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Pilot Test of a Quality Rating and Improvement System in Early Education Programs in Magadan, Russian Federation and in Minnesota, United States of America

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Pilot Test of a Quality Rating and Improvement System in Early Education Programs in Magadan, Russian Federation and in Minnesota, United States of America

By

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ABSTRACT

PILOT TEST OF A QUALITY RATING AND IMPROVEMENT SYSTEM IN EARLY EDUCATION PROGRAMS IN MAGADAN, RUSSIAN FEDERATION AND IN MINNESOTA, USA

This study examined two questions: (1) What quality rating and improvement System (QRIS) will be useful for improving early childhood education programs in Magadan Region, RU and in Minnesota, USA? and (2) What is the agreement among raters in the US and in Russia, using scores on a QRIS for early childhood education programs in Magadan Region, RU and in Minnesota, USA? The study included translation of the Global Guidelines Assessment (GGA) (ACEI, 2008) into Russian. One quality review was completed for one early education program in each country. Completed reviews by eleven reviewers were delivered to Minnesota State University, Mankato for data entry and analysis. The report includes: (1) descriptive data for reviewers and for early education programs and (2) inter-rater agreement (consistency among assessors). This study concluded that there was excellent inter-rater agreement among reviewers in Russia and in the US. As a result of this investigation, this study concluded that the Global Guidelines Assessment will be useful for comparing early childhood education programs in Magadan, Russian Federation and in Minnesota, USA

because the GGA is easy, affordable, and reliable to use for quality improvement of early education throughout the world. Now the GGA may be used in Russia as well.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

The topic of this study is to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan, Russian Federation (RU) and in Mankato, Minnesota, United States of America (USA). The purpose of this study is to understand the use of a specific instrument to provide direction for the improvement of the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected QRIS will be reliable for reviewers of programs in the two countries.

This project will examine two questions:

1. Is the Global Guidelines Assessment (GGA) useful to compare early childhood education in Magadan, RU and early childhood education programs in Mankato, Minnesota, USA?
2. What is the level of agreement among reviewers in the US and in Russia, using scores on the GGA for one early childhood education program in Magadan, RU and for one early childhood education program in Mankato, Minnesota, USA?

This chapter presents the background of the study, a suggested approach to studying the research question, definitions of important terms, a description of the significance of the study, and a brief consideration of the benefits and limitations of the study.

Background of the Study

The investigator hopes to contribute to the professional knowledge base about methods for designing and improving early childhood care and education internationally.

Reports from the Minnesota Department of Education show that Russian-speaking audiences are among the ten largest immigrant groups in Minnesota. There are more than 2,500 Minnesota school children who speak Russian as their home language. Generally, these students are located in the seven-county metropolitan area (Minnesota Department of Education, 2007). This researcher is working on a collaborative plan for research and field experiences with the early education teachers and administrators in Mankato Area Public Schools, Blue Earth County, Minnesota.

The specific locations for this research (Russia and the USA) were selected because of a pedagogical partnership between North-Eastern State University in Magadan and Minnesota State University, Mankato. This pedagogical partnership includes joint curriculum development for initial teacher licensure programs. Faculty members in both universities would like to understand early childhood education programs in the other regions so that they can develop sensible joint curriculum.

The research relates to the College of Education (COE) mission statement: “The mission of the Minnesota State University, Mankato College of Education is to prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in life-long learning.” (Minnesota State University, Mankato, 2008). The research will provide students and

faculty members at MSU, Mankato with collaborative, cross-cultural partnerships and critical reflection about culture and early childhood education in diverse environments.

Table 1-1 presents a summary of characteristics of Russia and the United States, as well as a summary of characteristics about Magadan (RU) and Mankato, MN (USA).

Table 1-1: Characteristics of Magadan, Russia, and Mankato, United States

	Russia	Magadan Far East	United States	Mankato Minnesota
Population	140,702,100	107,500	283,000,000	42,500
Children Age 0-14	21,611,000	14,700	60,420,000	7,200
Early childhood education enrollment	7,811,000	8,200	7,200,000	4,400

Magadan Region, Russian Federation is in the area known as Russia's Far East. This area is 11 time zones east of Moscow, the capital of the Russian Federation. Magadan, the principle city and the location for the Russian program under review, has a population of approximately 107,500.

Minnesota, United States is in the area known as the Midwest. This area is one time zone west of Washington, DC, the capital of the United States. The main city of interest for this study is Mankato, with a population of approximately 42,500.

A Suggested Approach

This study will focus on a selected QRIS that may be useful for reviewing early education programs in many parts of the world. The literature review will guide the selection of the QRIS to be used in this study. Then, the selected QRIS and its related

materials will be translated into the Russian language. Next, a group of colleagues in Russia and in the United States will use the QRIS to collect data on one early education program in each country. The statistical analysis will focus on the inter-rater reliability of the selected QRIS.

Definition of Terms

For purposes of this study, there are several terms that will be used frequently. This section defines these key terms.

Early Education Programs are generally programs for children between birth and eight years old. In Russia, these programs are called "kindergartens" and serve children between birth and six years old. For purposes of this study, classrooms and programs for three- and four-year-old children were specifically examined.

A Quality Rating and Improvement System (QRIS) is "a voluntary system offering help and rewards to providers to increase the quality of care for children in child care centers, school-age programs, and family child care homes… [and] provides a way to measure the quality of participating programs in order to provide ratings for families looking for child care." (Washington State Child Care Resource and Referral, 2007).

Global Guidelines Assessment (GGA) is a quality rating and improvement system that forms a useful self-study strategy for program improvement for early childhood education programs. The GGA was developed by the Association for Childhood Education International to assist policy makers, administrators, teachers, and child care providers in making decisions about improving and developing inclusive early childhood care and education services in various regions of the world (Worthan, 2003).

Inter-rater reliability is calculated using one of several choices among intra-class correlation coefficients. In this study, the researcher wanted to shows how well the reviewers' ratings agreed or correlated on a single one-dimensional idea (i.e., quality).

Cronbach's alpha is a way to calculate the reliability of judgments from several reviewers or raters on a single, one-dimensional idea. Cronbach's alpha measures consistency among individual items in a scale. If the inter-class correlations are high, then there is evidence that the items are measuring the same underlying idea (quality). They are referring to how well their items measure a single one-dimensional idea (quality). Cronbach's alpha can be written as a function of the number of test items AND the average inter-correlation among the items. This is the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. If a study increases the number of items, there is an increase Cronbach's alpha. Additionally, if the average inter-item correlation is low, Cronbach's alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well.

Significance of the Study

Pre-service teachers are often concerned about their capacity to create learning environments in classrooms during the child's early education experiences. This project is part of the partnership between two universities on projects to help pre-service teachers

become more familiar with the influence of the environment in the child's early learning experiences. Based on participation in this study, teachers and administrators may learn more about the quality of early learning environments and about their own cultural influence over those environments.

As part of this project, the researcher will be the primary translator of the Russian language version of the GGA. Colleagues in Magadan Region, Russian Federation, will be the reviewers to correct and validate the new translation. After this project, the Russian language version of the GGA will be available for others to use throughout the world.

Limitations of the Study

The limitations of the study include:

Limited sample size

This study was a pilot study that included only two early education programs, one in each country. Consequently, it would be difficult to generalize the findings beyond the two early education programs involved and the bias in the sample might limit the findings.

Extraneous independent variables

Extraneous Independent Variables that have not been controlled include: (1) cultural context of early childhood education programs; (2) program standards for early childhood education programs in two different cultures; and (3) teaching standards for early childhood education programs in two different cultures.

Location threat

The GGA instrument was designed to enable early childhood education and care schools and child care centers to assess and evaluate their programs using basic guidelines for quality. This was a pilot study, in only two cities. The study does not include any major metropolitan areas, such as Moscow, RU, or Minneapolis, USA.

Implementation threat

The data collection process is clearly defined by ACEI guidelines, including two people per program to conduct the assessment, discussing the meaning of statements in the document, making notes and giving examples of judgments, and making the ratings independently. However, it is possible that the reviewers may have an interest in higher ratings than may be justified. Consequently, this study used internal reviewers (from among the programs' administrators and teachers) as well as external reviewers (from area universities).

Summary

The topic of this study is to pilot test a quality rating and improvement system (QRIS) in early education programs in two countries. The purpose of this study is to understand the use of a specific instrument to improve the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected quality rating and improvement system will be useful for reviewers of programs in the two countries.

This chapter presented a statement of the problem, the background of the study, a suggested approach to studying the research question, definitions of important terms, a

description of the significance of the study, and a brief consideration of the limitations of the study.

The next chapter presents a review of selected research and related literature as a foundation of the study. The literature review deals with quality in early education. Based on this emphasis, literature will be reviewed regarding: (1) importance of quality in early education; (2) elements of quality in early educations; and (3) methods to assess quality in early education.

CHAPTER II

REVIEW OF RELATED LITERATURE

The topic of this study is to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan, Russian Federation (RU) and in Mankato, Minnesota, United States of America (USA). The purpose of this study is to understand the use of a specific instrument to provide direction for the improvement of the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected QRIS will be reliable for reviewers of programs in the two countries.

This chapter reviews selected research and related literature as a foundation of the study. The literature review in this chapter deals with quality in early education. Based on this emphasis, literature will be reviewed regarding importance of high-quality early childhood education, its elements and methods of assessment in early education. There are three main sections of this chapter: (1) importance of quality in early education; (2) elements of quality in early educations; and (3) methods to assess quality in early education.

Importance of Quality in Early Education

Quality of early education is an essential aspect of programs that serve young children. Research included in this review found that high quality early education programs contribute to children's learning, school readiness, social, emotional and

neurological development, language proficiency, vocabulary, and a variety of learning skills that will help them succeed academically.

Jalongo et al. (2004) focused on the consequences of high-quality programs in early education. They concluded that high quality programs are an "immediate necessity" for very young children. The authors found that quality programs in Africa, Europe, India, and the United States all: (1) had strong, foundational philosophies and goals, (2) developed high-quality physical environments, (3) had curriculum and pedagogy appropriate to child development, (4) met children's basic needs, (5) included families and community, (6) provided trained and professional teachers, and (7) conducted program evaluation. The authors noted that the outcome of quality early childhood education should be "the full development of the child that leads to later school success and competence in adult life." (p. 144).

Kontos, Burchinal, Howes, Wisseh, and Galinsky (2002) and Buysse, Skinner, and Grant (2001) reported that high quality programs contribute to outcomes related to children's learning, cognitive and social competence, and language development. Moreover, high-quality programming fosters readiness for learning and for school (Pianta, Howes, Burchinal, Bryant, Clifford, & Early, 2005).

Belsky et al. (2007) studied the effects of early education on children's achievement through grade six. Quality was assessed by using the Observational Record of the Caregiving Environments (ORCE). Children exposed to higher quality care and education had higher vocabulary and reading scores. The authors also noted that high quality care and education predicts higher levels of pre-academic skills and language

proficiency, as well as higher scores on standardized tests of math, memory and vocabulary skills.

Barbour, Boyer, Hardin, and Wortham (2004) created an assessment tool called the "Global Guidelines Assessment," which they have field-tested in the United States, Chile, Nigeria, and Botswana. Several other countries, including Mexico, Ecuador, Japan, and Kenya, are in the process of implementing the tool. The authors are studying the influence of early education and care on children's healthy development and learning throughout the world.

Ceglowski (2004) conducted research to assess the quality of Minnesota's child care system. He emphasized the importance of quality early care and education for health, cognitive and social development. Moreover, he found that quality care programs contribute to outcomes such as happiness of children and their readiness to school.

Buysse et al. (2001) provided important information about the influence of high-quality, inclusive programs for children with and without disabilities. The researcher noted that programs that enrolled children with disabilities had to follow quality program standards in order to meet needs of children with disabilities. These programs received higher scores on the Early Childhood Environment Rating Scale (ECERS) **(**Harms, Clifford, & Cryer, 1998).

Several studies have shown that early education quality influences children's social, emotional and neurological development and competence (Buysse et al., 2001; Fontaine, Torre, Grafwallner, & Underhill, 2006; Kontos et al., 2002; Pianta et al., 2005).

Researchers have shown that quality has an impact on children's school readiness and learning skills (Ceglowski, 2004; Fontaine et al., 2006; Kontos et al., 2002; Peisner-Feinberg et al., 2001; Pianta et al., 2005; Raver et al., 2008). Several investigators have shown connections between quality and children's language proficiency, vocabulary, and math skills (Belsky et al., 2007; Buysse et al., 2001; Fontaine et al., 2006; Kontos et al., 2002; Peisner-Feinberg et al., 2001; Pianta et al., 2005; Raver et al., 2008).

Other studies have shown that quality early education has enhanced children's levels of pre-academic skills: thinking and attention skills (Belsky et al., 2007; Peisner-Feinberg et al., 2001).

Elements of Quality in Early Education

Researchers during the past ten years have identified quality indicators for early education programs based on viewpoints of parents, practitioners, employers, social workers, child care advocates, and government agencies. The researchers identified elements of quality care and education that may be organized into three categories: (1) characteristics of quality early education providers; (2) characteristics of quality early education programs; and (3) characteristics of quality classroom environments. These elements are listed below.

Characteristics of quality early education providers

Some researchers have shown that quality early education includes providers who enjoy children. Providers in quality programs are caring, warm, and stable and respond to individual needs of children (Buysse et al., 2001; Ceglowski, 2004; Pianta et al., 2005; Raver et al., 2008).

Several studies have shown that quality early education programs employ providers who act in a professional manner and seek training opportunities and experiences (Ceglowski, 2004; Kontos et al., 2002; Pianta et al., 2005; Raver et al., 2008).

