

**Reggio Emilia Survey
Teachers, Staff and Parents 2003
Presidio Child Development Center
San Francisco, California**

“The experience has been rewarding. It has made me slow down and listen to the children. It has proven that the children are very capable at such a young age.”

Teacher, Presidio Child Care Center

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Introduction

In 2003, Hirsch & Associates was retained to implement a second survey at the end of year two of a three-year project for the Reggio Emilia Approach pilot program at the Presidio Child Development Center, San Francisco, California.

Reggio Emilia is one of several small cities in Emilia Romagna, a region in northern Italy with a history of collaboration and political activism. The groundwork for what is now regarded as "the Reggio Emilia approach" was established shortly after World War II, when working parents built new schools for their young children.

Parents did not want ordinary schools. Rather, they wanted schools where children could acquire skills of critical thinking and collaboration essential to rebuilding and ensuring a democratic society (http://www.ed.gov/databases/ERIC_Digests/ed447971.html. September 3, 2002, Rebecca S. New). The early childhood program in Reggio Emilia is run by the municipality, with the provision that 12% of the town's budget be used for quality childcare for all children six years and under.

The key features of the internationally acclaimed Reggio Emilia early childhood program include: the role of environment-as-teacher, children's multiple symbolic languages, documentation as assessment and advocacy, long-term projects, the teacher as researcher, and home-school relationships.

"The approach in these schools (Reggio) is very much in keeping with the thrust of research in infant and child development over the past 40 years. As researchers have discovered, young children, even without formal tutelage, have a stunning mastery of many facets of natural language and an appreciation of the fact that 'other minds' do not necessarily share their own beliefs.... the curriculum emerges from the children's own interests. If, say, on the first day of school, children observe a rainbow and become curious about the array of colors, they might spend the next two or three months investigating the nature of light, color, and water, and how rainbows emerge and disappear. Instead of formal teaching of the three Rs, both teachers and students document their own daily activities and learning in symbol systems with which they are comfortable." (*The Real Head Start*, Boston Globe, 9/7/03, Howard Gardner.)

The Reggio Emilia Approach is taught in several U.S. cities – Chicago, Illinois; Santa Monica, California; Boulder, Colorado; Miami, Florida; Burlington, Vermont; and San Francisco, California.

Since 1994, The Innovative Teacher Project (funder of this survey) has provided professional development opportunities in and around the Bay Area for teachers, professors, administrators and parents interested in the study and research of the Reggio Approach to early childhood education. Roundtables, seminars and special conferences create ongoing opportunities for professional development. Contributions from internationally recognized educators, including an ongoing dialogue with Reggio Emilia are a fundamental component of The Innovative Teacher Project.

Another resource, The Reggio Emilia Approach in North America is supported by the North American Reggio Alliance (NAREA). NAREA is a network of educators, parents and advocates seeking to elevate both the quality of life and the quality of schools and centers for young children, inspired by the Reggio Emilia philosophy (www.reggioalliance.org).

The Presidio Child Care Development Center, part of the San Francisco Unified School District is a year-round program with over 40 teachers/staff, serving a diverse population of more than 200 – infant, pre-school, and school age children (in a separate after-school program). The Presidio Child Care Center was selected for the pilot, due to its diverse student population, teaching staff, and unique facility.

The second year of a three-year privately funded pilot has been completed at the Presidio Child Care Development Center. The survey was developed to assess what, if any changes occurred during year two, inform planning for year three, plan for potential additional sites, and communicate with the SFUSD/private schools/other funders.

A total of 158 surveys were disseminated among the infant/toddler/preschool program teachers (32), administrative staff (6), and parents in the infant/toddler/preschool program (120). The parent survey was provided in English and Chinese, reflecting the primary populations served at the school. Additionally, the parent survey was disseminated to parents with children in infant/toddler, as well as pre-school rooms. The three survey instruments were designed to reflect on the teachers' participation in year two, and involvement of other staff and parents.

All surveys responses were confidential; respondents were offered the option to provide their name for further discussion. Teachers and staff returned their surveys to the site and parents returned surveys to Hirsch & Associates.

A comparison of outcomes from the 2002 survey and the 2003 survey are provided in the conclusion section of this document.

We appreciate the opportunity to provide these findings about the Reggio Emilia approach at the Presidio Child Development Center.

Analysis and Findings

The survey population is infant/toddler and preschool teachers, other administrative staff and parents of the Presidio Child Development Center, San Francisco. The response rate is as follows:

- 32 teachers – 47% response rate (15 surveys returned)
 - 5 teachers completed survey for first time in 2003
 - 10 teachers completed the survey in 2002 and 2003Teaching area:
 - 4 head teachers
 - 9 para professionals
 - 1 special education teacher
 - 1 no indication of positionInfant/toddler or preschool rooms:
 - 6 infant/toddler program
 - 8 pre-school program
 - 1 **no indication of program**

- 6 Administrative staff – 33% response rate (2 surveys returned)
 - Two responses (One had completed the 2002 survey)

- 120 parents – received a 23% response (28 surveys returned)
 - 17 completing for the first time in 2003
 - 10 completed the survey in 2002
 - 1 no indication times completedParent has child in Infant/toddler or pre-school program
 - 11 infant/toddler
 - 16 preschool
 - 1 **no indication of program**

Analysis is provided for each individual question of each survey (teacher, parent and administrative staff). Direct quotes are categorized where possible, and provided in aggregate form when too varied.

A comparison of outcomes from the 2002 survey and the 2003 survey are provided in the conclusion section of this document.

Reggio Emilia Analysis Teacher Survey

Question 1

Briefly describe your experience with the Reggio Emilia (Reggio) approach over the past year. What has worked well? What has not?

Findings: Strengths far outweigh challenges. A variety of answers provided as strengths. Challenges centered on commitment of staff, interest of parents, and available time.

The four areas mentioned most often as strengths to the approach:

33% -- Weekly team meetings (5 responses)

33% -- Environment (5 responses)

33% -- The experience with Reggio (5 responses)

- 6% -- 20% -- Collaboration, documentation, relationships, projects, journal writing, and no complaints, no comment (Mentioned three or less times)

The three areas mentioned as challenges (one or more times)

- 13% -- Time (2 responses)

- 6% -- Commitment of some staff (1 response)

- 6% -- Small number of interested parents (1 response)

No comment

- 13% -- No comment (2 responses)

Categorized Teacher's Comments

Strengths

Meeting time

- Implementing the approach has been even more successful since we implemented the two hour a week room meetings (on paid time which we appreciate very much) so that morning and afternoon classroom staff can meet to discuss current projects, plans, documentation and how our particular program in our classroom can be improved. It is essential valuable time in which to fully implement our Reggio approach. Since we have weekly meetings and having discussions. I gained more knowledge and experiences and starting to understand more than last year. At the meeting individual staff will share their own experiences and documentation. It's very helpful and encourages the other staff to do it too.
- All of the staff of our classroom meets once per week to reflect on events that are occurring in our room.
- We have team meetings with staff once a week. Our weekly team meetings work well to support us in our work as a classroom team. We added assigned reading as part of our work in weekly meetings, which has also been a support.

Experience

The experience has been rewarding. It has made me slow down and listens to the children. It has proven that the children are very capable at such a young age.

The experience has changed our view on the methods of how we teach and also how children learn.

- My experience over the past year has been better than the 1st year. I think the consistency of the weekly meetings has helped pull the staff members together as a team more. It has also helped us to think more in depth on how to incorporate Reggio philosophies in our program. (Sometimes, finding time to document on the computer ends up being finished off hours at home, which I do not like.)
 - The Reggio Approach has equally changed my way of thinking about children at work, but also with my own children. I do not see events as segmented and isolated, but more interconnected than before. The Reggio Approach has taught me to really listen to children's interested and concerns and also how to identify and help them strengthen their skills and talents.
- The experience with the Reggio Emilia is very good.

Environment

Environment as the third teacher

- Changing our environment in the classroom, has worked well. We have created more open space for the children. We have rearranged our parent area, which is now located across the room, in a corner where parents can observe what is going on as they arrive at the center.
The environment has changed.
- We worked well in the environment change
I have changed my room around a whole lot.

Collaboration

Collaboration.

Documentation

- The documentation process has enabled us to take the time to sit back and observe the children. We watch how they develop and where their interests take them and follow.

Relationships

Develop relationship among parent, teacher, children

- Connections between home and school
- Better connection from home to school

Projects

- We work on specific projects with children and staff.
- We worked well in the children's projects. We have followed the children's interests and supported them to extend the projects.

Journal writing

Continued work/writing of observations and daily journals have supported me on a personal/professional level.

No complaints

- No complaints about the changes.
So far everything has worked out great.

Challenges

Time is a factor

- Things that do not work: Time to meet! To be away from the little children; always the same person shares the experiences; I prefer reading the books and articles on my own time not at the meeting time.
Time is still a huge factor (although understandable). There are so many things taking place at the same time that it becomes overwhelming and difficult to prioritize. There still seems to be a breakdown in communication somewhere along the lines that makes it difficult to move forward at times.

Commitment of staff

- Commitment of some staff

Parent interest

- Even though more parents interested in knowing more about the approach, still small number of them.

No comment – two responses

Question 2

From the perspective of learning Reggio Emilia, what could be provided to make you a better educator?

Findings: Overwhelmingly, teachers would like more time to meet and share experiences (professional development). Documentation, readings, parent participation and the availability of natural materials were also mentioned.

- 93% -- would like more opportunities to meet (14 responses)
 - 26% -- noted more discussion of past work (4 responses)
 - 20% -- would like have more to read about the Approach (3 responses)
 - 13% -- would like have more time for documentation (2 responses)
 - 6% -- would like more natural materials in the classroom (1 response)
 - 6% -- would like more opportunities for parents in the classroom (1 response)
 - 6% -- no comment (1 response)
-

More time together/discussions/planning

- Visits to other infant/toddler schools that are studying the Reggio approach.
- We use one child's idea to develop another's and to explore something new that encouraged children to share activity, communication, cooperation and confliction.
- To have more time to plan, with other staff members activities which are age-appropriate for the children.
- More team meeting time and more teacher planning and work time!
- More round table discussion.
- More meeting time with staff.
- More round table discussions.
- Meetings, workshops including Reggio approach with infants and toddlers.
- Workshop to understand more about the philosophy.

