	ent?
(mann programs)	Viewed with teacher	Viewed without teacher	Did not view
a. My Mushy Banana			
b. Fab Lab: Decayed Pumpkin Investigation			
c. Exploring Small Spaces; Collecting and Sorting			
If you viewed videos last week with the children, did  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos?	
Did the children in this classroom complete any gam you present? (Mark [X] one only.)	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

a. Computer game(s)

WEEK 2 - ACTIVIT	IES COMP	LETED DU	JRING THE	VISIT										
Complete immediately following the vice Check here if you did not visit the		this week	and cannot	complete this	section.									
Which videos were shown during the left. Mark [X] one in each row for the three														
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos									
a. My Shrinking Shoes														
b. Fab Lab: Growing Seeds Investigation; Hand-Me-Down Shoes														
c. Experimenting with Seeds														
Some or all None completed Coach led activity Coach and teacher led activity activity activity														
Some or all None Coach led teacher led Teacher led														
a. Computer game(s)														
a. Computer game(s)  If the teacher was present for any of the activities, how engaged was the teacher in the activities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside the children  Description:  In the description of the activity alongside the children  In the description of the activity and any of the activities														
Describe any interactions you had with the teacher (or teachers) before or after the session with the children. Describe any questions you answered or guidance you provided, as well as the content of the interaction.														
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.														

Class Log Sid/KE/Peep 2009 - Weeks 1 through 4



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	WEEK 3 - BASIC VISIT INFORMATION																											
Co	ach	n na	amo	e:																								
Ce	nte	r n	am	e:																								
Na	me	of	tea	che	er m	าดร	t in	vol	vec	d in	CO	ach	nin	a:	1											1		
																						T	T					
<b></b>				-1-1	•1•-		1			•			•			•	<u> </u>				- \			<u> </u>	1			
	Number of additional teachers involved in coaching (mark [X] one): ☐ 0 ☐ 1 ☐ 2 ☐ 3 or more																											
Cia	Classroom name:																											
If a		sit v	was	s pl	_ anr	PM oned	for	r thi			-	<b>vas</b> lann			•			-					_	-		o <i>nly.</i> ned	)	
If y	es	- V	isit	dat	e:	(MN	1/DI	D/Y	YYY	1)				L	eng	th d	of v	isit	:: <i>(F</i>	HH/I	ИМ)	)						
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### **WEEK 3 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.							
Check here if you did not visit the classro complete this section.	oom this week	and called the	e tea	cher	to		
Date of call to complete this section: (MM/	(DD/YYYY)						
Print the name of each child in the evaluatin each row to indicate the day(s) that the				_	_		
Names:			Mon	Tue	Wed	Thu	Fri
1							
2							
3							
4							
5							
How much time last week did you spend of the following aspects of the project (included)	ding when I w	ras present)?	(Mai	rk [X] ss tim	one e than	only	per rou
5	suggested	time suggested	8	sugge	sted		do
a. Doing a warm-up (5 min)					]		
<ul><li>b. Viewing whole episodes of Sid (35 min)</li><li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li></ul>					]		
d. Doing a hands-on follow up activity (60 min)					]		
e. Playing computer game (10 min)					]		
f. Doing a review (5 min)					]		
How many days last week did children in to provided to you? (Mark [X] one for each show.		m view video	s fro	m th	e D\	/D[s	]
a. Days Sid videos were viewed:	□0 □1	<u>2</u> 3	] 4		5 [	] 6	□ 7
b. Days Kids Explore videos were viewed:	□0 □1	<u>2</u> 3 [	<u></u> 4		5 [	] 6	□7
c. Days Peep videos were viewed:	□0 □1	<u>2</u> 3 [	<u></u> 4		5 [	] 6	□ 7

### WEEK 3 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
present: (Mark [X] one only per row.)	Viewed with teacher	Viewed without teacher	Did not view
a. My Shrinking Shoes			
b. Fab Lab: Growing Seeds Investigation; Hand-Me-Down Shoes			
c. Experimenting with Seeds			
d. Peep Plants a Seed			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos:	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 3 - ACTIVITIES COMPLETED DURING THE VISIT											
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.						
Which videos were shown during t left. Mark [X] one in each row for the three											
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos						
a. My Mushy Banana											
b. Fab Lab: Decayed Pumpkin Investigation											
c. Exploring Small Spaces; Collecting and Sorting											
Were any computer games comple the left. Mark [X] one for the three column											
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity						
a. Computer game(s)											
If the teacher was present for any of the activities, how engaged was the teacher in the activities? (Mark [X] all that apply.)  □ Engaged in another activity in the room □ Led or directed part of the activity □ Not applicable as teacher was not present fo □ Participated in the activity alongside the children  any of the activities											
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	ions you a									
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.	g the planr oblems with	ned activit DVD player	ies this wed	e <b>k?</b> Potential or DVD, or insu	barriers fficient time						

Class Log Sid/KE/Peep 2009 - Weeks 1 through 4



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

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lf r	10 -	WI	hy v	was	th	e vi	sit	not	t cc	mŗ	olet	ed	as	pla	nne	d?												

### **WEEK 4 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.							
Check here  if you did not visit the classro complete this section.	oom this week	and called the	e tea	cher	to		
Date of call to complete this section: (MM/I	DD/YYYY)						
/ / /							
Print the name of each child in the evaluat in each row to indicate the day(s) that the				_	_		
Names:			Mon	Tue	Wed	Thu	Fri
1							
2							
3							
4							
5							
How much time last week did you spend c the following aspects of the project (include	ding when I w	ras present)?	(Mai	rk [X] ss tim	one e than	only	per ro
	suggested	time suggested		sugge	sted		do
a. Doing a warm-up (5 min)					] 1		
<ul><li>b. Viewing whole episodes of Sid (35 min)</li><li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li></ul>					] ]		
(73 11111)							_
d. Doing a hands-on follow up activity (60 min)					]		
<ul><li>d. Doing a hands-on follow up activity (60 min)</li><li>e. Playing computer game (10 min)</li></ul>					]		
					]		
e. Playing computer game (10 min)		□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	s fro	m th	] ] ] ne D\	/D[s	
e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t		m view video	s fro	m th		/ <b>D[s</b>	] ]
e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t provided to you? (Mark [X] one for each show.	)		_		5 🗆		

### WEEK 4 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view las present? (Mark [X] one only per row.)	t week on the	eir own or with	you
process (manifely one only per rolly)	Viewed with teacher	Viewed without teacher	Did not view
a. My Mushy Banana			
b. Fab Lab: Decayed Pumpkin Investigation			
c. Exploring Small Spaces; Collecting and Sorting			
<ul> <li>□ Did not view the videos</li> <li>□ Viewed but did not talk about the videos</li> <li>□ Talked about the videos before viewing</li> <li>□ Talked about the videos while viewing</li> <li>□ Talked about the videos after viewing</li> </ul>			
Did the children in this classroom complete any gam you present? (Mark [X] one only.)	es last week  Completed with teacher	On their own or  Completed without teacher	Did not
a. Computer game(s)			

WEEK 4 - ACTIVIT	IES COMP	LETED DU	JRING THE	VISIT						
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.					
Which videos were shown during t left. Mark [X] one in each row for the three										
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos					
a. My Ice Pops										
b. Fab Lab: Frozen Fruit Investigation; Freezing Melting Game										
c. Watching Water Move Things										
d. Fish Museum										
a. Computer game(a)	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity					
a. Computer game(s)  If the teacher was present for any of the activities, how engaged was the teacher in the activities? (Mark [X] all that apply.)  Engaged in another activity in the room Observed the activity Participated in the activity alongside the children  Any of the activities										
Describe any interactions you had session with the children. Describe provided, as well as the content of	any ques	tions you a	•							
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.										
available for the activities.										