Quality providers have professional knowledge, skills, and experience (Buysse et al., 2001; Pianta et al., 2005). Several researchers found relationships between quality early education programs and the ways in which providers influence the classroom climate. Providers have enthusiasm for teaching. They are sensitive and have attitudes and abilities to promote emotionally positive climates in the classroom. Studies have also shown that quality early education programs employ providers who are able to manage behavior in the classrooms, to include children who have behavioral difficulties, and to support children who have self-regulatory challenges (Buysse et al., 2001; Kontos et al., 2002; Pianta et al., 2005; Raver et al., 2008).

Characteristics of quality early education programs

Researchers have also examined the characteristics of quality early education programs. At the very least, quality programs seek accreditation by nationally-recognized organizations and professional associations. Accreditation documents quality and adequacy of appropriate group sizes, numbers of providers to children, safe facilities, safe equipment, and adequate nutrition programs with wholesome meals (Ceglowski, 2004; Kontos et al.,2002).

Several studies reported that caregivers in quality programs provide adult interaction and culturally responsive care (Buysse et al., 2001; Ceglowski, 2004; Fontaine

et al., 2006; Jalongo et al., 2004; Kontos et al., 2002; Pianta et al.,2005). According to Kontos et al. (2002) and Piantaet al. (2005) quality early education programs pay attention to children's attachment to teachers, relationships with peers, and verbal abilities. They also include opportunities for children to select and to plan their own activities; to be creative and interactive with materials and with other children; and to alternate between active and quiet times.

As noted in previous sections, quality programs are parent-friendly, provide parent education and support, and help parents locate needed community resources (Buysse et al., 2001; Ceglowski, 2004; Jalongo et al., 2004). Quality programs also monitor child progress (Buysse et al., 2001).

Characteristics of quality classroom environments

Quality programs have quality environments. Many researchers have examined the characteristics of quality classrooms. Quality classrooms have diverse materials available for children's use (Buysse et al., 2001; Ceglowski, 2004; Jalongo et al., 2004).

Quality classrooms have appropriate furniture arrangement and physical accommodations (Jalongo et al., 2004; Kontos et al., 2002). Quality programs also have appropriate technologies and adaptive materials to accommodate the needs of children with disabilities (Buysse et al., 2001).

Methods to Assess Quality in Early Education

A review of literature resulted in the conclusion that there were five quality rating and improvement system instruments that were most commonly available and used in early childhood education in North America. These instruments were:

1. NAEYC Early Childhood Program Standards and Accreditation Criteria (NAEYC, 2005).
2. Quality Standards for NAFCC Accreditation (NAFCC, 2005).
3. Classroom Assessment Scoring System (CLASS) (Pianta, LaParo, & Hamre, 2008).
4. Early Childhood Environment Rating Scale (ECERS) (Harms et al., 1998).
5. Global Guidelines Assessment (GGA). (ACEI, 2007).

Each instrument was examined in order to compare: money and time required for the assessment, reliability and validity studies, number of items on the instrument, the review process, and availability in languages other than English.

NAEYC Accreditation

In 1985, the National Academy of Early Childhood developed the NAEYC Accreditation process for quality improvement of care and education provided for young children in all types of preschools, kindergartens, child care centers and school-age child care programs. NAEYC Accreditation is a self-study process that helps program staff members create a stronger and more committed team of teachers, administrators, and families who work together in order to improve program quality. Leaders in child care centers, preschools, prekindergarten, kindergarten, Head Start programs, nursery schools, and others center-based programs serving children from birth through kindergarten can seek NAEYC Accreditation (National Association for the Education of Young Children, 2005).

NAEYC Accreditation assesses 10 domains: (1) Relationships, (2) Curriculum, (3) Teaching, (4) Assessment of Child Progress, (5) Health, (6) Teachers, (7) Families, (8) Community Relationships, (9) Physical Environment, and (10) Leadership and Management. There are more than 400 related Accreditation Criteria (National Association for the Education of Young Children, 2005).

NAEYC Accreditation scoring system uses a three-point scale: (1) non-compliance provides little evidence of the criterion or observes the given behavior seldom happens; (2) partial compliance provides some evidence of the criterion or the behavior happens some of the time; and (3) full compliance provides a great deal of evidence of the program criterion or the behavior happens most of the time (Whitebook, Sakai & Howes, 1997).

NAEYC Accreditation includes 4 steps: (1) program enrolls in the self-study, (2) program personnel and parents conduct a self-study and make needed improvements, (3) trained validators make an onsite visit to verify compliance, and (4) three-person commission makes final accreditation decision (National Association for the Education of Young Children, 2005).

The materials available for use during the process include: Emerging Practice Criteria, Required Criteria, Additional Guidance on NAEYC Criteria, Cleaning and Sanitation Frequency Table, Teacher-Child Ratios within Group Size, Teaching Staff Definitions, Timeline for Meeting Teacher Qualifications, Program Administrator Definition and Competencies, Alternative Pathways to Achieve Educational

Qualifications of a Program Administrator, and NAEYC-Approved State Director/Administrator Credentials.

In general, a program spends from nine to 12 months in the entire accreditation process and spends approximately $ 2800. Since 1988, NAEYC accredited more than 10,000 early childhood education programs that serve families around the nation (National Association for the Education of Young Children, 2005).

NAFCC Accreditation

In 1994, the National Association for Family Child Care (NAFCC) started developing a new accreditation system for family child care. Within three years, the workgroups (providers, parents, and staff members) developed the Quality Standards for the NAFCC Accreditation process. Since 1999, NAFCC Accreditation has been implemented nationally (National Association for Family Child Care, 2005).

NAFCC accredits family child care homes in order to provide professional recognition to family child care providers. Accreditation documents that the program meets the national standards of professional quality and enhances the quality of the provided services.

NAFCC Accreditation consists of 5 main steps (National Association for Family Child Care, 2005): (1) providers evaluate themselves and their programs according to the Quality Standards for NAFCC Accreditation and make quality improvements; (2) providers submit an accreditation application; (3) NAFCC - trained observers conduct visits candidates and their programs; (4) NAFCC determines provider's accreditation status; and (5) accredited providers update NAFCC about their programs, continue to

assess themselves and their programs, and report to NAFCC about completed quality improvements within the accreditation period.

NAFCC Accreditation includes 289 Quality Standards that address five areas of quality: (1) Relationships, (2) Environment, (3) Developmental Learning Activities, (4) Safety and Health, and (5) Professional and Business Practices (National Association for Family Child Care, 2005).

By meeting the designated standards, providers document high quality and healthy environment for children. The complete accreditation process may take from nine months to three years. The cost of NAFCC Accreditation for active members is $495. Accreditation is valid for three years. Since 1999, approximately 2,500 providers were accredited by NAFCC. The accreditation documents are available in English and Spanish languages (National Association for Family Child Care, 2005).

Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS) (Pianta, LaParo & Hamre, 2008) assesses quality in early education programs for children from age three through eight years old. The main focus of the CLASS is on high-quality teacher-child interaction. The CLASS rating system allows decision-makers to assess different elements of early education in a variety of programs (Pianta, LaParo & Hamre, 2008; LaParo, Pianta, & Stuhlman, 2004; Mashburn et al., 2008).

The CLASS was developed by a group of researchers in the National Institute of Child Health and Human Development (NICHD) Study of Early Care and the National Center for Early Development and Learning (NCEDL) Multi-State Pre-K Study. The

CLASS was used for more than 10 years as part of the NCEDL Multistate and Sweep Studies and the NICHD Study of Early Child Care and Youth Development.

The actual use of the CLASS assessment tool depends on the purpose of the research. For example, in order to rate changes across an academic year, the CLASS should be conducted at least 3 times across the year.

The CLASS assessment tool reviews three major domains: (1) Emotional climate, including positive climate, negative climate, teacher sensitivity, and regard for student perspectives; (2) Classroom organization (management), including class time management, behavior management, productivity, and instructional learning arrangements; and (3) Instructional support, including concept development, instructional learning formats, quality of feedback, and language modeling.

There are ten dimensions in each of the three domains. Each dimension is rated by using a seven-point scale, in which low scores (1, 2) represent low quality; middle scores (3, 4, 5) represent middle-range of quality; and higher scores (6, 7) represent high quality (LaParo et al., 2004; Mashburn et al., 2008).

The CLASS requires six, 30-minute cycles for observation and scoring. The process involves two steps: (1) 20 minutes for observation and note-taking, where researchers have to answer the questions “Who,” “What,” and “How;” and (2) 10 minutes to determine a numerical rating for each of the dimensions (Pianta et al., 2008).

The CLASS materials include two manuals (Pre-K and K-3) with: (1) classroom observation information that provide system overview, procedures, and scoring; (2) quick scoring information; and (3) observation and scoring forms.

The persons involved in the assessment are administrators, supervisors, principals, program directors. The dimensions included on the CLAS have been shown to contribute to students' academic achievement, social competencies, and performance on standardized tests of literacy skills (Pianta et al., 2008; LaParo, Pianta, & Stuhlman, 2004).

The instrument has been validated studies with more than 4,000 classrooms across the United State and is considered to be one of the most widely used observational tools. The CLASS training materials provide clear information about the reliability of the instrument (Pianta et al., 2008). However, the literature reviewed did not reveal any use of the CLASS beyond the United States.

Early Childhood Environment Rating Scale (ECERS)

The Early Childhood Environment Rating Scale (ECERS) and the subsequent Early Childhood Environmental Rating Scale-Revised Edition **(**ECERS-R) were designed to assess quality in center-based early education programs for children from 2½ through 5 years old. Use of the ECERS-R is intended to encourage teachers to create developmentally appropriate learning environments for children and to conduct research for program improvement (Harms, Clifford, & Cryer, 2005; Sakai, Whitebook, Wishard, & Howes, 2003).

The ECERS-R measures the emotional and instructional climate of the classroom. It also considers instructional materials, child-teacher interaction, and aspects of child competencies (Pianta et al., 2005).

The revised assessment scale consist of 43 items organized into seven subscales: (1) Space and Furnishings; (2) Personal Care Routines; (3) Language-Reasoning; (4) Activities; (5) Interactions; (6) Program Structure; and (7) Parents and Staff. Each item is should be scored with indicators for 1 (inadequate), 3 (minimal), 5 (good); and 7 (excellent).

The observation based on ECERS-R should be done and reported by outside researchers who are not members of teaching staff of the early childcare providers. The required observation time for assessment is three hours. The ECERS-R materials include six main documents: (1) Expanded Score Sheet; (2) Inter-rater Reliability Sheet; (3) Playground List; (4) USDA Meal Guidelines; (5) Profile; and (6) Substantial Portion of the Day - chart.

The instrument also has 86.1 percentage of agreement among 470 indicators of the assessment tool that shows the reliability of the instrument (Fontaine et al., 2006).

Elements of the ECERS have been translated into Chinese, Dutch, French, German, Greek, Hungarian, Icelandic, Italian, Norwegian, Portuguese, Spanish, and Swedish languages. It was used in an international study (Harms et al., 2005).

The Global Guidelines Assessment (GGA)

The Global Guidelines Assessment (GGA) is a quality rating and improvement system that forms a useful self-study strategy for program improvement for early childhood education programs. The GGA was developed by the Association for Childhood Education International (ACEI) and the World Organization for Preschool Education (OMEP). The goal was to assist policy makers, administrators, teachers, and

child care providers in making decisions about improving and developing inclusive early childhood care and education services in various regions of the world (Worthan, 2003).

In 1999, 83 early researchers in childhood area, representatives of 27 countries met in Ruschlikon, Switzerland, at the International Symposium on Early Childhood Education and Care for the 21st Century in order to develop guidelines for assessing the quality of early childhood educational programs that would be useful worldwide. As result of their work, the GGA included universal components of quality education and care.

Between 2003 and 2006, the ACEI Global Guidelines Assessment Task Force developed and refined the GGA, created demographic forms, and specified guidelines for translation, reliability, and validity. Protocols to establish and maintain reliability and validity were developed by ACEI (Hardin & Bergen, 2009).

The current GGA contains 88 items across five early childhood care and education program areas: (a) Environment and Physical Space; (b) Curriculum Content and Pedagogy; (c) Early Childhood Educators and Caregivers; (d) Partnerships with Families and Communities; and (e) Young Children with Special Needs.

Each item is assessed in three ways: (1) a rating ranging from “not available” to “excellent” respectively, (2) space for examples pertaining to the item rating, and (3) space for additional comments. One of the main requirements of GGA is to make a comment and provide a classroom example for each of the rated items in order to support the support giving ratings (Barbour, Boyer, Hardin, & Wortham, 2004).

Additional documents related to the GGA are posted on the ACEI web site to assist early care and education programs in using the GGA. The ACEI provides guidelines for data collection procedures to help ensure reliability and validity, guidelines for translating/adapting the GGA, and a program-school demographic form. The related GGA documents include: (1) Consent form; (2) Program/School Information; and (3) GGA Global Guidelines for Early Childhood Education and Care in the 21st century. Copies of the GGA and its related materials may be made without permission.

The GGA can be conducted within 90 minutes by internal reviewers, such as director and teacher, teacher and teacher assistant, or teacher and trained parent. The GGA should be conducted following the procedure: (1) Select the two reviewers to conduct the assessment; (2) Read the assessment document, talk about any unclear statements, and write down any modifications on the GGA form; (3) Walk around the classroom and outdoor play environment and rate each dimension; and (4) Answer all questions and provide examples for rating (Worthan, 2003).

The GGA might be used in various setting and for a wide variety programs such as family child care, home schooling, inclusive settings, and teacher education programs (Barbour et al., 2004). The GGA materials are currently available in English, Spanish, French, Chinese, Greek, and Korean. GGA materials are in the process of being translated into German.

Table 2-1 presents the results of this review. Each QRIS is summarized in Table 2-1.