More discussion about past work

- Discussions about work done.
- More review done on past work (journals, observations, children's work)
- More feedback on work that has/is-taking place.
- From sharing experiences

Teamwork

- Having a good team who has the same basic principal and understanding.
- A strong relationship with other staff, discussion of their work with children.

Reading materials

Articles & books.

I think continued access to current articles, information, and videos of current projects in process worldwide can be provided to make me a better educator.

- More reading and discussions about work done. Reggio in relation to our work being currently done.

In the classroom

To have more natural materials in the classroom.

To allow parents more opportunities to help in the classroom.

Documentation

- Increased time during the workday that would enable me to do my documentation. Often have to do mine at home off hours. Schedule meeting times where a time frame is reserved specifically for documentation.
- More time during the day to work on documentation.

No comment

- Unfortunately, I have not been able to participate in the Reggio trainings, due to being present only one day per week beginning last December, and can only give general impressions.

Question 3

What are the benefits of the Reggio approach over other methods of teaching?

Findings:

- 67% -- Development of relationships -- teacher, parent, child (10 responses)
 - 40% -- Learning is more meaningful (6 responses)
 - 33% -- Early exposure and experiences (5 responses)
 - 33% -- Children follow their interests (5 responses)
 - 6% -- Environment (1 response)
-

Categorized Teacher's Comments

Relationships

- Reggio Approach is more flexible, allows both teacher and children (and parents) to learn/discover more in-depth in approach to learning. We all learn and discover together.
Collaboration.
- Work as a community.
- Better connection from home to school.
The benefits are linked to bring families, teachers, and children together almost like a "family community." And, I believe the children can see that we care about their ideas and work.
- Making parents a part of our work.
- Our relationship with the children, observation, how we listen to children. Then we will be able to teach them.
- Working/supporting each other as a team (staff, parents, teachers).
Benefits to the parents and teachers in the classroom discussion.
- Building stronger relationships (children with teachers, teacher with parents).

Learning is more meaningful

- Make learning more meaningful for children.
- To be able to see the child's continued growth.
- Respecting children's ideas, work, personalities, feelings, etc. and allowing that to show in everything.
- I listen more to the children.
- Wonderful materials are made available for the children's exploratory learning; and opportunities for teacher learning are multiple and diverse.
- Reggio allows me to propel forward driving me constantly to improve.

Early exposure and experiences

Children get to experience at a very early age.

Children are exposed to many different materials at a very young age.

Recognizing the value in daily experiences.

- The children's experiences in projects are meaningful to them. "Abstract" concepts for pre-K not so abstract.

The Reggio approach appears to provide an enriched and creative child-centered or child-directed learning environment.

Children follow their interests

The Reggio approach simply puts children in control of his interests and development timeline not the teacher.

Children are creating new things from their playing.

- Children show more about what they are interested in drawing and writing.
- To have an "unhurried pace" schedule, which allows the schedule to change based on the interest of the children, not the adults. If children want to continue an activity, we allow that to happen.
- The children like it a lot; they get really involved with projects or every day things. The day seems to flow better.

Environment

Environment as third teacher.

Question 4

What aspect of the Reggio approach is difficult to adapt at the Presidio?

Findings: The answers fall within several categories:

- 33% -- Staff (5 responses)
 - 27% -- Parent participation (4 responses)
 - 27% -- Time (4 responses)
 - 13% -- Community support (2 responses)
 - 6% -- Not enough meeting time (1 response)
 - 6% -- Too many meetings – (1 response)
 - 6% -- Momentum (1 response)
 - 6% -- Children with special needs (1 response)
 - 6% -- No comment (1 response)
-

Categorized Teacher's Comments

Time

- Teachers/staff having adequate time to do the documentation of projects, develop profile binders, journals, etc. which we implement with our children in the classroom. Having time to print out the photos & do word processing for documentation. It always takes longer than expected.
- For me, Reggio approach is difficult to incorporate in regards to finding time to document and type up journals and writings, due to time constraints and pressing issues with children in need.
- Not enough time to type documentation or put together panels or binders. Journals take time.

Meetings (not enough/too much)

- Team meeting times. We only two hours per week – not nearly enough. Meeting each week is difficult to the children. Maybe twice a month that would be better.

Parent Participation

- Parent's participation.
Parent involvement too is hard – may because we are so culturally mixed.
Parent involvement.
- To get parents to become more involved. The same group of parents continues to support our center, but we need all parents to give support, time, resources, etc.

Staff

- Big group of staff not easy to organize teamwork. To many chiefs, not enough Indians.
- Getting others to break old ways of teaching/having an open mind.
Working with others without getting frustrated because of their lack of interest in the project or own personal growth.
- Working with staff sometimes.
- Agreements on different things

Children

For many children with special needs, the open-ended nature and decreased structure of the Reggio approach do not provide the predictability, repetition, routine and structure that research has shown are needed to maximize their learning potential and participation, and decrease the level of stress that they feel.

Community support

We don't have the support system that they have in Italy.

- Hours are longer, open year round, not a lot of district support.

Momentum

Maintain momentum/excitement in work that's going on

No Comment – one response

Question 5

How has Reggio Emilia changed the way you look at the school environment?

Findings: 93% of the responses (14) noted positive descriptors about the school environment. 6% or 1 response gave a neutral response and 6% or 1 response gave no comment. Recurring theses in the responses were creative, organized, welcoming, belonging. (One response noted that it has opened up a lot of possibilities, and frustrated over the lack of funding and inability to change the site structurally.)

Teacher's Comments

- More meaningful, more related to the **connected world** around us as a community. More **creative, free flowing, explorative**.
- **Simple**, in a professional way.
- Make **children's learning visible**.
- More **organized**.
- **Appreciation**.
- We have found that the environment is an important aspect and **supports our ways of teaching**.
- We are more focused on the children and **exploring environment** that we in the Presidio have.
- We have made major changes in our room environment. Using more **natural materials for play and exploration**.
- We realize the **environment is the third educator** and therefore, we have beautified the school, painted, pictures, less clutter.
- It now more of home away from home school. The environment is **very warm**, clean and comfortable. The entrance area is **very welcoming, art studio, large gross motor room, and school library**.
- The Reggio project changes the **way I look at the environment** because we all take more pride in how our school looks. I think we are all more pensive about what goes up on the wall.
- After we changed the classroom, which all **feel welcome and have a sense of belonging**.
- Much better, **makes it easier to work in**, more space, more organized, and children seem to adapt better.
- I am more aware of how the **children move through the environment**. I observe what materials are used most and why. I support the children in maintaining an organized space so that they can find and utilize materials to the maximum.
- By the way when **entering a classroom, parents pay more attention** and concerns to the classroom now. Reggio has made my classroom look good.
- **Made me more open to all possibilities, but also it has made me frustrated, because of our lack of funding or ability to make structural changes.** (SFUSD or our lease prevents changes.)

No Comment

- I don't feel I have participated enough in the program to answer further questions.

Question 6

How has the focus on the children's experiences and documentation supported your teaching?

Findings: How focusing on the children's experiences and documentation supports teaching fell into four categories:

- 40% -- Supports children's learning (6 responses)
 - 27% -- Deeper connections (4 responses)
 - 27% -- Personal/professional growth as a teacher (4 responses)
 - 6% -- Personality development (1 response)
 - 13% -- No comment (2 responses)
-

Categorized Teacher's Comments

Supports the children's learning

Learn a lot more about the **process of thinking/discoveries** children make.

This year, I really understand more how important the documentation **helps to support my teaching**. I get to see individual needs of the children and be able to **work to support their growth**.

- We have learned to **understand the children in a more positive way**. The documentation process is very beneficial. We can **see over time how the children's learning has changed**. How excited the children are when they are engaged in an activity. The children share with one another, and fewer conflicts are occurring.
- The focus on the children's experiences has supported my teaching by allowing me to step back and **reflect on what each individual child is really saying**. Instead of feeling pressured to plan a "standard curriculum", I am able to go with the flow in the classroom; and **plan experiences based on the children's interests** and desires, not my own.
- The use of documentation has supported me in ways I never would have imagined. **My awareness of children's development has sharpened** and I am **able to support them in a variety of ways**. Documentation makes the **importance of our work visible and shows children their value**. It **opens communication and builds connections**.

Deeper connections

- Definite **deepened connections made between teacher-child, teacher-parent.**
- When there has been something we have focused on in the classroom for example our garden and how flowers and plants grow, we **document children's conversations and the children seem more involved.**
Both are very good because we can extend the project longer.
- When we revisit the experience and documentation, it helps to extend and go **deeper in the children's learning.** Make hypothesis.

Personal growth

It seems to be my personal natural style of teaching, which I prefer so **I feel I am learning a lot and receptive.**

- It has helped us re-visit the experiences and also better understand the children it **has also made us better teachers.**

It has **made all the difference in my teaching and my personal growth.**

Documentation makes me accountable to my own process of teaching and how I see the experiences that the children have and how it affects us all.

- Documentation. I have focused a lot as a teacher as it has **helped me to understand the work more and its ideas.**

Personality development

Their development of their **personalities at pre-k level**

No comment – two responses

Question 7

We have had many opportunities for professional development in the past year. What opportunities have been most beneficial for you (readings, roundtables, team meetings, presentations, exchanges, etc.?)

