

**Reggio Emilia Survey
Teachers, Staff and Parents 2004
Presidio Child Development Center
San Francisco, California**

"By grounding children in relationships and daily experiences that connects who the children are. The children become comfortable, competent, expressive beings that will continue to develop by understanding very early on that their ideas and their voices matters."

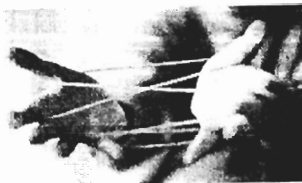
Teacher, Presidio Child Development Center

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**THE INNOVATIVE
TEACHER PROJECT**



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Introduction

In 2004, Hirsch & Associates was retained to conduct a third survey at the end of year three 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.

Parents in Reggio Emilia 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/ed4479761.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 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 appreciate 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 R’s, both teachers and students document their 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 used 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 230 – 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 third year of the three-year privately funded pilot at the Presidio was completed at the Presidio Child Care Development Center (Although the pilot is now finished, the teachers and staff at the Presidio site have decided to continue the approach at the Center.) The survey was developed to assess what, if any, changes occurred during year three, inform planning for the Center going forward in year four, plan for additional sites, and communicate with the San Francisco Unified School District/private schools/other funders.

A total of 271 surveys were disseminated among the infant/toddler/preschool program -- teachers (33), administrative staff (6), and parents in the infant/toddler/preschool/afterschool programs (232). 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 all of the rooms at the site, including the afterschool program. The three instruments were designed to reflect the teacher's participation in year ~~two~~, and involvement of other staff and parents.

All survey responses were confidential; respondents were offered the option to provide their name for further discussion. All surveys were returned via mail to Hirsch & Associates.

A comparison of outcomes, from the 2002, 2003 and 2004 surveys, is provided in the conclusion section of this document (p. 82).

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

Findings and Analysis

The survey population is infant/toddler/preschool/afterschool teachers, other administrative staff and parents of the Presidio Child Development Center, San Francisco. The 2004 response rate is as follows:

- 33 teachers – 51.5% rate -- 17 surveys returned*
 - 58% (10 teacher respondents) completed surveys in 2002, 2003 & 2004
 - 12% (2 respondents) completed for the first time
 - 12% (2 respondents) no response
 - Teaching Area:
 - Eight Teachers
 - Seven Para Professionals
 - One Substitute Teacher
- Program Area
 - Five from Preschool
 - Six from Infant/Toddler
 - One from afterschool
 - Seven/no indication
 - Teachers/paras have worked at the site an average of 4.5 years
 - 78% of the respondents have been involved in the pilot from the start
- 6 administrative staff – 50% (3 surveys returned)
- 232 parents -- 14 % (33 surveys returned)
 - infant/toddler – six responses
 - preschool – eighteen responses
 - afterschool – nine responses

Number of months/years children at the Presidio:

- 2 months or less – 5 responses
- More than 2 and less than 12 months – 3 responses
- More than one year – 7 responses
- More than two years – 4 responses
- More than three – 3 response
- More than four – 6 responses
- No answer – 5 responses

Parent respondents have been at the site an average of 23.5 months.

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

A comparison of outcomes, from the 2002, 2003 and 2004 surveys, is provided in the conclusion section of the document.

*18 total responses received (55% response rate). 1 respondent sent in a letter, detailing why they would not respond to the survey.

Question 1

1. *Briefly describe your experience with the Approach over the past year. What worked well? What did not? What could have been done better?*
-

Findings

Opportunities

- Team/Classroom Meetings – 50% (9 responses)
- Collaboration – 22% (4 response)
- Experience has been pretty positive – 17% (3 responses)
- Refining documentation process – 11% (2 responses)
- Meetings – 6% (1 response)
- Environment as third teacher 6% (1 response)
- Incorporating Reggio into my own style-- 6% (1 response)
- Participating in roundtables -- 6% (1 response)
- Leadership committee – 6% (1 response)
- Speaking with parents – 6% (1 response)

Challenges

- Frustration, resistance, unfriendly, conflicts and negative experience – 24% (4 responses)
 - Assignments from administration/focus should come from teachers – 17% (3 responses)
 - Staff needs to be more involved and respected – 11% (2 responses)
 - Lack of time for documentation – 11% (2 responses)
 - Need for more film and cameras – 11% (2 responses)
 - More reflection and discussion on past experiences/concepts – 6% (1 response)
 - More professional development time – 6% (1 response)
 - Teamwork was not defined -- 6% (1 response)

 - No Answer – 6% (1 response)
-

Teachers' Comments

- This past year has been the best for me so far. I have grown the most as I have incorporated the Reggio approach with my own style. The team meetings worked the best for me. Of course, I do wish there were better turnouts at conferences and roundtables. Sadly, not many staff attend.

- Continuing with team meetings supported further growth in the work that was taking place. It increased communication amongst the classroom team. There did seem to be more frustration and resistance to going further from several staff members in various rooms. I think we could have done more revisiting, reflection and discussion on past experiences/concepts.

- To learn how important the environment as the third teacher, and the importance of collaboration. Building relationships, making connections with family worked well. Things that didn't work well – 1. Why couple of the staff don't say "Hi" or "good morning" when they run into each other. Not too friendly environment. 2. No time to organize the documentation at school. I have to bring work home.
- The experience for me so far has been pretty positive. The meeting with the classroom staff every week was an adjustment at first, but I soon saw the relationship of how it keeps the school community abreast of how the school is progressing together.
- For the past year, we worked well in the team meetings. It was very helpful for us to discuss the experience of the projects and make the projects go deeper. However, we didn't have enough time to do our documentation. We hope that we can have a schedule for doing our documentation and daily journals.
- My experience with the approach this past year has been a fulfilling and great learning experience for me. The meetings were a great time to reflect on documentation and update topics. Some topics of discussion brought up a lot of thinking and required some trial and error. For example, the topic of environment we had to change our plan a few times to get it to fit the needs of the children.
- Over the past year we have continued to define and refine our documentation process. Team meetings were very instrumental in this process. We could have used more time during our team meetings as work time.
- Team meeting. Exchange of ideas with other classroom.
- My experience with the approach was positive. I have learned a great deal but still have more to learn. Collaboration with staff worked well. I believe that staff needs to feel involved and respected in order to value and appreciate the approach.
- The team meetings are most beneficial. I have more confidence and I got a lot of experiences from work place. I can do documentation by myself. I know I still have something to improve and learn.
- Classroom team meetings, participating in Roundtables, speaking to parents and parent meetings about the Reggio approach all very helpful and every year increasingly improved as far as clarity and understanding of the philosophy. The implementation of a leadership committee (peer members) has helped in communication with rest of staff and resolves conflicts of interest among some staff.
- Worked well: observing and documenting children's activities could have done better. More meetings of classroom staff only instead of assignments from administration.

- The focus of meeting time should have come from teachers in the team in collaboration with Susan and Sandy. Often times the focus was decided by Susan and Sandy without the consultation/collaboration/ideas from the staff. Professional Development opportunities were less and that is too bad. We should organize at least 2 professional development opportunities a year. Readings did not follow through - were stopped all of a sudden and did not pick back up.
- Teamwork was not really defined.
- There were many more opportunities that the children experienced, than were unable to capture most of them on film.
- As an assistant teacher, I found that I was continually pre-empted in my offers to extend the children's activities, as well as to document, by the teacher I worked with. It worked well to observe in the other rooms for ease, success and imaginative presentations. It did not work well to be told I have to buy a camera from my own funds to take pictures. There is a need to be more equitable in decision-making and sharing resources for projects.

Question 2

There have been many opportunities for professional development over the past year. What opportunities below have been most beneficial? Please indicate on scale from 1 to 5 (five being the most beneficial)

Findings

Visits by Amelia Gambetti was the most beneficial professional development in (15 responses 3 and above); Roundtables is second (15 responses 3 and above); and Team meetings is third (12 responses 3 and above -- there is a contingent of 3 respondents that would rate this activity 2 and below):

Team Meetings – 15 responses and a median score of 4.5

- 11 responses 4 and above
- 1 response at 3
- 3 responses at 2 and below

Visits by Amelia Gambetti – 16 responses and a median score of 4.3

- 13 responses 4 and above
- 2 responses at 3
- 1 response at 1

Roundtables – 16 responses and a median score of 4.0

- 11 responses 4 and above
- 4 responses of 3 – 3.5
- 1 response at 2

Presentations – 15 responses and a median score of 3.9

- 10 responses 4 and above
- 3 responses at 3
- 2 responses 2 and below

Exchanges – 14 responses and a median score of 3.4

- 9 responses 4 and above
- 3 responses at 3
- 3 responses 2 and below

Visiting other schools – 12 responses (+ 5 responses N/A) and a median score of 3.3

- 8 responses 4 and above
- 2 response at 3
- 3 responses 2 and below

Conferences – 13 responses (+ 4 responses N/A) and a median score of 3.2

- 9 responses 4 and above
- 3 responses at 3
- 3 responses 2 and below

Additional Comments

- too short! more depth into our work needed to happen between Amelia and staff

Two separate Responses

- Teachers/staff -- holding and participating in classroom parent meetings. topic focused and introducing/showing parents key Reggio elements (Purpose of environment, projects, documentation, etc.)
- Communication with other teachers. (rate – 4)

Question 3

Please indicate any particular professional opportunities that you found most beneficial (readings, presentation, some that may have been better than others)

Findings

Opportunities:

Working with Amelia Gambetti – 29% (5 responses)

Presentations – 29% (5 responses)

No answer – 29% (5 responses)

Readings – 18% (3 responses)

Team meetings – 6% (1 response)

Other comments

- Would like to take an art or drama class.
 - Reading to children.
-

Teachers' Comments

- I have found that the team meetings have helped to propel me into my work in the classroom. They are good strategy sessions. I try not to miss presentations. Conferences and visits from Amelia because they are the most informative for me.
- Working with Amelia Gambetti on a roundtable presentation.
- Readings/presentations
- What I found most beneficial for me is presentations that contain a list of what is learned.
- Readings were helpful and helped me in documentation and to better provide materials for the environment for the children.
- I found working with Amelia on my presentation for a roundtable during our team meeting highly beneficial. The week that Amelia was here to work with us gave us many insights.
- Presentations.
- Presentations of other's work have been the most beneficial to me. Talking and exchanging ideas with staff members in other rooms has also been helpful.
- I'm a good reader for children. They always let me read a book to them. They really enjoy it.

- Visiting Reggio schools in Chicago. Amelia's work/visit with Presidio CDC. Participating in and speaking at roundtable and presentations helped me to learn to articulate my thoughts/philosophy.
- My professional development would be enhanced by an opportunity to take a class in art or music or drama that I could apply to the classroom.
- There weren't that many and I have already communicated above.
- Readings are very inspirational. Amelia Gambetti's visit and talks are extremely beneficial because she is so candid, so self-actualized and doesn't avoid issues.

Question 4

What has been the greatest accomplishment(s) of the pilot during your involvement?

Findings

Environment – 44% (8 responses)

Environment – 7 responses

Children's appreciation of environment – 1 response

Relationship to the children in the classroom – 8 responses (44%)

Understanding how to listen – 1 response

Respect for the image of child – 2 responses

Dancing & reading with children – 1 response

Ongoing projects – 1 response

Experiences in the classrooms – 1 response

Documentation – 2 responses

Working together -- 41% (7 responses)

Collaboration – 3 responses

Team meetings – 1 responses

Teamwork – 1 response

How to work with Sandy & Susan – 1 response

Support of Susan & Sandy – 1 response

Parent & Child – 24% (4 responses)

Parent involvement – 2 responses

Triangle of teachers, parents & children – 1 response

Respectful feedback from parents & children – 1 response

Professional development – 12% (2 responses)

Roundtables & Presentations – 1 response

Developing techniques to support my work – 1 response

Not applicable or no answer – 2 responses

Teachers' Comments

- I feel so energized at the roundtables and presentations. It gives me a good vantage point of how far we all have come in our process of growth.
- Understanding how to listen to fellow teachers, parents, and children. Developing techniques that are continually growing and developing to support my work with

parents, children and colleagues. Because of that, the image of children, families and our work as educators has grown.

- Changing the environment. Making learning possible.
- We were working in the triangle of teachers, parents and children very well over the past year. I think this is our greatest accomplishment.
- Environment and collaboration.
- Gaining the respectful feedback from the parents of our children. They have come to realize “the what” and “the why” of the program and the hard work and time the teachers are committing to the project and the benefits realized by their children.
- Learning how to work together with Sandy and Susan.
- The greatest accomplishment of the pilot has been the collaboration among the staff, the honesty and respect of the "image of the child", and the willingness on the part of the parents to be actively involved.
- My greatest accomplishment is dancing and reading with children.
- The change in classroom environment (3rd teacher concept) the success of certain ongoing projects in my classroom that have lasted for 2 years with new generations of children/parents involved. Teamwork/ability accomplishments experienced due to being able to have classroom team meetings on a weekly basis. Support of Susan and Sandy.
- Changes of classroom environment, documentation and parent's participation.
- Environments have improved (sustaining it is the BIG question). Collaboration within a team has improved. Time for meeting with your team. Image of child has been more positive for some staff.
- The environment and the experiences in the classrooms.
- The room and outside environment has changed. The children are slowly learning to take an appreciation for their environment.
- The great accomplishment is to experience what we all have done to document the children's interests and to explore in depth an interest or theme of the children.

Question 5

What have you learned as a teacher over the past year?

