

THE HAND THAT ROCKS THE CRADLE:
AN EVALUATION OF THE PRESCHOOL
EARLY INTERVENTION PROGRAM AT
ST. MARK'S ELEMENTARY SCHOOL,
SHEARSTOWN

CENTRE FOR NEWFOUNDLAND STUDIES

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PAM NORMAN



**The Hand That Rocks The Cradle:
An Evaluation of the
Preschool Early Intervention Program
at
St. Mark's Elementary School, Shearstown**

By

Pam Norman

**A thesis submitted to the School of Graduate Studies
in partial fulfilment of the
requirements for the degree of
Master of Education**

Faculty of Education

Memorial University of Newfoundland

May 1997

St. John's

Newfoundland



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0-612-25869-6

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ABSTRACT

The purpose of this study was to investigate and explore to what degree the Preschool Early Intervention Program at St. Mark's Elementary School in Shearstown, Newfoundland, has been a success. Of specific interest was the Preschool Early Intervention Program's effectiveness and range of changes that have occurred in the seven year duration of the program. Comparison was made between children who had attended the Preschool Early Intervention Program at St. Mark's and their older siblings who had not attended the program to investigate its effectiveness.

The investigation of the program included interviews with three groups in half hour sessions using open ended questions. Twenty parents, seven teachers, including the volunteer instructor of the program, the two present administrators and the former principal were interviewed at the school site or at their homes. The parents were chosen because they had a child that had participated in the program and at least one older child that did not. The administrators and the teaching staff had taught children in classes that had been participants and also nonparticipants of the program. Questions during the interviews focused on perceived

educational achievement, reading and study habits, and quality of school life. The impact of parental involvement and other unpredicted benefits were also noted. Results are described relative to the framework of the perceptions of those involved in the Preschool Early Intervention Program at St. Mark's Elementary School within the social context of its community. Overwhelmingly, the program was deemed effective. Effectiveness was determined by the consensus and verification of the perceptions of the parents, teaching staff, and the administrative staff of the school as given to this researcher throughout the interviews.

A comparative look at standardized tests, teacher made tests, and teacher written observations served as data to confirm the degree of success. Standardized testing has been periodically documented for the school population. The school profile containing the documentation was available for the study. Analysis of the data indicated that the program had affected growth in educational achievement. These findings are based on the comparison of grade level scores between the participants and nonparticipants of the preschool program. In all preschool graduate classes the achievement levels are significantly higher when compared to the nonparticipating classes.

In particular, the interpretation of the parental interviews played an integral part in the study. The preschool program has focused on the prekindergarten experience of the four year olds from this community. These children have attended the sessions with a caregiver. These caregivers, often parents, were coached in instructional strategies through modelling. They purchased literature and were given additional materials for home instruction. The role of parents was vital to the program and their perceptions of its effectiveness were valued.

The interviews revealed a major observable change that had affected the organizational nature of St. Mark's. The active involvement of parents in the education of their children at home and at school was quoted by parents and teachers as the greatest change in the relationship of the parents to the school during the education of their own children. Today, parents are visible in their supportive role throughout the whole school building. The early involvement made the parents more aware of the role they could play in ensuring home study and attention to the importance of school work by their children.

Based on information obtained in the review of related literature, test score comparisons and from the opinions of the parents and teaching staff at St. Mark's, an effective preschool early intervention program has been described in this thesis.

ACKNOWLEDGEMENTS

**A special thank you to the students,
staff, and parents of
St. Mark's Elementary
for their participation and
support in this study**

DEDICATION

This thesis is dedicated to

Augustus Mercer

**former principal of St. Mark's, through whose efforts the
Preschool Early Intervention program was begun**

and

Sally Peddle

**the educator who piloted the Preschool Early Intervention
program at St. Mark's and who remains a dedicated volunteer
and friend.**

Chapter 1

Introduction

St. Mark's has a rich history that dates back to its opening, as a one room school, in the early 1860s. This building also served as the Anglican Church for the community of Shearstown. Many of today's citizens have ancestors who were baptized, educated, married, and buried from that building. In 1954, a new facility was constructed for the church. The older building continued as the school and served all grade levels until the opening of a new regional high school, Ascension Collegiate, in 1964 in Bay Roberts. Since the move of the high school students, St. Mark's has served as a single stream of Kindergarten to Grade Nine students until this present time. The school, formerly governed by the Avalon North Integrated School Board, now has a total population of 266 students (see Appendix M). Under its restructuring, in the Avalon West School District, St. Mark's has seen little change and will maintain its current grade levels. It has been the only school in the community and has maintained a

population representative of all religious denominations since consolidation in 1964. It is viewed by many as a true community school and is given strong support characteristic of rural community schools.

Unlike many other typical rural communities in Newfoundland, Shearstown is a farming community. Farming, as a primary industry, is unique to this area. Many of the communities on the Avalon Peninsula have their historical links predominantly in the fishing industry. Since the cod moratorium, many communities have faced population decline and school closures. Shearstown has maintained its employment base of farming. This fact and the availability of employment in nearby service industries, may explain its population growth at a time of population migration for the rest of the province. It has a population base that has grown from 1651 to 1725 during the 1987-1994 period as indicated on the voters lists for those years.

An increase in population may also be due to the housing initiatives of Newfoundland and Labrador Housing in the early 1970s. Due to this supply of housing for lower income families, St. Mark's Elementary was identified as serving a portion of the community in the lower socio economic range. Reflective of the changes within its community, during

the 1970s, the school was challenged to provide services to children from more varied backgrounds than in the community's past. Some of these children were from educationally disadvantaged homes.

According to Mr. Augustus Mercer, the school principal, by the early 1980s, the staff had grave concerns about the availability of children's literature in the homes of many of their students. There were indications from test scores that literacy levels were low. Mr. Mercer noted that the dropout rate at the junior and senior high school levels was extremely high. He felt this was reflective of the low literacy level of many of the students and their continued failure at school in their early years (see Appendix N). Continued low achievement on standardized tests and teacher observations confirmed the need for an intervention program addressing the problem of increasing achievement growth, especially in literacy (see Appendix N). Mr. Mercer was concerned about the impact of the lack of early literacy experiences on the young children of the community. He made several appeals to his school board to secure a preschool early intervention program that could meet the needs of the future students of St. Mark's. In January of 1989, the School Board decided to start a preschool early intervention program, using St. Mark's as the

pilot school. The pilot program had an emphasis on predictable books using commercially produced, quality literature. The proposed program would have an emphasis on reading but would also address a wide variety of early childhood learning needs. Activities and materials were modelled from other preschool programs established in Newfoundland or known through a review of published works on other successful preschool programs. Ms. Linda Christian, primary coordinator, initiated the program by redesigning the kindergarten room to accommodate a more child centred environment with learning centres and materials provided by the Board. Mrs. Sally Peddle, the kindergarten teacher at St. Mark's, was to conduct the monthly sessions. The current kindergarten class would stay at home for each monthly session. Some concern was raised about this loss of five days from school. However, it was appreciated that the current kindergarten class would benefit from the newly designed classroom. Newly available materials were also to be used with the kindergarten class and extra materials were to be sent home to give them support for the five days missed. The value of this program to the future students of St. Mark's was also understood.

The community agencies actively supported the preschool initiative. The social workers and Public Health staff promoted the programs on their home visits. The local churches made announcements of its opening session. Most notable was the Anglican clergy, Reverend Donald Morgan, who attended the planning sessions and was a leading advocate of the program. This community support helped ensure the program would be off to a successful start.

After a well advertised registration day, an introductory parent session was held. Ms. Christian detailed the components of the program to the parents, stressing the emphasis on language development and quality literature. It was explained to the parents that they could purchase copies of the literature read during each session. The importance of the availability of good books in the home was also emphasized.

The first session was held in January of 1989. All the future kindergarten students of St. Mark's, for the coming September, were in attendance. The session began with a big book reading by Ms. Christian. Using question and answer techniques, she demonstrated motivational strategies to the parents. After the reading session, the parents and children had a shared reading time as they explored the books available in

the classroom. The importance of reading was demonstrated throughout the day.

Language development activities were evident in the learning centres as the children circulated about the room completing tasks designed for them. The learning tasks were manipulative and encompassed a variety of early learning concepts. Sample activities included pencil and paper work, a recipe to make, an art project and a mathematical concept activity. After the learning centres were completed, at the child's own pace, the children explored the permanently fixed centres of blocks, water tub, sand box, etc. At the end of the day, the parents were supplied with a home information package and they purchased a small copy of the modelled big book (see Appendix K).

After the first successful session, the Board agreed to continue its support of preschool education. Ms. Christian was assigned to make plans for a preschool program to be instigated throughout the Board in the coming September. The Board program, still in existence today, was to be modelled after the program used at St. Mark's. Mrs. Peddle was to continue the preschool program at St. Mark's. It was felt that the workload warranted two instructors. The Board provided a substitute teacher for

this author, the Grade One teacher at that time, for the remaining sessions of that year.

Mrs. Peddle, upon retiring the following September, became a dedicated volunteer to the St. Mark's Preschool Program. This has strengthened the program and the time and energy she has given has ensured the uninterrupted continuation of it. This author replaced her as the Kindergarten teacher. This program has continued monthly during the school year with its initial basic outline for seven years with the same two instructors. While keeping its literacy focus, the program has developed activities encompassing experiences across the curriculum. These activities are completed at the monthly session and a calendar of home daily activities are included in the parent package. Before each monthly session the children return their home activities in a binder to the two instructors. This idea grew from the children wishing to show their home activities to the instructors. Another literacy program for three year olds has grown from the success of the Preschool Early Intervention Program. Under the guidance of the two instructors for the four year old preschoolers, parent volunteers conduct sessions focusing on literacy and learning experiences for young children (see Appendix L).

Purpose of the Study

The purpose of this study is to investigate to what degree and in what ways the Preschool Early Intervention Program at St. Mark's Elementary has been judged a success by parents and teachers. Parents and educators will be the key factor in identifying the indicators that demonstrate the success of this program.

This study investigates the Preschool Early Intervention Program's effectiveness and explores the range of changes that have occurred.

Limitations of the Study

This study investigates only one program in one school and one community. It attempts to describe what made this program successful in the eyes of the teachers and parents involved in it. It makes no statement of preschool early intervention programs in general or their effects in other settings.

Significance of the Study

Single studies are important as they demonstrate further documentation of significant literary research in keeping with the "case studies, chronologies and descriptions" (Adams, 1990, p. 336) typical of the current research in many literary fields. This study is significant in that it exemplifies one school's attempt to address its own problems, the support it was given and the lasting effects the program has had for that particular school population. The longitudinal nature of the program itself, spanning seven years, validates its significance. It gives an example of the importance of interventions and their long term effects on raising student achievement and literacy levels. The results of this study are also important for as Anderson (1995) points out, we are just beginning to find out what parents believe is important in the light of the crucial role that parents play in children's literacy acquisition.

Thesis Concerns

Subsequent chapters in this thesis will review the literature, identifying majors concerns similar to those in St. Mark's. Other programs

will be discussed and their success relative to this program will be analysed in a comparative manner. The methodology used to conduct this study and the process of evidence collection will also be outlined. The results of the investigation and a summary of the findings will also be given. Conclusions and recommendations will be made from the study and will conclude this thesis.