Findings: Responses fell into the following categories:

- 80% -- Team Meetings (12 responses)
 - 26% -- Exchanges (4 responses)
 - 26% -- Roundtables (4 responses)
 - 26% -- Readings (4 responses)
 - 26% -- Presentations (4 responses)
 - 13% -- All opportunities (2 responses)
 - 6% -- Parent Meetings (1 response)
-

Categorized Teacher's Comments

Meetings

- Weekly team meetings with my staff in our class. Parent meetings in which we focused on class environment and specific projects = made more connection with families of children.
- Team meetings -- three
- Team meetings/presentations/exchanges/roundtables and reading.
- Team meetings/reading 'bambini' and presentations.
- Team meetings, readings from Bambini and presentations.
- The most beneficial opportunities for me have been the roundtables, team meetings, once a week for two hours, presentations from different classrooms.
- Team meetings – maintains communication and focus in classroom
- Team meetings mostly – give me the needed planning time, but also general discussion with my teammates.
- Team meetings and video/current art project discussions have helped me with professional development in the past year. Listening to teachers in other rooms, and viewing documentations around the school has been helpful.
The most beneficial for us that are readings, roundtables and team meetings.

Exchanges

Exchanges – provides opportunity to get new ideas to share
Exchanges – two responses

Roundtables

- Roundtables.
Roundtables – provides outsider prospective on our work

Readings

- Readings – two responses
- Readings – support work

Presentations

- Presentations – two responses
Presentations – helps to articulate the work that being done

Parent Meetings – one response

All opportunities – two responses

Question 8

In your opinion, what have been the greatest accomplishments of the pilot program over the past year?

Findings: Responses fell into the following categories:

- 40% -- Environment (6 responses)
 - 27% -- Parent involvement (4 responses)
 - 20% -- Meetings (3 responses)
 - 20% -- Teamwork/collaboration (3 responses)
 - 20% -- Projects (2 responses)
 - 13% -- Documentation (2 responses)
 - 6% -- Teaching (1 response)
 - 13% -- No comment (1 response)
-

Categorized Teacher's Comments

Environment

- Environment -- three.
The environment changes indoors/outdoors.
Environmental changes.
- Environmental changes for all rooms.

Parent involvement

- Provide information about Reggio Approach to parents.
- More parent involvement.
Better relationship to the parents.
An increased interest from children and parents is exciting to see.

Meetings

- The team meetings for each classroom.
- The roundtables where information from different groups were shared
Communication as teams through meetings -- would be nice to hear more about ~~what~~ other rooms are working on.

Teamwork/collaboration

The greatest accomplishments of the pilot program have been the collaboration among staff in our room and accomplishing goals.
Working closely with Amelia
Staff working as a team

Documentation

Documentation.
Documentation of children's work.

Projects

The visible projects are the greatest accomplishments that we made over the past year.

- Fully implementing projects children are involved in within the daily schedule. Being flexible, allowing time for children to go more in-depth within the daily schedule.

Teaching

I feel that we have all become more aware of our teaching and are more open and that is a great accomplishment.

No comment – two responses

Question 9

Looking beyond the current budget crisis, what are the most significant challenges facing the program? Do you have ideas for addressing these issues?

Findings: Note that half of the respondents had no comment to this question. The response fell into the following categories.

- 47% -- No comment (7 responses)
 - 33% -- Keep the program going (5 responses)
 - 13% -- Meet as a group (2 responses)
 - 6% -- Funding (1 response)
 - 6% -- Fewer meetings (1 response)
 - 6% -- Supportive environment (1 response)
-

Categorized Teacher's Comments

No comment

- No comment -- five
Nothing yet. Maybe in the future
I don't have any idea.

Keep it going

To keep what we have already accomplished successfully and to grow more in a positive way.

To not give up, but look to the future for our children's success.

Getting more staff on board – mentally and physically – not just talking with no action – assigning work that needs to be done.

The young children's education is very important, if the budget cuts the child development center will be closed or change to the different system that may not be as good as our program. We would like to keep our program that would be good for the children to learn.

It's difficult to really look beyond the current budget crisis, as it is a ghost that looms over the school! However, challenges facing the program may be keeping staff members interested in the program and maintaining weekly meeting schedules due to substitutes/staffing issues.

Meet as a group

Time to meet as a big group (all classroom staff)

- Need more time devoted to team meetings.

Funding

- Money is always an issue. Having funds to continue our weekly staff meetings, having money to purchase quality items for children, money for documentation, art materials, etc. so that they can further expand their learning experiences through discoveries of various materials. Consistent quality of work on documentation, projects throughout the entire year.

Fewer meetings

Cut the meeting down to once per month.

Supportive environment

To support each other, even if budget cuts change.

Question 10

What has been your favorite project? Why?

Findings: Favorite projects ranged from activities with children, to projects for staff. The favorite projects with children varied, with only the inchworm and Golden Gate Bridge projects mentioned twice. Two responses noted reading and writing as favorites.

- 87% -- Projects with children (13 responses)
 - 13% -- Reading and Writing (2 responses)
 - 6% -- Environment in the classroom (1 response)
 - 6% -- No comment (1 response)
-

Categorized Teacher's Comments

Projects with children

World traveler project! Allowed me to recognize that an abstract concept such as time, travel and distance to a pre-K child is not so abstract if the learning experience is relevant to the child's interest and in-depth. The cultural aspect of world travel project and combining cultural dance, music, and art into the project

- The **Treasure Hunt** project. The first project that we documented analyzed the children's conversations in order to plan the experience.
- **Jamba Juice** Project – involved the community
- **Inchworm Project** – teacher and children are researcher, made learning more meaningful.
- **“Making learning visible”**
When school age children played music for infants. I didn't expect that children can be so interested in music, how quiet they were with wide open eyes and a lot of enjoyment.
- **Nature walks.**
- **The clay project.** Using large pieces of clay can create so much learning for young children. It is something you can re-introduce in different ways.
- My favorite project has been the **family project** in our room. I took a direct interest in facilitating this project, and was excited to see how the interest in this experience extended out of my small group to the entire class.
- **Golden Gate Bridge and Blue Angels.**
- In my room? R5 – **the friendship gallery** and the R7 **Louisiana Project.** The **traveling project, inchworm project, McDonald's project, clay art work** project are all good and meaningful for children to explore new things and increasing children's knowledge.
- **Golden Gate Bridge.** Because of the children and staff. It has been a very good project for the family and staff.

Reading and writing

- Working with children and writing.
- Reading and writing are always developmental concerns of parents and it's amazing to see the work/growth that take place when children embraced and allowed to develop their own pace and according to their interest.

Environment in the classroom

Working on the environment inside the classroom.

No Comment – one response

Question 11

What would you like to see as a project for the future?

Findings: Responses fell into the following categories. Not only were projects mentioned for children, but also for staff:

- 47% -- Related to nature (7 responses)
 - 20% -- Child initiated (3 responses)
 - 13% -- Relationships (2 responses)
 - 6% -- Documentation (1 response)
 - 6% -- Daily experiences/encounters (1 response)
 - 20% -- No comment (3 responses)
-

Categorized Teacher's Comments

Related to nature:

Water

- A water experience.
Explorations with water.

Gardening

- How to grow your own vegetables, gardening.

Indoors/outdoors

- Explore the environment, bring things in from outdoors to the indoors (compare similarities/differences)

Care of nature/pets

- How to care for nature/pets.

Shadows

- Shadow scene activities.

Outside environment

Outside environment for everyone improved – better equipment, toys and structures.

Child initiated

I don't feel comfortable trying to predict what future projects children will be interested in, so I would rather wait to see how things unfold. But I think any future project that involves parent involvement would really help make a "family community" and the children would enjoy having parents involved.

- Something the children can come up with on their own. Something they would love to be involved with and keep being involved with for a longtime.
I don't know what kind of project will be in the future, because it is supposed to be from the children's idea.

Relationships

How children grow/develop – through their relationships (teachers and peers.)

I would like to invite some older children to the younger children's rooms and let them help set up the materials and to be tutors for the younger children.

Documentation

- Documentation.

Daily experiences/encounters

How daily experiences/encounters – are processed and brought to life through a child.

No comment

- Don't know yet.
- No comment – two responses

Question 12

Has working with Reggio, changed the way you approach the concept of time you have each day?

Findings: 53% of the responses centered on flexibility. Not being driven by the clock or a rigid schedule. 20% responded that there was not enough time to prepare and do all the things they want to do. One response that in the beginning it was okay and now it is not.

- 53% -- Flexibility (8 surveys)
 - 20% -- Not enough time (3 responses)
 - 6% -- Yes (1 response)
 - 20% -- No comment (3 responses)
-

Categorized Teacher's Comments

Flexibility

Definitely. Not so right, not limiting child when he/she is really involved in doing something focused. The flexibility is much more natural feeling and has stopped the feeling of stress "to get things done at a certain time." And daily routine is still able to run smoothly in the classroom.

- Take time to listen and observe the children.
- Flexible schedule.

Yes, it has. I now take more time to listen to the children; they love to express their wants/needs. If they need more time to do something I allow that to happen. I now take time to speak to parents about the day away from their child. Working with Reggio has changed my concept of time each day. I no longer adhere to such a rigid and regimented schedule. I have learned to go with the flow more, and with help of staff members – make time for documentation, etc.

- My time is much better to match the flow of the day. Sometimes you run out of time for the work.
- Yes. I have paid more attention to how focused/involved the children are and make decisions about moving on from there. I have discovered that there are other **ways of** working meals, circle time, etc. into a schedule.
- Yes, we do. We support children to make the projects are more visible.

Not enough

- Day flow is better but, not much time for preparing panels, or other things. For the beginning – yes but now it's not. Never enough time to accomplish all that I want to do. Hard to balance workload with children.

Yes – one response

No comment – three responses

Question 13

What aspects of the Reggio approach have you developed in your teaching?

Findings: The responses fell out of several categories:

- 40% -- Following children's interests/experiences (6 responses)
 - 33% -- Documentation (5 responses)
 - 20% -- Flexibility (3 responses)
 - 20% -- Listening (3 responses)
 - 20% -- Environment (3 responses)
 - 6% -- Experiences (1 response)
-

Categorized Teacher's Comments

Child's interests

- I now follow the lead of the child's interest. Not all children want to do the same thing at the same time. I now use natural materials, and document special moments/events.
- To follow the children's interest and support them.
Valuing children's works, actions, creations and valuing them as individuals with a lot to offer.
Maintaining and developing my work with parents and children.
To make the project more meaningful.
- Using the experiences to support the children's growth.

Documentation

Documentation as a teaching tool.