Findings

- How to be a team player; work well with my colleagues; how to support my colleagues; importance of collaboration & shared vision – 4 responses
 - Learned to be a student as well as teacher; when children are learning I am learning; I get out of the program according to my interest, time and connection – 3 responses
 - To watch quietly and listen to children...to be a great observer; to be more observant and innovative; To work together in the classroom with children – 3 responses
 - To be open to exposing children to different experiences; Flexibility – 2 responses
 - To make a plan for an act; to establish/implement new strategies for curriculum development – 2 responses
 - Making mistakes is part of the learning process; to be open-minded and take risks – 2 responses
 - Making learning visible – 1 response
 - How to handle a small group of children playing – 1 response
 - To be a professional in the education field – 1 response
 - Need to be honest – 1 response
 - No answer – 1 response
-

Teachers' Comments

- I have learned how to better become a team player with not only my co-teachers, but the children and parents as well.
- How to communicate/articulate my work in the classroom. How to support colleagues in their work. How important collaboration and a shared vision is to classroom teams and children.
- I've learned to be a student as well as a teacher. It is equally as important to be an observer as it is to be a teacher.

- We have learned that a teacher has to be a professional in early childhood education field.
- I learn with the children. When the children are learning, I am learning too.
- To be open to exposing children to different experiences. That the child is curious by nature and we must provide an outlet and opportunity to meet these needs.
- How to work together. How to work in the classroom with the children.
- I've learned to watch and quietly listen to the children. I've learned to be a great observer and how to get quiet in order to learn and to proceed.
- I have learned how to make a plan for an act. How to lead the child indoor or outdoor activities and how to handle a small group of children playing.
- Flexibility is key to growth for myself as well as others (adults and children) Opening of mind and perspectives. Making mistakes is part of learning process. Some staff remains inflexible/stagnant - but now I'm aware I am able to still move on without that being an obstacle.
- I have learned to be more observant and innovative.
- To work well with my colleagues. To establish/implement new strategies for curriculum development. to organize the environment in more flexible and interesting ways.
- To be open-minded and take risks.
- People need to be honest.
- Make learning VISIBLE.
- I've learned that I get out of the program according to the interest, time and connection I put in. The garden project for school age taught me this. We all know a lot more about plant growth and day-to-day care of gardens.
- No answer – one response

Question 6

Collaboration and community are major components in the Reggio approach. Please describe your experience at the Presidio site.

Findings

Opportunities

Classrooms

- Cared for our classrooms as well as that of others; always help each other at our site; offering to help other classrooms in their environment and gathering supplies; work as a team in the classroom; Positive, open-minded, helping each other, good listening; importance of sharing as a team in the classroom; collaborating with my staff and getting ideas from other colleagues – 5 responses

Exchanges/sharing/communication

- Participating in roundtables and presenting; sharing the experience of being a presenter has given me more insight into other presenters' work and feelings; Collaborating with Susan Lyon and fellow staff members in our team meetings has been important; Focus on the positive and recognize talents that each staff member has is unique – 4 responses

Projects

- Conceptualizing projects and completing them; more genuine interest among staff to take time to consult with one another on project ideas; learning from each other; I collaborate by assisting and backing up the work on projects and documentation – 4 responses

Parents

- We must work closely with each other and incorporate the parents too – 1 response

Small Teams

- Small teams work better (e.g. team meetings) – 1 response

Challenges

Lack of shared vision

- Collaboration is a struggle at the Presidio – there is not a shared vision among all staff; Collaboration is a challenge at times – not everyone is willing to compromise or be open-minded to new situations; Collaboration needs major improvement across the community -- 3 responses

Lack of good communication

- Between classrooms and administration, needs to be improved – 1 response

Collaboration and community

- Shaky; I believe the staff can collaborate quite well in the classroom, but Presidio is far from being a community – 2 responses
-

Teachers' Comments

- I have worked hard at building collaborative community spirit at the Presidio in many ways: 1. Conceptualizing projects and completing them, 2. Participating in roundtables and even presenting, 3. Offering to help other classrooms in their environment or gathering supplies.
- Collaboration and community has been a struggle for the staff at Presidio. There is a select group of people who genuinely feel passionate about their work. Others work with no drive, ownership or under superficial pretenses. It is extremely difficult to work with people who don't share the vision. I believe there could be more support from the Admin. Staff when complaints are filed.
- It has been a challenge at times for collaboration and co-operations with some members of the teaching staff because not everyone is willing to compromise or be open minded to new situations. So at times it has been quite different.
- We have not only cared for our own classroom, but also care for other classrooms. Also, we always help each other in our site.
- We work together as a team for the best of the children. We must work closely with each other and incorporate the parents too. Working with the parents is just as important.
- The ability to collaborate with Susan Lyon and fellow staff members in our team meetings has been so important. It gives all a voice in what happens in our classroom. Our large co-minded staff members also allow us to see and hear the concerns of the staff as a whole. Also, by sharing the experience of being a presenter at a roundtable with other presenters has given me more insight into other presenters' work and feelings.
- Work as a team in the classroom.
- The collaboration between staff members. I see a more genuine interest among staff to take the time to consult with one another on project and ideas.
- Positive, open-minded, helping each other, good listening. Learning from each other.
- How important it is to have a classroom team that support, collaborate with one another. It's more effective for peers (such as in leadership committee) to address issues of discontent with other staff rather than administration. Communicating as a peer to resolve conflicts. How careful one has to be wording critique to peers

(important to be open and kind always to others) how easily some take things very personally. Recognize that staff are all different with different styles of teaching instead of focusing negative, focus on positive and utilize talents that each staff member has to offer that is unique.

- Collaboration and communication, between classrooms and administration, need to be improved.
- The Presidio has a lot to learn in this area. The community as a whole, and collaboration among the staff across classrooms and in the community spaces, needs major improvement.
- Working: collaborating with my staff and getting ideas from other colleagues has built a real community within the school.
- Shaky.
- I strongly believe that smaller teams work better, such as the team meetings.
- (I'm not going to tell the entire truth because I think I'm an exception.) Community is sensitive and I feel I belong. I collaborate by assisting and backing up the work on projects and documentation. I share interest in gardening, and music with other teachers and this has been key. Also, I feel very connected to many families here.
- No answer – 1 response

Question 7

How would you describe from your perspective as a teacher, the values of the Reggio approach to early childhood education?

Findings

Respect of children – 29%/5 responses

- Teachers are more respectful of children's rights, listen to their voice; children as a capable, intelligent being, deserving of our respect; respect the early years in life of a child; nurtures one's whole self; The teacher more actively involved in the children's interests

Relationship of parent/teacher/child – 24%/4 responses

- Three most important factors – children, parents and teachers; great opportunity for young children and families and teachers as well; the teacher, child and parent; parents as partners

Facilitator – 12%/2 responses

- My job is as a facilitator; the knowledge of the value to support children's interest

Solid/in-depth – 12%/2 responses

- Provides an education with a solid foundation on which to grow; part of an in-depth education

Child's respect for their environment – 12%/2 responses

- Children learn to respect/master materials in the environment
- Environment as educator materials (use of materials to explain an idea/thought)

Collaboration – 6%/1 response

- Collaboration
-

Teacher's Comments

- My job is a facilitator for the children's own learning process. I introduce ideas and create curriculum based on their interests, desires and needs.
- The values of the Reggio approach provide early childhood education with a solid foundation on which to grow. The Reggio approach connects the three most important factors of development – children, parents and teachers. With all three working together, education is meaningful, purposeful, and never ending.
- I've studied many and practiced many approaches at different schools. In Reggio approach, teachers are more respectful of children's rights and listen to their voice.

- I would describe the Reggio Emilia Approach as a truly great opportunity for young children and families and teachers as well. Because practicing the Reggio Emilia Approach is fairly new to me. I would have to say that I feel that I would need more experience with the approach to feel totally confident in explaining its values.
- We have learned the knowledge of value to support children's interest.
- Reggio values the children, the parents, and the teachers. That is why we must all work together to make everything work out and have Reggio successful in our site. Children need the teachers and parents collaboration in order to learn.
- The Reggio approach emphasizes the image of the child as a capable, intelligent being, deserving of our respect. The Reggio approach calls for us to acknowledge the growth through documentation and making it visible to Parents and Peers.
- The values of the Reggio approach respect the early years in life of a child. The approach values and appreciates the capabilities of each individual child and it respects each moment in their life.
- Since I started with the Reggio Emilia approach, I have improved myself. As a teacher, I am a better planner. I am able to lead a group. I can do the documentation for children, etc.
- Natural, positive, an approach that is not only an educational philosophy but to be embraced as a lifestyle that nurtures one's whole self - validation and allows children to discover and go in depth through process about the world around them. Children learn to respect/master materials in their environment and are allowed to create and explore in a nonrestrictive manner.
- Makes the teacher more actively involved in the children's interest.
- From my perspective, the values of the approach are: collaboration, organization, strong image of the child, environment as an educator, materials (use of materials to explain an idea/thought), parents as partners.
- Everyone benefits from the approach. The teacher, child and parent. It improves all aspects of the school.
- The approach is invaluable. The heart is to go deeper than a superficial surface and I'm grateful to be part of in-depth education.
- Two – no answer/One – NA

Question 8

Please describe yourself as a teacher. Do you view yourself differently since your work with then approach?

Findings

82% (14) see themselves differently as teachers since working with the approach
29% (5) do not view themselves differently as teachers since working with the approach (4 of the 5, did feel their teaching was enhanced by the approach)

Opportunities

More observant – 35%/6 responses

- More patience, understanding and respect for children; learned to slow down and observe – letting the child lead; I also think about analyzing observation, plan experiences; my mode has changed from teacher to learner and observer; More respectful and observant person; helped me understand...to see where each child's interest lies and help them follow through on that

Confidence and ideas – 24%/4 responses

- I am very confident in my skills in working with children; I have more ideas to work with children; I learn as children learn and feel happy watching them learn and grow; I implement more ideas in order to provide interest experiences for the children

Change as a teacher – 18%/3 responses

- Passionate about my work, hungry to learn more; responsible, reliable, willing to learn more; I always knew I could be this kind of teacher

More reflective – 6%/1 response

- I continually take into consideration relationships, the environment and my work

Working with parents – 6%/1 response

- More comfortable working with parents

Professional development – 6%/1 response

- Attending various workshops; lecture with Sandy on Reggio Emilia; expanded my reading of various handouts

Challenges – 12%/2 responses

- I feel mentally and physically tired
 - I find myself putting in a large amount of extra working hours.
 - I find the weekly team meetings stressful
-

Teachers' Comments

- I have so much more patience, understanding and respect for children and their capabilities. I enjoy their companionship and energy. I have also become a much more respectful and observant person.
- I'm passionate about my work, hungry to learn more. I view myself as an important figure in the lives of children and families. I continually take into consideration relationships, the environment and my work as a tool to help me develop as a teacher.
- Yes, still excited to learn more about the approach, however after many years of hard work I feel mentally and physically tired. I became a better teacher – feel more comfortable working with parents.
- I feel that I am different. I have more ideas to work with children since I work with the Reggio approach.
- Yes, I grow as I learn more about how to educate children. I learn as the children learn and feel happy watching them learn and grow.
- As a teacher, I have learned to slow down and observe-letting the child lead. I've also learned that in working with infants, body language and how you take time to talk to them respectfully and listen back intently, allows them to develop self-esteem and trust. That infants have a need and desire to discover new experiences. For infants these are first moments that won't come again.
- Yes - attend various workshops, lecture with Sandy on Reggio Emilia and expanded my reading of various handouts.
- I implement more ideas in order to provide interesting experiences for the children. I also think about analyzing the observation, plan experiences to meet the children's needs and interests and make the learning visible.
- Responsible, reliable, willing to learn.
- I find myself putting in a large amount of extra working hours. I find the weekly team meetings stressful.
- My mode has changed from being a teacher to a learner and observer.
- Now that I've had some success with taking pictures of the children and valuing their work through documentation, I will be able to be a better teacher wherever I teach. I always knew I could be this kind of teacher.
- As a teacher, I am very confident in my skills in working with children. I view myself as knowledgeable, and easy to work with. I don't really view myself too differently – other than I could stand an “Assertiveness 101 Course.”

- No - I view myself as an improved individual because I always work in a reflective mode. The approach suggests this kind of work, so therefore it supports my work but it hasn't changed me.
- I am very dedicated teacher who has always viewed each child as valuable and unique. The approach has helped me understand how important it is to see where each child's interest lies and help them follow through on that.
- I was actually already implementing some learning experiences while teaching that were similar to the approach—before Presidio implemented the approach—so the more I learned about the elements of the approach, the more excited and pleased I was because I feel it has true value and natural satisfaction for me and the children in my classroom. I could never go back to a "traditional" preschool (public school) teaching.
- No!

Question 9

How do you view your work at the Presidio site versus work that is being done at other sites in the SFUSD?

Findings

Varied differences – 41%/7 responses

- Much more meaningful and powerful – more purposeful activities
- By far the most consistent in curriculums – truly more about the children, and less, if any, about politics
- Our site is the unique quality school in the SFUSD
- Working with the children, parents and staff. The environment. Follow the children's interests
- I have more permission to document at the Presidio
- I have subbed at other sites and there is no comparison
- Much more demanding and time consuming – but children/parents appreciate and enjoy the creative work on display

More professional development – 12%/2 responses

- We have more meeting time...allows more ideas and collaboration; We have opportunity for professional development at team meetings, exchanges, presentations, etc.

Different, but is it better – 12%/2 responses

- I do my best to meet the goals of the site...I wonder do, children from Reggio do better than the children from another approach?; I know the work at the Presidio is different—but does that mean better?