Chapter 2

Selected Review of Literature

This literature review defines and acknowledges early intervention programs in a variety of settings. It defines their overall purpose and explains why and how they attempt to affect the literacy levels and learning environments of young children. Within this review, the social context most in need of intervention will be explored. Effectiveness criteria will also be defined and common characteristics of successful intervention programs will be described. This review emphasizes the role of parental involvement in affecting the success of early intervention initiatives as demonstrated in the literature. It highlights how successful intervention programs can have beneficial experiences for both the parent and the child.

Childhood experiences are a unique and special part of human development. The sense of self, respect for others, and the development of our full potential to think and to dream emerge as products of childhood experiences (Eden, 1991). It is the intention of early intervention programs

to provide experiences that enrich the environments of young children. Early intervention is known to be initiatives that consist of the right kinds of learning contexts that will equip children to begin interesting and enjoyable journeys that can lead to effective and fulfilling life membership in society (Burton, 1991).

Originally, intervention programs were intended to provide poor children with the learning experiences supposedly lacking in their impoverished environments. "Some researchers and educators have introduced intervention programs for low literate parents in an effort to train them to provide literacy experiences which emulate the literacy experiences that mainstream middle class parents provide for their children and which essentially are continued and built on in schools." (Anderson, 1994, p. 30). However, further studies emphasized that both middle and lower socioeconomic status children have both strong and weak points when compared to each other. Based on this more realistic view of individual differences, a more productive approach to intervention exists.

Intervention programs, today, do not try to change children but instead try to build on the strengths that they bring to the program. Intervention programs now aim for optimal development in young learners by discovering ways to allow various intellectual and personal potentials to emerge in a variety of settings (Zigler, 1991).

Intervention settings take many forms and vary in degree of success. One of the most widely known intervention programs is *Head Start* in the United States. The *Head Start* program was developed in 1964 when the USA federal government asked a panel of child development experts to develop program guidelines to help communities overcome the handicaps of disadvantaged preschool children. It currently serves 400,000 children and has served nine million children and their families since 1965 (Decker, 1988; Lombardi, 1992). *Head Start* has proven to be an effective program. Many examples of successful programs are detailed in current literature. These initiatives are worldwide (Adams, 1992; David, 1993; Topolnicki, 1994; Firlik, 1995). Since the success of *Head Start*, many American programs have been developed and research evidence supports that these programs are effective (Decker, 1988; Schweinhart, 1988; Katz, 1994; Wittmer, 1994; Gottschall, 1995; Hughes, 1995).

Canadian schools have responded by the implementation of successful early intervention programs aimed at school preparation as well as literacy initiatives. Other successful programs have been beneficial to both the parents and child. These programs emphasize child literacy development with a parent information and modelling component (Eden, 1994; Anderson, 1995; Villiers, 1995). Many of these programs have been designed to enrich the lives of children living in low socioeconomic areas.

The link between socioeconomic conditions and low student achievement is well documented in literature (Hechinger, 1986; Decker, 1988; Gordon, 1989; Finders, 1994; Wishon, 1994; Labercane, 1995). Schools have become active in early intervention initiatives recognizing that social class is a consideration in determining a school's effectiveness.

"To be effective a school need not bring all students to identical levels of mastery, but it must bring an equal percentage of its highest and lowest social classes to minimum mastery. This measure of school effectiveness serves two broad purposes. First, it permits the middle class to establish the standard of proportionate mastery against which to judge a school's effectiveness. Second, it permits schools to be easily characterized as improving or declining as the proportion of the lowest social class demonstrating mastery rises or falls". (Edmonds, 1989 p. 13)

Schools are intervening in an attempt to raise student achievement and become more effective. School based early intervention has also found support from scientific findings. "Interventions in the early childhood years offer an extraordinary opportunity to avoid or moderate

learning problems and to bring lasting benefits to individuals and society" (Evans, 1994). Hence, the debate over the role of public schools in early childhood education has moved beyond the question of whether to the question of how (Zigler, 1988; Caldwell, 1990; Molnar, 1994). Descriptions of how these programs are delivered show common characteristics of quality programs.

Excellent programs include the following necessary conditions. The first condition is that the children are in small groups. Young children need a lot of support in their interactions that occur in a day filled with purpose and challenges as they become confident learners. These interactions can best be stimulated in small groups (Hymes, 1988; Edson, 1994; Ramey, 1994). "All too often the highly touted 'teachable moment' is passed by, victim of the demands of enrollment registers and attendance cards" (Zatorski, 1995 p. 19).

The teachers of intervention programs must be caring and well prepared with specific child related training in their backgrounds and experience with young children. Today's early childhood educators realize that any reconceptualization of quality ultimately hinges on the quality of the teaching. Teachers who work with young children recognize the importance of their role as educators and their effect on the learner. When early childhood professionals reflect upon important aspects of teaching and caring for young children, it is the quality of the interpersonal

relationships with those children that are emphasized (Kagan, 1994; Bredekemp, 1995; Elicker, 1995; Zatorski, 1995). "Children are highly sensitive to what a school has to say to them. This is particularly true of the youngest children, most of whom discover what their school will allow them to say and be as soon as they are admitted. By far the most important factor in communicating this message is the teacher" (Yardley, 1993, p. 9).

Leadership is another critical element. The principal must be knowledgeable about childhood development and supportive of on going staff development. Teachers need principals and supervisors who will respect their skill and training as specialists (Hymes, 1988; Rust, 1993). The school itself, influenced by strong leadership, must have a clear, coherent curriculum, yet one with broad enough goals for teachers to work creatively with it. The curriculum for four year olds must contain variety and opportunities for periods of sustained activity if they are to develop their learning to its full capacity. There is evidence of real frustration for both children and teachers if programs are fragmented and timetable driven (Pascal, 1991; Meyer, 1994). The school must demonstrate underpinnings of sound principles of early childhood education and theories of education.

There must also exist a partnership between parents and teachers. The school and the community leadership must be committed to

appropriate practices both financially and in human resources (Garneau, 1991; Ostrosky, 1991; Molner, 1994). One reason for the success of *Head Start* is that parents are highly involved. For every five children enrolled, at least four *Head Start* parents provide a volunteer service. Decker, 1988; Elkind, 1989; Murphy, 1990). Parental involvement is widely supported within the field of early childhood education (Kasting, 1990). Other successful intervention programs help parents learn how to encourage and support young learners and to understand their child's strengths and needs (Neysmith-Roy, 1993; Katz, 1994; MacDonald, 1994). Some programs incorporate parent/child activities and adult learning tasks which build on the pride parents take in their parental role and the parenting knowledge they have developed through experience (Thomas, 1994). Parents are particularly powerful assets to these programs. Their expertise lies in their knowledge of their child as an individual and the patience and time they devote to literacy activities (Jonas, 1993; Heath, 1994; MacDonald, 1994; Thomas, 1994; Barclay, 1995).

There is increased recognition that literacy learning, in particular, is a sociocultural phenomenon. Implicit to many approaches to literacy is the assumption that children undertake a long term apprenticeship, largely spontaneous in nature, in their interactions with caring and interested adults in the formal and informal discourse contexts of a literate culture (Reeder, 1991; Anderson, 1994). Some educators are advocating a return

to the community school oriented toward the needs of the family and the neighbourhood which could provide high quality education for preschool age children in the school already present in the community. The emphasis would be on providing reading within a social context in which children feel supported, encouraged, and confident enough to take increasing responsibility for their own learning (Zigler, 1986; MacDonald, 1994).

Preschool groups make an enormous impact on children's early literacy skills by showing that books are a source of enjoyment. This is an important role to play with children who come from homes where adults do not feel confident with books (McCormick, 1992; Munn, 1995). "Children who are immersed in story begin to read earlier and progress more quickly. They know story; they are story; they will read and write as a normal part of story, of school, and of life" (Booth, 1994. p. 6). Early intervention programs can compensate for the lack of books in the home. Providing literature to homes offers an extraordinary opportunity to avoid or moderate learning problems and to create long lasting literacy growth. Many programs contribute children's growth in literacy to the accessibility to materials and new found love of reading (Evans, 1994; Lewis, 1994; Wishon, 1994; Bowman, 1995). They also confirm the importance of parental understanding of the value of reading experiences in their children's lives (Read, 1987; Finders, 1994; Anderson, 1995). It is

recognized that some children do enter school at the kindergarten age with experiences which have given them articulate, inquisitive and literacy skills. "Researchers have confirmed...that children begin learning crucial components of reading and writing in the home" (Marzollo, 1989, p. 200). Successful programs designed to enhance parental literacy have been beneficial to both the parents and child (Cheever, 1988; Spiegel, 1993; Kagan, 1994; Thomas, 1994). Other programs emphasize child literacy development with a parent information and modelling component (Seefeldt, 1990; Helm, 1994; Slade, 1994; Labercane, 1995; Munn, 1995). Because of the diversity of families today, it is vital to furnish books and materials tailored to the child's interests, socialization, acculturation, and personal and moral development (Kagan, 1991; Brock, 1994; Hall, 1994; Helm, 1994; Rosow, 1994).

"Teachers of young children, more so than other teachers, tend to take a 'developmental' orientation toward their students" (Galda, 1991, p. 31). Central to a developmental approach is the acknowledgement that children of different ages learn in very different ways (Willis, 1995). Teachers, aware of developmental differences, use developmentally appropriate activities to meet the needs of the children they teach. To account for these differences is to acknowledge that learning is a creative activity. Children learn by doing, through active engagement (Barbour, 1992; Gronlund, 1995; Kostelnik, 1995). Learning engages the world in

such a way as to create something new that reflects both mental activity and the materials used. "We never simply copy content but always stamp it with our own unique way of viewing the world" (Elkind, 1991, p. 4). The work of child development theorists and researchers has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Maturation is an important contributor to learning because it provides a framework from which the child's learning proceeds (NAEYC, 1988; Elkind, 1990). This view of learning has practical applications for intervention into the environments of young learners. It is important to the education of children that child centred activities provide the opportunity of making decisions, assuming responsibility and developing leadership skills. The teacher has the responsibility to plan and modify learning tasks for children to respond individually (Doxey, 1994).

To further the understanding of how children successfully learn before an institutionalized program, it is important to continue to study successful programs (Pascal, 1991; Katz, 1994). In *Children Under Five: Education Research and Evidence*, Margaret Clark carries out "a critical evaluation of the research in the education of under-fives undertaken over recent years" for the Department of Education and Science in the United Kingdom. In this comprehensive accumulation of research, she calls for continued research in early childhood programming. She contends that

there have been few studies concerned with learning to read in which children under five have been investigated. There has only been a few observational studies in preschool units with any attempt to assess the extent of children's lasting involvement in books or staff's commitment to this aspect of the curriculum.

The American research for two decades is outlined by James Hymes (1991) in *Early Childhood Education. Twenty Years in Review*. Hymes highlights the explosion of various types of early childhood initiatives. He claims they are in answer "to the mandate for availability of early childhood education problems in the public schools for all three and four year olds" (Hymes, 1991, p. 415). He acknowledges the importance of this increased emphasis on early childhood education but calls for study and research of successful programs.

In the Canadian context the same sentiments are echoed. "In 1990 there were more than 1.3 million preschoolers in Canada" (Burke, 1991, p. 209). The demand for schools to reach out and give assistance is growing. "Funds should be allocated for research to further our knowledge about programs and practices in early education" (Eden, 1991, p. 8). The need for research appears to be a universal theme.