- Observing and recoding the children's experiences on a daily basis.
- Documenting children differently with panels and mounting children's work.
- Using documentation as a tool.
- Document things in different ways. With panel and mounted the children's work

Flexibility

- The flexibility aspect.
- Slowing down and offering children different mediums in which to express themselves.
- Having fun and learning to allow myself, the children to "go outside" the box.

Listening

- Listening more to the children.
- Incorporated the approach of listening more to each child in my teaching. I feel I am researcher and learner with the children, as we experience things together in a quest for more knowledge.
Listening skills.

Environment

- Understanding how important the environment is the third teacher.
- Realizing that the environment is the 3rd teacher.
Maintaining and developing my work with environment.

No comment – three responses

Question 14

How have the students responded to the approach? What changes have you seen in the children over the past year? Any differences from previous years?

Findings: The response fell out of several categories. Extended projects and no comment were given most often. Calmer and less conflict, respect for surroundings, self-esteem and more articulate were also mentioned.

- 27% -- Extended projects (4 responses)
 - 27% -- No comment (4 responses)
 - 20% -- Calmer/less conflict (3 responses)
 - 13% -- Respect for surroundings (2 responses)
 - 13% -- Self-esteem (2 responses)
 - 6% -- More articulate (1 response)
-

Categorized Teacher's Comments

Extended projects

- The students have responded to the approach by showing an interest in our extended projects. We have seen older and younger children collaborate on ongoing projects that they might not normally interact together!
- Students are very interested in many projects and for a long time. They love to revisit projects over and over.
- Follow project for months. Talking more with the children, which we have not done that before and tell parents about their work.
- In-depth learning, not “surface” knowledge. Projects can continue to go on for a year now!!!

Calmer/Less conflict

- More calm and know the way around. We changed the room environment, less clutter that was the big help to see the flow in the classroom run smoothly.
- The children have fewer conflicts and are very engaged in their play. They love to see their parents/teachers talking to each other on daily basis.
- Children are more engaged in sharing their ideas, experiences, have better relationships, more willing to work as a team.

Respect for surroundings

- Children are more respectful with their materials in the classroom.
- They use the materials to make things with their ideas that connect to their daily life experiences.

Self-esteem

- Children feel more important, loved, valued, creative, and therefore are more productive, inquisitive and purposeful. Big overall change from 1 year ago.
- With curiosity and some understanding that whatever they do will be acknowledged/valued. The children take ownership in their work and offer suggestions on how/where to display it. They show an interest and excitement in seeing photos, displays of their work. The children seem more aware of our daily journals and what the purpose is for them.

More articulate

Children articulate and expressive as we increase our listening skills as teachers.

No comment – four responses

Question 15

How do you feel the Reggio approach supports children for future learning?

Findings: The responses fell out of several categories. Thinking/learning skills were mentioned most often (47%).

- 47% -- Thinking/Learning Skills (7 responses)
 - 20% -- Self-identity (3 responses)
 - 13% -- Pride/joy in their work (2 responses)
 - 6% -- Study of nature (1 response)
 - 13% -- No comment (2 responses)
-

Categorized Teacher's Comments

Thinking/learning skills

- Learn how to think.
- I think the Reggio approach supports children for future learning by helping them to think for themselves. Children can begin to search for questions in life more by looking within themselves for answers, not the teachers alone.
- Continuing learning.
- It helps them become capable learners.
- Introducing materials to infants, different toys, shapes, colors. All of that supports children learning.
- It creates openness for learning. Children are eager to learn more. They are not afraid to take a risk at trying something new, very creative.
- Yes, with these continued emphases, children will grow into very capable people for elementary school and etc.

Self-identity

Children learn to explore, discover themselves, world around them, develop own opinions that are validated by adults; therefore gaining a more stable sense of self identity, personality, autonomy. Always good aspects to have to develop into a well rounded human being.

It allows them to be more competent and capable individuals

- Not only does it support children on a developmental level, but also supports children socially and emotionally. It promotes independence, but at the same time builds strong relationships. Children are recognized and valued – their possibilities are endless with that foundation.

Pride/joy in their work

I feel children will take more pride and joy in their work, as they get older, rather than rushing through life.

- Children have been learning to enjoy their work more and writing them down.

Study of nature

- I feel that it is a great program for children to learn in nature study.

No comment – two responses

Question 16

Describe what you perceive are the educational “building blocks” Reggio provides preschool children.

Findings: Answered are varied or in 40% of the responses “no comment”. The other 60% used a variety of descriptors:

- 40% -- No comment (6 responses)
 - 13% -- Good beginning (2 responses)
 - 13% -- Think creatively for themselves (2 responses)
 - 13% -- Learn and share with one another (2 responses)
 - 6% -- Teacher’s as facilitators (1 response)
 - 6% -- Individual strengths (1 response)
 - 6% -- Strong developmental growth (1 response)
 - 6% -- Variety of rich choices (1 response)
-

Categorized Teacher’s Comments

- Teachers as facilitators, observations of children’s interests, building documentation to support project/validate children’s thoughts and ideas. How we as teachers support children’s interests.
- The “building blocks” I perceive that children learn from one another. They create and experience activities that interest them. They develop positive self-image of themselves. They learn how to share and manipulate their environment.
- I think the “building blocks” of Reggio provides pre-K children with the foundation to think creatively for themselves in coming up with ideas.
- It gives children a good beginning not only with school, but also with everyday life.
- Creativity, competency, respect for themselves and others, time to develop/grow, nurturing, a variety of ways to expressing themselves.
- No child is lost. There is enough support and understanding so that children are able to thrive according to their individual interests/strengths.
- Strong developmental growth.
- Variety of rich choices in their environments.
- We follow Reggio’s program to provide preschool children as individual and group learners.
- Good beginning to every day life.

No comment/no answer – six responses

Question 17

How have you involved the parents in the approach over the past year?

Findings: The responses fell into the following categories:

- 74% -- Parent meetings (11 responses)
 - 33% -- Asked to support projects (5 responses)
 - 33% -- Journals (5 responses)
 - 27% -- Individual portfolios (4 responses)
 - 6% -- Classroom environment (1 response)
 - 6% -- Small seminars (1 response)
 - 6% -- Presentation video to parents (1 response)
 - 6% -- No comment (1 response)
-

Categorized Teacher's Comments

- **Parent meetings** to allow our parents to see “in action” (by slides, documentation, artwork, etc.) what their child has been involved in.
- **Parent meeting.**
- By **parent meetings** and their experiments in the **classroom journals**
- We've held **parent meetings** and asked for **parent involvement**. **We've shared the portfolios.**
- **Parent meetings, inviting them to join us in room projects.**
- Having classroom **parent meetings**
- **Activities** that encourage parent to participate.
- Invited parents to participate in current projects (bring family vacation photos for world traveler project), art materials donated by families.
- Parents seem interested in **meetings, journal and portfolios.**
- **Weekly journal.**
- **Classroom portfolios** and children's individual **portfolios**
- They have been seeing the **images of children on the wall**. **Presentation video to the parents, portfolio, documentation.**
- We have had **parent meetings** in which we invited parents to come to classroom to **read to small groups, to present what they do at work, share resources, to visit the classroom anytime of the day.**
- The parents have shown an increased interest in coming to **parent meetings** and learning and listening to what we are trying to convey in our learning process.
- **Meetings, the classroom environment, journals, donations for projects.**
- Articulating my work through **daily journals** (weekend journals), **inviting to plan a party for their children.**
- **Small seminars, parent meetings and breakfast celebrations.**
- To ask the parents to bring some **materials to support all projects.**

No comment – one response

Question 18

How would you involve the staff more in the future?

Findings: Future staff participation fell into four categories:

- 40% -- Building relationships (6 responses)
 - 27% -- Communication/sharing (4 responses)
 - 20% -- Meeting time (3 responses)
 - 20% -- No comment (3 responses)
-

Categorized Teacher's Comments

Building relationships

Building better relationships, support and respect each other.

Be a good role model, support staff as much as you could. Recognized the good things that staff have done.

- I like the idea of staff members traveling together to view other sites that incorporate Reggio. And, staff getting together outside of work time (barbeque w/parents and workshops) is helpful in supporting and connecting staff members.
- Potlucks, retreats.
- Potluck and retreat.
- I think that each room needs to feel more like a team. Some rooms do not work well with (*stopped*)

Communication

More opportunity for staff to ask questions to other classroom teams about concerns, ideas, transitions, etc.

- To communicate and discuss more often with staff.
- We just need some time together to talk about our work in our room, to discuss what things need to be done and ways of how to do it.
- Always sharing information and keeping the communication going.

Meeting time

- Continue to have meeting time to connect with staff on current projects, etc. (I know it's idealistic – but to have the same/similar amount of time for staff meetings that teachers in Italy do!!!)

To continue having classroom meetings, so that all staff from each room knows what is going on and how we can share with each other our ideas and experiences/positive ones/negatives so we can negotiate some changes together. More meetings that share the growth that is taking place in individual classrooms – some mandatory.

No comment – three responses

Question 19

Any other comments you would like to make?

Findings: 73% of the respondents had no further comments. The responses fell into the following categories:

- 20% -- Positive responses to the approach (changed idea of how children learn, worried will have to go back to the old way of doing things, need more participation of everyone involved.) (3 responses)
 - 6% -- Survey too long/too vague (1 response)
 - 73% -- No comment (11 responses)
-

Categorized Teacher's Comments

- After experiencing the Reggio Approach and implementing it into our classroom, seeing how it has positively effected myself, the children, the parents and staff in our classroom – I feel I would be unhappy going back to “old school” type of teaching, which is why I sometimes worry about the stability of my job as a teacher here and the stability of our school – due to the threat of budget cuts.

Once going “outside the box” and thinking in a more holistic view of the world as a “whole” learning experience – it’s difficult to make yourself do anything else and the more insular the traditional style of teaching, doing what we’re doing just feels “right” and has positive rewards for us all.

I really “love” the Reggio Approach; it has changed my idea about how children learn. I know all children are capable of learning, if given the experiences that they are interested in. Children learn at different paces and with different styles of teaching. If only teachers would slow down and meet each child’s individual needs, then all children will become successful adults.