BARCODE LABEL (staff only)

14728

ID:

# **PBS Kids Early Literacy Project**

Class Log Sid/KE/Peep 2009 Weeks 5 through 11

Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



**Important note:** Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box. Use block printing when you complete any text or numeric responses. If you wish to change a response, please mark the correct response and CIRCLE it.

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Number of additional teachers involved in coaching (mark [X] one):																											
Number of additional teachers involved in coaching (mark [X] one):  0																											
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					<u> </u>									$\overline{}$	$\overline{}$								T				
If applicable, mark [X] one:  ☐ AM class ☐ PM class  If a visit was planned for this week, was it completed as planned? (Mark [X] one only.)  ☐ No visit planned for this week ☐ Planned but not completed ☐ Completed as planned																											
If y	yes	- <b>V</b> i	isit	da	te: /		1/DI	)   	YYY	<u>'</u>	I			Le	eng	th o	of v   : [	risit	:: <i>(F</i>	<del>1</del> H/I	ИМ)	)					
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#### **WEEK 5 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.	•						
Check here  if you did not visit the classro	oom this week	and called the	e tea	cher	to		
Date of call to complete this section: (MM/I	DD/YYYY)						
/ / /							
Print the name of each child in the evaluat in each row to indicate the day(s) that the					-		
Names:			Mon	Tue	Wed	Thu	Fri
1							
2							
3							
4							
5							
How much time last week did you spend c the following aspects of the project (include			(Mai	'k [X]	one e than	only	
a. Doing a warm-up (5 min)							
b. Viewing whole episodes of Sid (35 min)			$+$ $\vdash$				
					J		
<ul><li>c. Viewing videos of Sid, Kids Explore or Peep (75 min)</li></ul>					]		
(75 min)					]		
(75 min)  d. Doing a hands-on follow up activity (60 min)							
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)		□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	s fro	m th	        e D\	/D[s	
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t		n view video	s fro	m th		/ <b>D[s</b>	
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in toprovided to you? (Mark [X] one for each show.	)				5 [		

### WEEK 5 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
present: (Mark [X] one only per row.)	Viewed with teacher	Viewed without teacher	Did not view
a. My Ice Pops			
b. Fab Lab: Frozen Fruit Investigation; Freezing Melting Game			
c. Watching Water Move Things			
d. Fish Museum			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos:	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
you process (mainty gone only)	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 5 - ACTIVIT	TES COMP	LETED DI	JRING THE	VISIT	
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during the left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. My Shrinking Shoes					
b. Fab Lab: Growing Seeds Investigation; Hand-Me-Down Shoes; Freezing Melting Game					
c. Peep Plants a Seed					
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity
	Some or all completed	None completed	Coach led activity	teacher led activity	Teacher led activity
a. Computer game(s)					
If the teacher was present for any cactivities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit	y
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	tions you	•		
Describe any barriers to completing include missing or damaged materials, pravailable for the activities.					



Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



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#### **WEEK 6 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the others this section.	•														
Check here if you did not visit the classroom this week and called the teacher to complete this section.															
Date of call to complete this section: (MM/L	DD/YYYY)														
Print the name of each child in the evaluation on the rows below and mark [X] the boxes in each row to indicate the day(s) that the teacher reported the child attended last week.															
Names:			Mon	Tue	Wed	Thu	Fri								
1															
2															
3															
3 4															
4	ding when I w	/as present)	? (Ma	rk [X]	one	only	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □								
4 5 How much time last week did you spend c	•		? (Ma	rk [X]	one e than	only <sub>i</sub>	□ □								
4 5 How much time last week did you spend c	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of								
4  How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of per ro								
4  How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of per ro								
4  How much time last week did you spend cathe following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of per ro								
How much time last week did you spend cathe following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of per ro								
4  How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)	ding when I w	ras present)	? (Ma	rk [X]	one e than	only <sub>i</sub>	ch of per ro								
4  How much time last week did you spend cathe following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)	More time than suggested	The amount of time suggested	? (Ma	ss tim sugge	one than sted	only Di	ch of per ro								
4  How much time last week did you spend cethe following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t	More time than suggested	The amount of time suggested	? (Ma	ss tim sugge	one than sted	only Di	ch of per ro								
4  How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in the provided to you? (Mark [X] one for each show.)	More time than suggested	The amount of time suggested	? (Ma	ss tim sugge	one than sted	/D[s	ch of per ro								

#### WEEK 6 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
processing for the straight forms	Viewed with teacher	Viewed without teacher	Did not view
a. My Shrinking Shoes			
b. Fab Lab: Growing Seeds Investigation; Hand-Me-Down Shoes; Freezing Melting Game			
c. Peep Plants a Seed			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos?	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 6 - ACTIVITI	ES COMP	LETED DU	JRING THE	VISIT								
Complete immediately following the vis Check here  if you did not visit the		this week	and cannot	complete this	section.							
Which videos were shown during the visit? (Mark [X] one in each row for the two columns on the left. Mark [X] one in each row for the three columns on the right if some or all of the videos were shown.)  Coach Coach Teacher  Coach And Teacher												
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos							
a. The Perfect Pancake												
b. Freezing Melting Game; Fab Lab: Applesauce Investigation; Pancake Clip												
c. Peep Plants a Seed												
the left. Mark [X] one for the three columns	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity							
a. Computer game(s)												
If the teacher was present for any of activities? (Mark [X] all that apply.)  □ Engaged in another activity in the room □ Observed the activity □ Participated in the activity alongside the	m ne children	☐ Led ☐ Not a	or directed pa applicable as of the activiti	art of the activit teacher was n es	y ot present for							
Describe any interactions you had we session with the children. Describe provided, as well as the content of th	any quest	ions you a	•									
Describe any barriers to completing the planned activities this week? Potential barriers include missing or damaged materials, problems with DVD player, television, or DVD, or insufficient time available for the activities.												

Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



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#### **WEEK 7 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.	•													
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Date of call to complete this section: (MM/I	DD/YYYY)													
Print the name of each child in the evaluation on the rows below and mark [X] the boxes in each row to indicate the day(s) that the teacher reported the child attended last week.														
Names:			Mon	Tue	Wed	Thu	Fri							
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How much time last week did you spend c the following aspects of the project (includ			(Mai	'k [X]	one e thar	only								
a. Doing a warm-up (5 min)					]									
b. Viewing whole episodes of Sid (35 min)					]									
c. Viewing videos of Sid, Kids Explore or Peep														
(75 min)														
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(75 min)  d. Doing a hands-on follow up activity (60 min)					] ] ]									
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	s fro	m th	] ] ] ] ne D\	/D[s								
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	n view video	s fro	m th		/ <b>D[s</b>								
(75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in toprovided to you? (Mark [X] one for each show.	his classroor				5 [	_								

#### WEEK 7 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
process (many part only	Viewed with teacher	Viewed without teacher	Did not view
a. The Perfect Pancake			
b. Freezing Melting Game; Fab Lab: Applesauce Investigation; Pancake Clip			
c. Peep Plants a Seed			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos?	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 7 - ACTIVITI	ES COMP	LETED DU	JRING THE	VISIT							
Complete immediately following the vis Check here  if you did not visit the		this week	and cannot	complete this	section.						
Which videos were shown during the left. Mark [X] one in each row for the three											
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos						
a. My Ice Pops											
b. Fab Lab: Frozen Fruit Investigation; Freezing Melting Game											
c. Experimenting with Seeds											
d. Fish Museum											
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity						
				Coach and							
a. Computer game(s)											
If the teacher was present for any of activities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside the	m	☐ Led	or directed pa	art of the activit	у						
Describe any interactions you had vession with the children. Describe provided, as well as the content of the c	any quest	ions you a	•								
Describe any barriers to completing the planned activities this week? Potential barriers include missing or damaged materials, problems with DVD player, television, or DVD, or insufficient time											
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Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



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#### **WEEK 8 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the others section.														
Check here if you did not visit the classroom this week and called the teacher to complete this section.														
Date of call to complete this section: (MM/L	DD/YYYY)													
Print the name of each child in the evaluation on the rows below and mark [X] the boxes in each row to indicate the day(s) that the teacher reported the child attended last week.														
Names:			Mon	Tue	Wed	Thu	Fri							
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4  How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)	ding when I w	The amount of	? (Ma	rk [X]	one e than	only	ch of							
4  How much time last week did you spend c the following aspects of the project (include a. Doing a warm-up (5 min)	ding when I w	The amount of	? (Ma	rk [X]	one e than	only	ch of per ro							
4  How much time last week did you spend countries the following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep	ding when I w	The amount of	? (Ma	rk [X]	one e than	only	ch of per ro							
How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)	ding when I w	The amount of	? (Ma	rk [X]	one e than	only	ch of per ro							
How much time last week did you spend cathe following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)	ding when I w	The amount of	? (Ma	rk [X]	one e than	only	ch of per ro							
4  How much time last week did you spend countries the following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)	More time than suggested	The amount of time suggested	? (Ma	ess timesugge	one than sted	only Di	ch of per ro							
4  How much time last week did you spend countries the following aspects of the project (includes)  a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in t	More time than suggested	The amount of time suggested	? (Ma	ess timesugge	one than sted	only Di	ch of per ro							
4  How much time last week did you spend countries the following aspects of the project (include a. Doing a warm-up (5 min)  b. Viewing whole episodes of Sid (35 min)  c. Viewing videos of Sid, Kids Explore or Peep (75 min)  d. Doing a hands-on follow up activity (60 min)  e. Playing computer game (10 min)  f. Doing a review (5 min)  How many days last week did children in the provided to you? (Mark [X] one for each show.)	More time than suggested	The amount of time suggested	? (Ma	ess timesugge	one than sted	/D[s	ch of per ro							

#### **WEEK 8 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	week on the	eir own or with	you
processis (manifest one only por rolly)	Viewed with teacher	Viewed without teacher	Did not view
a. My Ice Pops			
b. Fab Lab: Frozen Fruit Investigation; Freezing Melting Game			
c. Experimenting with Seeds			
d. Fish Museum			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing			
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
Jan Parasa (mmi Pagana angy)	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 8 - ACTIVITI	ES COMP	LETED DU	JRING THE	VISIT	
Complete immediately following the vis Check here  if you did not visit the		this week	and cannot	complete this	section.
Which videos were shown during the left. Mark [X] one in each row for the three					
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos
a. No More Changes					
b. Fab Lab: Decayed Pumpkin Investigation; Fab Lab: Applesauce Investigation					
c. Painting with Water; Experimenting with Seeds					
Were any computer games complete the left. Mark [X] one for the three columns			all of the act		
	completed	completed	activity	activity	activity
a. Computer game(s)					
If the teacher was present for any of activities? (Mark [X] all that apply.)  □ Engaged in another activity in the root		Led	or directed pa	art of the activit	у
<ul><li>☐ Observed the activity</li><li>☐ Participated in the activity alongside the</li></ul>	he children		of the activiti	teacher was nees	ot present for
Describe any interactions you had we session with the children. Describe provided, as well as the content of t	any quest	ions you a	-		
Describe any barriers to completing include missing or damaged materials, pro available for the activities.					



Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



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#### **WEEK 9 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

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#### WEEK 9 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
processes (many part only	Viewed with teacher	Viewed without teacher	Did not view
a. No More Changes			
b. Fab Lab: Decayed Pumpkin Investigation; Fab Lab: Applesauce Investigation			
c. Painting with Water; Experimenting with Seeds			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	at the videos.	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	' with
	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 9 - ACTIVIT	TES COMP	LETED DU	JRING THE	VISIT						
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.					
Which videos were shown during to left. Mark [X] one in each row for the three										
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos					
a. The Perfect Pancake										
b. Fab Lab: Applesauce Investigation; Freezing Melting Game; Pancake Clip										
c. Peep Plants a Seed										
Were any computer games completed during the visit? (Mark [X] one for the two columns on the left. Mark [X] one for the three columns on the right if some or all of the activities were completed.)  Some or all None completed completed completed activity activity										
a. Computer game(s)										
If the teacher was present for any cactivities? (Mark [X] all that apply.)  Engaged in another activity in the roo  Observed the activity  Participated in the activity alongside	om the children	☐ Led ☐ Not a	or directed pa applicable as of the activiti	art of the activit teacher was nees	y ot present fo					
Describe any interactions you had session with the children. Describe provided, as well as the content of	any ques	tions you a								
Describe any barriers to completing the planned activities this week? Potential barriers include missing or damaged materials, problems with DVD player, television, or DVD, or insufficient time available for the activities.										
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Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