Cannot answer—24%/4 responses

- Have not visited other schools in several years – cannot answer; I have very little contact with other sites – cannot answer (do not understand purpose of question); I do not know what is going on at other sites to compare; I have no comparison – cannot answer

No answer—6%/1 response

Teachers' comments

- I view our work as much more meaningful and powerful. There are more purposeful activities taking place that directly reflect the level of development in our children.
- I don't feel I can fairly answer this question because I have not visited or spent time in other sites in the SFUSD in several years.

- I did my best to meet the goals of each site. At Presidio, I work more hours outside my school time. But, I wonder, do children from the Reggio approach do better than the children from other approach.
- Our work here at Presidio has by far the most consistent in curriculum. It truly has been all about the children and less, if any, about politics.
- I feel our site is the unique quality school in the SFUSD.
- We have more meeting time to discuss how we can better educate children. More meeting time allows more ideas and collaboration.
- Working with the children in the Presidio and parents and staff. The environment. Follow the children's interest.
- I have no comparison to base an opinion of what is or is not being done at other sites.
- Presidio site has Reggio Emilia approach, so we have opportunity for professional development at team meetings, exchanges, presentations, etc.
- I've subbed at other sites and there is *no comparison*. Presidio is/has the highest level of quality education, respect and positive growth for all who are part of the Presidio School community. It is the support of Sandy and Susan that we are able to participate in our evolving growth in the approach and school community.
- Much more demanding and time consuming. But children and parents appreciate and enjoy their creative work on display.
- I have very little contact with other sites. I don't understand the purpose of this question.
- I don't know what's going on in other sites to compare.
- The same.
- At Presidio, I have more permission to document. At other sites, it's still new and less accepted.
- Two responses – no answer

Question 11

How do you approach transitions for children coming in and transitioning out of your classroom?

Findings

Transitions into a class

Welcome packs/letters/documentation – 29%/5 responses

- Parents receive a welcome pack; letter for the parents; discuss schedules, preferences and concerns with parents; provide documentation or a photo for them; older children make a book about their room for new children.

Visiting new classroom – 29%/5 responses

- Parents visit a few hours a day, until they feel their child is fully acclimated (infant room); Families tour the classroom prior to the transition in; Welcome first!!!Be patient second!!!; Families tour classroom; Children visit classroom and talk with staff (afterschool)

Make children feel welcome – 12%/2 responses

- Children receive a warm welcome when they come into the classroom, Confer with their teachers, think carefully about their abilities and personalities.

Transitions out of a class

Parties/portfolios – 12%/2 responses

- Portfolios are put together and presented to the family; Organize a going away party or a huge graduation

Visiting new classroom – 18%/3 responses

- Children visit their new classroom; children are told they can come visit their old classroom whenever they like; Taking children to meet their new teachers; helping children understand they will always be a part of the room they are leaving; children visit class for two weeks to help them feel comfortable in their new environment

In general – 18%/3 responses

- Good communication; talking to children & parents
- Handled with a good deal of sensitivity; Individualized to each child's personality; handled on a one by one basis; gradual not sudden
- Transitions are difficult for both child and teacher, but with the support of both classrooms, could be a positive and rewarding experience

No answer – 12%/2 responses

Teachers' Comments

- Transitions styles are tapered to each individual style. Some children need more time while others need less. You must be sensitive to a child's personality.
- Transitions In – Parents are given a welcome packet stating some of our work in the classroom and asking them to share a connection to the room. Families schedule a day to tour the classroom and get a brief rundown of the key points about the areas. Portfolios are purposefully put together and presented to the family. Participate/organize a going away party. Otherwise we have a huge graduation.
- Transitions are handled by a one-on-one basis with the primary caregiver (potential) and the incoming families. Schedules are discussed, preferences and concerns are also discussed and a plan is set forth.
- To give children warm welcome when they are coming in and bring them to visit other classroom when they leave.
- First, the children must feel safe, secure and nurtured before being able to ease into the transitioning phase. And when they are transitioning out, we let them know that we are always there if they need us and welcome their visiting us back even though they are grown up and in another new room.
- As new infants come into our room, we work closely with the parents. The parents visit with the child a few hours everyday for a week or two or as long as it takes to fully transition the child into the room to make it as easy as possible for the child. We take them for daily visits twice a day for about 2 weeks until us and the parents feel they are fully acclimated.
- Talking to children. Talking to parents. Taking the children to meet their new teachers for a while. Have the parents meet the teachers. Have a letter for the new parent.
- Transitions need to be taken seriously and with a lot of sensitivity. I feel good communication with parents and other teachers is key to helping transitions go smoothly.
- Welcome first!!! Be patient second!!! Do everything for children - they need. Be friendly with them. Provide a documentation or photo for them.
- We are one big family/tell children leaving my classroom, they will all still be part of our Room and family as this is how teachers, children and parents name as one identity. I try and involve the children to aid in smooth transitions (ex., older children made a book for newly enrolled children, "What We Want to Tell you About Room 7," with drawings, writing, explaining what was important to them.

- With planning and patience.
- We have a system in place. 1. Children visit for two weeks. 2. As soon as they seem comfortable, we set up a meeting with the parents and a start date. 3. Many other procedures and interactions are promoted for children to understand the environment, feel confident and comfortable with new classroom and people (friends and staff).
- Transitions are difficult for both the child and teacher. It is a delicate situation, but with the support from both classrooms, it could be a very positive and rewarding experience.
- The children from kindergarten come and visit/and or interview the staff and peers. The children from 1st grade ask questions of their peers.
- I think carefully about their abilities and personalities. I confer with their teachers. I also talk to them about their new classroom and have a visiting schedule of a few children at a time. We do everything we know to provide a gradual, not sudden, transition. Also unique, I think, is that we know the children from meeting them in the play and visiting classrooms and having brothers and sisters in the other rooms!

Question 12

How have you involved parents over the past year?

Findings

- Parent meetings – 47% (8 responses)
 - Daily communication (drop off and pick up times/everyday communication/ Notes & letters & mailbox) – 47% (8 responses)
 - Parents spending time in classrooms – 47% (8 responses)
 - Celebrations (e.g. parent appreciation breakfast, bbq, etc.) – 41% (7 responses)
 - Field trips – 24% (4 responses)
 - Welcoming them in the classroom through family stories – 18% (3 responses)
 - Parent clean up day 12% (2 responses)
 - No answer – 6% (1 response)
-

Teachers' Comments

- Parent Appreciation breakfast/Large Parent Meetings/Summer field trips/baking projects.
- Getting to know their names and conversing with them during drop off/pick up. Welcoming them into the classroom through family stories. Utilizing their expertise to lend support to classroom (newsletters/photos/cooking) and making sure to acknowledge their support. Adding their names to the mailboxes.
- Parent meetings, letters to send home, create opportunity for parents either contribute time in the classroom or donate materials.
- Through parents meetings, work through the portfolios, and in person during drop offs and pickup.
- To communicate with parents. Try to get to know parent's name.
- We have frequent parent meetings, parents helping clean-up day, and always keeping them involved in the documentation process. Inform about changes in the environment, and what new is going on in our classroom. When parents are involved, we are collaborating and building a strong community.
- We have 2 parent meetings a year. Each member of the staff makes a brief presentation of experiences of their child. We invite them to spend time in the classroom at the beginning or end of the day. We encourage them to bring in food for snacktime. We ask them for family histories and photos of family activities for their child's portfolio. We share the portfolio with them throughout the day.

- Parent meetings. Parent clean-up month. Field Trips. Graduation. Potluck.
- I have involved parents over the last year by keeping the lines of communication very open and honest. And by asking for their help and input whenever possible.
- I join the parents meeting and presentation for them. Talk to them. How the children are playing and learning in the school.
- Welcome them to spend time in classroom. Asked parents to participate in certain projects in classroom. Asked parents to contribute to daily experiences by personal involvement/parents write notes in child's mailbox/look at documentation. Parent meetings held by teachers in classroom, go in depth in allowing parents to see what their child-does/is-part-of in school.
- Always available when they need you and be in constant communication.
- Breakfast time with Parents. Field trip/celebrations. Everyday conversations. Parent's meetings/conferences.
- Day-to-day communication, sharing with parents what goes on during the course of their child's day.
- Include in summer BBQ, invite to meetings, encourage class visits. include in room environment changes, wish list and donations.
- I've made personal friendships with some families. We've had family picnics and outings. Also, when I take special time for homework help, tutoring or art activities with a student, the child tells the parent or the parent notices. I can tell by what a parent says to me, or how the parent's expression is, that they don't miss much.

Question 13

How do you think parents view their involvement with their child's education as a result of the Reggio pilot?

Findings

The response to this question is varied.

Work/voice visible – 18%/3 responses

- Parents like to see the changes in environment and documentation; Parents see how the teachers work to make their child's work/voice visible; Parents are available to see their child's development and activities through documentation, panels and daily journal

Parents appreciate the connection – 18%/3 responses

- Parents appreciate the connection between home & school
- Parents view their role in their children's education very profoundly
- Parents tell us when they're pleased and bring up their concerns as well. The program makes them proud of their children

Parent's in the classroom – 12%/2 responses

- Parents willing to come in for general exploration & special projects

Dependent on teacher's reaching out – 6%/1 response

- Depends on how the teachers reach out to the parents – parents will understand that their input & reaction are valued by the teachers & children

Parents do not understand their role – 6%/1 response

- Parents do not understand because they have not been involved in a systematic way

Some parents only interested in their child – 6%/1 response

- Some parents see their child as the only child in the school

- Good – 6%/1 response

- No Answer – 12%/2 responses

Teachers' Comments

- Parents are so willing to come and volunteer in the classroom for general exploration and also special projects.

- Depends on how the teachers reach out and connect to the parents. If our work is presented, shared and discussed with the parents, I believe the ball gets placed in their court. The parents are shown that their input and reaction is valued by teachers and children.
- Parents appreciate the connection between home and school.
- Some parents are more excited about being involved, sometimes more than others, however, I do feel that it is because of the pilot that they do get involved when they do.
- They appreciate our work with their children. They always said thank you for our hard working with their children in Reggio approach.
- Good.
- I think parents view their role in their children's education very profoundly. I think the Reggio Pilot has opened the door for parents to be more incremental part of the "Team" that raises and nurtures the child.
- The parents love to see the environment change. They're also enjoying the documentation. I think Reggio pilot is a bridge with school and parents.
- Parents see how much work teachers do to make their child's work/voice visible. They see how their involvement can enrich the experience. Parents see how many ways teachers try to make connections than other sites. Parents see the true value of participation as a member of the school community.
- Parents are available to follow the child's development and activities by documentation, panels and daily journal.
- I don't think they understand, because they have not been involved in a systematic way.
- I think the parents are very pleased with what goes on and are willing to get involved in any way possible.
- Some parents feel that their child is the only child in the school and that you must focus only on their child and forget all the others.
- I believe parents can talk to us about anything that comes up in family life. Parents tell us when they're pleased and bring up their concerns as well. The program makes them proud of their children. We often document the parent's reaction with quotes and photos.
- Some parents are so busy that they do not have the time to even read what is going on, but that is what I see.
- No answer/1 response

Question 14

How do you feel Reggio supports children for future learning?

Findings

Opportunities

Self-directed & creative -- 41%/7 responses

- Children become comfortable, competent, expressive beings ... understand very early on that their voice matters; more open, creative; more willing to take a risk to investigate; shown they are capable, creative intelligent children; helps children become comfortable making choices for themselves; self-directed, open-ended, flexible and varied; allows children to learn about respect, acceptance of oneself and others, validation; creative and expand their horizons; the balance between boundary setting and actualization of inner creativity enables the children to learn in both future school and life

Foundation for learning – 23%/4 responses

- Provides an excellent base for learning through exploration; better foundation for future learning; solid foundation; a solid base – 4 responses

Self-esteem – 12%/2 response

- Builds self-esteem; more confident of success; enhances their self-esteem; provide the child with success

Supports their fullest potential – 12%/2 responses

- Allows children to go in depth in ideas, thoughts; supports children to develop their fullest potential in collaboration with others.

Good materials – 6%/1 response

- Provides environment, equipment, materials that are fun to play with
- Good. – 1 response

Challenge

What is the benefit in a traditional classroom – 6%/1 response

- Do not see how this approach would help them when they go to kindergarten or elementary school since the teachers are the ones directing the lessons – 1 response

No answer – 6%/1 response

Teachers' Comments

- The Reggio approach helps children form an excellent base for learning through exploration. This is a wonderful foundation because it builds self-esteem.
- By grounding them in relationships and daily experiences that connects who the children are. The children become comfortable, competent, expressive beings that will continue to develop by understanding very early on that their ideas and their voices matters.
- Be more open, more creative, more willing to take risk to investigate.
- I feel that Reggio provides a better foundation to support future learning.
- Children are confident of success in their future learning.
- Reggio builds the solid foundation for the children to succeed in future learning. We try to maximize their learning experiences here at the Presidio.
- It enhances their self-esteem. They have been shown that they are capable, creative, intelligent children.
- Good.
- It helps the children to feel comfortable making choices for themselves. It allows children to go deep into topic areas and follow through with personal ideas and intentions.
- Reggio provide environment, equipment, materials that are fun to play with. Provide the child with success. Multi sensory process-oriented, self directed, open-ended, flexible and varied.
- Allows children to analyze, go in depth in ideas, thoughts. A solid base in which to develop different perspectives as children grow older. Allows children to learn about respect, acceptance of oneself and others, validation.
- I have *no studies comparing* the outcomes of Reggio approach versus other early childhood methods!
- You mean the philosophical approach? The Reggio Emilia approach supports children: to develop to their fullest potential and in collaboration with others.
- Reggio enables the children to be creative and expand their horizons.
- The Reggio approach supports pre-k's verbal skills and develops different ways of thinking compared to the old ways of learning, such as dittos. Reggio is more hands-on learning.