Writing from a Newfoundland perspective, Doody (1986) reiterates this need for research. She recommends that research be undertaken in various aspects of early childhood. In particular, "to determine the effects

of various parent education programs and techniques in a Newfoundland setting" (Doody, 1986, p. 373).

This thesis is in partial fulfilment of these recommendations. It serves to illustrate one community school's attempt at preschool early intervention initiatives. It demonstrates the success of a school in assisting both parents and their children in the transition to school life. This program is characteristic of the programs discussed throughout literature. It builds on the strengths that these children bring to the school and uses well developed materials to help them reach their intellectual and personal potentials. It emphasizes literary development and involves the parents of the community so as to model and provide activities that parents can use to enrich their child's learning experiences at home. The classroom design and materials used are developmentally appropriate and the approach used acknowledges that children learn in different ways and engages the young learners in creative learning activities.

The leadership provided within a school, the well trained staff, and the small group setting create the atmosphere necessary for the interpersonal relations that are typical of other successful programs demonstrated throughout literature. The initiation of a preschool program is in itself an indication of the school's and the community's recognition that its school must meet the needs of all its social classes to be effective.

Chapter 3

Methodology

St. Mark's School was chosen for this study because it fits the criterion for a unique case selection. According to demographics, the community itself is unique as a farming community on the western Avalon Peninsula (see Appendix M). It is also experiencing growth in a time of population out-migration for the rest of the province.

The piloting and uninterrupted continuance of its Preschool Early Intervention Program for seven years has made St. Mark's a lead school in early education within its School Board. In those years, the sessions have been conducted by the same two staff members using variations of similar materials. They have inserviced other teachers and helped develop standard materials for the Board program. The uninterrupted progress of the program over this long period also makes this school's preschool initiative unique.

Considering this criterion, St. Mark's is an excellent choice for a unique case selection for a study into the characteristics of the program and the degree of its success.

The characteristics of the Preschool Early Intervention Program at St. Mark's Elementary are interwoven into the relationships that have grown between the participants of the school's preschool initiatives, the rapport between staff and parents, and the materials provided. Therefore, the study qualitatively examines and interprets the interactions of the children, staff and parents involved in the seven years of the program.

The study evaluates the success of this preschool early intervention program by assessing the degree to which it is successful and the criteria which lead to its success. Interpretation of the program's effectiveness is constructed through the perspectives of all participants. Interviews with parents and school staff were conducted to arrive at an understanding of their perceptions of the interactions that occurred. To investigate the program, three groups were interviewed in half hour sessions using open ended questions. Twenty parents, seven teachers, including the volunteer instructor of the program and the two present administrators and the former principal were interviewed at the school site or at their homes. Parents were chosen because they had a child who had participated in the program and at least one older child that did not. The administrators and the teaching staff had taught children in classes that had been participants

of the Preschool Early Intervention Program and also nonparticipants of the program. Questions during the interviews focused on perceived educational achievement, reading and study habits, and quality of school life. The impact of parental involvement and other unpredicted benefits were also noted.

Effectiveness was determined by the consensus and verification of the perceptions of the parents, teaching staff, and the administrative staff of the school as given to this researcher throughout the interviews. A comparative look at standardized tests, teacher made tests, and teacher written observations served as data to confirm the degree of success. Standardized testing has been periodically documented for the school population. The school profile containing the documentation was available for the study. Therefore, comparison of grade level scores were made for the participants and nonparticipants of the preschool program.

Effectiveness is measured by the growth in educational achievement shown by preschool graduate classes in comparison to the nonparticipating classes. The findings are described relative to the framework of the perceptions of those involved in the Preschool Early Intervention Program at St. Mark's Elementary School within the social context of its community.

The interpretations of the parental interviews played an integral part in the study. The preschool program has focused on the prekindergarten

experience of the four year olds in this community. These children have attended the sessions with a caregiver. These caregivers or parents are coached in instructional strategies through modelling. They purchase literature and are given additional materials for home instruction. The role of parents is vital to the program and their perceptions of its effectiveness are valued. Twenty interview sessions with the twenty two possible caregivers were conducted. All those interviewed had a child that had attended the preschool sessions and an older child that had not had any preschool experience. The open ended type questions required the caregiver to compare the school, and learning experiences and habits of their children (see Appendix I). The half hour interviews were conducted at the school site or at the homes of the parents according to the preference of each parent.

An interview was held with Sally Peddle, the volunteer instructor of the program. Mrs. Peddle supplied the history of the program and confirmed perceptions of the other interviewees. Having been the former kindergarten teacher of St. Mark's, she could offer comparable data as well (see Appendix J).

Interviews with six other members of the teaching staff were also conducted on the school site. These six teachers were chosen from the twelve classroom teachers since they had taught classes in which the students had been participants of the preschool program and classes that

had been part of the school population prior to the initiation of the program. Their comparative observations and perceptions of the classes were imperative to the study (see Appendices G & H).

Similarly, the past and present administrative staff were also interviewed for one half hour at their homes and at the school site. The former principal was interviewed in an open conversation rather than by questioning. The purpose of this interview was to collect information on the history of the community, the school, and the preschool program. A new principal came on staff during the second year of the preschool program, administering the school for the next six years of the program. The newly appointed vice principal has been a member of the teaching staff for over twenty years. Their interviews were in open question format (see Appendix F). Both newer administrators and the former principal were invaluable in assessing the role of the preschool in affecting student achievement and verifying differences in the classes that had attended the preschool program.

The taped interviews were reviewed and categorized. Categories included educational, achievement, reading behaviour, and study habits. After the tapes were transcribed they were destroyed to ensure confidentiality. The findings can be verified by use of the transcriptions upon request.

Chapter 4

Results

Parental Interviews

Examining the parental interviews was revealing, not only about the preschool program but, of the school atmosphere in general. It also revealed perceived changes in the relations in the school in the context of the community.

When asked about the educational achievement of their children, a relatively large number of parents felt that the younger child participating in the program did better at school. Fifteen parents felt that their children were more advanced in learning at a younger age. They strongly suggested that the preschool program had made a difference to their younger child. They commented that due to the program their child has "a high degree of confidence" , "knows more", "knew what to expect from school" and "could read at an earlier age". One parent interviewed had a male and female child, now young adults, and now has a younger boy and girl. She compared their achievement levels:

"Oh, I could show you their report cards. For my first two children it was mostly "Cs". I don't know but it was "Ds". Now

it's mostly "As" with a scattered "B". Their reading habits are out of this world. Never did I see that with the first two! They were in Grade five and still couldn't read. Now these two can take a book and read without hesitation. They like to choose the book they like to read. The older two - the interest wasn't there".

Interestingly, three of the parents who saw no differences in educational achievement could see other educational advantages for their younger child. They felt that the program helped their child "be more prepared for school life", "be more outgoing" and "socialize better." Only two parents saw no difference.

The parents often commented on the program's effect on their younger child becoming a reader. Fifteen parents felt that their younger child had developed a habit of reading for pleasure. They expressed the habits in terms of "love to read", "always with a book", "more apt to get a book", and "whenever you look she has a book." One parent could "not ever recall her two older children reading for pleasure". Two others recalled the older children having to "be made to get a book". All fifteen parents felt the program was responsible for the difference in their children's reading ability. One parent reasoned that her younger child's better start made the difference in her reading:

"She [her daughter] got a better start. She [her daughter] got used to the whole idea of being involved with people when he [her son] was only home playing with dinkies and wanting to be outside playing. Then all of a sudden, when he came to school he had to learn and he didn't want to. When she came to preschool, she got all the colouring, paints, reading stories, and looking at pictures. Then when she came to Kindergarten she was ready to work. She wanted to read when she came to Kindergarten, whereas, he would say 'Do I have to write down ABCs?' He didn't want to write things down. He still felt he wanted to play. It made a big difference to my children".

Three parents saw no difference in their children's reading habits. Two others parents had older children that had better reading habits than their younger children.

Home activities are assigned at all grade levels at St. Mark's, including at the preschool level. Questions were asked of the parents to determine how the completion of these activities during their children's preschool year had affected their study habits in later years of schooling. Sixteen parents felt the program had started their child with study habits, as part of their school life, and that these habits had continued. The participants of the program now study "with more confidence" , "want to

do their homework as soon as they arrive home”, “study readily and can explain more.” They are “independent” and generally “like to study.” Their nonparticipating counterparts were “hard to get to study” and “had to be made to study” or “couldn’t be made to do homework.” One parent elaborated on the difference in her two children:

“She [her daughter] is a lot - I can’t say smarter but she knows a lot more than he [her son] did at the grade level that she is in now. She knows more. Even like with him you have to say ‘Time to get your books.’ You’ll never see him just read a book or read a story unless you say ‘Are you supposed to be reading something for school?’ She is completely different. To me, there is a lot of difference”.

Only one older child had better study habits. Two parents felt there was no difference in how the younger and older children completed homework.

As demonstrated in the literature, enjoyment of school life is a factor in achievement at school. None of the older nonparticipating group enjoyed school more than the younger participating group. However, five of the older children enjoyed school with the same intensity as their younger siblings. Fifteen parents of the children who participated in the

program spoke enthusiastically of their younger child's love for school. The children were described as being "excited", "more outgoing and liking more activities" and "not wanting to miss a day." The program, itself, "offered something new everyday" and "made learning fun." This attitude has continued throughout their school life.

Often, whether parents can offer help and know how to guide their child's studies can greatly influence how well their child does in school. The literature supports this premise. Only two parents felt all their children needed the same support in completing homework or preparing themselves for the school session the next day. However, even those two parents felt that it was probably because they sat all their children down together and supervised their study time concurrently. Only one parent had an older child that was more independent. All seventeen other parents considered their younger child to be "prepared", "independent", "know more on a daily basis" and "want to do more work." The program had made the parents themselves "learn to get across to the child", "know more by seeing a professional" and "feel more prepared and could help."

Effective schools are often seen as having an important role in the larger community which they serve. The openness and reciprocity of the school to people other than its workers and students often determines the degree of influence the school can have on the community. The influence the school has on the community is generally shown, in literature, as a

factor in the success of the school with its student population. Previous to the Preschool Early Intervention Program at St. Mark's, parents had very little reason to come to school. They ranged from the extreme who "didn't come at all" or "only came when I was called", to others who remembered coming for special events. These special events were "assemblies", "concerts", "parent interviews", and "meetings." One parent came daily throughout her child's kindergarten year because he cried continually. Even then, she felt "afraid of school and of the teachers." Parents expressed the opinion that they "didn't feel welcome only to pick up their child if they were sick", or that they "were not a part of the school."

Since the initiation of the program, parent volunteers work routinely at St. Mark's. The parents were supportive to the point of excited about their role in the school. They perceived themselves as "more involved", "being a part of your child's education", "knowing what was going on in the school" and having a greater impact on their child because "children felt their parents were a part of the school." One parent explained how she felt she could better help her younger child:

"When he [her son] started off there was no involvement in school. I knew nothing about what he had to do. With her [her daughter] I knew from day one right up to now in Grade Four exactly what she is doing. If I wanted to be there one day to

see what she was doing there was teacher and parent involvement, but with him there was no involvement. That made it harder that way. Whereas, when she is doing something in school when she comes home we work on it together. When he came home from school I didn't know what he was working on".