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#### **WEEK 10 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES**

At the beginning of the visit, ask the following materials provided. If you are not visiting the this section.										
Check here if you did not visit the classro complete this section.	oom this week	and called the	e tea	cher	to					
Date of call to complete this section: (MM/	DD/YYYY)									
Print the name of each child in the evaluat in each row to indicate the day(s) that the				_	_					
Names:			Mon	Tue	Wed	Thu	Fri			
1										
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How much time last week did you spend of the following aspects of the project (include)	•		(Ma	rk [X]	one e than	only				
a. Doing a warm-up (5 min)					]					
b. Viewing whole episodes of Sid (35 min)					]					
c. Viewing videos of Sid, Kids Explore or Peep (75 min)					]					
d. Doing a hands-on follow up activity (60 min)					]					
e. Playing computer game (10 min)					]					
f. Doing a review (5 min)					]					
How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)										
a. Days Sid videos were viewed:	0 1	<u>2</u> 3 [	4		5 [	] 6	□ 7			
b. Days Kids Explore videos were viewed:	□0 □1	□2 □3 [	<b></b> 4		5 [	] 6	□7			
c. Days Peep videos were viewed:	□0 □1	<u>2</u> 3 [	<b>_</b> 4		5 [	] 6	□ 7			

#### WEEK 10 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)

Which videos did children in this classroom view last present? (Mark [X] one only per row.)	t week on the	eir own or with	you
process (many pane any paneany	Viewed with teacher	Viewed without teacher	Did not view
a. The Perfect Pancake			
b. Fab Lab: Applesauce Investigation; Freezing Melting Game; Pancake Clip			
c. Peep Plants a Seed			
If you viewed videos last week with the children, did y  (Mark [X] one only.)  Did not view the videos  Viewed but did not talk about the videos  Talked about the videos before viewing  Talked about the videos while viewing  Talked about the videos after viewing	you talk abo	ut the videos?	
Did the children in this classroom complete any game you present? (Mark [X] one only.)	es last week	on their own or	with
	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			

WEEK 10 - ACTIVITIES COMPLETED DURING THE VISIT										
Complete immediately following the v Check here  if you did not visit the		this week	and cannot	complete this	section.					
Which videos were shown during to left. Mark [X] one in each row for the three										
	Some or all shown	None shown	Coach showed videos	Coach and teacher showed videos	Teacher showed videos					
a. No More Changes										
b. Fab Lab: Decayed Pumpkin Investigation; Fab Lab: Applesauce Investigation										
c. Painting with Water; Experimenting with Seeds										
Were any computer games completed during the visit? (Mark [X] one for the two columns on the left. Mark [X] one for the three columns on the right if some or all of the activities were completed.)										
	Some or all completed	None completed	Coach led activity	Coach and teacher led activity	Teacher led activity					
a. Computer game(s)										
If the teacher was present for any cactivities? (Mark [X] all that apply.)  □ Engaged in another activity in the roo □ Observed the activity □ Participated in the activity alongside	om	☐ Led	or directed pa	art of the activit	у					
Describe any interactions you had session with the children. Describe provided, as well as the content of	any quest	ions you a								
Describe any barriers to completing the planned activities this week? Potential barriers include missing or damaged materials, problems with DVD player, television, or DVD, or insufficient time available for the activities.										



Class Log Sid/KE/Peep 2009 - Weeks 5 through 11



								WE	EK	11	- B	BAS	SIC	INF	OR	MA	TIC	NC								
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#### **WEEK 11 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

How much time last week did you spend compared to the suggested schedule on each of the following aspects of the project (including when I was present)? (Mark [X] one only per row.)

	More time than suggested	The amount of time suggested	Less time than suggested	Did not do
a. Doing a warm-up (5 min)				
b. Viewing whole episodes of Sid (35 min)				
c. Viewing videos of Sid, Kids Explore or Peep (75 min)				
d. Doing a hands-on follow up activity (60 min)				
e. Playing computer game (10 min)				
f. Doing a review (5 min)				

How many days last week did children in this classroom view videos from the DVD[s] provided to you? (Mark [X] one for each show.)

a. Days Sid videos were viewed:	□ 0	□ 1	<u> </u>	□3	□ 4	□ 5	□ 6	□7
b. Days Kids Explore videos were viewed:	□ 0	□ 1	□ 2	□3	□ 4	□ 5	□ 6	□7
c. Days Peep videos were viewed:	□0	<u> </u>	<u> </u>	□3	<u> </u>	□ 5	□ 6	□7

Which videos did children in this classroom view last week on their own or with you present? (Mark [X] one only per row.)

present: (Mark [X] one only per row.)	Viewed with teacher	Viewed without teacher	Did not view
a. No More Changes			
b. Fab Lab: Decayed Pumpkin Investigation; Fab Lab: Applesauce Investigation			
c. Painting with Water; Experimenting with Seeds			

If you viewed videos last week with the children, did you talk about the videos? (Mark [X] one only.)

☐ Did not v	iew the videos	
	out did not talk al	bout the videos
	bout the videos I	
Talked al	bout the videos	while viewing
☐ Talked al	bout the videos	after viewing

#### **WEEK 11 - WEEKLY MEDIA VIEWING AND LITERACY ACTIVITIES (cont.)**

Did the children in this classroom complete any games last week on their own or with you present? (Mark [X] one only.)

	Completed with teacher	Completed without teacher	Did not complete
a. Computer game(s)			
Describe any barriers to completing the planned action include missing or damaged materials, problems with DVD platavailable for the activities.			
include missing or damaged materials, problems with DVD pla			

BARCODE LABEL (staff only)



# Coach Weekly Update: 3/16/09 to 3/20/09 1. INTRODUCTION This is a weekly online update to be completed by coaches in the PBS KIDS Project. You have clicked on the link to connect to the update for the week of Monday, March 16, to Friday, March 20. Please provide information in relation to only those dates as you complete this update. You should have reported information for the previous week using the connecting link previously provided. You must complete this update by Sunday at midnight. Complete all required items; if the item is not applicable, type "n/a". Be sure to click on "Done" at the end of the survey to submit your responses. If you are connected to the wrong week or experience any technical difficulties, please contact Bowyee Gong at 650.859.6465 or bowyee.gong@sri.com.

# Coach Weekly Update: 3/16/09 to 3/20/09 2. SCHEDULE \* NAME: \* STATE: m CA jn NY \* 1. For how many classes are you a coach? \* 2. The rows below list the likely stage of implementation of the classes for which you are the coach. For each row, type in the box to the right the names of the classes (including center name) that are at that stage of implementation. Orientation Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 \* 3. How many class visits did you have planned for this week? \* 4. How many of those were completed? \* 5. For what reason(s) were any planned visits not completed?

classes?	d this week, what were the reasons for visiting those
	OT visit this week, what were the reasons for NOT
visiting those classes?	
	▼
3. For the classes you did NO	OT visit but planned to call this week, were those calls
	n(s) were any planned calls not completed?
	<u>A</u>
	<u>▼</u>

Coach Weekly Update: 3/16/09 to 3/20/09
* 9a. Do you foresee any problems in completing visits as planned in coming weeks?
jn Yes
j∙∩ No
* 9b. If so, what are they?