- I feel that hands-on experience, a fine balance between boundary setting and actualization of inner creativity enables our Presidio-Reggio children to learn in both future school setting and in life. There are at least 7 -8 kinds of intelligence and our school works to recognize all of them. Musical, kinesthetic, visual, aural, oral, and more.
- I hope that they would be more inquisitive. I do not see how this approach would help them when they go to kindergarten or elementary school since the teachers there are the ones directing the lessons.

Question 15

What would you say to the superintendent or the school board about the Reggio approach?

Findings

Responses too varied to categorize.

Teachers' Comments

- The Reggio approach is a wonderfully rich teaching style that embodies the whole child in its techniques for education. Children, teachers and parents working as one.
- Children are learning about concepts through explorations. We are teaching children to think and develop and share theories of their own as a learning process. It gives children an outlet for creativity and developing skills and confidence in themselves.
- That if explored by teachers who really are open and willing, the approach will change the way people view teaching and their way of working with children.
- I would say that she and her colleagues should be more open to what Reggio could offer other communities and families.
- That all child development centers should adapt the Reggio approach. It will help enrich their programs.
- That I think the Reggio is a very good learning approach and that children that have it in their classroom learn a lot.
- It depends on the topic of discussion - this is such a broad question. There are many ways I could say in terms of curriculum, parent involvement, and environment. In general, I would say the approach (as a definition) that supports the development of children in a very respectful way. The approach values collaboration among educators, parents and between educators and parents.
- I would advise the superintendent to come here and to see for herself what a great and successful site we have become by adopting the Reggio approach. She has to see for herself how the approach is benefiting the children, the teachers, and parents.
- I would let the approach speak for itself. If a school board member or Arlene Ackerman visited our center, they could not help but discover the project-based

approach because photograph, quotes and printed explanations are actually visible. We are proud of communication, what we do.

- Please visit a school that practices this high level education and take time to see the value of the key elements in the Reggio approach so that other SFUSD schools can implement the approach. Not only child development centers, but elementary school as well - to continue the approach beyond preschool education.
- I would say Reggio approach is great project. It will help us to improve job skills, and professional development.
- I will put my child in this school, however, Reggio approach is not for every teacher, or every child, or every family.
- It's very demanding of the teacher's time, which at present goes unacknowledged.

No answer – 24%/4 responses

Question 1

Why did you choose the Presidio site for your child(ren)?

Close proximity to work or home – 36%/12 responses

- I work at the Presidio (Mom) – Rm 5
- My husband works for the trust and we needed a great child care situation. – Rm 4
- I work at the Presidio. I want my child to be at a school where I feel that she is getting a quality education. – Rm 7
- Availability of childcare and I work for C.D.P. -- Rm 4
- We live close by, my husband works across the street. We love the site surrounded by trees and we like the rooms because they have tons of material for my child-- everything is neat. – Rm 1
- It was affordable and it was close to home. – Rm 7
- Location, diversity – Rm 12
- Presidio location. Age-specific rooms with variety of competent, caring teachers. Variety of activities, play and art spaces. Value – we pay full rate. – Rm 5
- Close to home. Open late – I pick my child up between 6pm and 6:30pm. – Rm 8
- Proximity to our home; bus going from their school to Presidio but when we heard they used the Reggio Emilia approach, we were very happy. – Rm 12 + 9
- Close to work and park environment – Rm 4
- We live and work in the Presidio. We liked what others said about it. – Rm 5

High quality school/good reputation – 21%/7 responses

- I heard it is difficult to get into Presidio, so a popular school means high quality to me. -- Rm 8
- Location, cost, philosophy, hours (not necessarily in that order) Rm 5
- Prestigious in every way. Well-qualified staff. – Rm 10
- After researching numerous alternatives, we sought admission to the Presidio CDC based on its stellar reputation. – Rm 4
- My friend who has her children at Presidio told me that Presidio is one of the best for childcare. – Rm 10
- My mother-in-law is a retired SFUSD Principal. She knew of the CDC programs. She talked to some of her friends and they all felt Presidio had the best program. – Rm 7
- I hear the Presidio is the best child development center in San Francisco. As a matter of fact, the school is really the best – Rm 9

Affiliation with child's day school – 6%/2 responses

- Initially, the Presidio site was chosen for me. This site was the only location nearby my child's day school. Thereafter, I became satisfied with this selection. – Rm 12
- Affiliation with elementary school, bus service, hours of operation, great staff and beautiful facility. I was so impressed with the projects and writings displayed and the classrooms were inviting and exciting. – Rm 12

Provides care for kids with special needs – 9%/3 responses

- After he had an assessment at School district, they decided to send him to the Presidio. – Rm 8
- It was the only pre-k special education program that included special education children along with their typically developing peers. – Rm 8
- Inclusion program – Rm 5
- Assigned by the school district – Rm 10

Various – 6%/2 responses

- Proximity, quality of outdoor environment, caring staff, multicultural environment, educated staff. – Rm 4
- Large outdoor environment, reputation of toddler program, integration of special education population. – Rm 12

Reggio Emilia approach – 3%/1 response

- I liked an alternative schooling approach. Was originally interested in Waldorf and did look at Montessori. – Rm 7

Accepts kids under 3 years – 3%/1 response

- It was the only school in the district that accepted children under 3 years and had a great reputation. – Rm 5

Referral – 3%/1 response

- Friend referral – Rm 9

No answer – 9%/3 responses

Question 2

What do you hope your child gains from his/her experience at school?

Findings

The top four answers:

- Social Skills/socialization/make friends – 19 responses/57%
 - Preparation for school – 11 responses/33%
 - Self-confidence/Self-esteem – 5 responses/15%
 - Fun – 3 responses/9%
-

Parent's Responses

- Everything. First of all, I expect he is in safe hands. Also, I want him to develop good skills for the future. I want him to have fun while he learns about the world. I expect he learns good relations with friends and teachers and also, I want him to learn values. – Rm 1
- Socialization, develop skills in all areas, prepare for school success – Rm 4
- Become a smart, stronger, confident (w/good self-esteem) human being. – Rm 4
- A passion for learning. – Rm 4
- Good safe care and variety of learning opportunities as well as socialization. – Rm 4
- Toddler – more experience holding crayons, pens, markers, pencils, more line drawing, art. After school – help with homework, art, music appreciation, sports. – Rm 4 (two children at center – toddler & after school)
- Socialization, early development skills, practice proper behavior in groups and in classroom. That he is happy and encouraged. – Rm 5
- Better social skills and an early interest in education in order to be better prepared for school. – Rm 5
- Knowledge, academic, artistic expression through all forms of art-dance, painting, music. Social skills/interaction (she's an only child) responsibility. Respect for herself and others. – Rm 5
- Safe exploration and learning, social development. – Rm 5
- Overall development. Be more independent. – Rm 5

- Stimulating environment and structure for learning. – Rm 5
- I want my child to develop self-confidence in her activities and be able to take the increasing pressures of life. – Rm 7
- Fun and sense of self esteem – Rm 7
- Knowledge and social skills. We want him to be able to explore the outdoors in the Presidio. We want him to be intellectually prepared for any 1st grade. – Rm 7
- I want her to develop social skills as well as prepare for kindergarten. – Rm 7
- My wish is for my daughter is that she be in an environment that is caring and that will support her need to learn, grow, make friends or discover. A program that is more child-focused than schedule focused. – Rm 7
- I just love the school environment and the philosophy as well. I hope my son learns a lot about life and improves his academic's skills. – Rm 8
- Discipline, education, developed social skill. – Rm 8
- We hope that Liam can speak more and has self-confidence with lots of friends. – Rm 8
- Interpersonal skills, school dynamics – Rm 8
- That he learns to play well with other children and that he learns to be able to focus on talks amongst all the noise and activity around him. – Rm 8
- Self confidence, happy to join all the activities and group spirit – Rm 9
- Sense of community, support, encouragement of individuality, maybe help with homework if appropriate, encouragement to read and learn. – Rm 9
- I hope my child will learn survival skills, making friends and basic learning skills. – Rm 9
- High social skills for the workplace. – Rm 10
- I will be happy if my daughter is continuing as good as now. – Rm 10
- I hope my child will learn manners and study hard – Rm 10
- Knowledge, interest, and daily experiences with positive teachers to redirect young behavior. – Rm 12

- That the world is an interesting place and that learning is a fun process. Rm -- 12 + 9 (two children at site)
- Social skills (negotiation, turn taking, etc.) Enrichment to elementary education curriculum. – Rm 12
- A lifetime love of learning and excellent social skills, communication skills. – Rm 12
- No answer – Rm 12

Question 3

What values do you see reflected at the Presidio site?

Findings

Children are respected/Child-centered – 33%/11 responses

- Promoting children's interest – helping them to learn through creativity and personal interest. – Rm 7
- Caring, respect, nurturing, individuality, socialization. – Rm 7
- Children are treated with respect and as individuals. – Rm 7
- Respect for each child. Attentiveness to their daily experience. – Rm 5
- Child directed and centered. . . . Respecting the child as an individual and teaching through art projects. – Rm 8
- It is very child centered. The teachers model respectful behavior to the students and teach creatively. The children appear happy and engaged. It's a wonderful school. – Rms 12 + 9
- The most important - respect to each other. – Rm 10
- The school emphasizes in students' creativity, respect and getting along with other people – Rm 9
- Respect, reasoning, be curious. – Rm 12
- Encouragement, independence, affection and love for the outdoors. – Rm 5
- Parent-teacher communication, documentation of children's work. – Rm 12

Community – 24%/8 responses

- Group skills and communication between children. – Rm 8
- Community of families working together to give the best relationships, education and respect towards one another while having fun. – Rm 4
- Diversity, community, creativity. – Rm 7
- Family values are very important. Keeping the parents very involved in the children's daily routine and progress. – Rm 5
- Importance of family, parental involvement, security for the children, value of reading. – Rm 9
- The Presidio feels like a family environment, like we are all one big family, caring together for the well being of our children. – Rm 9
- Cooperation and respect. – Rm 10
- They do emphasize home and family values but the teaching methods are still very authoritative from my observations. The class size would need to be smaller to achieve these values. – Rm 8

Environment – 12%/4 responses

- It is pleasant environment – Rm 8
- Honor natural environment, respect and value of diversity. The children are shown warmth and affection. – Rm 5
- The Presidio offers a nurturing and positive environment. Explore to nature, trees, plants, libraries, social events, culture. – Rm 12
- Safe and clean environment. Creativity. Friendship. Harmony. – Rm 1

Skilled, caring staff – 12%/4 responses

- We think that Presidio is very nice school and teachers have skills and great programs. – Rm 8
- Genuine warmth and caring. Teachers deserve to give our kids the best. – Rm 7
- All the teachers and workers are very polite and caring – Rm 10
- Thoughtfulness.—Rm 4

General – 6%/2 responses

- Consistently those of the highest level. – Rm 4
- Values are okay – Rm 9

No answer – 12%/4 responses

Question 4

When your child(ren) transitioned into the school or from one room to another (e.g., infant to toddler or toddler to preschool) what has the experiences been for you and your child(ren)?

Challenging Transition

Room 4

- The experience is a little tough only because my child attends Presidio 2 days a week, so I think it has taken longer than it would if he was full time. – Rm 4

Room 5

- Toddler to preschool transition has been difficult. Decreased supervision and increased child/teacher ratio has been a noticeable change. My child has had an increase of hostile behavior. – Rm 5
- We had a hard time when my oldest started. She was two years old and cried to the point of making herself vomit. It was her first time in day care and it took her a month to get used to it. Transitioning to an older room when she was 3 was very easy. The teachers were very patient. – Rm 5
- The transitions have always been planned and carefully executed over a period of time so my daughter eased into the new environment. Her recent transition into preschool was more traumatic. I feel there are some things that needed to be ironed out there. She is doing fine now. – Rm 5
- Our child's transition from room 4 to room 5 can only be described as rocky. Insufficient notice to us or planning/welcoming by room 5. The toddler-to-preschool transition is and should be understood by the staff to be a tough one, given the huge reduction in the teacher/child ratio and the tremendous age range (3 – nearly 6) in the room. It's been very tough, far more than room 1 to 4. – Rm 5

Room 8

- Beginning was hard for us and Liam because this was the first time for him without his parents around. – Rm 8
- My daughter just transitioned into school from the other school. She used to bring some paperwork home, which she finished at school now she doesn't bring any. I'm concerned what she is learning, because she usually says she doesn't remember what she learns. I was told what this pilot program teaches is purpose. When can I tell the difference? – Rm 8
- I was very confused when we first started because there was no school or classroom tour and orientation was one month after we started and we had already figured things out for ourselves. – Rm 8
- My son is in the same room, but the teachers are different, as is the layout of the room and the daily routine. Those sort of changes are very hard on high-functioning autistic child like my son. – Rm 8

Room 9

- Too short of notice. Only one day, not enough time to prepare – Rm 9

Positive transition

Room 4

- Good experience infant, toddler, preschool, kindergarten but **1st grade to 2nd grade transition needs more thought.** – Rm 4
- It was good, although each room is different. In our second room exact caretaker is not established-it is more shared caretaking. – Rm 4