Table 2-1: Comparison of Five Quality Rating and Improvement Systems

Instrument	$ and time	Reliability &Validity	# Items	Review Process	Language Availability
NAEYC	*	X	364	Self-study + external review	English & Spanish
NAFCC	**	X	289	Self-study + external review	English & Spanish
CLASS	***	X	30	Self-study + external review	English & Spanish
ECERS	****	X	43	Self-study + optional external review	Chinese, Dutch, French, German, Greek, Hungarian, Icelandic, Italian, Norwegian, Portuguese, Spanish, & Swedish
GGA	*****	X	88	Self-study + optional external review	English, Spanish, French, Chinese, Greek, & Korean

One star indicates less useful QRIS (due to high cost and lots of time). Five stars indicates a very useful QRIS (due to low cost and less amounts of time).

Summary

This chapter reviewed selected research and related literature as a foundation of the study. The literature reviewed in this chapter dealt with quality in early education. Based on this emphasis, literature was reviewed regarding importance of high-quality early childhood education, its elements and methods of assessment in early education. There were three main sections of this chapter: (1) importance of quality in early education; (2) elements of quality in early educations; (3) assessment methods of quality in early education.

Chapter three will describe the design and procedural aspects of the investigation: (1) the population and sample; (2) selection and training for Research Site Coordinators;

(3) the rating instrument for assessing quality; (4) preparation of the rating instrument in the Russian language; (5) collection of data; and (6) the methods for the analysis of data.

CHAPTER III

DESIGN AND PROCEDURES

The topic of this study is to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan, Russian Federation (RU) and in Mankato, Minnesota, United States of America (USA). The purpose of this study is to understand the use of a specific instrument to provide direction for the improvement of the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected QRIS will be reliable for reviewers of programs in the two countries.

This chapter will describe the following design and procedural aspects of the investigation:

1. The population and sample.
2. Selection and training for Research Site Coordinators.
3. The rating instrument for assessing quality.
4. Preparation of the rating instrument in the Russian language.
5. Collection of data.
6. The methods for the analysis of data.

The Population and Sample

This study used convenience sampling in order to compare two specific early childhood education programs, one each in Magadan, Russia, and in Mankato, Minnesota, USA.

The programs that were selected had similar formats for children aged three and four years old. Each program was licensed by the appropriate governmental agency. Each program had a partnership with the nearby university to prepare teachers for early childhood education.

Program administrators agreed to participate. The designed called for at least four reviewers of each program: one administrator, one teacher, one university Research Site Coordinator, and one university undergraduate student. For the purposes of this pilot study the administrator and teacher who completed the instrument were staff members at the specific early childhood education program that was in the sample. The university faculty member and student who completed the instrument were part of a nearby university early childhood education teacher preparation program. Thus, the research design included internal reviewers and external reviewers.

Selection and Training for Research Site Coordinators

Research Site Coordinators (one per country) were recruited to implement the study at the local level. Selection criteria for Research Site Coordinators included: a Masters' degree or higher in early childhood education or a related field, experience in early childhood programs, and access to Internet and email services.

Two-hour conference calls were held approximately twice each month with the Research Site Coordinators for training and discussion about: the assessment instrument, confidentiality requirements, procedures for selecting programs, and data collection procedures. Once trained, Research Site Coordinators recruited local program administrators and teachers.

Copies of the assessment instrument and letters describing the study and requesting consent to participate in the study were discussed with each local program director. Two people (an administrator and a teacher) agreed to conduct the review at each program. In addition, each director completed a Program Information Form to obtain demographic information about the programs, such as type, service area, ages served and so forth. All verbal and written information were presented in the person's native language. For participation in the study, each program received incentives, such as books and other written materials pertaining to quality early childhood education and a certificate of participation from ACEI.

The Rating Instrument for Assessing Quality

This study used the Global Guidelines Assessment (GGA) as an instrument to rate program quality. Between 2003 and 2006, the ACEI Global Guidelines Assessment Task Force developed and refined the GGA, created demographic forms, and specified guidelines for translation, reliability, and validity.

The English version of the GGA contained 88 items across five early childhood care and education program areas: (a) Environment and Physical Space; (b) Curriculum Content and Pedagogy; (c) Early Childhood Educators and Caregivers; (d) Partnerships with Families and Communities; and (e) Young Children with Special Needs. Each item was assessed in three ways: (1) a rating ranging from "not available" to "excellent" respectively, (2) space for examples pertaining to the item rating, and (3) space for additional comments.

Documents related to the GGA are posted on the ACEI web site (http://acei.org/wguideshp.htm) to assist early care and education programs in using the GGA including: guidelines for data collection procedures to help ensure reliability and validity, guidelines for translating/adapting the GGA, and a program-school demographic form. Copies of the GGA may be made without permission.

Preparation of the Rating Instrument in the Russian Language

In 2008, the GGA materials were available in English, Spanish, French, Chinese, Portuguese, and Greek. GGA materials were in the process of being translated into German and Korean. It was not available in Russian. This project translated and piloted the GGA for use in the Russian Federation and for Russian-speaking audiences in other parts of the world.

This study followed the ACEI's established consensus methods for translating and adapting assessment instruments. This was a multi-step process in which translators and reviewers reconciled differences and reached consensus to achieve the best possible translation and adaptation.

Consensus group participants included the project director (the primary investigator in Mankato, Minnesota, USA); the primary translator (this student researcher); a technical editor (the primary investigator in Magadan, Russian Federation); and a review committee (the Departments of Educational Studies and of Foreign Languages in Magadan, Russian Federation). The primary translator had overall responsibility for the translation. The technical editor reviewed the translation for consistency of terms and phrases as well as grammar and spelling. The review committee

was composed of native speakers from the Russian Federation with knowledge and/or training in early childhood education or related field. The review committee examined the translation and submitted written comments as to whether the wording of the translation and adaptation accurately reflected the content and intent of the original instrument.

This study followed the twelve-step process from ACEI. First, this investigator completed the primary translation and submitted it to the technical editor in Magadan, RU. The technical editor finalized the initial translation and submitted it to the reviewer committee in Russia. The reviewer committee included the Dean and one faculty member in the Department of Educational Studies and two faculty members in the Department of Foreign Languages (including English). The reviewer committee provided written comment and the project director, primary translator, and reviewer committee discussed the items and reached consensus.

Data Collection Process

For this study, the researcher followed ACEI's recommendations for standard instructions and conditions under which the study occurred. This process recording general comments, instructions for making ratings, for writing examples, and for making comments. The GGA procedures noted, "It is very important that you write in examples and comments that support your ratings. We need this evidence to help us find out if the content areas in the assessment tool are really measuring the content areas correctly."

Figure 3-1 gives details about the ACEI guidelines for administering the GGA.

Figure 3-1: ACEI Guidelines for Administration
of the Global Guidelines Assessment
[From http://acei.org/wguideshp.htm]

a) Select two people per program to conduct the assessment (e.g., director and teacher, teacher and teacher assistant; teacher and trained parent).
b) Read the assessment document together and talk about any statements that are unclear. Write down any modifications on each person's form.
c) At the same time, walk around the classroom and outdoor play environment together and rate each dimension on the assessment form provided. Try to answer all questions and give evidence examples for your rating even if some questions seem to repeat previous questions. (Do not discuss your ratings while you are recording them.)
d) Note beginning and ending times on the cover page. (It should take about 1. hours to complete the GGA. Or, it can be completed in two 45 minutes sessions as long as both raters can be there at the same time.)
e) As each item is rated, write examples and comments that reflect the reasons for your ratings (Do not change any ratings on the form after your initial ratings have been completed.)

Data Analysis Methods

There were at least five reviews completed for each program: one by the Research Site Coordinator, one by the program administrator, one by a teacher in the program, and two undergraduate students. Completed assessments were delivered to Minnesota State University, Mankato for data entry and analysis. Individual ratings and comments for each item were entered into a database.

Numerical data, consisting of the rating scale results, were assigned numeric values of 0 (not available), 1 (inadequate), 2 (minimum), 3 (adequate), 4 (good), and 5 (excellent). Once all data were entered into the database, two individuals verified the results for each item against the original protocol, and all errors were reconciled and

corrected. Statistical analyses were generated in SPSS 14.0 for each component of the study.

For purposes of this research, the following types of data analyses were conducted: (1) descriptive data for assessors and for early education programs and (2) inter-rater agreement (consistency among assessors).

Descriptive statistics were collected about reviewers and early education programs. The chapter on data analysis presents characteristics of the early education programs: type and geographic location, funding sources, months and hours of operation, family income of children enrolled, number and age range of children enrolled, and organization of classrooms

The ratings of reviewers in each country were examined for the degree of consistency among their observations. Inter-rater agreement was determined by examining the correlations for each program area and for the total GGA. Inter-rater agreement was examined to understand the extent to which different reviewers found similar results when independently assessing the program of interest. When reviewers subjectively evaluate phenomena, such as quality of a program, measurement error is often found in their assessment. This study was designed to carefully assess this error before recommending use of the instrument for other studies of quality in early education (Nichols, 1998; Shrout & Fleiss, 1979).

Summary

The topic of this study is to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan Region, Russian Federation (RU) and in

Minnesota, United States of America (USA). The purpose of this study is to understand the use of a specific instrument to provide direction for the improvement of the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected QRIS will be reliable for reviewers of programs in the two countries.

This chapter described the design and procedural aspects of the investigation: (1) the population and sample; (2) selection and training for Research Site Coordinators; (3) the rating instrument for assessing quality; (4) preparation of the rating instrument in the Russian language; (5) collection of data; and (6) the methods for the analysis of data.

Chapter 4 will describe the results of the data analysis aspects of the investigation: (1) descriptive data for reviewers; (2) descriptive data for early education programs; (3) comparison of reviewers' ratings; (4) inter-rater agreement (consistency among reviewers); and (5) discussion of results.

CHAPTER IV

FINDINGS AND DISCUSSION OF RESULTS

The topic of this study is to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan, Russian Federation, and in Mankato, Minnesota. The purpose of this study is to understand the use of a specific instrument to provide direction for the improvement of the quality of the learning environments in early childhood classrooms in two countries. The hypothesis is that the selected QRIS will be reliable for reviewers of programs in the two countries.

This chapter presents the data analysis aspects of the investigation:

1. Selection of specific QRIS.
2. Descriptive data for reviewers.
3. Descriptive data for early education programs.
4. Comparison of reviewers' ratings.
5. Inter-rater agreement (consistency among reviewers).
6. Discussion of results.

Selection of Specific ORIS

This study reviewed five quality rating and improvement system instruments that were most commonly available and broadly used in early childhood education in North America. Based on the literature review, this study selected the Global Guidelines Assessment as the QRIS. The rationale included:

1. The GGA is available free from ACEI.

2. The GGA has been researched for reliability and validity.
3. The GGA is not very long. It includes 88 items organized into five sections.
4. The GGA is designed as a self-study process for program staff and administrators. It does take much time to complete the review.
5. The GGA is designed for use in many cultural settings and for implementation throughout the world.

Descriptive Data for Reviewers

This section summarizes characteristics of reviewers completing the reviews. Information is reported about the reviewers' current employment or university employment position, their education level, the number of years in the field of early childhood education, and the number of years in their current employment position.

Table 4-1 presents a summary of the employment positions of reviewers in the research sample. The reviewers included one director in Magadan, Russia and one director in Mankato, Minnesota; two teachers in Magadan and one teacher in Mankato; one university faculty member in Mankato; two university students in Magadan and two university students in Mankato; and one curriculum specialist in Mankato.

Table 4-1: Employment Positions of Reviewers in the Research Sample

[Programs (n=2), Reviewers (n=11)]

Positions of Reviewers	Golden Key (Magadan)	Golden Heart (Mankato)	Total
Directors/Assistants	1	1	2
Teachers	2	1	3
University Faculty	0	1	1

University Students	2	2	4
Other (curriculum)	1	0	1
Total	6	5	11

Table 4-2 presents a summary of the gender and education levels of reviewers in the research sample. The reviewers included six females in Magadan and four females and one male in Mankato. Two reviewers in Magadan and two reviewers in Mankato were university students with some college education. The other reviewers in both countries had at least a bachelor's degree.

Table 4-2: Gender and Education Levels of Reviewers in the Research Sample [Reviewers (n=11)]

Specific Characteristic	Golden Key (Magadan)	Golden Heart (Mankato)
Female	6	4
Male	0	1
Secondary Education	0	0
Some College	2	2
Bachelor's Degree	3	2
Master's Degree	1	1

Descriptive Data for Early Education Programs

This section reports descriptive data about the characteristics of the early education programs: geographic location, population, program type, funding sources, family income level, months and hours of operation, number of children currently

enrolled, age range of children currently enrolled, and number and organization of classrooms.

Table 4-3 presents information about the characteristics of the two early education programs involved in this investigation. The Golden Key program in Magadan is sponsored by the government and serves diverse families in a large urban area in Russia's Far East. The Golden Heart program in the Mankato is sponsored by a business corporation and serves families of average income in two rural counties in Minnesota. Both programs are supported by tuition from families. In the US, the program is additionally supported by corporate funds. The program in Magadan is about 1-1/2 times the size of the program in Mankato (189 children compared to 116 children). In the Golden Key program, children between one and seven years old are assigned to multi-age groups that meet year-round. In the Golden Heart program, children between six weeks and six years old are assigned to single-age groups that meet year-round.

Table 4-3 Characteristics of Early Education Programs in the Research Sample

[Programs (n=2)]

Program Characteristic	Golden Key Magadan)	Golden Heart (Mankato)
Sponsor	Government sponsor	Business sponsor
Service Area	Serves urban area	Serves 2 counties
Family Economic Status	Diverse SES	Average SES
Funding Sources	Family tuition	Family tuition & business funds
Current Enrollment	189 children enrolled	116 children enrolled

Organization of Classrooms	Children meet in multi-age groups	Children meet in single-age groups
Months of Operation	Program available for 12 months	Program available 12 months
Age-range of Children	Serves children from 1 – 7 years old	Serves children from 6 weeks – 6 years old

Comparison of Reviewers' Ratings

There were several assessments completed for each of the two programs. Completed assessments were delivered to Minnesota State University, Mankato for data entry and analysis. Individual ratings for each item were entered into a database. The rating scale results were assigned numeric values of 0 (not available), 1 (inadequate), 2 (minimum), 3 (adequate), 4 (good), and 5 (excellent). Once all data were entered into the database, two individuals verified the results for each item against the original protocol, and all errors were reconciled and corrected. Statistical analyses were generated in SPSS 12. Area scores, total scores, and group means were calculated.