- Everything has been stated.
- I strongly value the work that has/is being done at Reggio as well as at the Presidio. With such a large staff here, how can other staff members support administration better in bringing more members on board? I sometimes feel as if the same people are willing to participate, discuss and grow – while others sit quiet and remain “stuck”. It’s unfortunate and frustrating.
- This was far too lengthy of a questionnaire. It took me about an hour, not 30 minutes. The questions were redundant and sometimes too vague. More specific questions and multiple-choice answers would be preferable to me. Smaller, shortened responses in other areas.

No comment – ~~eight~~ responses

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Reggio Emilia Analysis Administrative Staff

Question 1

Describe any changes you have observed in the school environment over the past year

Findings: The responses fell into the following categories:

- 100% -- Brighter, cleaner (2 responses)
 - 50% -- Overall, culture is warmer (1 response)
-

Categorized Staff Comments

- The school has been organized. The classrooms have become brighter, cleaner and spacious. They are more inviting to parents and staff. “Lighter, cleaner, fresher.” The décor seems even more inviting with the simple, yet powerful documentation. The classrooms and office environment are brighter and focus on the children’s art. The social environment is warmer due to weekly meetings and community is more focused on children than self.

Question 2

Please note any observations that you have seen in the children that you have observed over the past year.

Findings: The categories fell into the following categories:

- 100% -- Children are more eager and engaged at school (2 response)
 - 50% -- Children have a sense of pride in their work (1 response)
-

Categorized Staff Comments

- Children have become more eager to learn and have grown more interests to our school. Some of them do not want to leave the site when their parents have come to pick them up.
- The children greet me more readily in the office. There is recognition and a sense of pride when viewing their work in the hallways.

Question 3

Describe any changes in the teachers you have observed over the past year

Findings: The responses fell into the following categories:

- 50% -- More involved in classroom and documentation (1 response)
 - 50% -- Communication has become more transparent (1 response)
-

Categorized Staff Comments

- Teachers were more involved in their classroom projects and documentation. They spent more time putting their binders of work together, employing the video camera as a tool.
- I believe the communication is more transparent and they are socially less isolated. I sense a feeling of satisfaction and pride in their professional development.

Question 4

Have you noticed any changes in the staff since the start of the Reggio Emilia approach at the school?

Findings: The responses fell into the following categories:

- 50% -- More excited about the Approach (1 response)
 - 50% -- Improvement in awareness (1 response)
 - 50% -- Less personal attacks and conflicts (1 response)
-

Categorized Staff Comments

- Staff have been more excited about the Reggio Emilia teaching philosophy. They have raised their learning standards and have become more involved. Huge improvement in awareness -- more attentive to children, more concerned about environment and creating warmth in the classroom. Discussion is focused as a team or classroom and this seems to have reduced personal conflicts and personal attacks.

Question 5

Have you seen any changes in how you approach your job at the school?

Findings: The responses fell into the following category:

- 100% -- More aware of environment (2 responses)
-

Categorized Staff Comments

ed

- Become more aware of the environment. Establish a more in-depth growth in the school functions as a whole.
I have noticed my desire to work in an aesthetically pleasing environment increase. I enjoy the natural materials and beautiful baskets, and look forward to walking down the halls to see the children's photos and artwork. I like the personally inviting areas in the classrooms with the little lamps and seating areas.

Question 6

Knowing what you do about the Reggio Emilia approach, do you have ideas about ways to involve staff more in the program for the future?

Findings: The responses fell into the following categories:

- 50% -- More opportunities to meet (1 response)
 - 50% -- Create a safe environment where for all to express ideas (1 response)
-

Categorized Staff Comments

- Set up more conference and an outside retreat like we did before.
- Encouraging a safe environment where one can express ideas and thoughts without judgment/ridicule. Emphasizing listening and decreasing negative criticism. Helping the “quiet & reserved” feel safe to share their ideas is very important. The verbally gifted should share in discussions, by listening more and not dominating the meetings with their words.

Question 7

Describe any constraints you might anticipate in involving staff more in the Reggio approach.

Findings: The responses fell into the following category:

- 100% -- Time constraints (2 responses)
-

Categorized Staff Comments

- The only constraint is “time” issue. A lot of staff cannot space time (extra) beyond their regular hours to participate in more Reggio approach meetings, etc. Family responsibilities and time constraints.

Question 8

Are there any other comments you would like to make?

Findings: The responses fell into the following categories:

50% -- Appreciate the leadership at the Presidio (1 response)

50% -- No (1 response)

Categorized Staff Comments

- No.
I would like to say I appreciate the leadership and the vision of the Presidio COC. My experience has been positive and I believe the Reggio approach brings a healthy balance to traditional American culture's view of early childhood development.

Reggio Emilia Analysis Parent Survey

Question 1

Describe any changes in the school environment you have noticed over the past year?

Findings: Responses fell into the following categories:

Infant/toddler response

- 73% -- Physical space (11 responses)
- 45% -- Art & projects (5 responses)
- 18% -- Budget crisis (2 responses)
- 18% -- Too new to program (2 responses)
- 9% -- Parent participation (1 response)

Preschool response

- 62% -- Physical space (10 responses)
- 50% -- Related to the school culture (8 responses)
- 18% -- Noted no changes (3 responses)
- 18% -- Related to child's development (3 responses)
- 6% -- Negative/too unstructured (1 response)
- 6% -- No comment (one response)

No indication of age group

- 3% -- Physical space (1 response)
-

Categorized Parent's Comments

Infant/toddler

Physical space

- Softer pillowed ceiling
- Homey parent area
- Nice rotation of toys
- New furniture and changes to Room 1's environment and atmosphere
- More plants, sofas, more toys for children, etc.
- Ongoing changes in room Pictures throughout the school...
- Infants have more toys and pictures in the infant room that is very nice.
- Improving grounds

Art & projects

- Wonderful emphasis on art
- Seems like the teachers have obtained new toys despite budget cuts – the art room for Room number is incredible!! (Though it is new to *(name)* who just moved up from Room number, may not be new to the center.)
- I've noticed that they are getting into more learning activities.
- More display of art & projects.
More awareness for parents about class projects and itinerary.

Parent participation

- We assisted in a weekend clean-up/room freshening day last year when our daughter was in Room number. It would have been nice to see more parents throughout the school.

New to program

- New to the program
We arrived in November 2002 – have always felt that the care is top notch!

Budget crisis

Certainly there is a new awareness/emphasis on the budget crisis and the risks it poses for the school.

We've been at the child development center less than a year, but the government is always changing, and to increase funding and overall involvement more.

Preschool

Physical space

The listening station.

- Photos of students and staff outside classrooms are really great.
- I have noticed more tools for the imagination in the large center room. i.e. table with farm animals and block area.
More presentation in hall of class projects.
- Maps of the Bay Area, California, and the U.S. posted on the walls of Room number.
- Less visual clutter
More written/photographic documentation on classroom walls.
- More daily journals on the wall.
- The classroom has been painted.
- More emphasis on natural materials.

No changes

No – two responses

None (The white color scheme needs finishing.)

- Good environment didn't notice any change.

Negative response

- The environment has become very unstructured and less consistent. I.E., they don't have circle time or other group facilitated games/activities as often as they used to.

Child's development

- More confidence
- Less stranger anxiety
- Increased communication

Cultural

- More communication
- Improved documentation of activities
- More opportunities to bring/extend lessons to the home.
- The school environment remains a positive and friendly place
- Our daughter enjoys school & often shares with us her experiences with her teachers and classmates.
- There has been an increase in the amount of documentation created by the classroom teachers and parents' journals.
- More meetings for parents, with better attendance.
- The children have become more confident as a result of the teaching staff allowing them to express themselves freely.

No Comment – one response**No Indication of age group****Physical space**

- Redevelopment of the classroom environment

Question 2

Please make observations to any changes in your children as it relates to their school experience in the past year.

Findings: Responses fell into the following categories:

Infant/Toddler

- 82% -- Social skills (9 responses)
- 18% -- Ability to speak (2 responses)
- 9% -- Child is ill a lot (1 response)

Preschool

- 6% -- Vocabulary (1 response)
- 6% -- Enjoyment (1 response)
- 25% -- Independence (4 responses)
- 25% -- Letters & writing (4 responses)
- 37% -- Learning (6 responses)
- 12% -- No major changes (2 responses)
- 6% -- Unstructured environment is a negative (1 response)

No indication of age group

- 3% -- Happier (1 response)
-

Categorized Parent's Comments

Infant/Toddler

Social

She's already learned how to be sociable with other kids.

- She enjoys the other children's company.
- I think my child feels very comfortable in the environment of Room number, and the way the room is set up makes her feel like she's in a home setting.
- Increased awareness of sharing, repeating names of instructors and classmates at home and on and on!
- She is extremely active, alert, willing to try and **experience** all the time. Always enjoys playing in Rm X and **very** happy.
- My daughter has truly **thrived** since going to school at the CDC. *Name of child* had never been in daycare before – home with me for 2+ years. She is now so much more confident (w/herself and in the presence of others), animated physical (in good way). The CDC is one of the very best things to happen to us.
- Our daughter transitioned quite nicely to Room number in February. She is very comfortable there, our drop-offs in the a.m. are easier/more pleasant, and she clearly enjoys the teachers and activities.

- *Name of child* is very comfortable and happy in his class, he is learning to talk and be more social and confident.
- My son has learned how to play with 'lots of things – I am very happy with that

Speech

My child is one and her speech is incredible.

- My daughter is two years old and she learned a lot of nursery rhymes and speaks a lot of English.

Illness

- She is experiencing more illness due to contact with children.

Preschool

Vocabulary

- He has broadened vocabulary. He has blossomed more so as an innovative and articulate young man.
Our daughter enjoys school & often shares with us her experiences with her teachers and classmates.