Room 5

- Very smooth. We were happy with the transition. – Rm 5

Room 7

- Extremely positive, exciting, my child loves the change and the idea of being a big and bigger girl. – Rm 7
- It's been mostly easy and positive. He gets along well with new people and was quickly captivated. – Rm 7
- Very positive. Before Presidio, the children (2) were languishing in a home daycare. Their parents were fighting (police were called numerous times and CPS removed the children and placed them with us (maternal grandparents). They did not know how to play with toys, each other, or other children. They were angry and the older child would resort to biting when frustrated. Once enrolled at Presidio, it only took 2 –3 months to see very positive and discernable differences in their behavior. – Rm 7
- She continues to be assertive but she is also more curious about her surroundings. – Rm 7

Room 9

- Opportunity for new friends, realization that he is growing and maturing, though sad to leave the comfort and familiarity of 2 years in the same (preschool) classroom teachers. – Rm 9
- Since my child went into Room 9, big improvement in language, drawing and spelling. – Rm 9
- It was hard at first socially. One teacher in particular worked hard to have our child build social confidence. We really appreciated that. It all worked out. 12 + 9

Room 10

- It was exciting for the children themselves to upgrade to new teachers and friends. – Rm 10
- Everything is great. Since my daughters attending Presidio, they are doing great at school. – Rm 10

Room 12

- I have been totally involved with the transition placement start to finish. Applying readiness, reinforcement at home daily. When the change was implemented, my child was ready and eager. – Rm 12

- It was a good experience because they took her to visit before she was actually enrolled in the next class. – Rm 12
- Very positive. A lot of thinking and planning prior to and during transitions. Many opportunities to visit new classes with other classmates to provide peer support. – Rm 12
- Very welcoming – Rm 12

No transition

Room 1

He hasn't transferred to other room yet. – Rm 1

Neutral response

Room 8

I guess it is a good experience for us. – Rm 8

No Answer/Not Applicable

No answer –6%/1 response/6% – Rm 4

Not applicable – 9%/3 responses -- Rm 7, Rm 4 and Rm 5

Question 5

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

Findings

Physical changes – 24%/8 responses

- Cleaner, thoughtful, pretty. – Rm 4
- New plants and outdoor furniture were added. However, repairs that are more essential have not been taken care of. – Rm 4
- Continuing to organize and refine “play” areas. Additions to materials. – Rm 7
- Very clean and orderly – Rm 9
- Lots of remodeling and pictures of site. – Rm 10
- Loss of furniture movement, lack of colored wall though some appropriate outdoor materials for a garden and landscape. – Rm 12
- Well lit, bright. – Rm 12
- Appreciate the continuing influence of the Reggio approach – organization of spaces, documenting the children’s days. Room 5 got fresh paint, we’ve noticed the new laptop at the entry and book detailing goings on throughout the school. – Rm 5

Documentation – 21%/7 responses

- A lot more displays about activities, philosophy and things done by the kids. I love when they place on tables at the entrance of the rooms, the art made by the kids. It also helps you to understand what he is going to do. – Rm 1
- In the past year, I’ve seen the children’s books (binders) grow from the baby room all the way to the pre-school and school age. Their experiences all documented to share with families. -- Rm 4
- In the classroom, more sophisticated and elaborate documentation. Better tools and equipment. – Rm 4
- The digital cameras and color printers have greatly contributed to an understanding of children’s day. – Rm 5
- More documentation of student’s progress and activities inside and outside of classrooms. – Rm 5
- A lot of pictures and documentation for all ages hung around the entire school. It is nice to see all ages and their progress as I walk to my childrens’ rooms. – Rm 5
- Many classrooms have been, making their work visible outside in the hallways. It’s nice to see what everyone is doing. – Rm 7

Changes in children/staff – 12%/4 responses

- There was tremendous turnover in my daughter’s class as many of her classmates moved onto kindergarten. – Rm 7
- Some teachers have changed. – Rm 8
- The afternoon teacher retired after our first month there so we got a new teacher and the transition went very smoothly. – Rm 8

- New special ed teacher, new classroom teacher, new class set-up and system. Seems a bit more rigid than it was last year. Lovely tree stumps in the playground now – the kids love them. – Rm 8

Curriculum – 6%/1 response

- In each class, they are doing a circle reading and this helps a lot so the children be more confident and sociable and learn the importance of reading. – Rm 10

General – 6%/1 response

- Very good – Rm 9

No response/No Answer – 33%/11 responses

Question 6

Please make observations about your children as related to their school experience in the past year.

Findings

Social skills – 24%/8 responses

- More verbal skills, interactive with children in a way that is not mean or offensive, caring and loving towards others. Learning about textures, materials in life experiences. – Rm 7
- My 4-year-old's ability to overcome her shyness is great. She knows teachers and kids from all classrooms and her social skills have tremendously improved. She is open to trying new things that we would never be able to do at home, such as painting on an easel or working in an art studio. – Rm 12
- Made more friends in the classroom.—Rm 4
- Some observation in the past showed growth of their temperament. Responsibility for cleaning up or respecting another toy or project. – Rm 8
- He starts to talk more and is a little more independent. – Rm 5
- Simply, he is very happy to go to school every day. He loves his teachers, he enjoys the environment, he likes the toys. – Rm 7
- My children enjoy their friendships and their relationships with their teacher's very much (social emotional, very good and very important to me, the parent). – Rm 12 + 9
- She has grown socially, as well as intellectually. – Rm 12

Great developmental growth – 15%/5 responses

- Well behind their peers in social, artistic and learning activities. When enrolled, they have become equal or greater in all areas. – Rm 1
- Preschool – significant growth in all areas of development, much of it partially due to excellence of room 5 staff. School age – nothing – the experience was mediocre and my child complained about going. – Rm 10
- As I mention, before my two daughters are doing great at school and I think that Presidio has been helping a lot for that. – Rm 12
- My child likes the school and all of the teachers. With the help of the teachers, he went from frequent bench boy to becoming a “make the principal proud” good student.
- I cannot say enough about how this school/program has contributed to his growth. – Rm ?

Children enjoy school – 9%/3 responses

- My child enjoys school most of the time. -- Rm 5
- My child has said that school/daycare is fun. They look forward to attending and I'm impressed with the learning/knowledge he is picking up. – Rm 5
- Likes the school and the after school activity – Rm 9

Self-directed – 6%/2 responses

- My daughter loves trying new things, especially when it is art related. She loves being able to make choices and feel independent. – Rm 5
- My daughter has blossomed academically and artistically. She is much more aware of her surroundings and is processing all the new information at a much more accelerated rate and capacity. She is a very happy child there. – Rm 9

Self-esteem – 6%/1 response

- Being the oldest in his class several months before his graduation to “kindergarten” was good for his self-esteem and leadership potential. Now the after school program is an extension of the learning he’s doing in school and a peaceful place. – Rm 7

Vocal – 6%/1 response

- She is more vocal, expresses herself vocally. – Rm ?

Difficult transition – 6%/1 response

- Our daughter transitioned to Room 5 in February. It took many months for her to get comfortable there and she was uncharacteristically quiet and withdrawn there (but not outside school). She still seems over extended often by her day, especially when they don’t nap. -- Rm 7

Smaller classes would be better – 6%/1 response

- My son loves it, but there are too many children in each classroom. Smaller classes sizes would be better. – Rm 4

Great teaching staff – 6%/1 response

- Infant/Toddler class (2-3 years of Room 4) has exceptional documentation of children’s activities and reflections. There were pieces with my child who has been there barely 3 months. Teachers are nurturing and share observations with me. – Rm 7

Neutral – 6%/1 response

- Normal. – Rm 12

No response – 18%/6 responses

Question 7

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

Competency/knowledge/techniques – 15%/5 responses

- More knowledgeable – Rm 12
- The younger staff has come a long way. Many teachers seem more relaxed and competent. Staff changes have been positive. – Rm 7
- Based on overheard conversations, I've observed a deeper commitment to the program and a striving for excellence. -- Rm 4
- Thoughtful, more articulate. – Rm 4
- The teachers are always brushing up on the latest techniques on early childhood education. It's important to see teachers catch up because children's demands are different from 10 years ago.—Rm 4

Planning – 9%/3 responses

- Creative planning – Rm 5
- More organized. – Rm 5
- More activity and more anticipation – Rm 9

Staff turnover/changes – 9%/3 responses

- Quite a bit of turnover in Room 5 – Rm 5
- As I said before, the special education teacher and the main room teacher are not the same ones as last year. – Rm 8
- In our second room and first room, I have noticed that several substitutes have been needed as the ratio of child to teacher is not always observed. – Rm 4

No changes – 9%/3 responses

- Normal. – Rm 10
- I haven't noticed changes in the teachers. – Rm 1
- The staff has remained the same and my daughter adores all of them. – Rm 7

Documentation – 6%/2 responses

- The teachers seem to work very hard in the toddler rooms in taking photos and documenting the children's activities and experiences. – Rm 7
- The teachers had always been helpful and attentive to my needs as a parent. Since the increase in pictures and documentation, they have so much more to tell me about my daughters day when I ask. – Rm 5

Very good – 6%/2 responses

- All the teachers are very good. – Rm 9
- Very good – Rm 10

Too negative – 3%/1 response

- I've noticed some teachers unload too much information regarding the child's negative experience as soon as the parent arrives. – Rm 12

Concern for job security—3%/1 response

- None, other than some concern for job security and general budget cuts. – Rm 9

No answer/N/A – 39%/13 responses

Question 8

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

Findings

Appreciate the staff—15%/5 responses

- Good help with kitchen and janitor – they seem very involved. – Rm 4
- Change, no. We truly appreciate the support staff who seem to know each child by name and are always so warm. Kitchen staff. – Rm 5
- Everyone has been welcoming, considerate and nice! – Rm 12
- Good – Rm 10
- Other teachers work in rooms beside their own so children really get to know all the teachers, not just the ones in their room. – Rm 5

No – 15%/5 responses

- No -- Rm 9, 1, 12, 10 – Four response
- Normal, maybe more concerned. – Rm 10

Could improve in these areas – 9%/3 responses

- Spend time recording – at times I think more intervention is necessary. – Rm 5
- The front desk has revolving receptionists and in general entrance is not monitored in any way. – Rm 4
- Profession of teaching young children of any age is a remarkable task for one to take on. I personally believe a survey regarding staff behavior or opinion of a certain behavior is not fair to staff. – Rm 12

Continuous improvement – 6%/2 responses

- Better trained. – Rm 5
- I constantly see new ideas to change, to improve, and better approaches with children -- Rm 4

High turnover/reshuffling of staff – 6%/2 responses

- Just seems to be a high turnover rate. Many different people, many teachers leaving. – Rm 8
- Last year was hard on the staff because of Budget Cuts and general reshuffling, but things seemed to have gelled nicely. – Rm 7

Limited exposure – 3%/1 response

- Difficult to say because of limited exposure but they are all wonderful – Rm 4

Miss Roz – 3%/1 response

- We all miss the secretary, Roz, at the front desk. We know she is battling medical issues but we miss her terribly. – Rm 7

No answer/NA – 39%/13 responses

Question 9

What would you say to the superintendent of schools, a school board member or other parents about your experience at the Presidio site?

Findings

Very good/pleased/wonderful/incredible – 48%/16 responses

- So far very good. – Rm 8
- We've only been here two months, (Aug 22, 2004) but we have been pleased. – Rm 8
- Putting two children through child care at the Presidio has been a great memory of ease on how our family has been able to function without stress of child care concerns, needs. With wonderful teachers and experiences. – Rm 4
- Wonderful, wonderful. I wouldn't change anything. – Rm 12
- A positive experience. – Rm 4
- *There needs to be a re-vamp of the menus and food selection for all meals.* Sandy is tireless and does an incredible job. – Rm 5
- It is one of the richest environments for children that in many aspects is immeasurable to other schools. It involves educating the whole child and not just parts. – Rm 7
- It's a wonderful program and the staff is great. I never worry about my kids or their development. Both my children are so happy going to school each morning. – Rm 5
- The Presidio site program gives to children what every child deserves-the best! Push for funding pre-school. – Rm 5
- Nothing but positive. – Rm 7
- Very good! – Rm 4
- I feel very lucky that our children are able to attend Presidio and I hope they continue doing what they're doing. It really seems to be working well. – Rms 12 +9
- That it is a great opportunity to be in a place like the Presidio. – Rm 10
- I am very pleased with our experience and recommend others give it a try. – Rm 12

- We would tell them that it has been a wonderful place for our children. We love the staff and the learning experience. The park setting and the fact that the teachers are very genuinely involved. – Rm 5

- To tell other parents, Presidio is a very good school. – Rm 10

All children deserve this type of experience – 18%/6 responses

- To develop all children centers after Presidio. – Rm 10
- Every child deserves this experience! – Rm 7
- That they should strive to bring alternative teaching/schooling methods to entire school district. – Rm 7
- The Reggio Emilia approach is GREAT! This is an outstanding idea and program that should be implemented in more school and grade school. *It is still a work in progress at Presidio and the teachers need more training and smaller classes.* – Rm 8
- That there should be more schools like it, ones that include special ed kids in the same classes with “typical” children. That there should be more schools that have actual dirt and grass to run on, as the Presidio does. – Rm 8
- This is a model program that should be emulated. – Rm 4

Keep funding these programs – 12%/4 responses

- That funding and other support to keep these centers thriving and productive and safe is critical in the lives of all the city’s children and there is inestimable value in what they gain at a place where so much value placed on the life and development of children. – Rm 9
- That they should preserve the Reggio E. approach and extend it to other schools (both CDC and elementary). My sense is that the staff is highly motivated to succeed in the approach which I think is inherent in the approach itself: observation, attention, freedom to pursue new ideas. – Rm 7
- I don’t want them to move the daycare. This is just the perfect place to learn love for nature, breath clean air and grow happily. – Rm 1
- Support it, save it. *Our only dissatisfaction with the program no doubt stems largely from so few teachers having so much to do.* The physical location is such a blessing for young children – the beauty, the facilities for quick field trips. – Rm 5

All about children – 6%/2 responses

- The team works, the chemistry of teachers gel. They get it. It’s all about the children. I’m proud to be a part of this team as a parent. – Rm 12

- It is a very nice school and teachers are very nice and helpful. Also, it's very good environment. We definitely recommend to other parents. – Rm 8

General – 6%/2 responses

- Some teachers are great and committed to the children. Repairs should be made on a timely basis. Not just in safety, but for teacher and child morale. – Rm 4
- The Presidio CDC has some very good features and the physical features of the location make it an outstanding program for children who need a lot of space and access to the outdoors. – Rm 12

N/A – 3%/1 response -- Rm 5

Question 10

How have the portfolios, daily journals, panels and any other visible documentation facilitated your understanding of the daily experiences of your child? Please describe what you have observed.