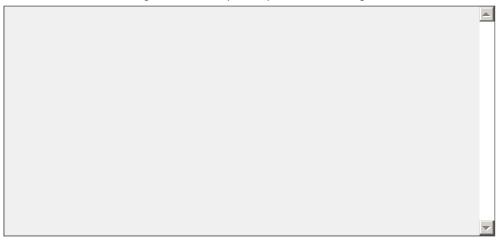
# Coach Weekly Update: 3/16/09 to 3/20/09

#### 3. CO-FACILITATION

*	10a. For the classes you visited this week, were there any teachers who were not
	able to facilitate or co-facilitate the week's activities (video, games, books, hands-on
	activities)?

jn Yes jn No

\* 10b. If yes, please name the center/class and describe: how much stepping in you needed to do, your assessment of the teacher's competence in facilitating the activities, and any follow-up steps or visits you will need to do.



\* 11. Looking back on this week's class visits, what was your sense of the level of teacher engagement in your visits, including helping you complete the weekly class logs and observing you model new activities?



# Coach Weekly Update: 3/16/09 to 3/20/09

1	CIVCC	CONTEXT	DDCC	DECC
4	$\cup$		PRUM.	${}_{1}FFFNN$

4.	CLASS CONTEXT AND PROGRESS
	12. Did you encounter any major changes in the classes you visited this week in terms of the teaching staff, the children attending, the class schedule, or the center or class program or curriculum? If so, please describe and name the center(s) and class(es) involved.
	13. Were there any classes you visited this week that appeared to be doing particularly well in implementing the PBS KIDS Project? If yes, please describe and name the center(s) and class(es) involved.

* 15. Do you have anything to report, based on your class visits this week, about the value or impact (positive or negative) of the PBS KIDS Project on children's learning lf yes, please describe and name the center(s) and class(es) involved.	

# Coach Weekly Update: 3/16/09 to 3/20/09

5 ISSUES AND CONCERN	
	$\sim$

5. I SSUES AND CONCERNS	
* 16. Did you have any experiences in classes this week that may be come coaches and classes and should be reviewed by the project leadership to avoid problems for the study?	
* 17. Many centers have had technology problems ranging from broken on DVD slot in the computer, to low level sound from laptops used for plants of the computer of the class visited this week? If yes, please describe and name the center(s) and claim of the class of the computer of the class visited this week? If yes, please describe and name the center(s) and claim of the computer of the class visited this week? If yes, please describe and name the center(s) and claim of the computer of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and claim of the class visited this week? If yes, please describe and name the center(s) and the claim of the class visited this week? If yes, please describe and name the center(s) and the claim of the class visited this week? If yes, please describe and the claim of the class visited this week? If yes, please describe and the claim of the class visited this week? If yes, please describe and the claim of t	aying videos. ses you

Coach Weekly Update: 3/16/09 to 3/20/09
* 18. Centers may emphasize literacy skills as part of their program. Have you observed teachers adding literacy practices during use of PBS KIDS materials? If so, please describe and name the center(s) and class(es) involved. (Note that we should not interfere in their use of these practices.)

# **Family Questionnaire**

INTER	RVIE	WE	R NA	ME	:																											
RESPONDENT NAME:																																
RESP	ONL	JEN	II NA	AIVI E	: 						1	l			1		T	ı	<u> </u>	1	1	1			1	1	T	Τ	Τ	Τ		
CHILD	NA	ME	:																													
Date ( Notes:	( <b>MM</b> /		] - [		me	:   	]																									
1. How are you related to the child? Mark [X] one.  Mother Father Grandparent Other relative Other (specify):																																
2. Wha	at is	the	curr	ent	ma	rita	l st	atı	ıs o	f t	he	chi	lď	s bi	olo	gic	al r	no	the	er a	nd	fa	th	er?	M	arl	۲ [X	[] o	ne.	ı		
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3. Who does the child live with? Mark [X] one.	
<ul> <li>□ Mother</li> <li>□ Father</li> <li>□ Mother and father</li> <li>□ Relative other than mother or father</li> <li>□ Other (specify):</li> <li>□ [DON'T READ] Refused</li> </ul>	
[READ] The following questions ask about the c	hild's mother or female guardian.
4. What was the last grade of school that the chone.	ild's mother or female guardian finished? Mark [X]
□ No formal schooling □ Less than 8th grade □ 8th grade □ 9th grade □ 10th grade □ 11th grade □ 12th grade □ GED □ High School Diploma	□ Some college or technical school (but no diploma) □ Associate's Degree (AA, AS) or Technical Degree □ Bachelor's Degree (BA, BS) □ Graduate or Professional Degree □ [DON'T READ] Don't Know □ [DON'T READ] Refused
5. Is the child's mother or female guardian emp	loyed for pay? Mark [X] one.
<ul> <li>□ No, stays at home</li> <li>□ No, disabled and cannot work</li> <li>□ No, unemployed but can work</li> <li>□ Yes, up to 20 hours per week</li> </ul>	☐ Yes, up to 40 hours per week☐ Yes, more than 40 hours per week☐ [DON'T READ] Don't Know☐ [DON'T READ] Refused
6. Is the child's mother or female guardian Span	ish/Hispanic/Latino? Mark [X] one.
□ No □ Yes	
7. What is the racial background of the child's m	nother or female guardian? Mark [X] all that apply.
☐ American Indian or Alaskan Native ☐ Black/African American ☐ White ☐ Asian	☐ Native Hawaiian or Pacific Islander☐ Other (specify):☐ [DON'T READ] Refused

8. What was the last grade of school that the child's father or male guardian finished? Mark [X] one. ☐ No formal schooling ☐ Some college or technical school (but no diploma) ☐ Less than 8th grade ☐ Associate's Degree (AA, AS) or Technical Degree □ 8th grade ☐ Bachelor's Degree (BA, BS) ☐ 9th grade ☐ Graduate or Professional Degree ☐ 10th grade ☐ [DON'T READ] Don't Know ☐ 11th grade ☐ [DON'T READ] Refused ☐ 12th grade ☐ GED ☐ High School Diploma 9. Is the child's father or male guardian employed for pay? Mark [X] one. ☐ No, stays at home ☐ Yes, up to 40 hours per week ☐ No, disabled and cannot work ☐ Yes, more than 40 hours per week ☐ No, unemployed but can work ☐ [DON'T READ] Don't Know ☐ Yes, up to 20 hours per week ☐ [DON'T READ] Refused 10. Is the child's father or male guardian Spanish/Hispanic/Latino? Mark [X] one. ☐ Yes 11. What is the racial background of the child's father or male guardian? Mark [X] all that apply. ☐ American Indian or Alaskan Native ☐ Native Hawaiian or Pacific Islander ☐ Black/African American ☐ Other (specify): ☐ White ☐ [DON'T READ] Refused ☐ Asian [READ] The following questions ask about the child. 12. Is the child a boy or a girl? Mark [X] one. ☐ Boy ☐ Girl 13. What is the child's birth date? (MM/DD/YYYY) 