Table 4-4 presents the GGA area (with maximum possible subscores) and total scores for each reviewer in each country. The five areas refer to the five areas of the GGA content. The number of points refers to the number of points possible in each of the five areas. For the six Russian reviewers, total scores ranged from 350 to 431, out of a total 440 possible. For the five American reviewers, total scores ranged from 328 to 428, out of a total 440 possible. The mean for the Magadan reviewers was 384, compared to a mean of 383.4 for the American reviewers.

Table 4-4: Individual Reviewers' Area Scores and Total Scores,

with Group Means [Reviewers (n=11)]

	Area 1	Area 2	Area 3	Area 4	Area 5	Total	
Reviewer	95 pts	85 pts	65 pts	120 pts	75 pts	440 pts	Mean
Russian 1	83	59	57	89	62	350	
Russian 2	86	74	64	98	63	385	
Russian 3	95	84	65	116	71	431	384.0
Russian 4	86	72	60	100	63	381	
Russian 5	90	70	61	93	65	379	
Russian 6	91	71	61	89	66	378	
American 1	88	78	63	115	75	419	
American 2	89	79	65	120	75	428	
American 3	91	72	46	90	60	359	383.4
American 4	89	65	60	101	68	383	
American 5	72	66	52	88	50	328	

Inter-rater Agreement

The ratings of reviewers in each country and of reviewers in both countries were examined for the degree of consistency among their observations. Inter-rater agreement (using Cronbach's alpha) was examined to understand the extent to which different reviewers found similar results when independently assessing the program under review. The data analysis used the intraclass correlation coefficient to examine the interrater reliability for each program area and for the total GGA.

Table 4-5 presents the intraclass correlation coeffients calculated for the reviewer group in Magadan and for the reviewer in the US. Correlation coefficients higher than .70 show that the scores are highly consistent. In this study, very high correlations were found: .995 among the Russian reviewers and .987 among the American reviewers.

Table 4-5: Inter-rater Reliability (Intraclass Correlation Coefficient)

Reviewer Group	Cronbach's alpha (Intraclass Correlation Coefficient)	95% confidence interval	
		Lower Bound	Upper Bound
Magadan n = 6	.995	.983	.999
Mankato n = 5	.987	.958	.988

Confidence intervals for both groups were generally narrow relative to the underlying size of the intraclass correlation coefficient. In other words, the study results indicate that the researchers may be 95% confident that the actual intraclass correlation coefficient is somewhere between .983 and .999 in Magadan and .958 and .988 in the US. This suggests that there may be great certainty associated with the results of this study.

Discussion of Results

Based on the literature review, this study selected the Global Guidelines Assessment as the QRIS to be used in the research. After translating the GGA materials into the Russian language, cooperating reviewers in Magadan and in the US collected data about two early childhood education programs.

In each country, there were internal and external reviewers. The internal reviewers included administrators and teachers who were staff members at the specific early childhood education programs that were in the sample. The external reviewers included university faculty members and students who were part of nearby university early childhood education teacher preparation programs.

Out of a total of 440 possible points, the mean GGA score among the Russian reviewers was 384, compared to a mean of 383.4 for the American reviewers. This

investigation was not examining and comparing the mean scores for the programs. However, this result was intriguing to the researcher because it implies that internal and external reviewers reach similar conclusions about excellent early childhood programs, regardless of location.

In this study, very high correlations were found: .995 among the Russian reviewers and .987 among the American reviewers. The study results indicate that the researchers may be 95% confident that the actual intraclass correlation coefficient is somewhere between .983 and .999 in Magadan and .958 and .988 in the US. This suggests that there may be great certainty associated with the results of this study.

Summary

This chapter presented the data analysis aspects of the investigation: (1) selection of specific QRIS; (2) descriptive data for reviewers; (3) descriptive data for early education programs; (4) comparison of reviewers' ratings; (5) inter-rater agreement (consistency among reviewers); and (6) discussion of results. The next chapter presents the investigator's conclusions, contributions, and recommendations.

CHAPTER V

CONCLUSIONS, CONTRIBUTIONS, AND RECOMMENDATIONS

The topic of this study was to pilot test a Quality Rating and Improvement System (QRIS) in early education programs in Magadan, Russian Federation (RU) and in Mankato, Minnesota, United States of America (USA). This chapter presents the investigator's conclusions, contributions, and recommendations related to the research question: What is the agreement among raters in the US and in Russia, using scores on a QRIS for early childhood education programs in two countries?

Conclusions

For this study, the investigator used the GGA to review early childhood education programs in Magadan Region, Russian Federation and early childhood education programs in Minnesota, USA.

Cronbach's alpha was used to determine the intraclass reliability of the instrument under investigation. As a result of the results, this study concluded that the GGA will be useful for comparing early childhood education programs in Magadan, Russia and in Mankato, Minnesota, because the GGA is reliable, easy and affordable to use for quality improvement of early education throughout the world. The GGA was developed to assist policy makers, administrators, teachers, and child care providers in making decisions about improving and developing inclusive early childhood care and education services in various regions of the world (Worthan, 2003). Now the GGA may be used in Russia as well.

This study also concluded that there was excellent inter-rater agreement among reviewers in Magadan and in Mankato, Minnesota, using scores on a QRIS for early childhood education programs.

The reliability of the GGA and its related document was illustrated by this research study. Now, the GGA and its related documents are available in the Russian language free through ACEI. However, this contribution would not be meaningful unless the GGA could be used reliably. The second contribution of this study is that the GGA may be used reliably by internal and external reviewers in Russia for purposes of improvement of quality of early childhood education programs.

This study showed the success of the translation of the GGA and related materials into the Russian language. The GGA may now be used as a reliable instrument to assess early education programs. Therefore, this study serves as an important foundation for future investigations with Russian-speaking programs.

Recommendations

As a result of this study, there are several recommendations:

1. Continue studying use of the GGA in its Russian version by increasing the sample size among early education programs in Russia.

2. Continue studying Global Guidelines Assessment process for content validity in its Russian version.

3. Develop reviewer orientation and training processes for replication throughout the world.

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APPENDIXES

Appendix A

IRB Approval Letter

MINNESOTA STATE UNIVERSITY
MANKATO

February 10, 2009

Vera Gregoryevna Azarova
328 AH
Department of Educational Studies: Elementary and Early Childhood
College of Education
Minnesota State University, Mankato
Mankato MN 56001

Re: IRB Proposal, Log **#3416** entitled "*Study of Use of Global Guidelines Assessment in Early Childhood Setting*"

Your IRB Proposal has been approved as of July 30, 2008. On behalf of the Institutional Review Board I wish you success with your study. Remember that you must seek approval for any changes in your study, its design, funding source, consent process, or any part of the study that may affect participants in the study. Should any of the participants in your study suffer a research-related injury or other harmful outcome, you are required to report them to the IRB as soon as possible.

The approval of your study is for one calendar year from the approval date. When you complete your data collection, or should you discontinue your study, you must notify the IRB. Please include your log number with any correspondence with the IRB.

This approval is considered final when the full IRB approves the monthly decisions and active log. The IRB reserves the right to review each study as part of its continuing review process. Continuing reviews are usually scheduled. However, under some conditions the IRB may choose not to announce a continuing review.

Sincerely,

Patricia Hargrove

Patricia Hargrove, Ph.D.
IRB Coordinator

Cc: File

COLLEGE OF GRADUATE STUDIES AND RESEARCH
115 ALUMNI FOUNDATION CENTER · MANKATO, MN 56001
PHONE 507-389-2321 (V) · 800-627-3529 OR 711 (MRS/TTY) · FAX 507-389-5974

Appendix B

AGREEMENT – NORTH-EASTERN STATE UNIVERSITY

MAGADAN, RUSSIAN FEDERATION

-----Original Message-----

Sent: Thursday, February 14, 2008 10:55 AM

To: Sandell, Elizabeth Jill

Subject: Cooperative Research

On Thu Feb 14 10:55, 'Olga' <ovk61@mail.ru> sent:

>Dear Elizabeth,

>Related to our joint research projects. I look forward to discussing the proposals with you when I meet you next month in Minnesota. The chairpersons of the Preschool Faculty and the Elementary Education Faculty will contact Teachers in Magadan schools to work with the research idea.

>They look forward to cooperating with you and Minnesota State University on research related to early childhood education. We will discuss details of common research in March when I visit Minnesota.

>Thank you.

>Olga Victorovna Klypa

>Dean, Pedagogical Faculty

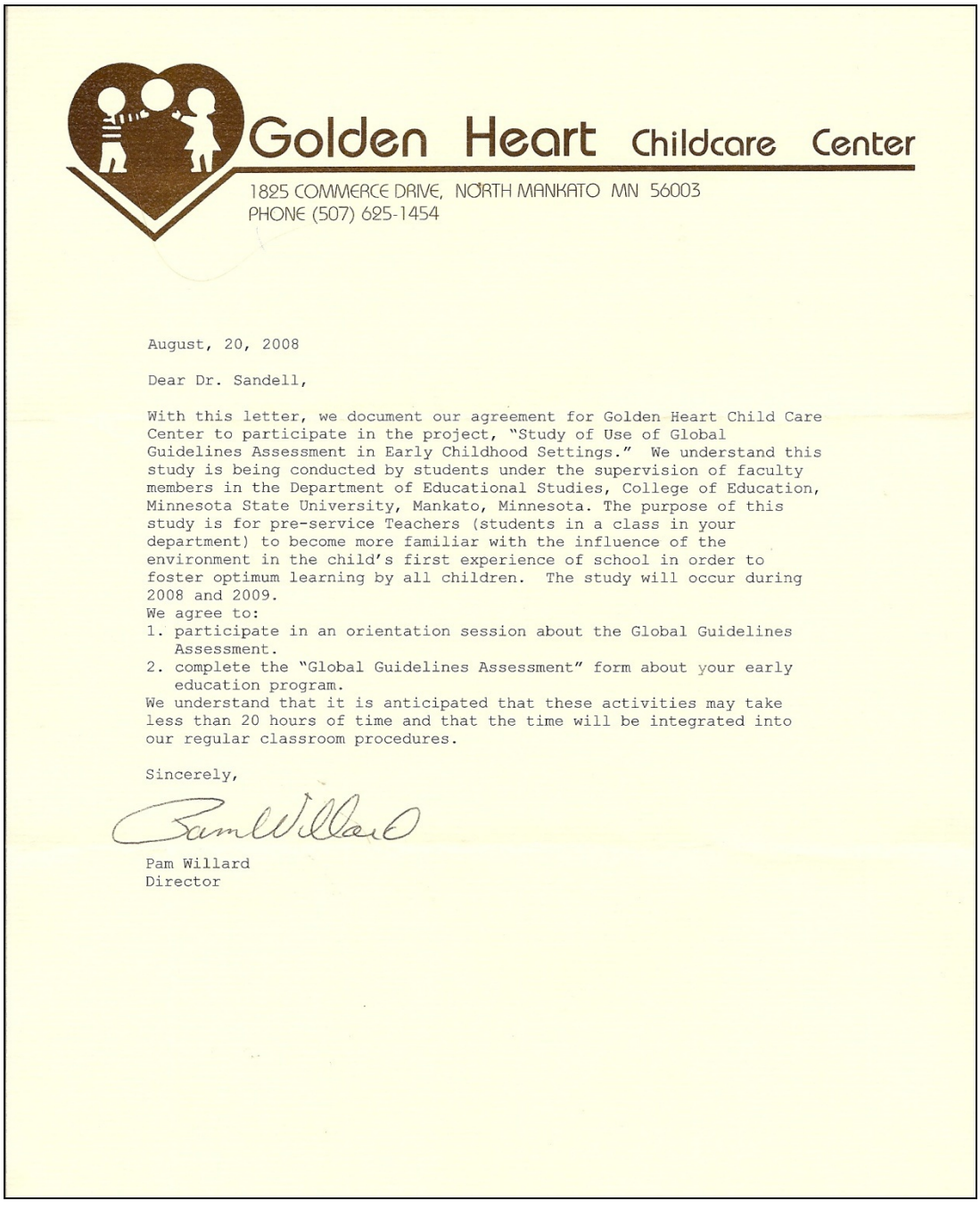
>North-Eastern State University

>Magadan, Russian Federation

Appendix C

AGREEMENT – GOLDEN HEART CHILD CARE CENTER

NORTH MANKATO, MINNESOTA



Golden Heart Childcare Center

1825 COMMERCE DRIVE, NORTH MANKATO MN 56003
PHONE (507) 625-1454

August, 20, 2008

Dear Dr. Sandell,

With this letter, we document our agreement for Golden Heart Child Care Center to participate in the project, "Study of Use of Global Guidelines Assessment in Early Childhood Settings." We understand this study is being conducted by students under the supervision of faculty members in the Department of Educational Studies, College of Education, Minnesota State University, Mankato, Minnesota. The purpose of this study is for pre-service Teachers (students in a class in your department) to become more familiar with the influence of the environment in the child's first experience of school in order to foster optimum learning by all children. The study will occur during 2008 and 2009.

We agree to:

1. participate in an orientation session about the Global Guidelines Assessment.
2. complete the "Global Guidelines Assessment" form about your early education program.

We understand that it is anticipated that these activities may take less than 20 hours of time and that the time will be integrated into our regular classroom procedures.