Independence

- My son has shown increased **independence**
- She has become more **comfortable with children/staff** at the center. Before attending the preschool she only knew her grandmother and brother. She now can interact with people other than her family without feeling scared.
- She's very active, interacts more with children her own age. She's become **independent**, creative. I can go on and on but her experiences at the Presidio have been so positive. It is a great school and a great staff.
- He is more comfortable speaking up and speaking his mind.

Building blocks

Letters/writing

- My daughter is beginning to recognize letters and wants to practice writing.
- She is developing/has developed letter recognition, writing, etc. Hungry to learn.
- My son is four years, five months and is writing a lot, at home and at school is asking how to write things, copying things etc. – really impressive.
Name of child interest in writing and understanding letters has made huge progress.

Learning

As my child transitioned from Room number to preschool, I noticed a marked difference in the level of his creativity and use of imagination. I believe this is due to the higher level of integration into creative activities and learning: art, reading, reader's theater and constructing scenarios out of blocks, etc.

- Loves to participate in various projects about bridges or planes.
- His analysis on the way things work has progressed favorably.
- Knows a variety of birds and insects as well as flowers.
- Learning new projects like playing with clay, counting numbers
More conscious. Learning a lot more new material.

No major changes

- Some, not much.
- No major changes – about the same level of interest and involvement as the year before.

Negative comment

- My child has not handled the unstructured and unpredictability very well. He has become more stressed and irritable.

No Indication of age group

- Happier

Question 3

Describe any changes in the teachers you have observed over the past year

Findings: Responses fell into the following categories

Infant/toddler

- 82% -- Consistent staff (9 responses)
- 18% -- Staff changes (2 responses)
- 9% -- Not applicable (1 response)

Preschool

- 93% -- Consistent staff (15 responses)
- 12% -- Miscellaneous (2 responses)

No indication of age group

- 3% -- Know more about after school issues (1 response)
-

Categorized Parent's Comments

Infant/toddler

Staff changes

Some staff changes were a bit bumpy at first, but now they seem to be smoother and my child has adjusted.

- There have been many staff changes/or lack of staff, which I feel contributes to a child's confusion and discontent.

Consistent staff

- The caregivers for my child are wonderful and have remained constant, which I feel is necessary to keep the children happy. They have always been wonderful and that hasn't changed, but they are busier.
- No real change – they're great. More consistency though – less turnover, attrition of staff.
- Teachers are more hardworking teaching the **kids** and not letting **the** children play too much.

Teachers are consistently excellent (w/one-exception I mentioned to study). They just seem to care so much about all the children, and even teachers outside our class connect to the children in it.

Difficult to say since our daughter switched rooms – certainly Room number lost a good teacher – *name*.

As great as always.

They are more creative and confident with the children.

- Teachers are very nice. They know my child's schedule and personality. They know my child's weaknesses and goodness and help him overcome the weakness. The teachers are always learning and sharing their observations with parents.

Not applicable

No comparison available.

Preschool

Consistent staffing

Teachers are the same, did not notice any changes.

Room number teachers are great.

None. Teachers remain committed, caring and enthusiastic.

Enthusiasm for the program has always been good. As they've come up with new ideas, it seems rewarding to teachers and students.

- Teachers seem to be **enthusiastic about their daily routines.**

The teaching staff has proven to very caring and genuinely concerned about the well being of each child. Outstanding!

My observations pertain only to differences between individual classrooms, because of the recent transition my child made from one to another. The teacher in **Room number are much more interactive** with my child and really foster creative learning.

- They seem to be **less rigid with actual schedules and applying the children's interest to what is on the schedule.** Incorporating the McDonald's project with snack time.

- **Great teachers.**

Some teachers are more communicative that is more willing/able to share stories, anecdotes, etc.

They are **more adventurous** when it comes to **trying new ideas.**

- The teachers seem to **have developed their skills at facilitating child-centered learning.** I am enormously impressed with their work and skills.

None.

- **Attentive.**

- The teachers who are there **consistently** are **wonderful**, but over the past year, there have been many substitutes who don't follow the same philosophies, procedures, etc.

Miscellaneous

- More educated with after school issues
- Not sure!

Question 4

Do you have any observations of changes in staff over the past year?

Findings: Responses fell into the following categories

Infant/toddler

- 36% -- No changes (4 responses)
18% -- New to program (2 responses)
18% -- Changes in staffing (2 responses)
- 9% -- Better adjusted (1 response)

Preschool

Strengths

- 25% -- More engaged (4 responses)
- 12% -- Have no comparison to other years (2 responses)
12% -- Change in staffing (2 responses)
6% -- Children are learning/growing (1 response)
- 6% -- Better adjusted (1 response)

Challenges

- 6% -- More anxiety (1 response)
- 6% -- Too unstructured (1 response)
- 6% -- Communication with parents (1 response)
- 6% -- More attentiveness to children (1 response)

- 37% --No comment (six responses)

No indication of age group

- 6% -- More educated with after school issues
-

Infant/toddler

No changes

- Not really. There are a couple of new people that seem like they are really good at what they do, but the one's that handle my baby hasn't changed.
- Nope -- **seem to be doing a great job as always** – though fees have increased slightly (5-10%)
Changes – not really. We do **really appreciate the family atmosphere** – everyone from *name* to *name* to *name* not only say hello, but also know our daughter's name.
- **The staff has been pretty consistent.**

No comparison

- No Comparison available.
- **Too new to comment.**

Changes in staffing

- **I have observed the erratic staffing due to a number of reasons, some unavoidable, but on the whole they are very good.**
- **Yes. Some teachers left and new teachers coming in infant room.**

Better adjusted

- **Staff seems better adjusted to changes and less stress with the new people.**

Preschool

Strengths

More engaged

- **Yes. Some seem to look at childcare differently. They are more engaged.** My observations pertain only to differences between individual classrooms, because of the recent transition my child made from one to another. **The teacher in Room number are much more interactive with my child and really foster creative learning.**
- **The staff are also very involved with the students, and helpful and positive. Some teachers are more communicative,** that is more willing/able to share stories, anecdotes, etc. .

Children are learning/growing

- **Not during pick-up or drop off, however, staff presentations to parents showed clear evidence of learning and growth** toward learning through experience.

More consistent

Staff members have been consistent which is good because the children feel more comfortable in the environment when the faces are familiar.

Challenges

Too unstructured

The staff seemed to interact with the children less and I think children still need adult direction/interaction at this age.

Communication with parents

Yes, but the changes were not explained well or discussed with the parents or children. My son had a horrible conversation with a former staff member putting another teacher down.

Anxiety

- **Concern for budget cuts has caused anxiety.**

Attentiveness

Teachers should pay more attention to the children and not talking to each other
while children were playing outside or inside the room.

No Comment – six responses

No indication

More educated in after school issues

Only for parents of pre-school children

Question 5

Have you noticed any changes in the past year, in the quality/type of work your child is bring home from school?

Findings: The responses fell into the following categories:

- 62% -- Writing/artwork/projects (10 responses)
18% -- Miscellaneous responses (3 responses)
6% -- yes (one response)
 - 12% -- no (two responses)
6% -- no comment (one response)
-

Categorized Parent's Comments

Writing/Artwork/Projects

When my daughter was in Room number, teachers show her how to write her name by herself.

She is developing/has developed letter recognition, writing, etc.

The quality and type of work is a good mix of academic and free artwork, which is what it has always been.

- Type of work remains the same, mainly drawings, some clay work; detail has improved, consistent with age.
- He actually enjoys drawing/painting now as he learns different techniques. While my child doesn't fully embrace art projects in general, his teachers have really encouraged what he's willing to give at the moment. His artwork is getting more interesting and complex as the months go by.
- She doesn't just scribble, she is drawing faces and making clay figures that look like what she is trying to make. She does this with our home playdoh also.
- He draws and writes much better and explains his work instead of asking what he made.
- I really appreciated the work Tessie brings home; it reflects the care and attention that she is getting at school.
- Very positive changes from my daughter. She talks about the fun she has and projects that they do at school.

Miscellaneous

Hungry to learn.

Just in his development level, as he gets older. The quality of work has always been good.

Very little homework.

Yes

Yes – one response

No

No – two responses

No comment

No comment – one response

Question 6

We would like to have a dialogue with parents in the future. Please note if you are interested in any of the following activities:

- 64% -- Reading materials about the Reggio Emilia approach (18 responses)
- 61% -- Learning about the role of parents in Reggio Emilia (17 responses)
- 50% -- After hours seminars 50% (14 responses)

Additional response -- Informal meetings/potlucks – like what Room number recently had, but not really any sit down seminar, too difficult to juggle with work and childcare.

Question 7

Are there any other comments you would like to make?

Findings: Responses fell into the following categories:

Infant/toddler

72% -- Reggio Approach/staff/program (eight responses)

18% -- Health and behavior issues (2 responses)

- 18% -- Budget crisis (2 responses)
- 9% -- Too unstructured (1 response)

Preschool

43% -- Reggio Approach/great program (7 responses)

- 6% -- Discontent with staff (1 response)
- 6% -- More resources needed (1 response)
- 6% -- Suggested changes to curriculum (1 response)
- 12% -- No comment (2 responses)

No indication of age group

3% -- Great program! (1 response)

Categorized Parent's Comments

Infant/Toddler

Reggio Approach/Staff/program

Thank you!

The Presidio CDC is an amazingly enriching program for children and their caregivers. I hope this program will be able _____ **the likes of** _____ for many many years to come.

- A terrific environment.

I love the Presidio they are in the perfect location in the Presidio where they are accessible to many nature walks and beaches. The staff is very uniform, close and kind. I feel very warm and comfortable and so does my son.

- Keep up the excellent work – we are so fortunate that our kids are in such a great program with such positive direction, proven methods and obvious good results.

Thank you!

The Reggio Approach has benefited my daughter immensely in how she not only approaches the world but also how she reacts to it. She embraces her world and rises to all the challenges.

It seems as though **buy-in of this approach from teaching staff is inconsistent** – some don't seem to incorporate the approach in day-to-day activities. It also

seems that – for outside play time – the approach has gone too far and that some structured games would be appropriate.

There is clearly a strong commitment to the Reggio Emilia approach at Presidio CDC. The teachers are enthusiastic and dedicated and we all benefit as a result.