[READ] The following questions ask about the child's father or male guardian.

child lives with an unrelated guardian.	
child lives with an unrelated guardian.	
apply.	
<ul><li>□ Native Hawaiian or Pacific Islander</li><li>□ Other (specify):</li><li>□ [DON'T READ] Refused</li></ul>	
omputers, and TV at home.	
ur home? Mark [X] one for no/yes. If yes,	
ach letters or reading in your home? Mark	
18. Do you have any toys or games that focus on science or nature in your home? Mark [X] one.	
or newspapers? Mark [X] one.	

month	? Includ	le all trip	os to the	library,	, whethe	er with t	? If yes, about how many times in a typical the child's family or friends, or with the child's er from 0 to 99.
□ No □ Yes If yes,	about h	ow man	y? 🗆 🗆				
<b>21</b> . Do	es the c	hild use	a comp	uter at h	nome to	play gaı	mes or visit websites?
□ No □ Yes	-	ip to qu	estion 2	8.)			
22. In	a typica	l week,	on how	many da	ays does	the chil	ld use the Internet at home? Mark [X] one.
□2 0	□1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7
	a typica to 24.	al day, fo	or how r	many ho	urs doe:	s the chi	ild use the Internet at home? Print a number
			on how i	•	•		ld play games on the computer at home that ] one.
<b>0</b>	□1	□ 2	□ 3	□ 4	<b>□</b> 5	□ 6	□ 7
		-		•			ild play games on the computer at home that number from 0 to 24.
			on how ture? M	-	-	the chil	ld play games on the computer at home that
□ 0	□1	□ 2	□ 3	<b>□</b> 4	□ 5	□ 6	□7
	•		each day nt a num		-		nes on the computer at home that focus on
28. Ar	e you fa	miliar w	ith the s	how Se	same Sti	reet? Ma	ark [X] one.
□ No							

29. Does the child ever watch Sesame Street at home? Mark [X] one.
□ No □ Yes □ Used to watch □ [DON'T READ] Don't Know
30. Are you familiar with the show Super Why? Mark [X] one.
□ No □ Yes
31. Does the child ever watch Super Why at home? Mark [X] one.
□ No □ Yes □ Used to watch □ [DON'T READ] Don't Know
32. Are you familiar with the show Between the Lions? Mark [X] one.
□ No □ Yes
33. Does the child ever watch Between the Lions at home? Mark [X] one.
□ No □ Yes □ Used to watch □ [DON'T READ] Don't Know
34. Are you familiar with the show Sid the Science Kid? Mark [X] one.
□ No □ Yes
35. Does the child ever watch Sid the Science Kid at home? Mark [X] one.
□ No □ Yes □ Used to watch □ [DON'T READ] Don't Know
36. Are you familiar with the show Peep in the Big Wide World? Mark [X] one.
□ No

37. Does the child ever watch Peep in the Big Wide	e World at h	ome? Marl	k [X] one.
□ No □ Yes □ Used to watch □ [DON'T READ] Don't Know			
38. How much time each day during the last week one for did/did not watch. If did watch, print maximum.			
☐ Did not watch television last week ☐ Did watch television last week If yes, did watch television, print a number from 0 to	:o 24? □□		
39. The following are some questions about activit not have done during the past week. Mark [X] No		•	
of times.			
	In the past you or some	eone in	If yes, how many times in the past week? Print a number from 0 to 99.
	you or some	eone in	past week? Print a number
of times.	you or some	eone in ?	past week? Print a number
List of Activities  Encouraged the child to watch educational television or DVDs (e.g., Sesame Street, Between the Lions)?  Talked with the child about what s/he learned when watching educational TV or videotapes together?	you or some	eone in ?	past week? Print a number
List of Activities  Encouraged the child to watch educational television or DVDs (e.g., Sesame Street, Between the Lions)?  Talked with the child about what s/he learned when	you or some	eone in ?	past week? Print a number
List of Activities  Encouraged the child to watch educational television or DVDs (e.g., Sesame Street, Between the Lions)?  Talked with the child about what s/he learned when watching educational TV or videotapes together?  Played word or alphabet games with the child (e.g.,	you or some	eone in ?	past week? Print a number
List of Activities  Encouraged the child to watch educational television or DVDs (e.g., Sesame Street, Between the Lions)?  Talked with the child about what s/he learned when watching educational TV or videotapes together?  Played word or alphabet games with the child (e.g., rhyming or alphabet games?)	you or some	eone in ?	past week? Print a number
List of Activities  Encouraged the child to watch educational television or DVDs (e.g., Sesame Street, Between the Lions)?  Talked with the child about what s/he learned when watching educational TV or videotapes together?  Played word or alphabet games with the child (e.g., rhyming or alphabet games?)  Read aloud to the child	you or some	eone in ?	past week? Print a number

# 40. Has the child recently done any of the following things related to language and literacy? Mark [X] all that apply.

	No	Yes	Unsure
Pointed at or told you the names of letters of the alphabet			
Made the sound of a letter			
Taken a greater interest in books			
Talked about how to hold a book			
Looked at a book on her/his own			
Pretended to write letters			
Written real letters			
Pretended to write own name			
Written own name			
Expressed an interest in playing online games about letters, words, or reading			
Expressed an interest in playing non-computer games about letters, words, or reading with you or someone else			

# 41. Has the child recently done any of the following things related to science and nature? Mark [X] all that apply.

	No	Yes	Unsure
Pretended to be a scientist or science teacher			
Talked about doing investigations or experiments			
Expressed curiosity about the natural world			
Expressed an interest in why things change			
Expressed an interest in how things work			
Talked about freezing and melting			
Talked about decay			
Talked about heat and change			

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE WITH ME

[DON'T READ] The interviewer answers this question.

Are you confident that the responses obtained above are accurate?

☐ Yes

☐ No

If no, provide your reason or reasons for the lack of confidence.