Only one parent saw parental involvement negatively. She felt that parents actively involved in the classroom might "talk about how other people's children did in school."

Enquiries into how the other nineteen saw their role in the school lead to more enthusiastic comments. Most of the parents described themselves as now "being comfortable" in the school setting. They "did not feel as an intruder" and were "glad to know the teachers." One parent mused at the difference in how she now felt about parent interviews. She recalled "being so nervous and having a pain in the stomach" when it was interview time. However, she now felt quite comfortable to visit with those very same teachers. Another parent remarked that she "feels more educated about school life." This perception of herself made her "more at ease and at home" in school. Two parents truthfully declared that they would never had participated in this research if their only school experiences had been the few visits they had made with their older child.

Only since the Preschool Early Intervention Program did they feel they were "eased into it (school life), too."

The parents could suggest many overall benefits from the program to the classes as a whole. They felt the participants of the program were "better adjusted to school life, socialized better and with a good attitude were anxious to come to school." These younger children "had more confidence, were independent, and fit into routines better." They also remarked that the program helped their children "know more, seem more mature and catch on quicker." In the area of reading the participants "had an earlier start that lead them to read and write on their own at an early age. They were "used to books and now we are a reading family." For both parents and their children the program is credited by the parents as "educating them both by the time kindergarten started and preparing them both for school." It helped the parents "learn to make time with their children and gain self education, as well as, gain knowledge from a professional."

Unanimously, the main criticism of the program was that "there should be more of it" and that "it could be longer." Only one parent suggested another possible concern could be that some parents may pressure their children to read when they see other children read at an early age.

Teaching Staff Interviews

The school staff interviews supported the perceptions of the parents. They believed the atmosphere and the relationships within the school and the community at large to be as positive as the parents had indicated. Interestingly, the staff often used the same descriptive adjectives such as "at ease", "comfortable" and "relaxed" in reference to the relationships with the parents.

The staff unanimously agreed that there had been a significant rise in student achievement since the initiation of the Preschool Early Intervention Program. The administrators felt that "the bond created in preschool with the parents and their children made a better learning situation." The staff saw the students as "all around better", "having better understanding" and as "being more enthusiastic." They concluded that the classes demonstrate "higher reading levels", "a big difference in writing skills" and "have less students on Individualized Program Plans (I.P.P.s)." One teacher explained that in her first year at this school, she had a class of the nonparticipants of the program:

"That big group I had for Math came to me in Grade Four. From what I could gather Math had not been tested. I got the guidance councillor to test them and we found out that many of them were

on a Grade One level. Here I was with thirty one, all doing the same Math program. Half a dozen of them were in the Grade One or Two level. That weakness held with them. In Grade Six they were split. They had four teachers in the higher grades. In Grade Six when they were split, the resource teacher tried to help out but the cumulative effect at this point was too great. Those problems are not there now (with the preschool graduates). They were so weak. Some of them couldn't count".

The staff considered this to be a typical comparison of the decrease in students requiring extra help to cope with class work.

Similar to the parent interviews, the teachers continually returned to discussion on reading when referring to the program. There was total agreement in that reading levels are "now higher" and that these younger students "love to read." One teacher elaborated on the perceived reading levels of their present students:

"Generally speaking everybody's reading level is up that much higher. There are ups and downs among the class and there is always going to be. I don't think the low is as low and the high is much higher than it was. They all love to read. The older children it was a battle to get them to read".

While comparing the older, nonparticipants of the program, it was agreed they "did not like to read" and it was "you had to make them read."

Teachers assumed that their "dislike for reading grew from not being able to read." The administrators believed that "the early exposure to books continued to affect reading through the grades."

In others areas of the curriculum, there were other perceived differences by the teaching staff. The administrators reasoned that: "routines are learned earlier. Adjusting to being a part of the school in their preschool years, has allowed for an earlier introduction of mathematics, science and basically all areas of the curriculum. There is a much better grounding through the use of materials. Older students were at a disadvantage by not having the needed experiences and materials."

The staff unanimously agreed that there had been "a lot of weaknesses across the subjects" in the nonparticipants of the preschool program. It was reasoned by the staff that since these younger children "can read more and then they can do more class work. Slower students can fit in to participate in class activities. The older students were nonreaders. This created many problems in group work."

Discussing detail to homework, the teachers all recognized that assigned work was completed more consistently by the participants of the preschool program. These younger children "get things done" and "are more reliable" than the children who had no preschool experience.

Although, even now there are "still a few holdouts" who do not want to do homework, "when the parents are contacted action results." The parents were credited with being more aware of what to do with their children and how to help them:

"The parents are in school more and are more aware of what the child is supposed to do. I write notes back and forth. The communication has improved a lot since Intervention. The parents come in with the child and you're educating them as to what they should do with their child. Then when the children take their homework home they know what to do with them".

It was felt that since the parents are in school more, they know what their child is supposed to do. The parents are "taking more interest and an active role in what is done."

Improved study habits were also noted. However, some teachers felt it was difficult to actually compare the two groups in study habits since the nature of what to be learned has changed. They felt that the shift away from rote memorization to writing and project preparation skills may account for the sense of improved study skills. Again, they pointed to the fact of parental supervision as also affecting the perceived improvement in this groups' ability to study. One teacher remarked that "if I assign

something to be read in a subject area and suggest that it be recorded in their reading log then, a high percentage will have it recorded.” It was also added that “parents often comment on how nice the books are so someone is seeing to the homework.”

The biggest overall change noted by the teachers and administrators, since the initiation of the preschool program, was in the openness of the communication between the parents and the school. They believed this to be a “direct carry over from the early experiences of the parents coming to school with their child.” A “bond is formed between home and school” and the administrators feel that the “high standard set for these young children is accepted by their parents and they want the best for them.” The parents communicate this immediately. “As soon as the year begins, they (parents) call. They ask what is their role and what can they do. You just wouldn’t get this before.” This link between home and school continues. “Notes are shared back and forth in their agendas. The parents call to check. They are at ease and it’s no big thing to come to school.” The experiences of the teachers with the older nonparticipating group had been one of little communication. “Only some would show up for meetings, others would not come even with appointments.” One teacher recalls:

"I begged one parent to come help choose a book together that would interest her child but she would not come. We don't have parents like that anymore. There is a remarkable difference."

Understandably, this open avenue of communication has lead to a change in the relationships that these teachers now have with those very same parents. The relationships are "more relaxed." The staff felt that "the parents talk to us as friends. They laugh and joke. Comments are relaxed." In socializing with parents after concerts or other school activities, the teachers saw time with the parents as "similar to chatting with any other friends about what's going on." They saw the parents as "tuned into the realities of school life and feeling positively about education."

This change in relationship has impacted greatly upon St. Mark's. The staff perceive it as affecting the climate of the school and the quality of the school life of the people there. By being actively involved in the school since their experiences with Preschool Early Intervention, the parents are "being educated to the ways of schooling." The parents and the children "are acclimatized and are a part of this school from an early age." The administrators perceive that this has changed how school is viewed by its students:

"It is explained to the children exactly what will happen to them

and what to expect. They have no fear and therefore, things are not a surprise. They are more calm and more confident."

The Special Needs staff note the change in the quality of life for these younger children:

"The children who needed help before often did not know the alphabet. This doesn't happen since Early Intervention. Now we can start right away with the reading process. Since these children are not so far behind, the parents are more eager to get help for them. With help, they (children) come off the I.P.P.s. All the children taken off have done well and can cope on their own."

This early start was noted in all the interviews as an overwhelming factor in the making these students more successful than the older group.

Other benefits of the program were noted. "Generally exposing them to things, such as books that have given them a love of reading at an early age", and "experiencing rules and routines" were cited as obvious benefits of the program. The administrators and the teaching staff felt that these effects stay with the child through their school life. "Even our children with learning difficulties still love to read. They just soak up the stories and love it." The easy adjustment to school life is another major

benefit of the program. "Crying children, on the first day of school is very rare. In other schools I've taught in, every September, you'd help separate the children from their parents. That's very rare here and when it happens, it's usually a larger problem."

When asked for criticisms of the program, the staff was concerned by "the workload of the current kindergarten teacher" as the person responsible for administration of the program. They felt "it was unfortunate that the teacher has another job and this job." They see it as "a job to itself. You just can't throw it at somebody who has a full time job with another class. Time has to be allotted for preparation and to build up the program." Mrs. Peddle confirmed this as valid concern and stressed the need for support for the teacher delivering the program. She also noted that while the program is extra work for the kindergarten teacher, there are definite advantages in the children's familiarity to their future teacher and her routines. Concern was also raised about the "jealously of Kindergartens over not being allowed to attend school on Preschool day." Parents understand that this is a cumulative sharing process. The child actually only attends eight days schooling the previous year to their Kindergarten year to account for the eight days they miss for the next Preschool Early Intervention class. The children however, do sometimes "resent sharing their classroom and their teacher."

Standardized Testing

Examination of standardized test results show interesting changes in scores in recent years. The school profile documents the history of standardized testing in St. Mark's since 1984. This study looked comparatively at the results of the children who had preschool experience and those who did not attend preschool classes.

CTBS Results

Provincially Administered

Grade 4

There were startling improvements shown in Reading, for the preschool group, when comparing the Canadian Test of Basic Skills results. In the Grade 4 battery of tests, there are four years documented. In the 1984 assessment, the grade four class scored on the 20th percentile. An increase in 1987 brought the scores to the 37th percentile and a decrease saw the scores drop again to the 30th percentile in 1990. However, the 1993 results showed the Grade 4 class at the 50th percentile. This first class of Early Invention Preschool Program graduates had been the first St. Mark's class to reach these levels on CTBS tests. These scores were higher than the national, provincial and district results (see Appendix N).

A school administered CTBS test was completed in the Fall '95. The results showed the newer preschool graduates were performing at their grade level. The test score averaged put them at the 46th percentile. A further result in the Fall of 1996 shows continued good results. The latest results placed the scores at the 51st percentile.

In all areas covered by CTBS testing, the results revealed similar startling increases in test scores for the preschool graduates. The Math percentile increase for Grade 4 was truly outstanding as it rose from the 9th percentile in 1984 to 70th percentile in 1993 (see Appendix N).

Grade 6

Comparisons of the Reading results of other standardized grade level testing have also shown marked improvements. The CTBS results at Grade 6 revealed three earlier years of low test scores in Reading. In 1985 the school ranked at the 25th percentile. The scores dropped to the 24th percentile in 1988 and dropped again in 1991 to the 22nd percentile. In 1995, the school administered a CTBS test to another group of nonparticipants. These results were reported in grade equivalent. The results showed an improvement to a 5.8 grade equivalent in Reading but they were still below grade level. A CTBS school administered test this past Fall, 1996, showed the Reading levels to be on grade level at 6.1 (see

Appendix N). This was the second class of Preschool Early Intervention graduates.

Grade 7

Only one Grade 7 score was available for Reading from past results. In 1994 the Grade 7 class average ranked on the 19th percentile (see Appendix N).

In all areas covered by CTBS testing, the results revealed similar low test scores for the nonparticipating group. The Math percentile in 1994 was at the 43rd percentile for this nonparticipating group (see Appendix N).

CTBS - Other Grades

Test scores are indicated for the Grade 8 students who did not participate in the Preschool Early Intervention Program. These scores are low and have continued thus for these students (see Appendix N).