Sincerely,

Pam Willard

Pam Willard
Director

Appendix D

AGREEMENT – GOLDEN KEY KINDERGARTEN

MAGADAN, RUSSIAN FEDERATION

Министерство образования и науки Российской Федерации

УПРАВЛЕНИЕ ОБРАЗОВАНИЯ
МЭРИИ ГОРОДА МАГАДАНА

685000, г. Магадан, Горького, 19 а, тел. (факс) 2-52-33, Управление ФК ГРКЦ Банка России по Магаданской области р/с 40204810200000100002 л/с 03075010060 ИНН 4909001560 КПП 490901001

№ ___ от ___ 2008г.

Северо-Восточный
государственный университет
ректору Широкову А.И.

МДОУ №№ 1,3,38,53,57)

Уважаемый Анатолий Иванович.

Ваше письмо о проведении исследований в области образования детства, запланированные на основе договора о взаимном сотрудничестве между педагогическим факультетом Вашего университета и университетом США, рассмотрено в управлении образования мэрии города. Управление образования не возражает против определения площадок для исследования в муниципальных дошкольных образовательных учреждений №№1,3,38,53,57. Группа кратковременного пребывания действует в МДОУ № 53.

С уважением,

начальник
управления образования — С.Л Колмогорова

исп. Полевая Н.Н.
(62-52-15)

Вх.№ ___
«___» 02. 2009 г.
СВГУ г. Магадан

Feb. 05 2009 10:24AM P01 — PHONE No. : 25233

Appendix E

INFORMED CONSENT FORM – ENGLISH

Study of Use of Global Guidelines Assessment in Early Childhood Settings

You are invited to be in a research study of the learning environments in early childhood education programs. The purpose of this study is to understand how use of the Global Guidelines Assessment (GGA) will help improve early childhood education. This study will take place during the 2008 and 2009 calendar years. However, your part in the activities would occur during approximately 20 hours.

You were selected to be a possible participant because you are a teacher or an administrator at an early childhood education program in partnership with either Minnesota State University, Mankato, Minnesota, or North-Eastern State University, Magadan, Russian Federation. We ask that you read this document and ask any questions you may have before agreeing to be in the study.

Background Information:
This study is being conducted by students under the supervision of faculty members in the Department of Educational Studies, College of Education, Minnesota State University, Mankato, Minnesota. The purpose of this study is for pre-service Teachers (students in a class in our department) to become more familiar with the influence of the environment in the child's first experience of school in order to foster optimum learning by all children. The study will occur during 2008 and 2009.

Procedure:
If you agree to be in this study, you will be asked to
1. participate in an orientation session about the Global Guidelines Assessment.
2. complete the "Global Guidelines Assessment" form about your early education program.

It is anticipated that these activities may take less than 20 hours of time and that the time will be integrated into your regular classroom procedures.

Risks and Benefits of Being in the Study:
The only identified risks involved with this study involve the possibility that some parents may not want their children involved in research. Photographs of the early education environments may be taken for use in the research reports. However, photographs or data about individual children will not be used in the data collection or in the data analysis. Pre-service teachers enrolled in classes in our departments may study

the combined results of the study as they develop their own skills in establishing learning environments in the classroom.

All photographs will become the property of the principal investigators and may be used in documentation and reports by the principal investigators. By agreeing to be in this study, you agree that photographs may be made and used in educational materials and reports.

If you agree to participate in this study, you may receive documentation from the principal investigator for up to 20 clock hours of professional development. This documentation may be useful for your teacher credentialing or program licensure processes.

Voluntary Nature of the Study:
Your decision whether or not to participate will not affect your current or future relations with the cooperating institutions: Minnesota State University, Mankato, MN and North-Eastern State University, Magadan, Russian Federation. If you decide to participate, you are free to withdraw later at any time without affecting those relationships. You may withdraw from the research by contacting the principal investigator by phone, fax, or email.

You may ask any questions you have now. If you have any questions in the future, you may contact the principal investigator:
Researcher: Elizabeth J. Sandell, Ph. D.
328 Armstrong Hall, Department of Educational Studies: Elementary and Early Childhood College of Education, Minnesota State University, Mankato
Mankato, MN 56001
Office 507-389-5713
Fax 507-389-5853
Email elizabeth.sandell@mnsu.edu

If you prefer to talk with someone other than the principle investigator about the research subjects' rights or in the event of a research-related injury, you may contact:
IRB Administrator: Anne Blackhurst, Ph. D.
AF 115, College of Graduate Studies and Research,
Minnesota State University, Mankato
Mankato, MN 56001
Office 507-389-2321
Email anne.blackhurst@mnsu.edu

You will be given a copy of this form to keep for your records.

Statement of Consent: I have read the above information. I have asked questions and have received answers. I consent to participate in the study during the 2008 and 2009 calendar years. (Expiration date: _____) I agree that the principal investigators may use my image in photographs published as part of scholarly journal articles or reviews. I agree that a copy of the completed GGA with the GGA Program Information Form will be sent to the chairperson of the ACEI GGA Task Force to be included in the international database. I understand that I may keep a copy of the results for program quality improvement activities.

_____ _____

Signature Date

_____ _____

Signature of Investigator Date

Appendix F

INFORMED CONSENT FORM – RUSSIAN

Соглашение

Руководство по использованию инструмента Оценки работы образовательного учркждения на основе «Глобального Руководства» в системе дощкольного образования.

Мы приглашаем Вас принять участие с иссладовании по изучению образовательной сферы реализуемой через образовательные программы для детей дошкольного возраста. Цель исследования – изучить насколько использование иструмента оценки «Глобальное Руководство» (ОГР) поможет улучшить систему дошкольного образования. Исследование будет проведено на протяжении 2008 и 2009 календарного года. Как участнику исследования Вам понадобиться приблизительно 20 часов Вашего времени .

Данный проект основан на партнерстве между Государственным Университетом штат Миннесота г. Манкато, США и Северо-Восточным Государственным Университетом г. Магадан, Россия. Вы были выбраны для участия в данном проекте , так как Вы являетесь преподавателем или работаете в сфере управления дошкольного образования. Прочтите данный документ и задайте все интересующие Вас вопросы перед тем, как Вы подпишите данный документ.

Информация об исследовании:

Данное ислледование проводитсястудентами Государственного Университета штата Миннесота г. Манкато под руководством преводавателей педагогического факультета. Цель исследования – дать возможность студентам педогогичкого факультета ознакомиться важностью влияния окружающей развивающей среды детей начальных классов для того, чтобы побудить в них желание к изучению. Исследование будет проведено на протяжении 2008-2009 годов.

Процедура:

Если Вы согласны принять участие в исследовании, то Вам предстоит:

1. Принять участие в подготовительном семинаре по использованию инструмента оценки образовательного учреждения на основе «Глобальног Руководства» (ОГР).
2. Осуществить оценку работы образовательного учреждения на основе «Глобального Руководства». Проведение оценки ментше 20 часов Вашего времени, которое будет включено в Вашу обыденную учебную\рабочую рутину.

Риск и преимущество от участия в проекте:

Едиственный риск фактор – это несогласие родителей на участия их детей в проведении исследования.

На пртяжении иссладования разрешается фотографировать элементы обучающей с реды для использования их в отчете по исследованию. Однако, фотографии или личные данные о детях не будут использованы при сборе и анализе данных. Студенты педагогического факультета, обучающиеся на нашем факультете, могут изучить объединенные результаты исследования по мере развития их личных способностей в формировании обучающей среды в классной комнате.

Все фотографии будут являться достоянием лиц ответственных за исследование и могут быть использованы для образовательных целей, материалов и отчетов.

Если Вы согласны на участие, Вы получите сертификат об участии в исследовании на протяжении 20 часов от главного за данное исследование, что будет свидетельствовать о Вашем вкладе в Ваше профессиональное развитие. Данный сертификат может быть полезен для повышения Вашей квалификации или получения лицензии преподавателя.

Волонтерская оценка исследования:

Ваше решение об учачтии или отказе в исследовании не повлияет на Ваши отношения с партнерскими сторонами исследования, а именно: Государственным Университетом штата Миннесота г. Манкато, США и Северо-Восточным Государственным Университетом г. Магадан, Россия. Если вы примете решение на участие в исследовании, Вы имеете право прекратить Ваше участия в любое время на протяжении исследования без какого-либо влияния на взаимоотношения с партнерскими сторонами. Вы можете прекратить яваше участия в исследовании связавшись с ответственным за исследование по телефону, факсу или электронной почте. Вы можете задать все интересующие Вас вопросы , которые у Вас возникли в настоящий момент.

Если Вы возникли вопросы в будущем Вы сможете обратиться к ответственному за исследование по следующей контактной информации:

Researcher: Elizabeth J. Sandell, Ph. D.
328 Armstrong Hall, Department of Educational Studies: Elementary and Early Childhood College of Education, Minnesota State University, Mankato
Mankato, MN 56001
Office 507-389-5713
Fax 507-389-5853
Email elizabeth.sandell@mnsu.edu

Если вы предпочитаете обсудить с кем-либо другим, помимо ответственного исследователя, ваши права как участника исследования или

относящиеся к исследованию происшествия или травмы, можете обращаться по следующим контактам:
IRB Administrator: Anne Blackhurst, Ph. D.
AF 115, College of Graduate Studies and Research,
Minnesota State University, Mankato
Mankato, MN 56001
Office 507-389-2321
Email anne.blackhurst@mnsu.edu

Вам будет предоставлена копия данного соглашения для личного использования.

Соглашения: Я прочел/а вышеизложенную информацию. Я задал все интересующие меня вопросы и получил на них ответы. Я соглашаюсь на участия в исследовании на протяжении 2008 и 2009 годов. (Дата окончания: _____). Я согласен/а с тем, что ответственный исследователь может использовать и опубликовывать мои фотографии в научных статья и журналах. Я согласен/а с тем, что заполненная форма вместе с формой «Работа по программе/ Информация об образовательном учреждении» будут отправлены директору ACEI ОГР комитета для введения в международную базу данных. Я осведомлен/а о том, что я могу сохранить копию полученных результатов с целью дальнейшей работы по улучшению качества развивающей образовательной среды.

_____ _____
Подпись Дата

_____ _____
Подпись Дата

6/4/06 [translated June, 2008]

Appendix G

PROGRAM/SCHOOL INFORMATION FORM - ENGLISH

ACEI Global Guidelines Assessment (GGA)
Program/School Information Form

1. Country: _____

2. Date: _____

3. City/Town/Village _____

4. Province/State_____

5. Person completing form:
□ Director/Principal/Supervisor □ Assistant director □Teacher
□ Parent □ Other (e.g., Assistant Teacher, Psychologist)_____

6. Type of setting:
□ Public Education Program/School □ Public Child Care Program
□ Private Education Program/School □ Private Child Care Program
□ Other (specify) _____

7. Geographic location:
□ Rural □ Urban □ Other (e.g., suburban)_____

8. Funding source (check all that apply):

Public	Private	Tuition
□ City/Town/Village	□ Foundation	_____ per month
□ Municipality	□ NGO	(in local currency)
□ State	□ Religious	
□ Federal	□ Individual Owner	
□ Other (specify) _____	□ Franchised	
	□ Other (specify) _____	

9. Family income level of children attending program/school:
□ Mostly poor
□ Mostly average
□ Mostly wealthy

10. How many months of the year is the program open? _____Months

11. Hours of operation:
Time Program Opens Each Day _____
Time Program Closes Each Day _____

12. Total current enrollment: _____

13. Age range for children attending program: _____

14. Number of classrooms per program _____

15. Classrooms are organized by:
 Multi-age groups
 Single age groups

Comments:

6/4/06

Appendix H

PROGRAM/SCHOOL INFORMATION FORM - RUSSIAN

ACEI Оценка работы образовательного учреждения на основе “Глобального Руководства” (ОГР)

Работа по программе/Информация об образовательном учреждении

1. Страна: _____

2. Дата: _____

3. Город/ поселок/деревня _____

4. Область/регион _____

5. Представитель, заполняющий форму:

Директор/начальник/инспектор
Заместитель директора
Воспитатель/учитель
Родитель
Другое (например, помощник преподавателя, психолог)_____

6. Тип учреждения:

Государственная образовательная программа/образовательное учреждение
Государственная программа заботы о детях
Частная образовательная программа/ образовательное учреждение
Частная образовательная программа заботы о детей
Другое (уточнить) _____

7. Географическое месторасположение:
Село
Город
Другое (например, пригород) _____

8. Источник финансирования (отметьте все относящиеся к вам):

Государственный
Городской/ областной/деревенский
Муниципалитет
Государственный
Федеральный
Другое (уточнить) _____

Частный
Фонд
Неправительственная организация
Религиозная организация
Индивидуальный владелец
Уполномоченный представитель
Другое (уточнить)_____

Оплата за обучение (оплата семей за предоставляемые услуги)

Количество в месяц _____
(в местной денежной единице)

9. Уровень дохода семьи ребенка, посещающего программу/образовательное учреждение:

низкий
средний
высокий

10. Сколько месяцев в году осуществляется работа по программе/в образовательном учреждении?_____ Месяцев

11. Часы работы по программе/образовательного учреждения:

Временная программа открывается каждый день_____
Временная программа закрывается каждый день _____

12. Количество детей посещающих программу/образовательное учреждение:__

13. Возрастной диапазон детей посещающих программу/образовательное учреждение_____

14. Количество классов работающих по программе/в образовательном учреждении_____

15. Работа классов организована по принципу:
Разновозрастные группы
Группы детей одного возраста

Комментарии:

6/4/06 [translated June, 2008]

Appendix I

CONSENSUS PROCESS FOR TRANSLATING/ADAPTING

ASSESSMENT INSTRUMENTS - ENGLISH

The consensus methods for translating/adapting assessment instruments is a multi-step process in which translators and reviewers reconcile differences and reach consensus to achieve the best possible translation/adaptation.

Consensus group participants

- Project director
- Primary translator - Overall responsibility for the translation
- Technical editor - Reviews translation for consistency of terms and phrases as well as grammar and spelling
- Review committee of native speakers from variety of countries or regions with knowledge and/or training in early childhood education or related field - Examines translation and submits written comments as to whether the wording of the translation/adaptation accurately reflected the content and intent of the original instrument.