:																												
					PE	38	K	ID	S	Pr	oj	ec	t 1	Геа	acł	ne	r G	<b>Q</b> u	es	tic	n	na	air	е				
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	V/A	= di	a nc	ot in	пріе	me	nt							1	2		3		4	N/	A							
V	Varı	m-u	o ac	tivit	ies											] [					]							
P	Activ	/e vi	ewir	ng c	of S	esa	me -	Stre	et v	ride	os																	
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P	Activ	/e vi	ewir	ng c	of B	etw	een	the	Lio	ns v	/ide	os				]												
	Onlir	ne g	ame	es																								

Hands-on follow-up activities

2. Which of the following were reasons why you experienced difficulty in implementing the project? (Mark [X] one for each row.)

	Not a reason	A minor reason	A major reason	N/A: did not implement
We had technical problems that prevented showing videos				
We had technical problems that prevented children from playing games				
We did not have the materials we needed for follow-up hands-on activities				
Children in the study weren't present on the days we had to do activities				
Some of the activities were too long for the children				
Some of the activities were boring for the children				
The classroom physical space wasn't right for some of the activities				
Children did not understand or enjoy some of the activities				
I disagreed with the approach used in some or all of the activities				
Officials (e.g., administrators, auditors, accreditation agencies) disagreed with the approach used in some or all of the activities				
Competed with or difficult to integrate with school curriculum				
Other (Please describe):				

### YOUR PERCEPTIONS OF THE PROJECT

3. How would you rate each of the following parts of the project, in terms of how much children enjoyed them? (Mark [X] one for each row.)

	Not at all	Very little	Some- what	Very much	N/A: did not implement
Warm-up activities					
Viewing video clips from Sesame Street					
Viewing video clips from SuperWhy!					
Viewing full episodes of SuperWhy!					
Viewing video clips from Between the Lions					
Online games					
Hands-on follow-up activities					

4. How effective do you think each of the following parts of the project were in building children's reading skills? (Mark [X] one for each row.)

	Not at all effective	Minimally effective	Somewhat effective	Very effective	N/A: did not implement
Warm-up activities					
Viewing video clips from Sesame Street					
Viewing video clips from SuperWhy!					
Viewing full episodes of SuperWhy!					
Viewing video clips from Between the Lions					
Online games					
Hands-on follow-up activities					

_															
/	Vhy c	did child	ren bene	fit from	these pa	rticular	activ	ities,	whe	en co	mpa	red v	with o	other	acti
-															
_															
	,														
					to do thir opment?						NO	T be	a be	nefit	to
											NO	T be	a be	nefit	to
											NO	T be	a be	nefit	to
	hildr	ren's lea	rning and	d develo		If so, w	hat we	ere th	ney?						
	low v	well do y	ou think	the pro	opment?	ht each	of the	e follo	ney?						
	low v 1 = F 2 = F	well do y	ou think	the pro	opment?	ht each	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead
	low v 1 = F 2 = F	well do y	ou think	the pro	opment?	ht each	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead
	low v 1 = F 2 = F 3 = F	well do y Project did Project ad	rou think I not addreddressed the	the pro	opment?	ht each	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead
	low v 1 = F 2 = F 3 = F	well do y Project did Project ad Project ad	ou think I not addredressed the	the proess this skill, b	opment?  oject taug  skill  but did not p  nd provided	ht each	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead
	low v 1 = F 2 = F 3 = F	well do y Project did Project ad Project ad tifying lette	ou think d not addreddressed the dressed the	a the proess this shis skill, this skill and	opment?  oject taug  skill  but did not p  nd provided	ht each	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead
	How v 1 = F 2 = F 3 = F  Ident	well do y Project did Project ad Project ad tifying lette	rou think I not addre dressed the dressed the ers he sounds entions of	a the proess this shis skill, this skill and	opment?  oject taug  skill  but did not p  nd provided	ht each  orovide s d sufficie	of the	e follo	owin	ng ski	lls?	(Ma	rk [X]	one fo	or ead

## YOUR PERCEPTIONS OF COACHES AND THEIR ACTIVITIES 9. How many times did your site's coach come to visit your classroom during the project? (Mark [X] one.) 0 times $\Box$ 1 – 4 times $\Box$ 5 – 9 times 10 or more times What were the 3 most common kinds of help you asked for from your coach during the project? How helpful was your coach in explaining the reasons behind the teaching strategies used in the project? (Mark [X] one.) ☐ Minimally helpful □ Somewhat helpful ■ Not at all helpful ☐ Very helpful 12. Overall, how helpful was your coach in supporting you in implementing the project? (Mark [X] one.) ■ Not at all helpful ☐ Minimally helpful ☐ Somewhat helpful ☐ Very helpful □ N/A, I did not need any help implementing the project 13. What forms of help from your coach were most useful to you in implementing the project? 14. What additional support would have been helpful, if any?

15. Would you recommend this project (videos, activities, games) to other preschool teachers? □No ☐ Yes

16.	If you would recommer	nd this project, why woul	d you do so?	
17.	If you would not recom	mend this project, why w	vould you not do so?	
				-
		YOUR BACKG	GROUND	]
18.		onths have you worked	in this school as a teacher?	_
19.	How many hours do yo ☐ 0 - 10 ☐ 11 - 20	u work each week? (Mai 21 - 30 31 - 40	rk [X] one.) 40+	
20.	those in the project in t (Mark [X] all that apply or so  I have led hands-on led  I have led activities wh  I have had children pla	his class or in other early elect the last response.) arning activities with children.	hildren and discussed them with them. uter.	
21.	What was the last grade  No formal schooling  Less than 8th grade  8th grade  9th grade	e of school that you finis  11th grade 12th grade High School Diploma GED	shed? (Mark [X] one.)  ☐ Associate's Degree (AA, AS) or Technical I ☐ Bachelor's Degree (BA, BS) ☐ Graduate or Professional Degree	Degree
	☐ 10th grade	_	ical school (but no diploma)	
			44	L818

22.	Have you ever taken a class or participated in a workshop on early childhood education? (Mark [X] one.)							
	□ No □ Yes							
23.	If yes, did any of those classes or workshops focus on how young children learn to read? (Mark [X] one.)							
	□ No □ Yes							
24.	What do you consider to be your racial/ethnic background? (Mark [X] all that apply)							
	American Indian or Alaskan Native							
	☐ Black/African American, not of Hispanic origin							
	☐ Hispanic/Latino(a)							
	☐ White, not of Hispanic origin							
	☐ Asian							
	☐ Native Hawaiian or Pacific Islander							
	Other (specify):							
25.	Do you have any other comments about the project?							