Health & behavior issues

More communication with parents regarding issues that affect all the children and parents (e.g., four children had been sick with similar symptoms – all parents should be advised of bug going around and advise us of steps to take to protect all of the children.) Also, It would be okay to ask parents to volunteer to disinfect toys, etc. to keep all our kids healthy.

I am concerned with certain behavior that has not been corrected and has been an issue in Room 1 for over a year now, biting. There has been talk about it, and meetings but no action to stop it. The caregivers have tried but there is no report of the parent's involvement, and the biting just keeps happening. I am concerned for the safety of my child. Eventually she will be bitten again. She has been bitten twice. I have to come and pick up my child when she is ill, because it poses a danger to other children. Why doesn't this child's parents have to pick him up when he bites and poses a danger to all the children? This behavior will only perpetuate more behavior of the like if the child moves onward. I would like to see this addressed.

Budget crisis

- Save our school! It's the best one out there!

We are very anxious about the potential for budget cuts to the district. Our daughter's teachers are and have been so wonderful they should have more, not less job security and compensation! We want to help however we can – so far we have contacted many government officials by email about the budget but beyond that haven't figured out other opportunities.

Too unstructured

- I think that portions of the Emilia approach are fine, but I think that staff needs to be more flexible in giving the children the direction they need and providing more opportunities for group socialization to help prepare them for kindergarten and life. The "hands-off" approach may be better for older kids who are developmentally prepared for that.

Preschool

Reggio Approach/program

Room number teachers incorporate the Reggio Emilia approach to learning not just inside the traditional “classroom”, but also outside in the yard. This can be seen on a daily basis and I love it!

I am extremely pleased with the Reggio Emilia approach.

- We appreciate the efforts made by the staff at the Presidio to improve student learning.
- Thank you for your dedication to our children!
- I am very happy my child is able to participate in this program!
- The Presidio Child Development Center reaches out to the needs of each child. Their pragmatic approach to education creates an environment that is both enriching and uplifting.

The Staff, environment and program at the Presidio are excellent. I am so pleased I was able to place there for my children.

Discontent with staff

No. But one little thing is on my nerves is that teachers are suppose to pay close attention to the children not on their only talking. This is the only thing that I don't like so far the Presidio staff is average good.

More resources needed

- I believe that if we had more resources (money, volunteers, fundraisers, etc.), there would be a lot of things we can do to improve the program. **I have continuously offered to volunteer my time, but no one has taken up my offer.** I hope we can make a difference in our children's education and future.

Suggested changes to curriculum

- Add more curriculum e.g., storytelling, singing and the alphabets.

No Comment – two responses

No Indication of age of child

- Great program!

Conclusions

Introduction

The staff (teaching and administrative) and parents of the children of the Presidio Child Development Center have been surveyed in 2002 (year one) and 2003 (year two) with regard to the Reggio Emilia project being implemented at the Center in the infant/toddler and preschool rooms.

The 2002 survey was developed to assess response of teachers, administrative staff and parents to the initial changes that had occurred at the site during year one of the Reggio project implementation.

The 2003 survey for administrative staff and parents was unchanged from 2002, continuing from year one to monitor the changes noted at the site by these two groups (only small formatting changes were made in 2003.) The 2003 teacher survey was revised from year one (2002) to go into more depth on how the approach has been integrated into teaching techniques and philosophy, use of time, use of documentation, professional development, and parent involvement.

A similar rate of response was received in both years, across the three groups surveyed:

	2002	2003
Teachers	46%	47%
Administrative Staff	20%	33%
Parents	28%	23%

Teacher Survey Outcomes -- 2002/year one & 2003/year two

Environment

The environment is noted in both years, as the biggest accomplishment of the project (59% in 2002 and 40% in 2003.) In 2002, the comments to the environment were related more to the physical change (less clutter, neater, cleaner, etc.) occurring in the first year. In 2003 the responses related to the physical, but also indicated that the environment supported their teaching and the children's ability to learn (environment as third teacher, supports our ways of teaching, natural materials for play and exploration, etc.)

Time

In 2002 teachers talked about the lack of time to accomplish aspects of the approach – documentation, meeting, planning (71%). In 2003, teachers are now talking more about the flexibility of time (50%) – not following the clock and the benefits of this approach in teaching.

Professional development

71% of teachers in 2002 noted the lack of time to go to workshops, meetings, collaborate or plan as the biggest challenge, but also expressed a desire to learn more about the practice of Reggio. Similarly, in 2003, teachers are again expressing the desire for more team meetings and opportunities to get together (93%), with time still being an issue (27% note it is what makes the approach difficult to adapt at the Presidio).

80% of the 2003 respondents noted team meetings as most beneficial to their professional development. Exchanges, roundtables, readings and presentations were also mentioned (27%). One teacher felt the parent meetings as the most beneficial to her/his professional development.

Documentation

In 2002, teachers talked about the lack of time to do documentation (71%). In 2003, time for documentation is still an issue, but teachers are also talking about the benefits of documentation for them as teacher and for the children as learners.

Difficult to adapt at the Presidio site

59% of the teachers in 2002 identified the areas most difficult to adapt at the Presidio site were related to inadequate substitute teachers and paras, little collaboration, need for better communication, and no district support. 24% noted time and fragmented schedules.

In 2003 the areas that are difficult to adapt were related to staff working together (33%), time to do documentation (27%) and parent participation (27%).

Buy-in for the approach

In 2002 and 2003, 35% noted attitudes of some staff as a challenge facing the program.

Positive Feedback

In both years one and two, respondents have mentioned the need for more positive feedback.

Preparing children for future learning

Teachers in 2002, used descriptors such as more focused, collaborative, self-directing, respectful, listeners, self-esteem, self-confident, communicators, and creative to describe the children's response to Reggio. 35% in 2002 responded with "more focused" and 53% cited a positive response to the changes in "environment".

Teachers in 2003 noted the children's thinking and learning skills (47%), self-identity (20%), pride/joy in their work (13%) and the study of nature (6%) in response to how the approach supports the children for future learning.

The responses between year one and year two regarding the children's future learning and the benefits of the approach over other methods of learning are significant – moving from more focused and good listeners to thinking and learning skills.

Benefit of Reggio over other methods of teaching

In 2002, the greatest benefit the teachers see over other methods of teaching are in the areas of exploration, listening/seeing and respect for children (94%). The response in 2003 was the development of community/collaboration (67%), learning is more meaningful (40%), early exposure to experiences (33%) and children following their interests (33%).

A more collaborative environment has been created in year two, where teachers view learning more meaningful and children following their interests as a benefit over other teaching methods.

Projects

In 2002, teachers responded to projects for the future by giving their own ideas. In 2003, there was a shift by several of the teachers responding that they did not have ideas for future projects, because it was up to the children to determine the projects. The enjoyment of extended projects is one of the changes expressed as changes seen in the children in 2003.

Educational “building blocks”

A variety of positive responses are provided in both years centering around collaboration, creativity, and self-confidence. For some respondents in both years, this question seems difficult to answer -- 24% in 2002 and 40% in 2003 preferred not to comment. (This question should be revised going forward to try to tease out a larger response.)

Parent involvement

In 2002 teachers expressed the desire for more parent involvement with the projects in general. In 2003, teachers devised many new ways to get parents involved, but still would like more activity from the parents. Getting parents involved was the second biggest accomplishment noted in 2003 (33%).

Administrative Staff Survey Outcomes -- 2002/year one & 2003/year two

Only one administrative staff member returned a survey in 2002. The survey was very positive about the changes that had occurred at the site over the past year, citing the environment as more appealing, an increase in dialogue at the school and a surge in energy. The constraints were seen as the lack of time and difficulty of building staff relationships.

Two administrative staff members returned surveys in 2003. The respondents are happy with the environment that has been created and see that the children respond positively to it as well. Noted that the teachers seem more involved in their classrooms and with documentation and engaged in the approach in 2003 (supports what the teachers are saying as well). More opportunities to meet were seen as beneficial. As in 2002, time is still an issue for teachers and parents. They would like to see a culture created at the site that encourage a free flow of communication and a place where people feel safe to speak their mind.

Parent Survey Outcomes -- 2002/year one & 2003/year two

The parents in both years reflect a group of people who believe in the teaching staff and the center, and see positive changes in the development of their children. Their comments in general, are very positive.

The parents noted changes in the physical environment (71% cleaner, more organized), as well as a change in attitudes of the teachers (more engaged, more communicative) in 2002. Again, in 2003, parents noted positive changes to the physical space and noted more communication from the teachers – parent meetings, journals, and documentation.

In both years, some parents would like to see more parent participation. Over half of the parents responding in both years noted positive progress in their children's work. In 2003, some concern was expressed that the approach may be too unstructured for the children. A couple of parents mentioned concern for the ongoing budget crisis.

In both years, a majority of parents expressed an interest to learn more about the approach. Parents' interest in seminars is lower in both years than their interest in reading.

Summary

Teachers

The rewards of the approach for the teachers and children are evident in the teachers' answers in 2003. The variety of answers regarding favorite projects, observations about how their perception of time has changed, an increased ability to stay flexible in the classroom, and learning to go with the children's interests were all common themes. Comments about the benefits of documentation to their teaching and the children's learning. The words used to describe how the approach has been developed into their teaching -- having fun, slowing down, "going outside the box", and research and learner with the children. The benefits expressed of the Reggio method over others methods, is also encouraging – using descriptors such as collaboration, community and meaningful learning.

Also of note is the way that the teachers have involved the parents in the approach by encouraging parent involvement with projects and introducing student meetings, creating an opportunity to share the student's work and progress.

Finally, the teachers desire to have more professional development, to continue to deepen their understanding of the Reggio Approach.

Administrative Staff

The respondents (albeit only three responses in two years) do provide some observational perspectives of the Reggio model's implementation on a day-to-day basis. In 2002, the changes to environment and lack of time confirmed what we heard from the parents and teachers. In 2003, the increased engagement of the teachers and staff, the increase in documentation, as well as the issues of time and the need for a better flow of communication are also echoed by the teacher and parent responses.