Twelve Step Process

1. Complete primary translation
2. Submit to technical editor
3. Finalize initial translation
4. Submit to review committee
5. Review committee provides written comments
6. Project director, primary translator & consortium discuss comments and reach consensus. Submit to technical editor for final revisions
8. Field test translated/adapted instrument
9. Analyze field test data
10. Make recommendations for revisions
11. Discuss/reach consensus among developers, consortium, translator, technical editor
12. Complete revisions for final edition

Source: Geisinger, K. F. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. Psychological Assessment, 6 (4), 304-312.

6/9/06

Appendix J

CONCENSUS PROCESS FOR TRANSLATING/ADAPTING

ASSESSMENT INSTRUMENTS – RUSSIAN

ACEI Оценка работы образовательного учреждения на

основе “Глобального Руководства” (ОГР)

Согласование процесса перевода и применение инструментов оценки – многоступенчатый процесс, в котором переводчики и рецензенты регулируют различия и приходят к единому соглашению с целью получения наилучшего варианта перевода «Глобального руководства».

Участники группы, работающие над согласованием

- Директор проекта
- Переводчик – несет полную ответственность за перевод документа
- Технический редактор – проверяет полученный перевод, последовательность фраз, грамматику и правописание слов
- Комитет, состоящий из носителей языка разных стран и регионов, которые обладают знаниями или работают в сфере дошкольного образования, проверяют перевод, дают письменные комментарии относительно корректного использования слов, содержания и его соответствия оригинальной версии.

Двенадцать шагов процесса

1. Осуществление первичного перевода
2. Согласование технического редактора
3. Завершение начального перевода
4. Согласование перевода комитетом
5. Предоставление комитетом письменных комментариев
6. Обсуждение комментариев и выработка единого мнения директором проекта, непосредственным переводчиком и консорциумом.
7. Окончательное редактирование перевода техническим редактором.
8. Проверка переведенного материала и применение инструментов на практике.
9. Анализ полученных данных.
10. Предоставление рекомендаций для последующего пересмотра и внесения корректировок в перевод.
11. Обсуждение и согласование перевода между разработчиками, консорциумом, переводчиком и техническим редактором.

12. Окончательное согласование перевода и внесение изменений для последующей публикации.

Используемая литература: Гизингер К.Ф. (1994). Межкультурная нормативная оценка: Перевод и проблемы адаптации, влияющие на нормативную интерпретацию инструментов оценки. Психологическая Оценка, 6 (4), 304-312.

(Translated 6/9/08)

Appendix K

REVIEW OF ASSESSMENT INSTRUMENTS -

RUSSIAN

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ

Государственное образовательное учреждение высшего профессионального образования

Северо-Восточный государственный университет

*ул. Портовая, 13, г. Магадан, Россия, 685000*Тел/факс: (4132) 63-93-43, 63-07-64*E-mail: rector@svgu.ru*

Dear Dr. Sandell:

We have reviewed and edited the Russian language versions of the materials for the Global Guidelines Assessment. Our review included (1) Global Guidelines Assessment; (2) instructions and guidelines for administering the assessment; (3) school information form; and (4) consensus process for translation.

The Technical Editor reviewed the translation for consistency of terms and phrases as well as grammar and spelling in the Russian language. The Review Committee was composed of native Russian peakers from Magadan with knowledge and/or training in early childhood education or related field. The Review Committee included:
Olga Klypa, Dean and Professor, Educational Studies, North-Eastern State University, Magadan, Russia.
Ekaterina Yershova, Assistant Professor, Educational Studies, North-Eastern State University, Magadan
Irina Krizhanovskaya, Assistant Professor, Educational Studies, North-Eastern State University, Magadan

The Review Committee members examined the translation and submit written comments as to whether the wording of the translation/adaptation accurately reflected the content and intent of the original instrument.

Our conclusion is that the Russian language version of the documents do reflect the content and intent of the original instrument.

We look forward to future collaborative work with you and others using the Global Guidelines Assessment.

Sincerely,

Olga Klypa

Ekaterina Yershova

Irina Krizhanovskaya

North-Eastern State University

*Portovaya Street, 13*Magadan, Russia, 685000*Phone/Fax (4132) 63-93-43, 63-07-64*E-mail: rector@svgu.ru*

Appendix L

DATA COLLECTION GUIDELINES - ENGLISH

You can help demonstrate the reliability (consistency of results) and the validity (content that is relevant) when you administer the ACEI Global Guidelines Assessment (GGA) by following the directions listed below. Your help in collecting reliability and validity data for the GGA will support our efforts to make this assessment tool globally relevant and accessible. It is not expected that all your ratings will be high because all programs are different and most have some items that may be rated lower.

Each item is assessed in three ways: (1) a rating ranging from "not available" to "excellent respectively, (2) space for examples pertaining to the item rating, and (3) space for additional comments. It is very important that you write in examples and comments that support your ratings. We need this evidence to help us find out if the content areas in the assessment tool are really measuring the content areas correctly.

Guidelines

1. Select a sample of classrooms.
2. Obtain permission from directors and teachers to participate in using the ACEI Global Guidelines Assessment.
3. Have the director or designee complete the GGA Program Information Form.
4. Conduct the GGA according to the following guidelines:

a. Select two people per program to conduct the assessment (e.g., director and teacher, teacher and teacher assistant; teacher and trained parent).

b. Read the assessment document together and talk about any statements that are unclear. Write down any modifications on each person's form.

c. At the same time, walk around the classroom and outdoor play environment together and rate each dimension on the assessment form provided. Try to answer all questions and give evidence examples for your rating even if some questions seem to repeat previous questions. (DO NOT DISCUSS YOUR RATINGS WHILE YOU ARE RECORDING THEM.) Note beginning and ending times on the cover page. (It should take about 1½ hours to complete the GGA. Or, it can be completed in two 45 minutes sessions as long as both raters can be there at the same time.)

d. As each item is rated, write examples and comments that reflect the reasons for your ratings (DO NOT CHANGE any ratings on the form after your initial ratings have been completed).

5. Send a copy of each person's completed GGAs with the *GGA Program Information Form* to Belinda Hardin to be included in the international database as indicated below. Keep a copy of the results for program quality improvement activities.
Send to: Belinda J. Hardin, 318 Ferguson Building
Specialized Education Services Department, University of North Carolina at Greensboro
Greensboro, NC 27402 USA
Phone: 336.256.1083
Email: bjhardin@uncg.edu

If you choose to enter the data for the GGAs you have conducted and want those results included in the international GGA database, please follow the guidelines listed below and email them to Belinda Hardin at bjhardin@uncg.edu. If possible, please enter the data on Excel spreadsheets.

Data Entry for Rating Items

1. Please assign a numeric value to each rating according to the following scale:

❍ inadequate	= 1
❍ minimum	= 2
❍ adequate	= 3
❍ good	= 4
❍ excellent	= 5
❍ not available	= 0

2. If the rating for an item is missing, please enter a "9" in the data entry cell.
3. If a person has chosen two ratings for one item, please enter a "6" in the data entry cell.

Data Entry for Examples and Comments for Evidence of Validity of Ratings

The purpose of the validity verification is to examine the accordance of the ratings with the evidence provided by the examples and comments. The participants must provide relevant evidence to justify their ratings. Use the following coding index for comment/example evidence

1 = There is very little evidence to justify the rating score
2 = There is good but not sufficient evidence to justify the rating score
3 = There is excellent evidence to justify the rating score
9 = Evidence is missing (no examples)

Once coded, please email a copy of the data to Belinda Hardin at bjhardin@uncg.edu.
6/9/06

Appendix M

DATA COLLECTION GUIDELINES - RUSSIAN

ACEI Оценка работы образовательного учреждения на

основе “Глобального Руководства” (ОГР)

Руководство по сбору данных

Вы можете продемонстрировать надежность (последовательность результата) и законность (обоснованность содержания) при осуществлении ACEI Оценки работы образовательного учреждения на основе “Глобального Руководства” (ОГР), следуя нижестоящим инструкциям. Ваша помощь в сборе надежных и обоснованных данных для ОГР укрепит наши усилия сделать этот метод оценки уместным и доступным на глобальном уровне. Мы не ожидаем от вас высоких показателей по всем пунктам, поскольку все мы работаем по разным образовательным программам, большинство из них имеют пункты, которые возможно получат оценку ниже ожидаемого.

Каждый пункт может быть оценен тремя различными способами:

(1) поставить оценку по каждому пункту в порядке «отлично» - «неизвестно»,

(2) заполнить пункт «Пример из жизни класса», имеющий отношение к оценке пункта,

(3) отметить в пункте «Комментарии» все дополнительные комментарии.

Обратите внимание на то, что вы напишете в качестве примеров и комментариев, которые обоснуют ваши оценки. Нам нужны эти доказательства (примеры/комментарии) для того, чтобы мы могли понять, насколько инструмент оценки измеряет содержание каждой «сферы» корректным образом.

Инструкции по сбору данных:

1. Выбрать группу/класс как образец для проведения оценки.
2. Получить разрешение от директора или учителя на использование ACEI Оценки работы образовательного учреждения на основе “Глобального Руководства” (ОГР).
3. Директор или его уполномоченный заместитель должен заполнить форму «Работа по программе/Информация об образовательном учреждении».
4. Провести ОГР согласно следующим инструкциям:

A. Выбрать двух человек из расчета на одну программу/класс для проведения оценки (например, директор и учитель; учитель и ассистент учителя; учитель и предварительно прошедший обучение/подготовку родитель).

Б. Вместе прочесть документ оценки и обсудить все пункты, которые являются непонятными или неясными. Записать все корректировки/неясности в специальной форме каждого оценивающего.

В. Необходимо обойти группу/классную комнату, территорию образовательного учреждения/игровую площадку и оценить каждый измеряемый компонент в соответствии с формой оценки. Попробуйте ответить на все вопросы и проиллюстрировать их примерами, даже если вам покажется, что некоторые вопросы повторяются. (НЕ ОБСУЖДАЙТЕ ВАШИ ПОКАЗАТЕЛИ, ВО ВРЕМЯ ПРОВЕДЕНИЯ ОЦЕНКИ). Отметьте время начала и окончания провидения оценки на первой странице документа оценки. (ОГР должна занять примерно 1,5 часа. Можно провести оценку и в два этапа по 45 минут каждый. Оба исследователя должны придти в группу/класс в одно и то же назначенное время).

Г. После оценки каждого пункта, напишите примеры и комментарии, которые подтвердят причину поставленных вами оценок (НЕ ИЗМЕНЯЙТЕ ваши первоначальные оценки, отмеченные на форме после ее заполнения).

Послать заполненную копию формы ОГР каждого исследователя, вместе с формой «Работа по программе/Информация об образовательном учреждении» на имя Белинды Хардин по указанному ниже адресу для того, чтобы ваши данные были включены в международную базу данных. Сохраните копию полученных результатов для того, чтобы в последствии применить соответствующие действия по усовершенствованию качества организации программы и работы образовательного учреждения.

Формы необходимо отослать по адресу:

Белинда Ж. Хардин 318 Здание Фергюсон Специализированный отдел по образовательным услугам Университет Северной Каролины г. Гринсборо Гринсборо, СК 27402 США Телефон: 336.256.1083 Электронная почта: bjhardin@uncg.edu	Belinda J. Hardin 318 Ferguson Building Specialized Education Services Department University of North Carolina at Greensboro Greensboro, NC 27402 USA Phone: 336.256.1083 Email: bjhardin@uncg.edu

ACEI Оценка работы образовательного учреждения на основе “Глобального Руководства” (ОГР)
Руководство по сбору данных

Если вы решили произвести сбор данных, и хотите чтобы эти результаты были включенные в международную базу данных ОГР, пожалуйста, следуйте нижестоящему руководству и пошлите данные по электронному адресу: bjhardin@uncg.edu на имя Белинды Хардин. Если это возможно, пожалуйста, введите данные, используя таблицы программы Excel.

Пункты оценки данных

1. Определите числовую ценность для каждой оценки, согласно следующей шкале:

Неадекватно	= 1
Минимально	= 2
Адекватно	= 3
Хорошо	= 4
Отлично	= 5
Неизвестно	= 0

2. Если оценка для пункта отсутствует, впишите "9" в ячейку входа данных.
3. Если человек выбрал две оценки для одного пункта, впишите "6" в ячейку входа данных.

Ввод данных в колонки «пример из жизни класса» и «комментарии»

Данные введенные в колонки «пример из жизни класса» и «комментарии» служат для того, чтобы доказать обоснованность/объективность поставленных оценок.

Цель объективности - исследовать соответствие поставленных оценок, подтверждая их примерами и комментариями. Участники должны предоставить существенные доказательства поставленной ими оценки.

Используйте следующие кодировки для доказательства ваших примеров/ комментариев

1	Недостаточно доказательств, подтверждающих поставленную оценку
2	Достаточно обоснованные, но не значительные доказательства поставленной оценке
3	Отличные/обоснованные доказательства поставленной оценке
9	Доказательства отсутствуют (отсутствие примера)

6/9/06 (Translated 6/8/08)

Appendix M

GLOBAL GUIDELINES ASSESSMENT – ENGLISH

ACEI GLOBAL GUIDELINES ASSESSMENT (GGA)
ADAPTED FROM THE
GLOBAL GUIDELINES FOR THE EDUCATION AND CARE OF YOUNG CHILDREN IN THE 21ST CENTURY

In order for us to better understand the characteristics of the participants and ensure the value of the GGA to a variety of early childhood educators/caregivers globally, please complete the demographic information below. All information will be kept confidential. Thank You!