Criterion Referenced Tests

The areas of Math, Science and French have been documented in the school profile. These battery of tests are just recent in their use at St.

Mark's. Two areas, Math and French, had representation from both the participants and nonparticipants of the Preschool Early Education program but the Math scores were at different grade levels. However, continuation of relative high and low scores can be demonstrated (see Appendix O).

Mathematics

There were two test results available for the participants of Preschool Early Intervention Program. In 1993, the Grade 3 preschool graduates had Math CRT results on the 67.8 percentile. By 1996, the results showed a growth up to 79.3 percentile. The test results available were for the nonparticipants of the program who were by then in Grade 6. In 1994, their test results were at the 47.5 percentile and in 1995 at the 50.4 percentile (see Appendix O).

French

In the French subject is area both groups were represented for comparison at the same grade level at Grade 6. The nonparticipating class in 1995 were at the 48.4 percentile in their French test total results. Recent testing of the preschool graduates in 1996 showed them at the 84.1

percentile (see Appendix O). Comparison of both groups shows that the achievement level of the preschool graduates almost doubled the test results of the nonparticipating group.

Science

All three test results for Science are sampled from the non-participating group. They are documented to demonstrate continued low scores from this group. In 1987, they scored on the 46.2 percentile in the CRT Science. In 1990, the test results were on the 51st percentile and in 1993 there was a marginal growth to the 53.6 percentile (see Appendix O).

Gates MaGinite

Early this past Fall, 1996, it was decided to test the Grade 2 and 3 classes on the Gates MaGinite battery of tests. This testing was done to determine if these more recent students of the literacy initiatives were still on grade level in Reading (see Appendix P).

Grade 2

The average for the grade two class on the Gates-MacGinitie Reading Tests was 2.2 Grade Equivalent. These test results indicated that this class could also competently read the grade level material as they began that particular grade this past Fall, 1996 (see Appendix P).

Grade 3

Test results for the Grade 3 graduates were at Grade level for beginning grade 3 students. Vocabulary results were at the 2.9 grade equivalent and comprehension was 3.1. The overall Grade 3 class average at 3.1.

Teacher Made Tests

Class Comparison

Samples of scores on teacher made test scores were also examined. Results from a Mathematics review test for late in the Fall of their Grade 7 year was compared for two classes of Grade 7 students from the 1994 and 1996 school years. They were created and administered by the same teacher and were similar in content. The 1995 Grade 7 class were

nonparticipants of the preschool program. Their class average for 1994 was at 67%. A similar cumulative review for 1996 showed a growth in the class average to a 79% for the preschool graduates (see Appendix Q).

Sibling Comparison

From the cumulative records at St. Mark's there were grade year end reports available for only two sets of siblings. In all other cases the older siblings records had been sent to the neighbouring High School and were not easily accessible. These two sets of records were indicative of the differences in the siblings (see Appendix R).

Sibling Set One

The first set the siblings consisted of an older male nonparticipant of the preschool program and a younger female participant of the program. The records show that the older boy was a "C" student at the end of Grade 6. His total results were four "C" grades and one "B" and one "B+." His sister at this grade level, was an "A" average student. She had one "A+" grade, three "A" marks, five "A-" grades and a "B+". Teacher observations describing the two students were also quite different. The boy was described as "too dependent" and "reluctant to finish his projects." His

parents were advised to "encourage him to complete his work and to do his reading log and spelling nightly." His sister was noted for perfect attendance. She is "attentive and hard working in class." She is "co-operative in class", "a hard worker" and is "working hard to improve all areas of the writing process in her writers' workshop" (see Appendix R).

Sibling Set Two

The second set of the siblings consisted of an older female nonparticipant of the preschool program and a younger female participant of the program. The records showed that older girl was a "B" student at the end of Grade 5. Her total results were five "B" grades and one "A". Her younger sister was an "A" average student. She had three "A+" grades, four "A" marks, two "A-" grades and a "B+". The teacher observations to describe the two students again show differences. The older girl, although a good student, was reminded about "careful checking of spelling" and "being consistent with written work." Her parents were advised to "encourage her to read as much as possible." Her younger sister "is doing excellent work. Her revising and editing are improving."

She is noted as "taking care when completing her work." In contrast, "she is an avid reader" (see Appendix R).

Chapter 5

Conclusions

This thesis examined the degree of success of a Preschool Early Intervention Program which has been ongoing for seven years. The success of the program was measured by the comparison of twenty preschool experienced children and their siblings who had not participated in a preschool program. The investigator conducted interviews with the children's parents, the teaching staff, and the administration of the school. Overwhelmingly, the interviewees deemed the program to be a major success in affecting the learning environment of the participants of the preschool program. The program has raised educational achievement, literacy levels, and demonstrated advantages across the curriculum. The number of children requiring Individualized Program Plans have dropped dramatically and the reading levels of the special needs students have risen significantly. Without exception, all standardized testing results, to date, have shown an increase in test scores by the participants of the Preschool Early Intervention Program. This finding confirms perceptions of the effectiveness of the preschool program by the teaching staff and parents. The teachers and parents felt that the younger children had

higher reading and educational achievement levels than their older siblings. The rise in scores on standardized tests for the preschool group was an indicator of effectiveness as demonstrated in the educational literature. Ronald Edmonds (1989) states that "all programs of school improvement should be evaluated on at least two observable measures. Changes in student achievement are an obvious important measure. Of equal importance are the observable changes in the institutional organizational nature of the school" (Edmonds, 1989. p. 18).

The interviews revealed a major observable change that had affected the organizational nature of St. Mark's. The active involvement of parents in the education of their children at home and at school was quoted by parents and teachers as the greatest change in the relationship of the parents to the school. Today, parents are visible in their supportive role throughout the whole school building. The early involvement made the parents more aware of the role they could play in ensuring home study and attention to the importance of school work by their children. Once the parents felt welcome at the school their involvement increased. The parents now feel they have open communication with the staff and are comfortable to confer about their children's progress at any time. The parents recognize this change as indicative of their perceptions of how they were received by the school since the staff had been relatively unchanged. The staff confirmed the increased parental support and open

communication which they perceive has raised the level of student performance to its all time high. Throughout the interviews, both the staff and the parents determined the Preschool Early Intervention Program as the initiator of parental involvement in the school. They saw this factor as the overall change agent that has made St. Mark's Elementary an effective school.

Implications for Further Study

Evidence in the literature and the results of this study suggest that there is a need for well developed preschool programs. Successful programs, as demonstrated, can raise the level of student achievement. The level of provincial student achievement has been a public concern for quite some time. The institution of a province wide preschool initiative could possible be effective in raising educational achievement. Evidence confirms the need for a developmentally appropriate educational program operating within the context of our existing school system. Models of successful programs are widely available. The successful programs cited were run by qualified staff and involved parents working with appropriate materials. Funding needs must be addressed but can be cost-effective if accommodated by the existing school setting. The educational literature and the evidence from this study both confirm that the effects of enriched

learning experiences last far beyond the early childhood years. Children experiencing early successes at school are more likely to remain in school and do better while there. Over time school performance is linked to increased economic productivity. As the 21st century approaches, the aspirations for a better tomorrow for young children is the responsibility of early childhood educators. Educators have the knowledge of how children learn and with support can design appropriate early childhood programs for children from diverse home backgrounds.

Recommendations

- 1. GOVERNMENTS SHOULD TAKE ADVANTAGE OF THE SURPLUS OF QUALIFIED TEACHERS AVAILABLE TO INSTITUTE A PROVINCE-WIDE PRESCHOOL INITIATIVE WITHIN THE MANDATE OF THE EXISTING EDUCATION SYSTEM IN NEWFOUNDLAND.**

Using the Preschool Early Intervention Program in existence in Avalon West, District No. 9 and piloted at St. Mark's, government has a model of a program run within the programming of their schools. With minimal staffing allowance similar programs can be instituted.

- 2. GOVERNMENTS CAN USE MONIES SAVED DURING THE EDUCATIONAL REFORM TO UPDATE MATERIALS IN THE CLASSROOMS WHERE EARLY CHILDHOOD EDUCATION IS TAKING PLACE AND TO SUPPORT NEW PROGRAM IMPLEMENTATION.**

The educational reforms are aimed at saving money by eliminating the duplication of services experienced in the denominational educational system. There is a need for materials to support literacy growth and to enrich early educational experiences. Preschool Early Intervention Programs such as those at Avalon West, District No. 9 can be cost efficient and instituted at minimal cost to the government.

- 3. CURRICULUM, EMPHASIZING DEVELOPMENTALLY APPROPRIATE ACTIVITIES, SHOULD BE MADE AVAILABLE TO EARLY EDUCATION CLASSROOMS AND SHOULD BE PRESCRIBED FOR NEW PRESCHOOL PROGRAM INITIATIVES.**

Activities that enhance the characteristics of young learners are extremely important as demonstrated. The adoption of developmentally appropriate activities can have long term benefits to learners. Government can prescribe these learning materials for all schools in the province using distribution procedures already in place in schools.

- 4. GOVERNMENT SHOULD ENCOURAGE PARENTAL SUPPORT PROGRAMS WITHIN THE INSTITUTION OF NEW PRESCHOOL INITIATIVES.**

The major change agent in making the school of this study a success, was new found parental involvement. The importance of parental involvement is emphasized throughout the literature. Any new initiatives should encourage parental involvement. Older programs can be reviewed to add parental components if lacking.

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APPENDICES

APPENDIX A

APPENDIX A

People Interviewed For This Study

- 1. One past principal and the present school principals and the present vice principal**
- 2. Six regular classroom teachers from grade one to grade seven who have taught participants and non-participants of the preschool program**
- 3. Two Special Services staff who have had teaching or counselling experiences with both the participants and non-participants of the preschool program**
- 4. Twenty parents who have a child that was a participant of the preschool program and an older child that was not a participant of the preschool program**
- 5. One volunteer staff member of the preschool program**

Interviews were conducted throughout the Fall of 1996 in the homes of those interviewed or at the school site upon their request.

APPENDIX B

APPENDIX B

Letter to the Superintendent

**P. O. Box 13
Bay Roberts, NF
A0A 1G0**

Dear Dr. M. Trask:

I am currently enrolled in the Master of Education program at Memorial University of Newfoundland. As a researcher, I am exploring the degree of success of the Preschool Early Intervention program at St. Mark's Elementary School, Shearstown, for my thesis project.

To evaluate the degree of success and to interpret the results of this seven year program, I am requesting your permission to conduct one half hour interviews with the teachers and administration personnel of St. Mark's Elementary. A tape recorder will be available for the interviews and will be used with their permission. After the study, the interviews will be destroyed.

The parents and staff may request the interviews to be held on the school site. With your permission, the half hour interviews will be conducted there after school hours.

I am also requesting a review and use of scores on standardized and teacher made tests and teacher written observations in a comparable sense for the participant and non-participant years of the program. Confidentiality for the recording of the data will also be observed where it is significant.

The study has received the approval of the Faculty of Education Ethics Review Committee. The results of my research, as well as the transcribed interviews, will be made available to you next fall upon request.

If you have any questions or concerns please do not hesitate to contact me at home (709) 786-2342. If at any time you wish to contact a resource person not directly associated with the study, please contact my thesis supervisor, Dr. Dennis Mulcahy or the Dean of Graduate Studies, Dr. Patricia Canning.