Findings

Opportunities

- I love it. Somehow it replaces the valuable hours that I cannot spend with my child (I also get new ideas to play at home). It puts me closer to him. Many days I just want to stay and have fun with him. – Rm 1
- Appreciate my child's footprints he makes in the world with a special journal that captures the moments. – Rm 4
- Yes -- more in the 2-3 year old versus the 3-5 year old room at the time. – Rm 4
- What invaluable tools these are to get a sense of one's child outside the home in terms of development, engagement, etc. – Rm 4
- This is a wonderful aspect of the work being done. Presentation boards, journal pages, many, many pictures. – Rm 5
- The teachers have kept all the children's programs current through documentation. I have learned things about my child that I was unaware of. – Rm 5
- I've observed her development over time. Her drawings have improved and are clearer, more elaborate. Her vocabulary is growing and it is obvious from reading her quotes from one day to the next. – Rm 5
- Very helpful – Rm 5
- Great idea. Keep it up. It allowed us to see our kids interacting with other kids, teachers; materials, etc. -- Rm 5
- Have they? Yes! Very much so. Seeing a finished painting is enriched by seeing/hearing the context who said what, etc. Just as an example, very satisfying/comforting to see/her who our child is acting with and how. – Rm 5
- The portfolios are a wonderful gift to the families at the Presidio. Panels are delightful to be able to see how our child and her peers explore their days at the Presidio. – Rm 7

- They are great. Our child likes them. And we like it affords us the ability to share and discuss his experiences and school day life with him. It also reflects the commitment of the staff. – Rm 7
- I love to see how intent the children become when involved in a project that interests them, and how creative they can be. – Rm 7
- I love the portfolios-it allows me to keep in touch with what my daughter is doing at school – Rm 7
- My husband and I think that the journals, portfolios and all documentation are wonderful. – Rm 8
- We are delighted with the packages! Thank you. Every bit more about our child is always appreciated. – Rm 8
- Wonderful, illuminating, insightful. Daily conversations about direct and indirect learning experiences, between the children themselves and between the teachers and the children. Progression in drawing and writing, demonstrated learning and progress laid out for us to see – Fabulous! -- Rm 9
- Yes – very nice. Let's you see what happens all day. – Rm 10
- I really appreciate, that the school did such a thorough job on each child's profile. – Rm 10
- Journals are an important way to chronicle many of life's experiences. The documentation, photos are absolutely great. – Rm 12
- They have kept me updated on my child's growth and development at school. – Rm 12
- Panels about art/painting – wonderful, wonderful paintings! Photos of children, beautiful photos of friendships! I like short quotes by staff and children. – Rm 4
- The journals have been great. Not only do they vividly show us experiences (a window on their day) also it helps the kids remember their experiences later on. -- Rms 12 + 9
- Love it. It helps me have a better understanding as to what my child is doing and learning. I can better relate to his questions and stories because the visuals and narratives put them in context for me. – Rm 12
- Yes – Rm 10

Challenges

- In our second room the documentation is not as detailed as with the infants, although I prefer time be spent with the children and not on excessive reports. – Rm 4
- I don't see any of this at the school age level. I don't know if the classes have adopted any of the "Reggio" approaches. – Rm 12
- Would like it if they were much more detailed, but I realize that teacher's probably don't have time for that. – Rm 8
- Since I pick up my child after 6pm, she is always waiting in the common area usually with a different teacher and they don't give us any information because they don't know or are not involved with my child's daily experiences. – Rm 8
- Just started. Teachers too busy – only a few things in binders. I do not get real sense yet as to what my daughter is learning. – Rm 7

No answer – 3%/1 response -- Rm 8

Question 11

Have you noticed any changes in yourself as a parent from reading the portfolios, daily journals and panels?

Findings

Learning tools – 27%/9 responses

- Sure, I learn to grow with him and I get to know new ideas to practice at home. – Rm 1
- They are insightful and clearly learning tools for me. – Rm 4
- Sure, I see caregivers interacting with children in a way that I can learn on how to parent, including documentation of life's experiences. – Rm 4
- It has helped me to know what my child prefers, such as paintings or writing then I focus more on those activities at home or encourage what she is having difficulties with. – Rm 4
- I try to be less structured in my playtime with my child. – Rm 5
- I am more in tune with what she is doing at a particular time. For example, if I see in the journal that they are working with pumpkins for Halloween, I will talk about that stuff at home and it opens her up to conversations and she talks in detail about her day at school. – Rm 5
- I tend to support/reinforce what is happening at school either by contributions to the classroom or activities at home. – Rm 7
- I supply the same sources at home to read what my kids are thinking and learning. – Rm 10
- I am more aware of my child's activity in school, giving him more help at home. – Rm 10

Keep me involved/bridge/connected – 33%/10 responses

- The journals, portfolios, and photos keep me very involved in my daughter's education and day-to-day activities. It's easy to detach when you work full time. – Rm 5
- We discuss with our daughter and so it provides a very useful bridge between home and school life. Easier to elicit a response from a small child when the question is detailed/knowledgeable. – Rm 5

- I am excited to read the panels and journals, so I feel more connected to my child, the teachers. – Rm 7
- Yeah, I have. Positive. Better partnership with my child. – Rm 8
- I do go into my child's classroom even though when I get there no one is there and all the children are in the common room. I look through the portfolio and ask my child about their activities that day. I noticed that I have been more specific with my questions. – Rm 8
- Yes, I am more open. I listen more and I have more patience with children. – Rm 12
- I pause and appreciate how wondrous the world is through the eyes of a child. I have more direct and thoughtful questions than the blanket, "How was your day." – Rm 12
- Preschool – It's great to have a clear understanding of specific activities, relationships, etc. School age – none. – Rm 12
- I've been fortunate enough to always have had my kids in these programs at this school/center but the Reggio program has created more of a window in the development of my son that I didn't really have with the other kids. I definitely feel I've seen more and he's learned more. – Rm 9
- Certainly, as a parent, I look to see how involved my child appeared to be in the activity. – Rm 12
- Yes – we are having all types of information available regarding our children. – Rm 10
- Not so much changes but these things are very helpful for those of us not used to being away from our children all day. They help us visualize what our kids are like when they are away from us. – Rms 12 + 9

Want to know more – 3%/1 response

- Only that I want to know more about my son's days there. I wish the class and playground had live web-cams hooked up so I could peek-in on how he is doing during the day. Make me less nervous about him being there. – Rm 8

Too much to read – 3%/1 response

- The same I have to admit. I think they over do the panels, daily journals – there is too much to read and I'm an avid reader. Less is more! – Rm 4

Not sure/too new – 6%/2 responses

- I think so. – Rm 8
- A little early yet. – Rm 7

N/A – 15%/5 responses

Question 12

We would like to keep an open dialogue with parents. Please note if you are interested in any of the following.

Findings

Reading Materials about the Reggio approach

Yes – 39%/13 responses

No – 24%/8 responses

Learning about the role of parents in Reggio Emilia

Yes – 55%/18 response

No – 9%/3 responses

Evening seminars

Yes – 21%/7 responses

No – 42%/14 responses

Question 13

Are there any other comments you would like to make?

Great program – 27%/9 responses

- We love the Presidio – Rm 12
- I don't know if it is ok to single out any teachers but Miss Noreen in Room 9 has been especially helpful with our kids adjusting. Miss Rhonda and Miss Floyd have been great too. – Rms 12 + 9
- We have seen our child blossom under this program and are thrilled to hear that it is continuing. – Rm 4
- Thanks for supporting this type of program. – Rm 7
- Again, we are very supportive of the program. We appreciate and attend the work parties and get togethers such as the recent BBQ. Evening meetings aren't always doable for us, but we try to keep in close communication with the teachers. We are still trying to help our daughter settle into room 5 and hope this will continue to improve since she's no longer the youngest (a big problem for some months until the kindergartners left). – Rm 5
- All around great project. – Rm 10
- Any chance of keeping this program going, even on a scaled-down level, at Presidio CDC. It has been wonderful – Rm 9
- I would like to thank all of the staff at Presidio childcare center. Especially, Gail Rhonda and Judy for their dedicated service to my children. – Rm 12
- I absolutely love the program at the Presidio! I feel confident that my children are learning and are well taken care of. – Rm 5

Too varied to categorize:

Is the child too self-directed?

- Where is “modeling” behavior from a teacher/staff perspective integrated with Reggio approach? I am open to the focus on exploration – however, I wonder about habits; less than positive ones that may be ingrained when our child is less directed. I generally love the work the teachers and staff are doing.—Rm 5

Invite the governor

- We need to invite our Governor to visit the Presidio so he will keep his promise and fund our children's education. We should not have to privatize education. That breeds elitism! – Rm 5

Varied response

- We want to help promote a high quality and healthy diet for kids at the school. I think it can improve. 2. Early development is a critical time for language skills-I wish we could incorporate a second language (Spanish) into the program. 3. One thought: The school, teachers, staff and students-is very multi-cultural. Overall that is a strength, however, I am sometimes concerned that the teachers do not speak or write correct English. I think it is fine that we have non-native English speakers, but as teachers in

the San Francisco school system, there should be a high bar for grammatically correct English. I think it is a valid comment and I hope it doesn't come across as mean spirited. We love our teaching staff. – Rm 7

Less sand taken home

- I would like less sand from the play areas to make it to my home!—Rm 7

Hire teachers with the same philosophy

- Yes – please make sure you hire teachers that have the same philosophy so that they can fully implement this approach in the classroom. Ongoing teacher training and more new parent orientation before starting. – Rm 8

Peer play for special ed kids

- Since Presidio Pre-k is an inclusion model for special education children, I think the staff needs a lot more training in peer-play facilitation, in getting the special education children to play with the typically developing children and vice-versa. Sometimes it seems as if they are just being told what not to do rather than what they could or should do. San Francisco is the birthplace of integrated peer playgroup therapy and research and the Presidio CDC should also be an integrated peer play study site. For more information go to www.wolfberg.com -- Rm 8

Teachers need more formal acknowledgement

- I treat the teachers with respect and care and they treat my children and me with the same. The teachers need to be acknowledged more formally somehow. I'm not sure how-maybe a night out for the teachers someplace nice. It wouldn't have to cost that much, maybe drinks and hors d'ouvres. – Rm 4

Make repairs

- Please make repairs needed! Nice plants don't make up for dry rot. – Rm 4

School age program needs more attention

- Room 5 of the preschool program has been excellent. School age program needs much more attention from the administration. – Rm 12

E-mail updates

- E-mail updates on the Reggio approach – Rm 5

No Answer – 33%/11 responses

Staff Survey Response

Question 1

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

Findings

- I see changes from the front door entryway and all along the hallways. The children and their work are so much more visible. I like the feeling of warmth with the inviting table arrangements inside and outside the classrooms. I believe the staff has grown to appreciate the beauty of documentation and the physical layout of the rooms.
- It's good.
- There are changes going on all of the time!
 - Recently we have added to the front entryway (tree stumps and a computer) with images of children participating in a variety of experience in school.
 - During the summer months the infant staff was responsible for making visible in the hallway their paper project.
 - During the summer, the staff lounge cabinet doors were taken off and each classroom has a cabinet in which to showcase experiences from their classroom.
 - Recently, the infant staff purchased teak benches and other materials to supplement their outdoor environment.
 - Room 4 & 5 were painted this summer
 - Room 8 changed their classroom environment 2 weeks ago.
 - This summer and recently, we added 35 tree stumps of varying sizes and shapes to the infant, preschool and school-age yards. They can be used to climb or sit on.
 - Last week wine barrels were used as planters on the preschool yard. Children and staff planted flowers in the barrels.
 - Currently many staff members are working hard on developing the outdoor environment (infant, toddler, preschool and school-age)
 - Overall, we constantly look to refine, reorganize, rethink our indoor and outdoor environments. The staff in the classrooms continuously move or rearrange the furniture in their classrooms to support the children's needs and experiences.

Question 2

Please note any observations of the children that you have noticed in the past year.

Findings

- I have observed the children make from preschool to kindergarten. I am amazed by their confidence in taking the school bus with backpacks and coats in hand. I enjoy seeing the transition to more independence and appreciate their smiles and waves of hello when they pass by the front desk.
- Children good, very good.
- In many of the classrooms I see children much more able to focus in on experiences for an extended period of time.
- I have seen children become much more autonomous with the materials
- I have seen the children become more comfortable in their classrooms and in other parts of the school
- I have seen the children developing deeper and more meaningful relationships with each other and the staff because of the way the teachers are working with the children.
- I see a definite correlation between the teaching staff and the cohesiveness of the team as to what is happening in the classroom for and with the children.
- I see children that are happy to be here and often do not want to go home.
- I see children who have made connections at school have play dates with their friends from school.
- I have seen the special needs children become more a part of the classroom.
- I have seen children become more visible in the school through teachers documenting and them making it visible.
- I have seen the children become aware of the visibility of their work.