1. Country _____ 2. Date Completed _____

3. Your School/Center Name _____

4. Your Name _____

5. Gender □ Female □ Male

6. Current Position □ Director/Principal/Supervisor □ Assistant director □ □Teacher □ Parent

□□ Other (e.g., Assistant Teacher, Psychologist_____

7. Length of time in this position in this program? _____ years _____ months

8. Length of time in the early care and education profession? _____ years _____ months

9. Highest educational level completed □ Primary School □ Some Secondary or High School

□ Secondary or High School Diploma/GED □ Some college, ___ years □ 2-Year or Associate's College Degree

□ Early Childhood Diploma/Certificate □ Bachelor's Degree □ Some Graduate Coursework, ___ years

□ Master's degree □ Doctoral degree □ Other, (specify) _____

Please indicate the time you began and ended the assessment.

GGA Start Time _____ GGA End Time _____

6/9/06

ACEI Global Guidelines Assessment (GGA)
adapted from the
Global Guidelines for the Education and Care of Young Children in the 21st Century

Area 1: Environment and Physical Space

The young child's learning environment must be physically and psychologically safe. Physical safety includes the need to protect the child from health hazards that prohibit the child's ability to learn and develop. The need to address the child's psychological safety implies that the overall environment should instill a sense of belonging and well-being for all children. The physical space should be organized to provide a variety of learning experiences for all children of different races, gender, ethnicity, or special needs. Resources within this environment should reflect the cultural experiences and traditions of the children and families using the program. Overall, this safe environment should empower the child by providing opportunities for exploration, play, and practicing life skills.

Subcategory: Environment and Physical Space

1. The environment and physical space are free from hazards, including unsafe equipment, pollution, and violence.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

2. The environment provides basic sanitation, safe and nutritious food, potable water, and adequate ventilation.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

3. Educators/caregivers create a calm and peaceful social/emotional classroom.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

4. The environment promotes good health practices (e.g., personal hygiene including washing of hands).
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

5. The environment provides children with a sense of well-being, belonging, security, and freedom from fear.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

6. The equipment and physical structure are regularly maintained and cleaned.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

7. Children and educators/caregivers experience times of laughter and joy throughout the day together.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Developmentally Stimulating Environment

8. There are opportunities for frequent and positive child-child and child-adult interactions.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

9. The environment stimulates children to play, explore, and discover.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

10. There are opportunities for children to engage in active indoor and outdoor play.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

11. There is a balance of time for free play and structured activities.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

12. The environment is pleasing and attractive to children. There are a variety of colors, textures, surfaces, and visual dimensions.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

13. There are a variety of materials that promote problem solving, critical thinking, and creativity for children with different abilities.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

14. The outdoor space and play equipment provide a variety of movement possibilities.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

15. The outdoor environment contains opportunities for extension of play such as gardening and other activities in natural habitats.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

16. The space is effectively organized so that materials for play and artistic expression are readily accessible to the children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

17. The indoor environment contains materials for children to construct their own play things.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

18. The outdoor environment contains materials for children to construct their own play things.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

19. Children co-participate in planning and organizing the environment.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Area 2: Curriculum Content and Pedagogy

Early childhood curriculum includes experiences, routines, and interactions that occur in each child's day in group settings (e.g., schools, centers) and in family care. Curriculum is a plan that reflects the educational philosophy and provides guidelines for educators and caregivers and the interactions between adults and children who carry out the plan. The child is at the heart of the curriculum. All children are competent and their learning must be rooted in experiences appropriate to their developmental levels and cultures. A quality early childhood curriculum is focused on the whole child and considers physical, cognitive, linguistic, creative, and social/emotional growth. The ultimate goal of an early childhood curriculum is to produce more competent, caring, and empathic world citizens.

Subcategory: The Curriculum

20. A curriculum plan exists for fostering children's learning.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

21. Flexible, comprehensive plans are implemented that are oriented to the children, family, and cultural contexts.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: The Content of the Curriculum

22. The curriculum gives children the opportunity to master information and practice the skills that they need in order to function effectively in society.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

23. The curriculum emphasizes content that is connected to real world experiences.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

24. The children contribute ideas for planning curriculum activities.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Pedagogical Methods

25. Educators/caregivers have a supportive teaching and caring relationship with children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

26. Educators/caregivers use positive language when speaking to children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

27. Educators/caregivers possess a basic understanding of pedagogical principles that provide guidelines for practice.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

28. Educators/caregivers use many methods to recognize and support the children's own learning strategies.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Learning Materials

29. Educators/caregivers use local materials as resources for teaching and learning.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

30. Curriculum materials and equipment are provided for ALL children that support creative learning experiences (e.g., art, dance) and maintain cultural integrity.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Assessment of Children's Progress

31. Individual progress is monitored and each child's strengths and assets are recognized.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

32. Individual progress is shared with parents and families.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

33. The children are engaged in self-evaluation.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

34. Individual children's learning processes and achievements are monitored systematically.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Evaluation of Programs

35. The program is evaluated regularly in regard to its overall contributions and relevance to children and the broader society.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

36. The program's ability to meet local, regional, national, and international standards for excellence in education/care is evaluated comprehensively.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Area 3: Early Childhood Educators and Caregivers

Educating and caring for young children are among the most important and demanding responsibilities that an individual can assume. It is crucial that educators and caregivers possess appropriate characteristics for assuming those responsibilities related to the developmental level of the children, and knowledge of effective programming.

Subcategory: Knowledge and Performance

37. Educators/Caregivers demonstrate knowledge of child growth, development, and learning and are able to apply this knowledge to practice.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

38. Educators/Caregivers adapt the use of space, materials, and time to meet the needs of the children and the particular program.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

39. Educators/Caregivers communicate their professional knowledge to others.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

40. Educators/Caregivers work collaboratively and in partnership with others.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

41. Educators/Caregivers understand/ implement an effective program and use a variety of learning materials.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

42. Educators/Caregivers reflect on their individual practices and make appropriate changes.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Personal and Professional Characteristics

43. Educators/Caregivers exhibit personal characteristics that demonstrate caring, acceptance, sensitivity, empathy, and warmth toward others.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

44. Educators/Caregivers respond to children who are experiencing distress in a comforting, supportive, and timely manner.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

45. Educators/Caregivers exhibit personal commitment to lifelong learning.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

46. Educators/Caregivers treat children with dignity and respect to support the development of their self worth.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

47. Educators/Caregivers are advocates for children and their families.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Moral/Ethical Dimensions

48. Educators/Caregivers respect children, their culture, and family practices.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

49. Educators/Caregivers show courage in acting on behalf of children and speak up to protect children when necessary.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Area 4: Partnerships with Families and Communities

The care and education of children is a shared responsibility among the family, educators, caregivers, and the community. Within the family and community, all participants share an ethical/moral responsibility to promote the optimum conditions for the well-being of children.

Subcategory: Program Policies

50. Program policies promote partnerships and positive, constructive relationships with families and community.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

51. Program policies provide opportunities for families to participate at different levels, based on their strengths and life experiences.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

52. Program policies provide support for families either directly or through links with other community resources (e.g., agencies, specialists, community leaders).
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Communication with Families

53. Ongoing discussions/conferences with families about children's progress and other concerns are communicated in understandable language.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

54. Educators/caregivers conduct informal/formal reviews with parents summarizing yearly progress.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Moral/Ethical Responsibilities and Behaviors

55. The program has procedures for protection of children from hazards or abuse.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

56. Program experiences foster self-esteem and self-confidence in all the children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

57. Moral/spiritual/ethical experiences in the curriculum reflect and promote values of individual families.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Training and Resources

58. Guidelines are established for parent participation and involvement in the program.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

59. Resources/Information is made available to families on aspects of child development and learning.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

60. Resources/Information is provided to family and community members to enable them to make appropriate decisions about children's health care and nutrition.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

61. Educational materials and/or information sessions suitable for the community, culture, and geographic location are made available to families.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Recognition of Diversity

62. Opportunities are provided for ongoing training of educators/caregivers to enhance knowledge and understanding about issues of diversity.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

63. Materials/strategies ensure participation of families with diverse characteristics (e.g., cultural, linguistic, ethnic, or socioeconomic).
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Transition of Children from Home to the Program

64. Children and families can visit the program before starting to attend it regularly.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

65. Information on expected child behaviors in the program and child achievements in the curriculum is disseminated to families.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

66. Connections between home and program are encouraged and maintained.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Opportunities for Family and Community Participation

67. Opportunities are provided for families and community representatives to visit and observe program activities.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

68. Collaboration is established with families for monitoring children's progress and assessment.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

69. Collaboration is established with families and community representatives for program planning, management, and evaluation.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

70. Families and community representatives participate in the decision-making process.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

71. Parent/Family volunteer opportunities to assist in the classroom and contribute expertise are provided (e.g., making materials, leading activities).
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Interprofessional Collaboration

72. Collaboration with professionals/ organizations is established (e.g., with psychologists, social workers, businesses, religious groups). Please identify types of collaboration in the examples.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

73. Support is provided for families in need.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Area 5: Young Children with Special Needs

Children with special needs are those with impairments, disabilities, illnesses, risks associated with developmental delay, or exceptional abilities/talents. In order to develop to their potential, these children require support services beyond those that are considered sufficient for the development for their typically developing peers. The special needs may be due to a wide variety of factors (e.g., poverty, poor nutrition, or biological conditions). Children's special needs may range from those requiring minimal attention to those requiring extensive modifications and/or services. The concept of special needs is socially constructed and, because every society is unique, each will develop a meaningful concept of special needs, identify gaps in services, and develop a service plan. Accessible and equitable services for ALL children can make a positive and lasting difference that decreases the need for special services.

Subcategory: Access and Equity of Services

74. Both female and male children have equal access and equal opportunities in types and levels of support and services.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

75. Children from low-income groups have access and equal opportunities to those of high-income groups.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

76. Children have access and equal opportunity irrespective of their religious, ethnic, language, or cultural affiliation.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

77. Children with disabilities and other special needs have equal access and equal opportunities in types and levels of program services.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

78. Information about the program is communicated to all groups in the community.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Common Philosophy and Common Aims

79. A team of parents of children with disabilities, program staff, and/or other specialists work together to meet a particular child's needs.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

80. There is an identified person in charge of planning, coordinating, and monitoring the delivery of services for children with disabilities.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

81. Staff members are required to report plans for children with special needs to government agencies.
Classroom Examples: _____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Staff and Service Providers

82. A staff member and/or specialist in the program has skills to identify special needs of children or a professional with those skills is available.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

83. Staff members and/or specialists individualize, adapt, and modify to meet the individual educational or care needs of children with such needs.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

84. Staff members and/or other specialists establish ongoing relationships with parents/guardians and families in meeting the needs of their children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

85. Staff members have opportunities to communicate their recommendations to officials who make decisions and laws about child care/education services.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

Subcategory: Service Delivery

86. Adaptive equipment and materials are provided to children with special needs in the program.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

87. Services are delivered within an inclusive environment of special needs children and non-special needs children.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
_____

88. Families of children with special needs are involved in decision-making, planning, delivery, and assessment of services.
Classroom Examples: _____
_____
_____

❍ excellent
❍ good
❍ adequate
❍ minimum
❍ inadequate
❍ not available

Comments:
_____
_____
_____
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Appendix N

GLOBAL GUIDELINES ASSESSMENT – RUSSIAN

ACEI Оценка деятельности образовательного учреждения
на основе «Глобального Руководства» (ОГР)
Документ разработан на основе «Глобального руководства по образованию и заботе о детях в 21-ом веке».

Для того чтобы лучше понять характеристику участников исследования и подтвердить ценность ОГР в системе дошкольного образования на глобальном уровне, пожалуйста, заполните анкету. Вся информация будет храниться конфиденциально. Спасибо!

1. Страна _____ **2. Дата заполнения** _____

3. Название школы или центра _____

4. ФИО _____

5. Пол □ **ж**ен □ муж

6. Должность □ Директор □ Заместитель директора □ □ Учитель □ Родитель
□□ Другое (ассистент учителя, психолог): _____

7. Сколько времени вы работаете на занимаемой должности? _____года/лет _____месяца (ев)

8. Как долго вы работаете в системе образования _____ года/лет _____месяца (ев)

9. Образования

□ Неоконченное среднее
□ Оконченное среднее образование
□ Техникум/ Колледж ____ лет
□ 2-х годичное специальное образование
□ Диплом или сертификат воспитателя детского сада
□ Бакалавр
□ Неоконченная степень магистра
□ Магистр
□ Доктор наук
□ Другое (уточните) _____

Пожалуйста, укажите дату начала и окончания проведения оценки деятельности вашего образовательного учреждения на основе «Глобального руководства» начало _____ окончание _____

ACEI Оценка деятельности образовательного учреждения на основе «Глобального Руководства» (ОГР)
Документ разработан на основе «Глобального руководства по образованию и заботе о детях в 21-ом веке»

Сфера 1. Окружающая среда и физическое пространство.

Для детей обучающая среда должна быть физически и психологически безопасной. Физическая безопасность включает в себя защиту ребенка от различных угроз для его здоровья, которые могут помешать его обучению и развитию. Психологическая безопасность включает в себя создание благоприятной окружающей среды для развития у ребенка чувства принадлежности и благоприятного пребывания в группе.

В процессе обучения физическое пространство должно предоставлять возможности для различных видов деятельности детей различных рас, этнического происхождения, пола, детей с особыми нуждами. Ресурсы окружающей среды должны отображать культурный опыт, традиции детей и их семей на основе используемой в учреждении программы воспитания и обучения. В целом, безопасная окружающая среда должна предоставлять детям возможность для новых открытий, проведения исследований, игр; позволять детям практиковать их жизненные знания, умения и навыки.

