

CENTER, CHILDREN, AND TEACHER PROFILES

1. Center Profiles
2. Children Demographic Profiles
3. Teacher Demographic Profiles

The following three profiles -- or variations thereof -- have and may be used to "measure" and record the center size and philosophy of early childhood education of the child care settings used in our -- and your -- studies (#1) as well as the demographic characteristics of the children and professional staff.

All three measure *subject group variables*. Here's the rationale for doing this.

As the dependent behavioral consequences (social and cognitive developmentally related behaviors, for example) of being in child care are influenced not only by the qualities of the physical designed environment, but also and likely more fundamentally by the overall character of the child care setting including the demographic background of the children and a number of other important subject group variables, it is necessary in many types of studies to be able to measure and factor out of the way these variations, in order to be left with effects due to the physical environment.

Said differently, and a bit more technically in the language of research design, and especially quasi-experimental research design (Cook & Campbell, 1979), as the dependent behavioral consequences of child care are based on an ongoing "treatment" (the ongoing program and design of each setting), proxy pretest measure are often made on variables believed to correlate highly with posttest scores within each group, despite being different in form from the posttest dependent scores. This is a strategy recommended by Cook and Campbell for what is called an "untreated control group design with proxy pretest measures."

Previous quasi-experimental and correlational field studies of child care settings reported in the literature have found a variety of variables to be highly correlated with observational measures of children's behavior, including children's socio-economic status (Reiss & Dyhdalo, 1975; Wright, 1975), age and gender of the children (Wright, 1975), various measures of teacher style and philosophy of teaching (Fowler, 1980; Prescott et al., 1972; Traub et al., 1972; Verma & Peters, 1975), and size of center (Prescott & Jones, 1967). That is, certain child and teacher variables measured in previous studies have been found to be potentially pre-existing sample biases that could affect the dependent measures. As randomization is impossible in most child care studies, and therefore true experimental designs are most often out of the question, several of these

variables need to be selected as proxy pretest measures, both to test for equivalence or non-equivalence of samples, and to use as covariates in subsequent statistical analyses.

As center size has been found to be inversely related to the quality outcomes of child care programs (Prescott & Jones, 1967), data on this and other center characteristics may be collected on the Center Profiles (questions 1-5).

To determine the overall philosophy of particular child care centers used in studies, a general question about philosophy of early childhood education may be put to the center director (Center Profiles, question 6) and brochures, parent handouts, or other written material on the stated philosophy of the center may be collected and analyzed. Additional questions may also be asked, such as Likert-type items focused on whether children are encouraged to follow their own interests or a set curriculum, and other similar questions, all of which may be taken as a very rough measure of "open" versus a more "traditional" approach to early childhood education. These may also be collected on the Center Profiles (questions 7-12). Based on the director's characterization of the overall philosophy of the center, content analysis of published brochures, and these six Likert-type items, it is possible to categorize the overall philosophy of centers in terms of five major types of philosophy -- open education, individualized instruction, traditional education, other specialized program (e.g., Montessori, Waldorf), or eclectic program.

As children's socio-economic status, age, and gender have been found to be highly correlated with observational measures of their behavior in child care settings (Reiss & Dyhdalo, 1975; Wright, 1975), another profile has been developed to record demographic characteristics of the children of different centers, or houses or rooms within centers. To measure age, gender, and socio-economic status a Children Demographic Profile is offered. Socio-economic status may then be computed as an additive index based on average family income (in thousands), ethnicity (proportion of Caucasian children in the center to the total number of children), and average family education (from the latest available U.S. or Canadian Census for the metropolitan statistical area in which the child care center is located).

Finally, to measure and be able to control for the differences between centers in terms of the demographic characteristics of the professional staffs, a Teacher Demographic Profile has been developed and is included with this package of scales and instruments.

CENTER PROFILES

Name of Early Childhood Development Center: _____

To help us understand the nature of your center better, would you please answer the following few questions:

1. Age range of children: _____
2. Total number of children: _____
3. Capacity at any one time: _____
4. Number of professional staff: _____
5. Number of Program Supervisors: _____
6. Is there a stated philosophy for the center? If so, would you summarize it in a few words?

Please respond to the following general statements by indicating the extent to which they characterize the operational philosophy of your center. All responses will be kept confidential.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
7. For the most part, this center encourages children to follow their own interests rather than follow a curriculum.	—	—	—	—	—
8. Most teachers stress conformity to rules and group expectations.	—	—	—	—	—
9. Most classroom activities are focused on group rather than individual teaching.	—	—	—	—	—
10. I believe the children need strong role models from the staff.	—	—	—	—	—
11. I would characterize this center as pursuing a "traditional" versus an "open" philosophy of education.	—	—	—	—	—
12. I would characterize the staff as actually practicing an "open" versus a "traditional" mode of teaching.	—	—	—	—	—
13. Do you have a brochure that describes your center? If so, would you be kind enough to attach a copy to this sheet? _____ Thank you very much.					

Thank you very much for your considerable time and effort. It's been much appreciated.

EARLY CHILDHOOD DEVELOPMENT CENTERS / CHILDREN DEMOGRAPHIC PROFILES

To develop a profile of the average child in your early childhood development center, would you please fill in the below information for the children in each room, age group, or other segment of your program. No names will be used, none of the questions is personal, and none is intended in any way as an invasion of the children's or your center's privacy. In fact, all we need to know is averages for the children in different rooms, not any data on individual children. And all information will be kept strictly anonymous and confidential.

Name of Early Childhood Development Center: _____

Room Name or Number	Number of Boys / Girls	Average Age	Ethnicity				Average Parental Income
			# White	# Black	# Hispanic	# Other	
1. _____	_____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____	_____	_____

Use additional sheets if necessary.

Thank you very much for your cooperation and assistance.

For more information, contact Gary T. Moore, Environment-Behavior Research Institute, School of Architecture and Urban Planning, University of Wisconsin-Milwaukee, Milwaukee, WI 53201.

EARLY CHILDHOOD DEVELOPMENT CENTERS / TEACHER DEMOGRAPHIC PROFILES

To develop a profile of the teachers in your early childhood development center (or room), would you please fill in the below information for all of the teachers who are currently working in your center (or room). To allow us to correlate this information with a questionnaire we will ask each of them to fill out, and yet to preserve anonymity, would you also record the last four digits of each teacher's social security number. No names will be used, and all information about your center and about your staff will be kept strictly anonymous and confidential.

Name of Early Childhood Development Center: _____

Teacher/Social Security Number	Room	Gender	Age	Formal Education ^a			Classification of Child Care Training ^b					Yrs of Day Care Work Experience	
				HS	HS+C	CD	V	SCC	PCC	PPR	AR		
1.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
10.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
11.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
12.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Notes:

- ^a Years of Formal Education: HS = High School Diploma; HS+C = High School plus some College; CD = College Degree.
- ^b Classification of Child Care Training: V = Volunteer; SCC = Secondary Child Care; PCC = Primary Child Care; PPR = Primary Program Responsibility; AR = Administrative Responsibility.

Use additional sheets if necessary. Thank you very much for your cooperation and assistance.

For more information, contact Gary T. Moore, Environment-Behavior Research Institute, School of Architecture and Urban Planning, University of Wisconsin-Milwaukee, Milwaukee, WI 53201.