Question 3

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

Findings

Teachers need to unify – 33%/1 response

Teachers have grown professionally – 67%/2 responses

Noticed no change – 33%/1 response

Staff Response

- I sense more partnership between teachers and paras. I've seen a shift from "teacher initiated" and the "teacher's voice" to letting the children be heard and nurturing the children's interests. I think that professionally, the teachers have grown tremendously this past year in their outreach to parents. I sense that personally, the teachers still need to unify amongst themselves with honest relationships.
- Nothing changed. Good too, so nice!
- Many staff have grown in their professionalism and their understanding of the Reggio approach
- Many staff look at how their approach curriculum/experiences differently than before
- Many staff are taking their job and profession more seriously than they once did
- Staff are taking more and more initiative than they once did
- Staff are collaborating both in their room teams and outside their room teams
- Staff are supporting each other on a regular basis
- Members of the leadership team have much to offer
- Staff members in general show more interest in what is going on at school
- Many staff have taken advantage of professional development opportunities
- I have seen the teachers gain a better understanding of the value of documentation and its visibility
- I have seen teachers more ready to articulate their work; with other colleagues here at Presidio CDC, with colleagues from other schools, at roundtables, etc.
- Classroom teams have become stronger at creating meaningful parent meetings. Many of the classroom teams utilize visuals (overheads and slides) to show various experiences that children are engaging in throughout the day. Staff with support the support of Susan and Sandy have gone deeper in the types of topics/subjects that are brought up

Question 4

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

Findings

More focused approach – 67%/2 responses
Philosophical differences – 33%/1 response
No changes – 33%/1 response

Staff Response

- I sense a more focused approach towards children and hearing what they have to say. I feel a greater sense of accountability and responsibility amongst teachers and paras. I believe that although there may be philosophical differences, the teamwork, collaboration, and creativity have produced a beautiful center with lovely environments and strengthened relationships.
- Nothing wrong. Very good.
- See questions four and multiply by a lot !!!!!
- Every year we have a specific focus and that has helped the staff to grow and understand
- The classroom team meetings with Susan and Sandy as facilitators have supported staff in their efforts to develop a better understanding of the Reggio approach
- Every year many of the staff seems to develop a deeper understanding of the Reggio approach and the part that they play in a child's life on a daily basis.
- Every year we have a focus that has helped to guide the course and that focus helps staff to see where we started and where we are going.

Question 5

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

Findings

Try to be inclusive – 33%/1 response

Feel this is a special place – 33%/1 response

Staff is more willing to participate, take initiative – 33%/1 response

Staff Response

- I do enjoy reading and looking at the documentation along the hallways. I appreciate the “staff wall” with our quotes of why we like our job at the Presidio CDC. I’ve always tried to be inclusive, although I’m primarily in the office.
- Other schools are not as special as this school. We have a special school.
- I feel that when staff members take initiative this school becomes stronger as a whole and the burden does not just rest on my shoulders. Many staff has shown that they want to play a more substantial role in the life of the school.
- The changes to the environment, especially the shared spaces seem to be improving. More and more staff is willing to take areas on and help organize and maintain them.

Question 6

Do you have ideas about ways to involve staff more in the program for the future?

Nurturing relationships – 67%/2 response

Make staff feels safe to discuss their views – 67%/1 response

Developing leadership teams – 33%/1 response

Findings

- I believe the fellowship factor—socially—can warm the staff up more to the philosophy of Reggio Emilia. By truly discussing the differences and challenges of the Reggio Emilia approach to the “American” approach to early childhood education is always helpful. Making the staff feel safe to discuss their views, will help staff become involved instead of isolated.
- Perfect.
- We will continue to develop and nurture relationships by having social as well as professional development events
- We are in the process of finalizing committees that will have a member or two of the leadership team and they will be asking other staff members to join the committee
- I will continue to encourage staff members to taking initiative and working collaboratively with other staff members

Question 7

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

Findings

- Works shifts – 33%/1 response/33%
 - “non-paid” time for professional development – 33%/1 response
 - Visible divide between staff that have embraced the approach and those that have not – 33%/1 response
 - Staff who are passive-aggressive regarding the approach – 33%/1 response
-

Staff Response

- I believe the different time shifts for collaboration and the challenge of sacrificing “non-paid” work time for professional development will continue to be a struggle.
- Nothing wrong.
- Being that this is year four of the Reggio project, I believe that a visible divide will show the staff members who are truly embracing the project and this approach with the staff members who are not
- The staff members who are willing to collaborate, take initiative, go beyond the normal day to day expectations will really begin to show out this year.
- I truly have a difficult time understanding why staff members who do not choose to fully embrace the concepts, principles of the Reggio approach choose to stay at this school, knowing full well what the expectations are and the direction we are headed.
- I truly believe that a majority of staff is willing, ready and interested in going further with this approach and continuing to develop themselves as teachers/educators
- I believe that there is some staff who are passive aggressive around the approach (say one thing and then their actions show another). It is hard for the school as a whole to move forward with those types of staff members working at the school.

Question 8

What would you say to the superintendent of schools, a school board member or parents about your work with the children at the site?

Findings

Various individual responses

- Strong leadership
 - Rich resources of the location
 - High level of engagement of the staff
 - Happy children
 - Importance of early childhood
 - Elaborate on the principles of Reggio
 - Parent involvement
 - Readiness of children for the kindergarten program
-

Staff Response

- As I have had the opportunity to share with the Superintendent before, I am proud of our facility and it's rich resources in location. I am particularly impressed with the high level of engagement with the children by the staff and the strong leadership of our site manager.
- Everything we see here is good. They're all happy here and the children smile to me.
- I would emphasize the importance of Early Childhood. I would elaborate on the fundamental principles of the Reggio Emilia approach and how we at the Presidio CDC are inspired by them. I would also emphasize the value of time for classroom team meetings and how through those team meetings the staff are able to go further in their own professional development as well as develop deeper relationships with their colleagues
- I would also give specifics of what types of topics are discussed during the meetings and the various types of experiences take place; specific children, how to better include the special education children, curriculum/experiences, possible long-term projects, materials that are offered to the children, philosophy, parent meeting agendas, articulation of the approach, transitions from one classroom to another, children's portfolios, journals, etc.
- I would talk of the ways we involve parents and the different ways that they participate in our program
- I would talk about the types of experiences our children receive and how through this program children are ready to participate in a kindergarten program.

Question 9

How do you view your work at the Presidio site versus other sites in the SFUSD?

Findings

Various individual responses

- Our leadership helps us rise to the top
 - I work harder here than other sites
 - The school is special
 - Most progressive school in the district
 - Reggio has opened up a dialogue about Early Childhood at the Presidio
 - Professional development opportunities
 - Having a specific philosophy to focus on
 - Weekly meetings
 - Opportunities to go deeper into educational subjects
-

Staff Responses

- I work very hard at my job handling different types of people and questions re: Reggio, Special Education, Infant/toddler, and dealing with the bureaucracy of the SFUSD. I view my work highly here at the Presidio, because of its unique location, diverse programs and innovative work within the classrooms. I sincerely believe our leadership causes us to rise to the top.
- Other schools not as special as this school. We have a special school.
- I view the Presidio CDC as the most progressive preschool program in the district.
- The way we think about how we engage the children and the types of experiences we engage in with them is very different than the other sites in the district. Having the opportunity to participate in the Reggio project has opened up a dialogue among staff around the Early Childhood Education.
- As the district has not offered a full professional day for the past two years, I believe that the staff here has had many professional development opportunities; weekly two hour team meeting, Reggio roundtables, visits to other Reggio inspired schools, trip to NAEYC Conference, Amelia Gambetti (Reggio educator) as a consultant to the school, work in progress dinners, etc.
- I have very high expectations for the Presidio staff and incorporate those expectations into staff meetings, the evaluation process, etc.
- Having weekly opportunities for staff to go deeper in their thinking about how to incorporate the approach has led to a much more evolved and reflective staff
- Having a specific philosophy to focus on as a school site brings continuity to the staff and minimizes the potential for misunderstandings.

Question 10

Are there any other comments you would like to make?

Findings

- It's hard to believe it's been three years. I will always be grateful for the experiences with Amelia as well as the professional development opportunity and thrill of the Boulder, Colorado conference. Thank you so very much.
- Every program is good. We work hard.
- The Reggio Emilia Pilot Project has been a fantastic opportunity for this school site, the staff and myself and I very much appreciate the opportunity to participate in this project.

Conclusions

Background

The staff (teaching and administrative) and parents of the children of the Presidio Child Development Center have been participating in a three-year Reggio Emilia approach pilot project started in the 2001/2002 school year and completed in the 2003/2004 school year supported through The Innovative Teacher Project of the Bay Area.

As the end of the pilot approached, the staff (teaching and administrative) for 2004/2005 decided to continue implementing the approach at the site and is in the process of transitioning the management from The Innovative Teacher Project to internal staff management at the Presidio site.

A survey of teachers, staff and parents has been implemented each year of the three-year pilot:

- Survey One, in 2002, was designed to assess the initial experience and response of teachers, administrative staff and parents to the changes that occurred at the site during year one (mostly environmental) of the Reggio pilot.
- Survey Two, in 2003, was expanded for the teaching staff to encourage more in-depth responses on how the approach had been integrated into teaching techniques and philosophy, use of time, use of documentation, professional development and parent involvement. The administrative staff and parents surveys remained the same.
- Survey Three, in 2004, had new questions for teachers, administrative staff and parents that focused on collaboration and community, including expanded parent involvement, which was an important component of year three.

Other new questions in 2004 included asking administrative staff, parents and teachers how they would characterize the Reggio program to SFUSD administration. Administrative staff were asked how they view the Presidio site in comparison to other schools in the district. Parents were asked how their children's transitions from one classroom to a new classroom had been handled. Teachers were also asked about transitions, as well as professional development.

Rate of Response

Teacher response to the survey remained the same in 2004 as in 2003 (17 responses). There was a small increase in the response from staff in 2004 over 2003 (one additional staff responded). Parent response decreased by 9%. This decrease is attributed to the timing of the survey. The survey was implemented at the start of the academic year at the Presidio, when there are many new families starting the program. The families are too new to have a response to the program.

Teachers

There is 33 teacher teaching staff at the Presidio CDC. A core of respondents have completed the survey in all three years (55%). 72% of the respondents in 2004 had completed the survey in 2003.

Administrative Staff

There is an administrative staff of six at the Presidio that includes office, kitchen and director positions. There was also an increase in this category response over previous years – 33% in 2003 to 50% in 2004.

Parents

There was a drop in parent response rate by 9% this year. This can be attributed to two factors. The parent population surveyed was expanded this year (from 165 to 232) to include afterschool program parents. The drop can also be attributed to the fact that the survey is administered at the start of the academic year when parents of new students may not feel they have adequate experience with the school to respond.

The survey response rate for the three years is as follows:

	<u>2002</u>	<u>2003</u>	<u>2004</u>
Teachers	46%	47%	54.5%
Administrative Staff	20%	33%	50%
Parents	28%	23%	14%

Teachers -- Conclusions

Background

A core component of the Reggio Emilia approach is the ongoing professional development of teachers and opportunities for teamwork, creating a culture where educators are valued and a cohesive teaching culture is created.

The Presidio Child Development Center is part of an early childhood program provided by the San Francisco Unified School District, where there are only a few hours per year designated for the professional development of teachers. Additionally, the Presidio Child Development Center is staffed with part-time shifts of 3 – 6 hours per day, making opportunities for the teaching staff to come together as a group very difficult. (At the start of the pilot, the only formal opportunity to meet as a group was through monthly staff meetings that were repeated three times in the same day to accommodate the part-time shifts.)

Although the Reggio pilot has provided many more opportunities for teachers to do professional development and meet as a group, going forward, the Presidio staff will have to continue to try over come the barriers of a culture built on many part-time staff hours and minimal support provided by the San Francisco Unified School District for professional development.

Successes

The two top responses for what has worked well at the Presidio are team meetings/meetings (56%/11 responses) and collaboration (22%/four responses). The other responses to the question of what worked well, vary and drop to one or two respondents noting documentation, roundtables, leadership committee, environment as third teacher and speaking with parents.

Challenges

For what is not working well, 28% (5 responses) of the respondents answered that they feel frustration, resistance, unfriendly attitudes, conflict and negative experiences with some of the staff. Another 28% (5 responses) of the respondents said they would like to see the focus of the project driven by teachers, not administration.

Question 6 of the survey addressed collaboration and community. There has been growth in these areas in 2004 but there is also difficulty creating a shared vision for the staff. Not everyone is willing to compromise or be open-minded to new situations. One respondent felt community and collaboration to be “shaky” while another felt, “the staff can collaborate quite well in the classroom, but the Presidio is far from being a community.”

Both of these challenges, the friction between staff and the frustration of staff wanting more control of the process, are not surprising in the third year of this project. By this point in the project, there is a divide between the teachers who are actively incorporating the approach into their teaching and those who are more reluctant about the approach. These differences of engagement with the approach will most likely continue into year four and need to be addressed.

The desire for the staff to have more control over the process is understandable. Particularly with a teaching method that encourages the importance of each individual's participation, teachers will want the freedom to adapt the approach into their own individual classroom and teaching style. A balance between allowing the teachers a sense of ownership of the approach and maintaining a consistency of the approach throughout the Presidio will have to be negotiated.

Professional Development

Teachers were asked to rank professional development opportunities in the past year on a scale of one to five (five being the most beneficial). In 2003 and 2004 Team Meetings were noted as the most beneficial professional development opportunity.