Окружающая среда и физическое пространство

1. Окружающая среда и физическое пространство исключают опасность, неисправность оборудования, загрязнение окружающей среды и жестокое обращение по отношению к детям.
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
_____
_____
_____
_____

2. Окружающая среда соответствует необходимым санитарным требованиям, гарантирует здоровую и полезную пищу, питьевую воду, обеспечивает хорошую вентиляцию помещения.
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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3. Воспитатели создают спокойную, мирную и эмоционально-комфортную обстановку в классе.
Пример из жизни класса: _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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4. Окружающая среда способствует здоровому образу жизни (например: личная гигиена, включающая мытьё рук).
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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5. Окружающая среда способствует развитию у детей чувства принадлежности к группе, чувства безопасности, благополучия и свободы от страхов.
Пример из жизни класса: _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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_____

6. Окружающая среда и физическое пространство содержатся в чистоте и исправном состоянии.
Пример из жизни класса: _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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7. Между детьми и воспитателями царит дружелюбная обстановка радости, улыбок и здорового смеха на протяжении всего дня.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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<u>Окружающая среда, способствующая развитию</u>

8. Присутствуют частые и позитивные отношения в системе ребенок-ребенок, ребенок-взрослый.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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9. Окружающая среда стимулирует участие детей в играх, исследованиях и новых открытиях.
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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_____

10. Созданы условия для детских игр не только в группах, но и на детских площадках.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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_____

11. Время проведения свободной игровой деятельности и занятий запланированных по программе сбалансировано.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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12. Окружающая среда привлекательна и приятна для детей. В учреждении преобладают разнообразие красок, текстур, оформлений и наглядности.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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13. Имеются различные публикации материалов по решениям конфликтов, развитию критического мышления, творчества и логики детей с разными способностями.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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_____

14. Территория учреждения и оборудование игровых площадок предоставляют детям возможность для осуществления различных видов подвижной деятельности.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
_____
_____
_____
_____

15. Территория учреждения имеет все необходимые условия для игр и взаимодействия детей с объектами живой и неживой природы.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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16. Пространство группы организовано таким образом, что игрушки и материалы находятся в доступном для всех детей месте.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
_____
_____
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_____

17. В группе имеются материалы для самостоятельных игрушечных построек детей.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
_____
_____
_____
_____

18. На территории детского сада есть все необходимые материалы для детских игр и самостоятельных построек.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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_____

19. Дети участвуют в планировании и организации окружающей среды.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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_____

Сфера 2. Содержание учебного плана и педагогика

Учебный план для детей дошкольного возраста включает в себя различные виды деятельности, распорядок дня и взаимодействие детей друг с другом, которые происходят каждый день в группах детского сада (школах, центрах и т.д.). Учебный план отражает философию образования и предоставляет собой руководство для воспитателей и учителей по взаимодействию с детьми. Ребенок является целью и результатом учебного плана. Каждый ребенок имеет равные права, поэтому обучение детей должно строится на основе индивидуального подхода в зависимости от уровня развития и культурного наследия ребенка. Особенность учебного плана состоит в том, что он направлен на ребенка в целом, и учитывает его физическое, познавательное, лингвистическое, творческое и социально-эмоциональное развитие. Конечной целью учебного плана дошкольников должно быть развитие компетентных, заботливых, имеющих чувство сострадания граждан мира.

Учебный план

20 Учебный план направлен на поддержку желания детей учиться.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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21. Комплексный учебный план гибок, все внимание направлено на ребенка и его семью с учетом их культурных особенностей.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Содержание учебного плана

22. Учебный план предоставляет детям возможность для усвоения информации и тренировки их навыков и умений, которые им понадобятся для эффективного функционирования в обществе.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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23. Учебный план придает особое значение взаимодействию детей с окружающим миром.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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_____

24. При разработке учебного плана учитываются идеи детей по планированию различных видов деятельности.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Педагогические методы

25. Воспитатели/ учителя помогают на занятиях и проявляют постоянную заботу о детях.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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26. Воспитатели/ учителя используют доброжелательный язык в общении с детьми.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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27. Воспитатели/ учителя имеют представление об основных педагогических принципах по руководству и практической работе с детьми.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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28. Воспитатели/ учителя используют разнообразные методы определения способов усвоения материала детьми.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Обучающие материалы

29. Воспитатели/ учителя используют местные материалы в качестве ресурсов для обучения детей.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Материалы учебного плана и различное оборудование предоставляются детям в свободное использование, с целью поддержки их творческого интереса к обучению и (например, искусство, танцы и т.д.) культурного наследия.
Пример из жизни класса: _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Оценка успеваемости детей

31. Ведется индивидуальный учет успеваемости с пометкой на сильные стороны и ценные качества каждого ребёнка.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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32. Родителей и членов семьи знакомят с результатами успеваемости детей.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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33. Дети учатся оценивать самих себя.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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34. Проводится регулярное наблюдение за индивидуальными особенностями обучения и успехами детей.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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Оценка используемых программ

35. Проводится регулярная оценка программы относительно ее вклада и значимости для детей и общества.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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36. Проводиться оценка программы на соответствие местным, региональным, национальным и международным стандартам обучения.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Сфера 3. Воспитатели/ учителя в сфере дошкольного образования

Обучение и воспитание детей является одной из самых важных и ответственных задач. В связи с этим, воспитатели/учителя должны иметь соответствующие характеристики для того, чтобы взять на себя ответственность за развитие и углубление детских знаний.

Уровень знаний и мастерство преподавания

37. Воспитатели/ учителя знают возрастные характеристики детей, особенности их развития и обучения, и способны применить эти знания на практике.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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38. Воспитатели/ учителя используют помещение, все доступные материалы и время для того в соответствии с нуждами детей и требованиями программы.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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39. Воспитатели/ учителя делятся опытом и профессиональными знаниями с другими.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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40. Воспитатели/ учителя работают в тесном сотрудничестве друг с другом
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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41. Воспитатели/ учителя используют эффективные программы и разнообразные учебные материалы.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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42. Воспитатели/ учителя оценивают свою работу и производят соответствующие изменения в своей деятельности.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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Персональные и профессиональные характеристики

43. Воспитателям/ учителям присуще такие личностные характеристики, как забота, уважение, сопереживание и теплое отношение к коллегам, детям и их родителям.
Пример из жизни класса _____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

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44. Воспитатели/ учителя оказывают своевременную поддержку и заботу о детях, проходящих через стрессовые ситуации в жизни.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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45. Воспитатели/ учителя участвуют в процессе непрерывного образования.

Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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46. Воспитатели/ учителя относятся к детям с особым уважением, поддерживая развивающееся у них чувство собственного достоинства и самооценку.

Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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47. Воспитатели/ учителя представляют интересы детей и их семей.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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Морально-этические стороны

48. Воспитатели/ учителя уважают детей, их культуру и семейные традиции.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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49. Воспитатели/ учителя умеют не боятся вставать на сторону детей и защищать их интересы, когда это необходимо.

Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Сфера 4: Партнёрство с семьями и обществом

Забота о детях и их обучении - это совместная ответственность семьи, воспитателей, учителей и общества в целом. Члены семьи и общества должны нести морально-этическую ответственность за создание и поддержку оптимальных условий для благополучного развития и обучения детей.

Принципы программы

50. Программа способствует установлению позитивных, партнерских и конструктивных отношений с семьями детей и обществом.
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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51. Программа предоставляет возможность семьям детей участвовать в процессе обучения на разных уровнях обучения, учитывая сильные стороны и жзненный опыт детей.
Пример из жизни класса: _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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52. Стандартами программы предусмотрена поддержка семей со стороны учреждения или через другие общественные организации (агентства, специалистов, государственных лидеров).
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Взаимодействие с семьей

53. Проводятся постоянные дискуссии/ конференции о воспитании и развитии детей для членов семей на доступном для них языке.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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54. Воспитатели/ учителя проводят с родителями формальные/ неформальные встречи по итогам успеваемости детей в течение всего года.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

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Морально-этическая ответственность и поведение

55. В программу включены мероприятия по защите жизнедеятельности детей от различного рода опасностей и жестокого обращения.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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56. Программа направлена на поддержку детской самооценки и развития чувства уверенности в себе.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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57. Моральный/ духовный/ этический опыт учебного плана отражает и представляет ценности каждой отдельно взятой семьи.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Обучение и ресурсы

58. Имеется руководство по участию и вовлечению родителей в курс программы образовательного учреждения.
Пример из жизни класса ___
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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59. Предоставлены все необходимые ресурсы и информация для родителей об особенностях развития и обучения детей.
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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60. Предоставлены все возможные ресурсы, информация для родителей и всех желающих по заботе о здоровье и здоровом питании ребёнка.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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61. Для родителей и членов семьи ребенка предоставлены обучающие материалы и проводятся информационные семинары/ с учетом регионального компонента.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Признание многонациональности общества

62. Проводятся постоянные семинары для воспитателей/ учителей с целью расширения их знаний и понимания о многонациональности общества.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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63. Материалы, используемые стратегии при обучении детей построены в соответствии с учетом национальных особенностей семей (культурных, лингвистических, этнических и социально-экономических).
Пример из жизни класса _____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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Плавный переход детей от домашнего воспитания к программе образовательного учреждения

64. Дети и члены их семьи знакомятся с программой обучения до того, как начнут посещать образовательное учреждение регулярно.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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65. Предоставляется информация для родителей об ожидаемом поведении со стороны детей по условиям программы и их достижениях в соответствии с учебным планом.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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66. Поддерживается постоянная связь между образовательным учреждением и семьей ребенка.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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Участие семей и других членов общества в реализации программы

67. Предоставлена возможность для всех членов семьи и других представителей общества ознакомиться с деятельностью образовательного учреждения.
Пример из жизни класса:
_____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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68. Установлено сотрудничество с семьями по осуществлению наблюдения за развитием и успехами детей.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

Комментарии
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69. Установлено сотрудничество между семьями и другими представителями общества по планированию, менеджменту, и оценке образовательной программы учреждения.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

Комментарии
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70. Члены семьи детей и другие представители общества принимают участие в принятии решений относительно образовательного учреждения.
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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71. Родителям и другим членам семьи предоставлена возможность добровольного участия в работе группы и организации помощи воспитателю (в изготовлении материалов, пособий и проведении обучающих игр и других видов деятельности).
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Межпрофессиональное сотрудничество

72. Установлено сотрудничество образовательного учреждения с профессионалами различных областей и профессиональными организациями (например, психологами, социальными работниками, различными предприятиями, религиозными организациями).
Пожалуйста, укажите тип сотрудничества, основываясь на конкретном примере.
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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73. Осуществляется постоянная поддержка семей, имеющих различные нужды.
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Сфера 5. Дети с особыми нуждами

К категории детей с особыми нуждами относятся дети-инвалиды, дети, имеющие различные заболевания, с задержкой психического или физического развития и особо одаренные дети. Для чтобы достичь своего максимума, этим детям необходима поддержка сверх той, которая требуется их сверстникам в обычных группах. Различные факторы (бедность, скудное питание, физическое состояние) могут повлиять на определение ребенка в категорию с особыми нуждами. Дети с особыми нуждами могут требовать, как минимального, так и особого внимания со стороны взрослых, иногда специалистов, работающих с данной категорией детей. Работа с этими детьми имеет социально обусловленную специфику, а так как каждое общество уникально, оно будет создавать свою значимую концепцию по работе с детьми этой категории, выявлять недостатки и разрабатывать план оказания специальных услуг в этой сфере деятельности. Доступная и квалифицированная помощь может внести существенные и устойчивые изменения в жизнь детей с особыми нуждами, что в дальнейшем позволит снизить необходимость в специальных услугах.

Доступность и качество оказания услуг

74. Дети как мужского, так и женского пола, имеют равные права и возможности в получении различных типов услуг и поддержки.
Пример из жизни класса _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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75. Дети из малоимущих и малообеспеченных семей наравне с детьми из благополучных и обеспеченных семей имеют одинаковые права и возможности.
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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76. Дети имеют равные права и возможности, не смотря на их религиозные, этнические, языковые, и культурные различия.
Пример из жизни класса: _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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77. Дети-инвалиды и дети с особыми нуждами имеют одинаковые права и возможности на получение различных типов услуг образовательного учреждения.
Пример из жизни класса _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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78. Информация о различных программах и услугах доступна для всех слоёв/ уровней населения.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Общие цели и философия работы

79. Осуществляется совместная работа родителей, воспитателей/ учителей образовательного учреждения и других специалистов по оказанию помощи детям с особыми нуждами.
Пример из жизни класса _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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80. В учреждении имеется уполномоченный сотрудник, отвечающий за планирование, координацию и оказание услуг детям-инвалидам.
Пример из жизни класса _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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81. Коллектив сотрудников предоставляет соответствующим, государственным организациям отчет о планировании работы с детьми с особыми нуждами.
Пример из жизни класса: _____
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- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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Сотрудники и представители по оказанию различных видов услуг

82. Сотрудники и специалисты образовательного учреждения, квалифицированно определяют особые нужды детей.
Пример из жизни класса _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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83. Сотрудники и специалисты оказывают дифференцированную помощь и заботу о детях, адаптируя и изменяя учебную программу в соответствии с их нуждами.
Пример из жизни класса _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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84. Сотрудники и специалисты поддерживают постоянные отношения с семьями, где имеется такой ребенок, с целью оказания своевременной и квалифицированной помощи ребенку.
Пример из жизни класса: _____
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_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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85. Сотрудники образовательного учреждения имеют возможность предлагать свои рекомендации официальным лицам, которые принимают решения, издают законы об оказании образовательных и воспитательных услуг детям с особыми нуждами.
Пример из жизни класса _____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

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Оказание услуг

86. В учреждении имеется специальное оборудование и материалы для работы с детьми с особыми нуждами.
Пример из жизни класса _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

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87. Работа с детьми с особыми нуждами проводится в обычной обстановке, что и при работе со здоровой группой детей.
Пример из жизни класса: _____
_____
_____

❍ Отлично
❍ Хорошо
❍ Адекватно
❍ Минимально
❍ Неадекватно
❍ Неизвестно

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88. Семьи детей с особыми нуждами участвуют в принятии решений, планировании, предоставлении и оценке оказываемых услуг.
Пример из жизни класса: _____
_____
_____

- ❍ Отлично
- ❍ Хорошо
- ❍ Адекватно
- ❍ Минимально
- ❍ Неадекватно
- ❍ Неизвестно

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