A reply at your earliest convenience will be greatly appreciated.

Sincerely,

Pam Norman

APPENDIX C

APPENDIX C

Letter to the School Principal

**P. O. Box 13
Bay Roberts, NF
A0A 1G0**

Dear Mr. B. Sheppard

I am currently enrolled in the Master of Education program at Memorial University of Newfoundland. As a researcher, I am exploring the degree of success of the Preschool Early Intervention program at St. Mark's Elementary School, Shearstown, for my thesis project.

To evaluate the degree of success and to interpret the results of this seven year program, I am requesting your permission to interview you as the administrator of St. Mark's Elementary. The one half hour interviews are planned for later this Fall. A tape recorder will be available for the interview and will be used with your permission. All the information gathered in this study is strictly confidential and at no time will individuals be identified. With your written permission, I will use the name of your school in the documentation of the study. Participation is voluntary and you may decline answering any particular question or questions you wish or withdraw from the study at any time. After the study, the interview will be destroyed. I also intend to interview the parents and staff of St. Mark's.

The parents and staff may request the interviews to be held on the school site. With your permission, the half hour interviews will be conducted there after school hours.

I am also requesting a review and use of scores on standardized and teacher made tests and teacher written observations in a comparable sense for the participant and non-participant years of the program. Confidentiality for the recording of the data will also be observed where it is significant.

The study has received the approval of the Faculty of Education Ethics Review Committee. The results of my research, as well as the transcribed interviews, will be made available to you next fall upon request.

If you have any questions or concerns please do not hesitate to contact me at home (709) 786-2342. If at any time you wish to contact a resource person not directly associated with the study, please contact my thesis supervisor, Dr. Dennis Mulcahy or the Dean of Graduate Studies, Dr. Patricia Canning.

A reply at your earliest convenience will be greatly appreciated.

Sincerely,

Pam Norman

APPENDIX D

APPENDIX D

Letter to Parent/Guardians

**P. O. Box 13
Bay Roberts, NF
A0A 1G0**

Dear _____

I am currently enrolled in the Master of Education program at Memorial University of Newfoundland. As a researcher, I am exploring the degree of success of the Preschool Early Intervention program at St. Mark's Elementary School, Shearstown, for my thesis project.

To evaluate the degree of success and to interpret the results of this seven year program, I am requesting your permission to interview you about the program. Your identity will remain anonymous. The one half hour interviews are planned for later this Fall. A tape recorder will be available for the interview and will be used with your permission. All information gathered in this study is strictly confidential and at no time will individuals be identified. Participation is voluntary and you may decline answering any particular question or questions you wish or withdraw from the study at any time. After the study, the interviews will be destroyed.

The study has received the approval of the Faculty of Education Ethics Review Committee. The results of my research, as well as the transcribed interviews, will be made available to you next fall upon request.

If you have any questions or concerns please do not hesitate to contact me at home (709) 786-2342. If at any time you wish to contact a resource person not directly associated with the study, please contact my thesis supervisor, Dr. Dennis Mulcahy or the Dean of Graduate Studies, Dr. Patricia Canning.

A reply at your earliest convenience will be greatly appreciated. The interviews will be scheduled at your convenience and may be conducted in my home or yours or at St. Mark's School. Upon receipt of your consent, I will accept your choice of location.

Sincerely,

Pam Norman

Sample Consent Form

**I, _____, hereby give Pam Norman
permission to conduct a taped interview with me on my opinion of
the Preschool Early Intervention program at St. Mark's School,
Shearstown. I understand that participation is entirely voluntary and
that I can withdraw at any time. All information is strictly confidential
and no individual will be identified.**

Signature

Date

APPENDIX E

APPENDIX E

Letters to Appropriate School Staff and Volunteers

**P. O. Box 13
Bay Roberts, NF
A0A 1G0**

Dear _____

I am currently enrolled in the Master of Education program at Memorial University of Newfoundland. As a researcher, I am exploring the degree of success of the Preschool Early Intervention program at St. Mark's Elementary School, Shearstown, for my thesis project.

To evaluate the degree of success and to interpret the results of this seven year program, I am requesting your permission to interview you about the program. Your identity will remain anonymous. The one half hour interviews are planned for later this Fall. A tape recorder will be available for the interview and will be used with your permission. All information gathered in this study is strictly confidential and at no time will individuals be identified. Participation is voluntary and you may decline answering any particular question or questions you wish or withdraw from the study at any time. After the study, the interviews will be destroyed.

The study has received the approval of the Faculty of Education Ethics Review Committee. The results of my research, as well as the transcribed interviews, will be made available to you next fall upon request.

If you have any questions or concerns please do not hesitate to contact me at home (709) 786-2342. If at any time you wish to contact a resource

person not directly associated with the study, please contact my thesis supervisor, Dr. Dennis Mulcahy or the Dean of Graduate Studies, Dr. Patricia Canning.

A reply at your earliest convenience will be greatly appreciated.

Sincerely,

Pam Norman

Sample Consent Form

**I, _____, hereby give Pam Norman
permission to conduct a taped interview with me on my opinion of
the Preschool Early Intervention Program at St. Mark's School,
Shearstown. I understand that participation is entirely voluntary and
that I can withdraw at any time. All information is strictly confidential
and no individual will be identified.**

Signature

Date

APPENDIX F

APPENDIX F

Sample Questions for School Administrators

- 1. What, if any, are the significant achievement differences between the students who were participants and non-participants of the Preschool Early Intervention Program at St. Mark's?**
- 2. What role, if any, do you feel the Preschool Early Intervention has played in overall student achievement?**
- 3. What, if any, are the differences in the reading levels of both groups of students?**
- 4. What, if any, are the differences demonstrated in other curriculum areas in both groups of students?**
- 5. What, if any, are the differences in the study habits of both groups?**
- 6. What, if any, are the behavioural differences demonstrated by both groups?**
- 7. Has the Preschool Early Intervention Program affected the role of the school in the community? How?**
- 8. Has the Preschool Early Intervention Program affected the parents of this school's population? How?**
- 9. Has the Preschool Early Intervention Program been as asset? How?**
- 10. Have there been any adverse effects or criticisms you could make of the Preschool Early Intervention Program?**
- 11. Are there any further comments?**

APPENDIX G

APPENDIX G

Sample Questions for the Teaching Staff

- 1. What, if any, are the differences in the overall achievement levels between the participants and nonparticipants of the Preschool Early Intervention program?**
- 2. What, if any, are the differences in the reading levels of both groups of students?**
- 3. What, if any, are the differences demonstrated in other curriculum areas in both groups?**
- 4. What, if any, are the differences in detail to homework and its completion in both groups?**
- 5. What, if any, are the differences in the study habits between both groups?**
- 6. Has there been changes in communication between the students' homes and school since the Preschool Early Intervention Program was instituted?**
- 7. Do you perceive any changes in the relationship with parents since the Preschool Early Intervention Program began?**
- 8. Has the Preschool Early Intervention Program affected the climate of St. Mark's School? How?**
- 9. How do you perceive the Preschool Early Intervention Program has been most beneficial?**
- 10. Are there any adverse effects or criticisms you could make of the Preschool Early Intervention Program?**
- 11. Are there any further comments?**

APPENDIX H

APPENDIX H

Sample Questions for the Special Services Staff

- 1. Considering the special needs students you have worked with, has there been noted changes in the achievement of the students since the implementation of the Preschool Early Intervention Program?**
- 2. Considering the special needs students you have worked with, has there been any change in the quantity of students requiring special attention throughout the school?**
- 3. What, if any, are the differences in reading levels for the participant and nonparticipant special needs students?**
- 4. What, if any, are the differences in other areas of the curriculum for the participant and nonparticipant special needs students?**
- 5. What, if any, are the differences in the detail and completion of homework in both groups?**
- 6. Has there been changes in the communication between the students' homes and school since the Preschool Early Intervention Program was implemented?**
- 7. Do you perceive any changes in the relationship with parents between both groups?**
- 8. Has the Preschool Early Intervention Program benefited the quality of school life for special needs students in any way?**
- 9. Has the Preschool Early Intervention Program been beneficial to special needs programming in any other aspect?**

- 10. Has there been any adverse effects or criticisms you could make of the Preschool Early Intervention program?**
- 11. Are there any further comments?**

APPENDIX I

APPENDIX I

Sample Questions for Parents

- 1. How many of your children did not participate in the Preschool Early Intervention Program at St. Mark's?**
- 2. How many of your children did participate in the Preschool Early Intervention Program at St. Mark's?**
- 3. What, if any, are the differences in the educational achievement of your children?**
- 4. What, if any, are the differences in their reading habits?**
- 5. What, if any, are the differences in their study habits?**
- 6. What, if any, are the differences in their enjoyment of school life?**
- 7. Is there any differences in how you helped or attended to your children's homework?**
- 8. When, and for what reason, did you usually come to St. Mark's when your older child(ren) attended there?**
- 9. Did the reason for school visits change with your younger child(ren)? Why?**
- 10. Was there a difference in how you felt about coming to school in these recent years?**
- 11. What do you see as the benefits of the Preschool Early Intervention Program at St. Mark's?**
- 12. What do you see as criticisms of the Preschool Early Intervention Program at St. Mark's?**
- 13. Would you like to make any further comments?**

APPENDIX J

APPENDIX J

Sample Questions for the Volunteer Staff

- 1. Explain your role in the Preschool Early Intervention Program?**
- 2. What do you see as the assets of this program?**
- 3. Do you perceive any adverse affects or criticisms you could make of the program?**
- 4. Are there any further comments you wish to make?**

APPENDIX K

The day is preceded by greetings and finding nametags. The day concludes with the receiving of the home package and the purchase of a copy of the Big Book which was read in the opening session.

APPENDIX L

APPENDIX L

STORYTIME FOR THREE YEAR OLDS

DAILY PLAN

10:30	Greetings, getting nametags, bookbag and book exchange
10:40	Big Book reading
10:50	Poems, songs, and games
11:00	Creative activity demonstration
11:05	Center activities - the creative activity is completed and children have free play at the scribbling table, modelling clay, painting easels or the choice of centers for that day.
11:30	Closing

APPENDIX M

APPENDIX M

DEMOGRAPHICS

TABLE 1

School Description of St. Mark's Elementary*	
SCHOOL NUMBER:	#009284
SCHOOL NAME:	St. Mark's Elem
COMMUNITY:	Shearstown
BOARD:	District 9 - Avalon West
CLASSIFICATION:	Rural/Avalon**
NUMBER OF GRADES:	10
TEACHERS***:	18.0
PUPIL/TEACHER RATIO***:	14.8
FTE TEACHERS***:	18.0
FTE PUPIL/TEACHER RATIO***:	14.2
GRADES OFFERED:	K - 9

* Data from 1996-97 AGR (Enrolment/Age as of the last day in Sept./Dec)

** Statistics Canada Classification System

*** May include itinerant teachers

IMPORTANT NOTE:

COMPARISONS MADE PRIOR TO 1996-97 ARE WITH DISTRICTS UNDER THE OLD DENOMINATIONAL SYSTEM.