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

BARCODE LABEL (staff only)

PBS KIDS P	roject	Tea	ache	er Q	ues	tion	na	ire	)				
This questionnaire is for completing the PBS KIDS Project during the perceptions of the project and the about teacher background.	vinter/sp	ring 2	2009.	The q	juest	ions a	isk a	abo	ut t	tead	che	r	ted
Important note: Please to our scanners. When asked when you complete any text please mark the correct response.	to mark be or numeri	oxes, r c resp	make a onses	an "X"	throug	gh the	box.	Us	e bl	ock	prii		
TEACHER NAME:													
CENTER NAME:		•	ı										
CLASSROOM NAME:													
If applicable, mark [X] one:	AM class		PM cla		G TH	E PRO	OJE	СТ					
How easy was it for you to imple days you implemented the proje 1 = I could not implement on my own 2 = I could implement with the coach 3 = I could implement on my own, w 4 = I could implement on my own, w	ct? (Mari n, without in's assistal ith assistal	k [X] on the coa nce nce pr	ne for ach's a ovided	each i assista	row.) ince			-	•				
N/A = did not implement		1	2	3	4	N/A							
Warm-up activities													
Active viewing of Sid the Science Ki	d videos												
Active viewing of Peep and the Big World videos	Nide												
Online games													
Hands-on follow-up activities													

2. Which of the following were reasons why you experienced difficulty in implementing the project? (Mark [X] one for each row.)

	Not a reason	A minor reason	A major reason	N/A: did not implement
We had technical problems that prevented showing videos				
We had technical problems that prevented children from playing games				
We did not have the materials we needed for follow-up hands-on activities				
Children in the study weren't present on the days we had to do activities				
Some of the activities were too long for the children				
Some of the activities were boring for the children				
The classroom physical space wasn't right for some of the activities				
Children did not understand or enjoy some of the activities				
I disagreed with the approach used in some or all of the activities				
Officials (e.g., administrators, auditors, accreditation agencies) disagreed with the approach used in some or all of the activities				
Competed with or difficult to integrate with school curriculum				
Other (Please describe):				

### YOUR PERCEPTIONS OF THE PROJECT

3. How would you rate each of the following parts of the project, in terms of how much children enjoyed them? (Mark [X] one for each row.)

	Not at all	Very little	Some- what	Very much	N/A: did not implement
Warm-up activities					
Viewing video clips from Sid the Science Kid					
Viewing full episodes of Sid the Science Kid					
Viewing video clips from Peep and the Big Wide World					
Online games					
Hands-on follow-up activities					

4. How effective do you think each of the following parts of the project were in building children's reading skills? (Mark [X] one for each row.)

	Not at all effective	Minimally effective	Somewhat effective	Very effective	N/A: did not implement
Warm-up activities					
Viewing video clips from Sid the Science Kid					
Viewing full episodes of Sid the Science Kid					
Viewing video clips from Peep and the Big Wide World					
Online games					
Hands-on follow-up activities					

V	Why did children benefit from these particular	activiti	ies, w	hen (	СО	mĮ	oar	ed	with	n otl	her a	ctiv
_												
_												
					ulc	N	01	be	ab	ene	efit to	
	Did any activities require you to do things that children's learning and development? If so, wh				ulo	N	01	be	ab	ene	efit to	
					ulc	N	01	be	e a k	ene	efit to	
- -	How well do you think the project encouraged	at wer	e the	y?								
F	How well do you think the project encouraged	at wer	e the	y?								
- -	How well do you think the project encouraged one for each row.)  1 = Project did not address this interest 2 = Project addressed this interest to a minor extent	at wer	e the	y?								
- -	How well do you think the project encouraged one for each row.)  1 = Project did not address this interest	each o	of the	follov								
- -	How well do you think the project encouraged one for each row.)  1 = Project did not address this interest 2 = Project addressed this interest to a minor extent 3 = Project addressed this interest to a major extent	at wer	e the	y?								
F	How well do you think the project encouraged one for each row.)  1 = Project did not address this interest 2 = Project addressed this interest to a minor extent 3 = Project addressed this interest to a major extent Being a scientist or science teacher	each o	of the	follov								
- -	How well do you think the project encouraged one for each row.)  1 = Project did not address this interest 2 = Project addressed this interest to a minor extent 3 = Project addressed this interest to a major extent	each o	of the	follov								

### YOUR PERCEPTIONS OF COACHES AND THEIR ACTIVITIES 9. How many times did your site's coach come to visit your classroom during the project? (Mark [X] one.) 0 times $\Box$ 1 – 4 times $\Box$ 5 – 9 times 10 or more times 10. What were the 3 most common kinds of help you asked for from your coach during the project? 11. How helpful was your coach in explaining the reasons behind the teaching strategies used in the project? (Mark [X] one.) ☐ Not at all helpful ☐ Minimally helpful □ Somewhat helpful ☐ Very helpful 12. Overall, how helpful was your coach in supporting you in implementing the project? (Mark [X] one.) ☐ Not at all helpful ☐ Minimally helpful ☐ Somewhat helpful ☐ Very helpful N/A, I did not need any help implementing the project 13. What forms of help from your coach were most useful to you in implementing the project? 14. What additional support would have been helpful, if any?

15.	Would y	ou recommend this project (videos, activities, games) to other preschool teachers?
	☐ No	□Yes

16.	If you would recommer	nd this project, why woul	d you do so?					
17.	If you would not recom	mend this project, why v	vould you not do so?					
	YOUR BACKGROUND							
		TOUR BACKS	עאטטאט					
18.	How many years and m	onths have you worked	in this school as a teacher?					
	years	months						
19.	How many hours do yo	u work each week? (Mai	k [X] one.)					
	☐ 0 - 10 ☐ 11 - 20	☐ 21 - 30 ☐ 31 - 40	☐ 40+					
20.			leading activities that are similar to					
	(Mark [X] all that apply or s		y childhood education centers?					
	☐ I have led hands-on lea	arning activities with children.						
	☐ I have led activities wh	ere I showed video clips to cl	nildren and discussed them with them.					
	☐ I have had children play learning games on a computer.							
	☐ This project is my first	experience in leading any of	these types of activities.					
21.	What was the last grade	e of school that you finis	hed? (Mark [X] one.)					
	☐ No formal schooling	☐ 11th grade	☐ Associate's Degree (AA, AS) or Technical Degree					
	Less than 8th grade	☐ 12th grade	☐ Bachelor's Degree (BA, BS)					
	☐ 8th grade	☐ High School Diploma	☐ Graduate or Professional Degree					
	9th grade	□ GED						
	☐ 10th grade	☐ Some college or techni	cal school (but no diploma)					
			55040					

22.	Have you ever taken a class or participated in a workshop on early childhood education? (Mark [X] one.)
	□ No □ Yes
23.	If yes, did any of those classes or workshops focus on how young children learn to read?  (Mark [X] one.)
	□ No □ Yes
24.	What do you consider to be your racial/ethnic background? (Mark [X] all that apply)
	American Indian or Alaskan Native
	☐ Black/African American, not of Hispanic origin
	☐ Hispanic/Latino(a)
	☐ White, not of Hispanic origin
	☐ Asian
	☐ Native Hawaiian or Pacific Islander
	Other (specify):
25.	Do you have any other comments about the project?

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

BARCODE LABEL (staff only)

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