Parents

The parents love the Presidio Center and the staff who care for their children. There were a few concerns expressed – related to transitions, biting, illness, etc. The biggest concern on their minds appears to be the budget crisis and the implications for the Center.

As people who view the approach for the most part, from the "outside looking in", the parents comments reflect what is being said across the survey groups – parents can see the benefits of the approach for their children (happy, interested, engaged), but note that buy-in for the approach from the staff seems to be inconsistent.

There is a visible maturation of the approach into the teaching culture of the Presidio Childcare Center from year one to year two. Although there are still the issues of time, "buy-in" from staff, attitudinal issues toward the approach, and the need for more parent involvement, teachers continue to request further professional development and more opportunities to collaborate and meet as a group.

May 6, 2003

Dear Teacher:

As a staff member of the Presidio Child Development site, you have been part of a pilot program of the Reggio Emilia approach to early childhood learning. Hirsch & Associates has been hired by Susan Lyon to implement a confidential survey of parents, teachers and staff regarding their various observations about the Reggio Emilia approach at the Presidio site. We would like to get your observations about the pilot program over the past year.

If you worked at the Presidio in 2002, you were asked to fill out a similar survey. If you completed the survey last year, we would like you to reflect on the questions again this year, as they relate to your experience as a staff member at the Presidio over the past twelve months.

The survey will take **30 minutes to fill out**. If you would return the completed survey to the administrative office at the Presidio any time before Wednesday, May 21, we would appreciate it.

Your comments will be completely confidential and responses will be provided in aggregate form to Susan Lyon for future planning purposes. Should you wish to give us your name, a space has been provided.

It is important to continue to make plans for the future, build on your work and stay hopeful for a positive outcome with the School District.

Thank you for taking the time out of your busy schedule to give us your thoughts and insights. If you have any questions regarding the survey, please give me a call (415-495-5408).

Sincerely,

Mary Kuehn

Attachments

Confidential
Reggio Emilia Approach
2003 Presidio Site Annual Survey for Teachers

The purpose of the survey is to get your insights as a teacher involved with the Reggio Emilia approach at the Presidio site this past year. Although we recognize the general feeling of uncertainty currently at the Presidio, it is important that we continue to make plans for the future, build on our work and stay hopeful for a positive outcome with the School District.

If you worked at the Presidio in 2002, we asked you to fill out a similar survey last July. Although you were asked to answer some of these questions last year, we would like you to reflect on the questions again, as they relate to the past twelve months of your work.

Your comments are strictly confidential. Should you wish to provide your name for further discussion to any of your responses, a space has been provided below. The survey should take no longer than **30 minutes to fill out**. Please deposit in the box provided in the administrative office at the Presidio. The deadline for responses **has been extended to Friday, June 6**. We look forward to receiving your comments.

Thank you for your help. Please give me a call with any questions.

Sincerely,
Mary Kuehn
Hirsch & Associates
415-495-5408

Optional -- Name: _____

Please check your role:

____ Head teacher

____ Para-professional

____ Administrative

Please check your program:

____ Infant/Toddler

____ Pre-school

____ Afterschool

Did you complete
The 2002 survey:

____ yes

____ no

-
1. Briefly describe your experience with the Reggio Emilia (Reggio) approach over the past year
What has worked well? What has not?

2. From the perspective of learning Reggio, what could be provided to make you a better educator?
3. What are the benefits of the Reggio approach over other methods of teaching?
4. What aspect of the Reggio approach is difficult to adapt at the Presidio?
5. How has Reggio changed the way you look at the school environment?
6. How has the focus on the children's experiences and documentation supported your teaching?

7. We have had many opportunities for professional development in the past year. What opportunities have been most beneficial for you (readings, roundtables, team meetings, presentations, exchanges, etc.)?

8. In your opinion, what have been the greatest accomplishments of the pilot program over the past year?

9. Looking beyond the current budget crisis, what are the most significant challenges facing the program? Do you have ideas for addressing these issues?

10. What has been your favorite project? Why?

11. What would you like to see as a project for the future?

12. Has working with Reggio, changed the way you approach the concept of time you have each day?

13. What aspects of the Reggio approach have you developed in your teaching?

14. How have the students responded to the approach? What changes have you seen in the children over the past year? Any differences from previous years?

15. How do you feel the Reggio approach supports children for future learning?

16. Describe what you perceive are the educational “building blocks” Reggio provides preschool children.

17. How have you involved the parents in the approach over the past year?

18. How would you involve staff more in the future?

19. Any other comments you would like to make?

May 6, 2003

Dear Staff Member:

As a staff member of the Presidio Child Development site, you have been part of a pilot program of the Reggio Emilia approach to early childhood learning. Hirsch & Associates has been hired by Susan Lyon to implement a confidential survey of parents, teachers and staff regarding their various observations about the Reggio Emilia approach at the Presidio site. We would like to get your observations about the pilot program over the past year.

If you worked at the Presidio in 2002, you were asked to fill out a similar survey. If you completed the survey last year, we would like you to reflect on the questions again this year, as they relate to your experience as a staff member at the Presidio over the past twelve months.

The survey will take **15 minutes to fill out**. If you would return the completed survey to the administrative office at the Presidio any time before Wednesday, May 21, we would appreciate it.

Your comments will be completely confidential and responses will be provided in aggregate form to Susan Lyon for future planning purposes. Should you wish to give us your name, a space has been provided.

It is important to continue to make plans for the future, build on your work and stay hopeful for a positive outcome with the School District.

Thank you for taking the time out of your busy schedule to give us your thoughts and insights. If you have any questions regarding the survey, please give me a call (415-495-5408).

Sincerely,

Mary Kuehn

Attachments

Confidential
Reggio Emilia Approach
2003 Presidio Site Annual Survey for Staff

The purpose of the survey is to get your insights as a staff member involved with the Reggio Emilia approach at the Presidio site this past year. Although we recognize the general feeling of uncertainty currently at the Presidio, it is important that we continue to make plans for the future, build on our work and stay hopeful for a positive outcome with the School District.

If you worked at the Presidio in 2002, we asked you to fill out a similar survey. Although you were asked to answer some of these questions last year, we would like you to reflect on the questions again, as they relate to the past twelve months of your work with the Reggio approach.

Your comments are strictly confidential. Should you wish to provide your name for further discussion to any of your responses, a space has been provided below. The survey should take no longer than **15 minutes to fill out**. Please deposit in the box provided in the administrative office at the Presidio. The deadline for responses is Wednesday, May 21st. We look forward to receiving your responses.

Thank you for your help. Please give me a call with any questions.

Sincerely,
Mary Kuehn
Hirsch & Associates
415-495-5408

Optional -- Name: _____

-
1. Describe any changes you have observed in the school environment over the past year
 2. Please note any observations that you have seen in the children that you have observed over the past year.

3. Describe any changes in the teachers you have observed over the past year.

4. Have you noticed any changes in the staff since the start of the Reggio Emilia approach at the school?

5. Have you seen any changes in how you approach your job at the school?

6. Knowing what you do about the Reggio Emilia approach, do you have ideas about ways to involve staff more in the program for the future?

7. Describe any constraints you might anticipate in involving staff more in the Reggio approach.

8. Are there any other comments you would like to make?

May 9, 2003

Dear Parent:

Over the past two years, the Presidio site has been piloting the Reggio Emilia approach to early childhood education. Hirsch & Associates has been hired to implement a confidential survey of parents, teachers and staff regarding their various observations about the Reggio Emilia approach at the Presidio site. We would like to get your observations of what you think is noteworthy regarding the program or the site.

If you had children at the Presidio in 2002, we may have asked you to fill out a similar survey. If you completed the survey last year, we still would like you to reflect on the questions again this year, as they relate to your experience as a parent at the Presidio over the past twelve months.

The survey will take **ten minutes to fill out**. Please return in the envelope provided or drop off at the administrative office at the Presidio any time before Wednesday, May 21st.

Your comments will be completely confidential and will be used to evaluate the program and make improvements where we can in the future. Should you wish to give us your name, a space has been provided.

It is important to continue to make plans for the future, building on the staff's work and staying hopeful for a positive outcome with the School District.

Thank you for taking your time to give us your thoughts and insights. If you have any questions regarding the survey, please give me a call.

Sincerely,

Mary Kuehn

attachments

Confidential
Reggio Emilia Approach
2003 Presidio Site Annual Survey for Parents

The purpose of the survey is to get insights from parents who have observed the Reggio Emilia approach at the Presidio site this past year. Although we recognize a general feeling of uncertainty at the Presidio, it is important that we continue to make plans for the future, build on our work with your children and stay hopeful for a positive outcome with the School District.

If you had children at the Presidio in 2002, we may have asked you to fill out a similar survey. If you completed the survey last year, we would like you to reflect on the questions again this year, as they relate to your experience as a parent at the Presidio over the past twelve months.

Your comments are strictly confidential. Should you wish to provide your name for further discussion to any of your responses, a space has been provided below. The survey should take no longer than **10 minutes to fill out.** Please return in the envelope provided or deposit in the box in the administrative office at the Presidio. The deadline for responses is Wednesday, May 21st. We look forward to receiving your responses.

Thank you for your help. Please give me a call with any questions.

Sincerely,
Mary Kuehn
Hirsch & Associates
415-495-5408

Optional -- Name: _____

Please check as it relates to your child:

____ Infant/toddler room ____ Preschool room

Did you complete the 2002
Survey:

____ yes ____ no

1. Describe any changes in the school environment you have noticed over the past year

2. Please make observations to any changes in your children as it relates to their school experience in the past year. _____

3. Describe any changes in the teachers you have observed over the past year.

4. Do you have any observations of changes in staff over the past year?

5. Only for parents of pre-school children

Have you noticed any changes in the past year, in the quality/type of work your child is bringing home from pre-school?

6. We would like to have a dialogue with parents in the future. Please note if you are interested in any of the following activities:

- Reading materials about the Reggio Emilia approach _____
- Learning about the role of parents in Reggio Emilia _____
- After hours seminars _____

7. Are there any other comments you would like to make?