TABLE 2

Enrolment Over Time: St. Mark's Elem (#009284)				
School	Community	Grades	Year	Enrol.
St. Mark's Elem	Shearstown	K-9	1986	352
St. Mark's Elem	Shearstown	K-9	1987	351
St. Mark's Elem	Shearstown	K-9	1988	328
St. Mark's Elem	Shearstown	K-9	1989	328
St. Mark's Elem	Shearstown	K-9	1990	308
St. Mark's Elem	Shearstown	K-9	1991	312
St. Mark's Elem	Shearstown	K-9	1992	298
St. Mark's Elem	Shearstown	K-9	1993	298
St. Mark's Elem	Shearstown	K-9	1994	296
St. Mark's Elem	Shearstown	K-9	1995	296
St. Mark's Elem	Shearstown	K-9	1996	266

TABLE 3

Enrolment by Grade Over Time (GRADE)																
Yr	K	1	2	3	4	5	6	7	8	9	10	11	12	4TH	Sp Ed	Tot
1986	44	26	37	20	28	22	36	39	39	32					34	352
1987	33	40	22	36	20	26	23	42	32	41					36	351
1988	28	37	37	21	29	20	24	27	38	25					43	329
1989	33	27	42	46	23	36	25	34	28	34						328
1990	26	32	24	47	39	23	37	24	35	21						308
1991	34	31	29	28	41	35	19	32	26	37						312
1992	25	34	26	29	30	43	4	20	35	22						298
1993	31	27	33	25	28	32	41	31	20	30						298
1994	24	34	26	32	26	29	35	38	31	21						296
1995	24	24	33	23	30	26	29	32	40	35						296
1996	21	25	20	30	22	30	25	27	31	35						266

APPENDIX N

(* DENOTES PRESCHOOL EXPERIENCE)

AVALON NORTH INTEGRATED SCHOOL BOARD

Canadian Test of Basic Skills (CTBS)

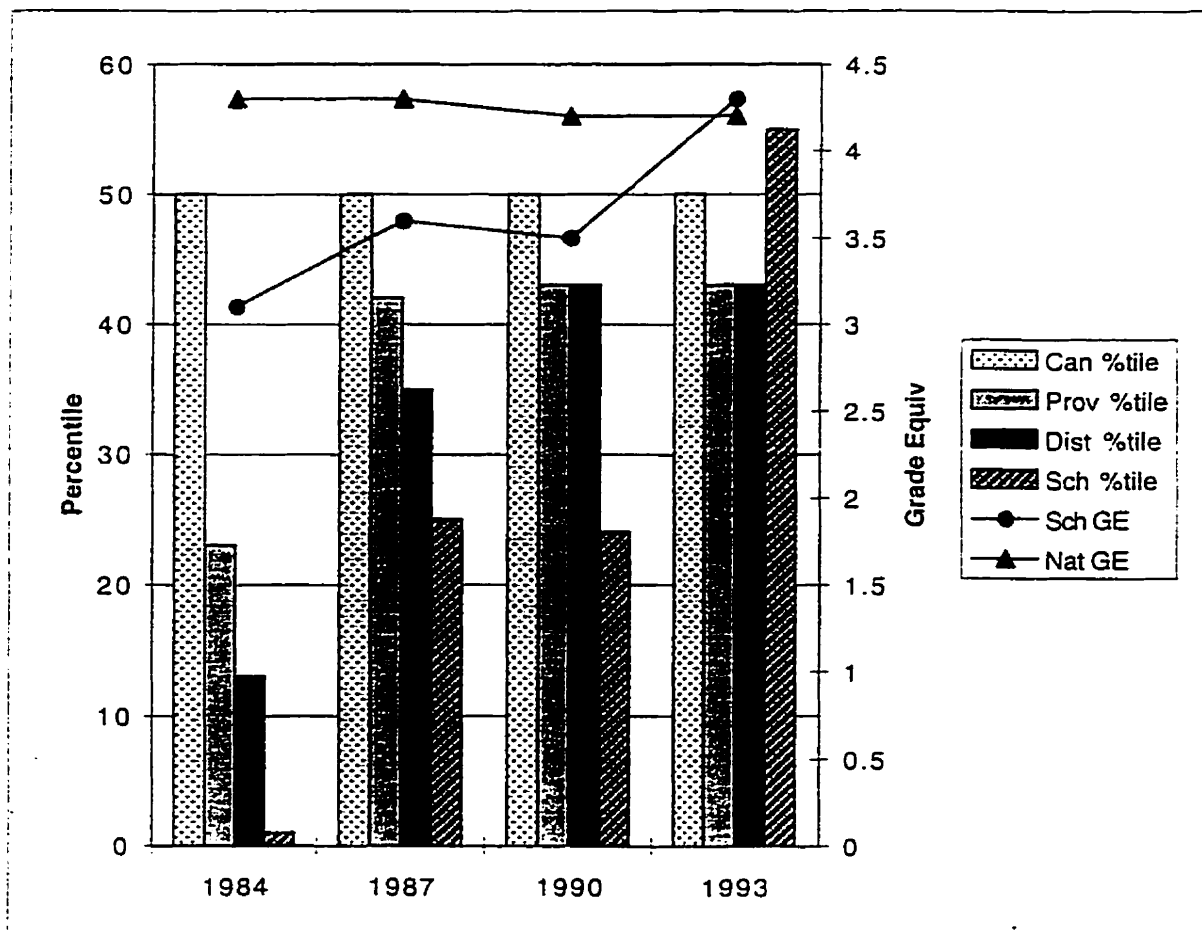
School: St. Mark's Elementary
Sub test: Total Battery of Tests Gd 4

*

	1984	1987	1990	1993	1996	1999
Can %tile	50	<u>50</u>	50	50		
Prov %tile	23	42	43	43		
Dist %tile	13	35	43	43		
Sch %tile	1	25	24	55		
Sch GE	3.1	3.6	3.5	4.3		
Nat GE	4.3	4.3	4.2	4.2		

%tile = percentile

Nat GE = National grade equivalent for this test



AVALON NORTH INTEGRATED SCHOOL BOARD

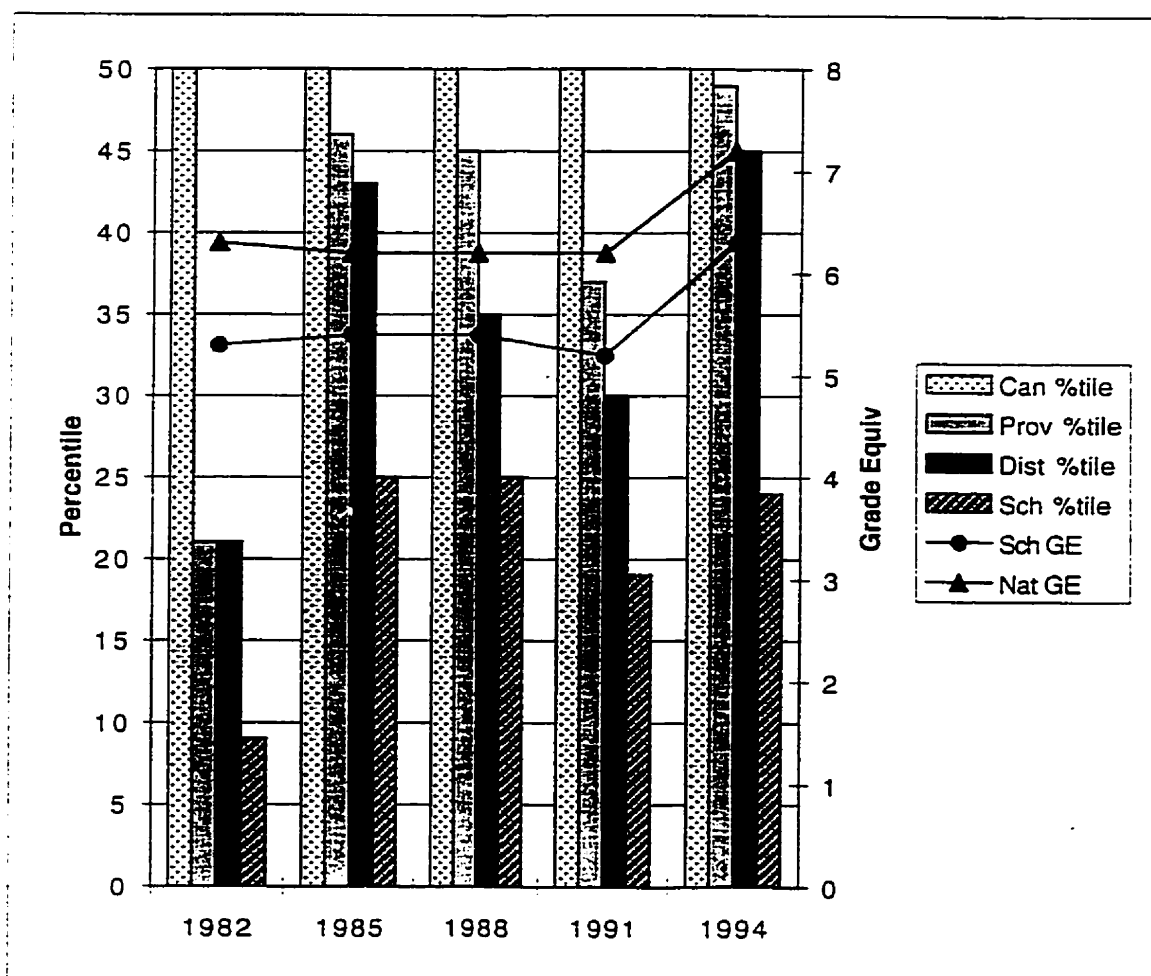
Canadian Test of Basic Skills (CTBS)

School: St. Mark's Elementary
Sub test: Total Test Battery Gd 6

	1982	1985	1988	1991	1994	1997
Can %tile	50	50	50	50	50	
Prov %tile	21	46	45	37	49	
Dist %tile	21	43	35	30	45	
Sch %tile	9	25	25	19	24	
Sch GE	5.3	5.4	5.4	5.2	6.3	
Nat GE	6.3	6.2	6.2	6.2	7.2	

%tile = percentile

Nat GE = National grade equivalent for this test



AVALON NORTH INTEGRATED SCHOOL BOARD

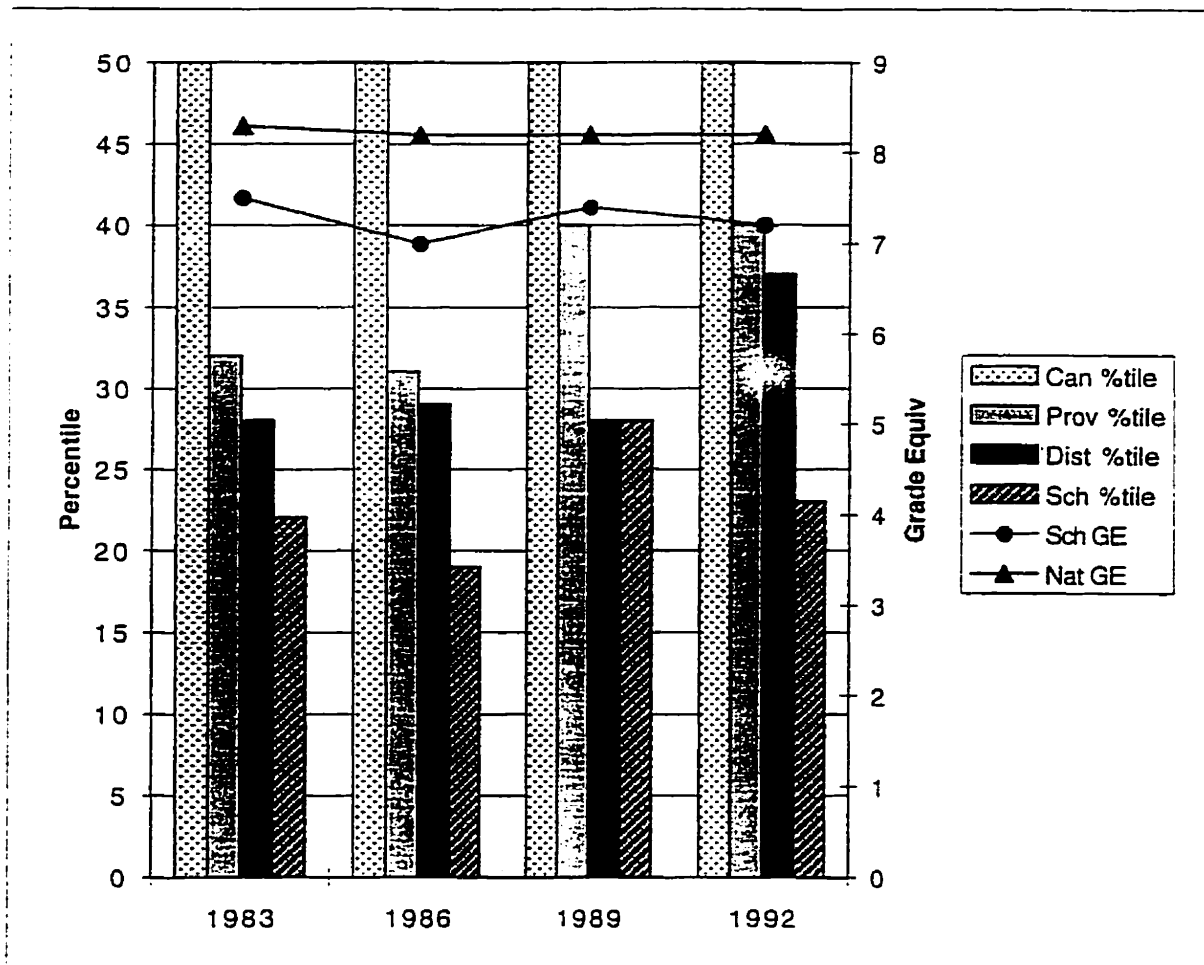
Canadian Test of Basic Skills (CTBS)

School: St. Mark's Elementary
Sub test: Total Test Battery Gd 8

	1983	1986	1989	1992	1995	1998
Can %tile	50	50	50	50		
Prov %tile	32	31	40	40		
Dist %tile	28	29	28	37		
Sch %tile	22	19	28	23		
Sch GE	7.5	7.0	7.4	7.2		
Nat GE	8.3	8.2	8.2	8.2		

%tile = percentile

Nat GE = National grade equivalent for this test



Appendix N

1984-1996 CTBS School Summary

St. Mark's Elementary Data Provided are Percentile Ranks

*Denotes Preschool Experience

SUBTEST	Grade 4						Grade 6			Grade 7	Grade 8		
	1984	1987	1990	1993*	1995*	1996*	1985	1988	1991	1994	1986	1989	1992
Students	24	16	29	25			24	26	8	20	34	19	28
Vocabulary	16	6	23	43	48	50	22	24	13	15	20	20	20
Reading	20	37	30	50	46	51	25	24	22	19	28	26	24
Language	14	35	35	53	47	55	25	27	12	23	21	24	26
Work Study	12	35	30	65	53	50	34	23	27	34	19	32	32
Math	9	37	28	70	60	65	22	33	25	43	25	30	35
Composite	20	25	24	55	51	54	25	25	19	24	19	28	23
Spelling	24	37	31	50	48	42	30	32	12	21	21	20	20
Punctuation	20	48	47	56	48	59	27	27	16	33	32	28	36
Capitalization	69	37	34	53	49	60	25	29	15	32	19	26	34
Usage	18	32	33	50	45	59	26	35	25	23	23	26	27
Visual	24	34	28	64	53	49	39	27	29	28	21	29	29
Reference	13	40	31	62	52	51	28	20	20	36	19	34	32
Concepts	24	40	28	69	62	62	25	39	26	39	31	34	39
Problems	22	39	27	58	54	60	32	38	21	44	24	29	33
Computations	19	21	27	76	59	69	15	27	36	41	26	34	26

CTBS
St. Mark's Elementary, Shearstown
Grade 6
***Denotes Preschool Experience**

Year	Reading Grade Equivalent
1995	5.8
1996*	6.1

APPENDIX O

CRT SCIENCE

SCHOOL: St. Mark's Elementary

TEST: Science

	1987	Process	Life	Phys	Earth
School	46.2	48.5	44.5	42.6	45.2
Prov	56.6	29.2	55.6	50.0	57.1
District	53.2	56.8	53.3	44.4	57.0
	1990				
School	51.5	54.6	44.4	43.6	57.7
Prov	57.5	60.5	58.2	50.4	55.6
District	56.2	60.2	54.5	47.7	55.8
	1993				
School	53.6	55.4	59.9	47.5	45.5
Prov	58.3	61.7	59.8	50.4	52.8
District	57.2	60.3	58.8	50.2	51.5

School: St. Mark's Elementary
 Test: Mathematics - Grade 3
 *Denotes Preschool Experience

	Total Test	Numbers	Geometry	Measurement	Graphing	Problem Solving
1993*	67.8	73.5	80.0	58.1	71.0	46.8
1996*	79.3	80.3	91.6	89.5	97.4	63.7

School: St. Mark's Elementary
 Test: Mathematics - Grade 6
 *Denotes Preschool Experience

	Total Test	Numbers	Geometry	Measurement	Stats	Problem Solving
1994	47.5	45.2	42.7	54.0	51.1	51.7
1995	50.4	56.5	31.5	40.0	59.6	45.8

School: St. Mark's Elementary
 Test: French
 *Denotes Preschool Experience

	Total Test	Listening	Writing
1995	48.4	24.5	5.7
1996*	84.1	85.0	82.7

APPENDIX P

TEST: Gates MaGinitie
SCHOOL: St. Mark's Elementary
*Denotes Preschool Experience

	VOCABULARY	COMPREHENSION	TOTAL
GRADE 2, 1996*	2.1	2.2	2.2
GRADE 3, 1996*	2.9	3.2	3.1

APPENDIX Q

Teacher Made Tests
Math: Grade 7
***Denotes Preschool Experience**

Year	Class Average
1994	67
1996*	79

APPENDIX R

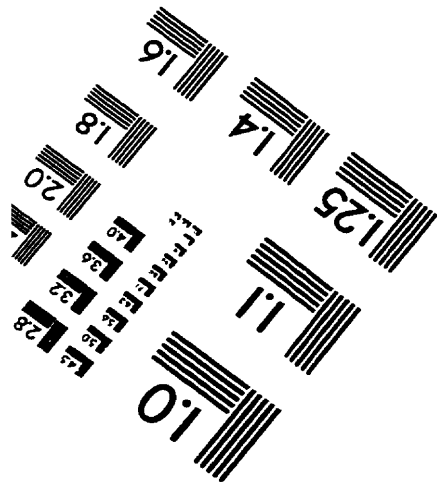
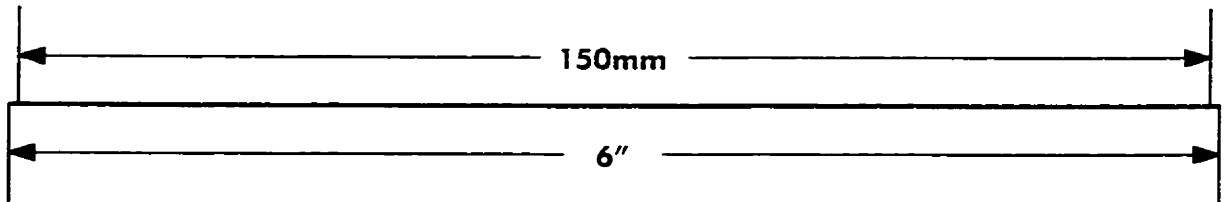
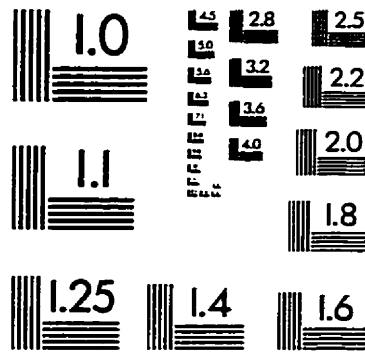
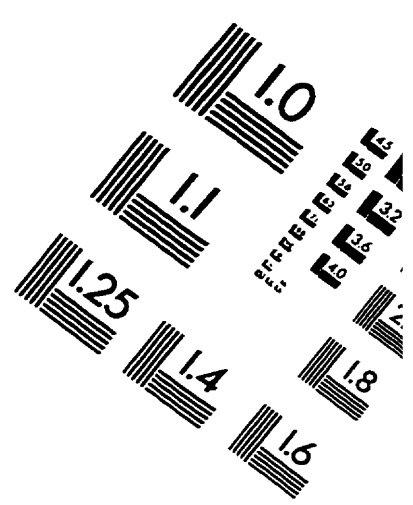
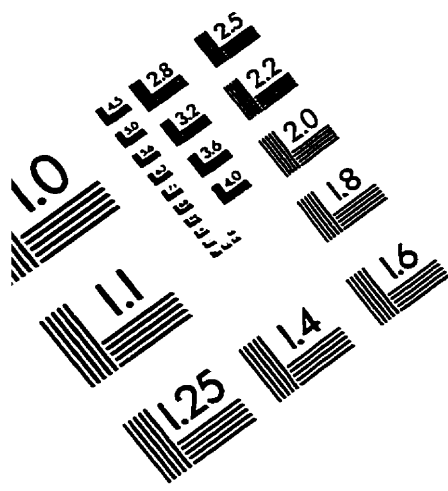
**SIBLINGS
SET 1
* DENOTES PRESCHOOL EXPERIENCE**

SUBJECT	GRADE 6 SIBLING 1 - 1993	GRADE 6 SIBLING 2 - 1996*
LANGUAGE ARTS	C	A-
MATHEMATICS	B+	A-
SCIENCE/TECH	B	A-
FRENCH		A-
SOCIAL STUDIES	C	A+
RELIGIOUSEDUCATION	C	A-
HEALTH	C	A
PHYSICAL EDUCATION		A
MUSIC		B+
ART		A

**SIBLINGS
SET 2
*DENOTES PRESCHOOL EXPERIENCE**

SUBJECT	GRADE 5 SIBLING 1 - 1993	GRADE 5 SIBLING 1 - 1995*
LANGUAGE ARTS	B	A+
MATHEMATICS	A	A-
SCIENCE/TECH	B	B+
FRENCH	B	A+
SOCIAL STUDIES	B	A
RELIGIOUS EDUCATION		A
HEALTH	B	A+
PHYSICAL EDUCATION		A-
MUSIC		A
ART		A

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE . Inc
1653 East Main Street
Rochester, NY 14609 USA
Phone: 716/482-0300
Fax: 716/288-5989

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