In 2004, Visits by Amelia Gambetti was the most beneficial professional development; Roundtables is second; and Team meetings is third (note: there is a contingent of 3 respondents that would rate this activity 2 and below):

- Team Meetings – 15 responses and a median score of 4.5
 - o 11 responses 4 and above
 - o 1 response at 3
 - o 3 responses at 2 and below

- Visits by Amelia Gambetti – 16 responses and a median score of 4.3 – *although the average is lower than team meetings – the number of scores rating this 4 and above is higher than in Team Meetings, making this activity the most popular form of professional development*:
 - o 13 responses 4 and above
 - o 2 responses at 3
 - o 1 response at 1

- Roundtables – 16 responses and a median score of 4.0
 - o 11 responses 4 and above
 - o 4 responses of 3 – 3.5
 - o 1 response at 2

- Presentations – 15 responses and a median score of 3.9
 - o 10 responses 4 and above
 - o 3 responses at 3
 - o 2 responses 2 and below

- Exchanges – 14 responses and a median score of 3.4
 - o 9 responses 4 and above
 - o 3 responses at 3
 - o 3 responses 2 and below

- Visiting other schools – 12 responses (+ 5 responses N/A) and a median score of 3.3
 - o 8 responses 4 and above
 - o 2 response at 3
 - o 3 responses 2 and below)

- Conferences – 13 responses (+ 4 responses N/A) and a median score of 3.2
 - o 9 responses 4 and above
 - o 3 responses at 3
 - o 3 responses 2 and below

When teachers were asked in Question 2 if there were any particular professional development activities that they found most beneficial, meeting with Amelia was again a top response.

Teacher’s growth as educators

Although this group of teachers has a way to go on collaborating with each other and working out their differences with the administration, the responses that teachers gave to what they have learned as teachers over the past year is quite remarkable – how to be a colleague, student as well as teacher, open to exposing children to different experiences, new strategies for curriculum, to be a professional in my field, need to be honest, etc. – the list goes on and on. There was only one response that could be perceived as a challenge – the school has too much politics.

Personal growth for the staff was seen in a question asking teachers how they viewed themselves differently as teachers since working with Reggio. 72% of the teachers do view themselves differently – more observant, more confident, more passionate, more reflective, more comfortable working with parents, etc. 94% feel their teaching is enhanced by the approach.

Parent Involvement

In 2003, the teachers were planning ways to increase parent involvement. In 2004 a number of strategies were implemented including parent meetings, daily communication through notes, letters and the mailbox, parents spending time in the classrooms, celebrations, field trips and sharing family stories.

Teachers comments as to how parents are involved with their child’s education is quite varied including parents are too busy to fully participate, involvement dependent on how the teacher reaches out to them, the environment and documentation draws them in, and parents have not participated in a systematic way. Although there has been outreach to the parents to involve them in their children’s school lives there is still some work to be done to help the parents fully understand their role in the process as well as the teacher’s role in facilitating parents’ participation in their child’s daily experience.

How the approach supports children’s future learning

Over the past three years, the response to this question has been similar, using words such as self-esteem, self-confidence, learning how to think, competent, collaborative. In

addition to the all the opportunities for children involved in the approach, a couple of respondents expressed concerns as well.

The concerns centered around the value of the approach, in one instance, when children move on to schools that do not teach the Reggio method. Overall, teachers see the value of the approach for the children, but question whether the values will continue to have a significant effect in future learning environments. Another person expressed that they have no studies comparing outcomes of Reggio to other early childhood methods so they could not really answer the question.

Additional Concerns and Comments

For some teachers, there are still concerns regarding the amount of time it takes to implement the approach, particularly the task of documentation. There is a desire for more appreciation for the work they do and less criticism. One respondent noted that there is a lot negativity around the weekly meetings and that when the site decided to go on in the fourth year, they felt coerced into moving forward.

We also received one letter from a teacher that stated the reason other teachers were not responding to the survey was due to the fact that they are afraid to say what they truly feel for fear of being reprimanded.

The concern for time to do the approach has always been an issue in each of the surveys, but time seems to be less of an overall issue in 2004. And there have always been comments in each of the three years regarding the culture of the Presidio, the lack of compliments for their hard work and the need to let the teacher's do their own decision-making.

Major Challenges

The challenges for the teachers and staff at the Presidio have to do with the fragmented culture of the site and the need to resolve the issue of the teachers who embrace the approach and the teacher's who do not.

Upside

The teachers' have grown as educators from their work with the approach and many have become strong advocates of the benefits of the approach. The outreach to parents, while it may need better definition over time, has added to a stronger sense of community at the Presidio, which should continue to grow in future years.

Parents -- Conclusions

Hands down, the parents love the Presidio Child Development Center and its program. A sampling of comments:

- The Reggio approach is GREAT! This is an outstanding idea and program that should be implemented in more schools and grade schools. It is still a work in progress at Presidio and the teachers need more training and smaller classes. – Rm 8
- This is a model program that should be emulated. – Rm 4
- It is a great opportunity to be in a place like the Presidio – Rm 10
- Wonderful, wonderful. I wouldn't change anything. – Rm 12
- Every child deserves this experience. – Rm 7
- We love the staff and the learning experience. The park setting and the fact that the teachers are very genuinely involved. – Rm 5

21% (7 responses) of the responding parents chose the Presidio for the high quality program and its good reputation. 36% (12 responses) chose the site due to its proximity to work or home. 6% (2 responses) of the afterschool parents chose the site due to its proximity to the child's day school. 9% (3 responses) chose the site because of the special needs program provided. One parent mentioned the Reggio Emilia approach as the reason for entering their child into the program.

The attributes mentioned most often that the parents hope their children will gain from the program are social/interpersonal skills, self-confidence and self-esteem. The values that the parents see reflected at the Presidio relate to community, child-centeredness, environmental, and a caring staff.

The parents are noticing environmental changes within school which relate to the Reggio experience, increase in documentation, physical changes to the rooms, hallways and outdoors. Parents are also noticing some of the changes in the greater school environment. Some parents were concerned with a high turnover in staff and/or changes in staffing.

There are many changes noted in the teachers over the past year. Comments included more knowledgeable, more planning and increased documentation. There were also comments on teachers being too negative as well as an awareness by parents of staff turnover and staff concerns about job security.

Parents appreciate the journals, portfolios and documentation. They feel much more connected to their child's school day and are better able to play and respond to their child at home. One comment – "I love it. Somehow it replaces the valuable hours that I cannot spend with my child (I also get new ideas to play at home.) It puts me closer to him. Many days I just want to stay and have fun with him." – Rm 1

The parents are interested in better understanding the approach and how they play a part (85% of the responding parents want to better understand their role in Reggio Emilia.)

Challenges

Although positive responses heavily outweigh challenges and concerns, parents note the following:

- Over time -- teachers having enough time to do all the things they have to do.
- Too many reports -- Prefer teachers' to spend more time with the children and less on reports.
- Intervention with the kids – more modeling by the teachers
- Transitions -- for some of the parents and children have been difficult as well and there is some work to do there.
- More formal acknowledgement of the good work that teachers do -- such as a night out for the staff
- School age program – needs more attention from the administration
- Free play for the special ed kids – staff needs training in peer-play facilitation
- Hire teacher's with the same philosophy.

Upside

The parents appreciate the opportunity their children have at the Presidio and the concerns they have are valid and echo the concerns of the teachers. The parents really want to understand how they play a part in the Reggio approach. They responded that more reading material, as opposed to evening meetings or other methods of methods of getting information on the approach would be most useful. This should be pursued in year four.

Staff -- Conclusions

There are six administrative staff at the Presidio Childcare Development Center (from the office, kitchen, or executive director). Of those six, three of the staff responded. The three staff that respond, echo what both teachers and parents have said as well.

The staff recognizes that the Presidio site is a special place that has been enhanced by the Reggio approach with the improvements in the physical beauty of the site, as well as the opportunities for staff to grow professionally and the benefit to the children from their growth.

The challenges staff see at the Presidio is the divide between teachers that have embraced the Reggio approach and those that have not; the need for more a more nurturing environment for all those employed at Presidio; and the difficulty of implementing the approach with the work shifts at the site. That said, administrative staff see an improvement in the teamwork and focus of the teaching staff at the Presidio over the past year.

September 21, 2004

Dear Teacher:

As a staff member of the Presidio Child Development site, you have been part of a three year pilot program of the Reggio Emilia approach to early childhood learning. Again this year, 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 Approach at the Presidio site. We would like to get your observations about the pilot program over the past 2003-2004 school year.

For the teachers that have participated in the surveys over the past two years and for those filling it out for the first time – thank you for taking the time to respond. The information has been very helpful in guiding the pilot over the past three years and will be beneficial as Presidio site goes forward, and guiding others future work.

If you worked at the Presidio in 2003, you were asked to fill out a similar survey. If you completed the survey last year, thank you. This year, we would like you to reflect on the questions again, as they relate to your experience as a staff member at the Presidio over the past twelve months.

Please return the completed survey to Hirsch & Associates in the envelope provided anytime before Friday, October 8. Your comments are completely confidential. Should you wish to provide your name, a space has been provided at the end of the survey.

Thank you again for taking time out of your busy schedule to give us your thoughts and insights. Your comments on the 3rd and final year of the pilot are particularly valuable at this time. As you know, site manager, teachers and staff are committed to continuing the Reggio Approach at the Presidio site. The program will benefit from your comments.

If you have any questions regarding the survey, please give me a call.

Sincerely,

Mary Kuehn

Attachments

Confidential
Reggio Emilia Approach
2004 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 2003-2004 school year. Your comments regarding the third and final year of the pilot is critical in assessing the success and challenges the pilot has faced. The information will be shared with other stakeholders in Reggio Emilia approach to develop stronger programs that support the continuation of Reggio at the Presidio site and perhaps other SFUSD sites.

If you worked at the Presidio in 2003, we asked you to fill out a similar survey in May 2003. Although you were asked to answer some of these questions last year, we would like you to reflect 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 about any of your responses, at the end of the survey. Please return in the self-addressed stamped envelope provided, by Friday, October 8. 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

Please check your role (as many as appropriate):

<input type="checkbox"/> Teacher	<input type="checkbox"/> Infant/toddler program	Did you complete the survey in:
<input type="checkbox"/> Para-professional	<input type="checkbox"/> Pre-school program	<input type="checkbox"/> 2002
<input type="checkbox"/> Administrative staff	<input type="checkbox"/> Afterschool program	<input type="checkbox"/> 2003

How many years have you worked at the Presidio site? _____

1. Briefly describe your experience with the Approach over the past year. What worked well? What did not? What could we have done better?

2. There have been many opportunities for professional development over the past year. What opportunities below have been the most beneficial? Please indicate on a scale from 1 to 5 (five being the most beneficial):

Readings/literature	1	2	3	4	5
Roundtables	1	2	3	4	5
Team Meetings	1	2	3	4	5
Presentations	1	2	3	4	5
Visiting other schools	1	2	3	4	5
Conferences	1	2	3	4	5
Exchanges	1	2	3	4	5
Visit by Amelia Gambetti	1	2	3	4	5

Other please note: _____

3. Please indicate any particular professional opportunities that you found most beneficial (readings, presentation, some that may have been better than others).

4. What has been the greatest accomplishment(s) of the pilot during your involvement?

5. What have you learned as a teacher over the past year?

6. Collaboration and community are major components in the Reggio Approach. Please describe your experience at the Presidio site.

7. How would you describe from your perspective as a teacher, the values of the Reggio approach to early childhood education?

8. Please describe yourself as a teacher. Do you view yourself differently since your work with the Approach?

9. How do you view your work at the Presidio site versus the work that is being done at other sites in the SFUSD?

10. What are the children taking with them when they leave the Presidio site?

11. How do you approach transitions for children coming in and transitioning out of your classroom?

12. How have you involved parents over the past year?

13. How do you think parents view their involvement with their child's education as a result of the Reggio pilot?

14. How do you feel Reggio supports children for future learning?

15. What would you say to the superintendent or the school board about the Reggio Approach?

16. Any other comments you would like to make?

Optional – Name: _____

September 21, 2004

Dear Staff Member:

As a staff member of the Presidio Child Development site, you have been part of a three year pilot program of the Reggio Emilia approach to early childhood learning. Again this year, 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 in the 2003-2004 school year. We would like to get your observations about the pilot program over the past year.

For the staff members that have participated in the survey over the past two years and for those filling it out for the first time – thank you. The information has been very helpful in guiding the pilot over the past three years and will be beneficial as the Presidio site goes forward, and will provide a tool for guiding others future work.

If you worked at the Presidio in 2003, you were asked to fill out a similar survey. If you completed the survey last year, thank you. We would like you to reflect on the questions again this year, as they relate to your observations about the pilot program over the past twelve months.

If you would return the completed survey in the envelope provided by Friday, October 8th.

Your comments will be completely confidential. Should you wish to give us your name a space has been provided at the end of the survey.

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
2004 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. The information will be beneficial for planning purposes and for staff at the Presidio as they continue their commitment to the Reggio Emilia approach.

For the staff members that have participated in the survey over the past two years and for those filling it out for the first time – thank you. The information has been very helpful in guiding the pilot over the past three years and will be beneficial as the Presidio site goes forward, and will provide a tool for guiding others future work.

If you worked at the Presidio in 2003, we asked you to fill out a similar survey. Although you were asked to answer 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 at the end of the survey. **Please return in the self-addressed stamped envelope provided no later than Friday, October 8th.**

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

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

-
1. Describe any changes you have observed in the school environment in the past year.

 2. Please note any observations of the children that you have noticed in 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. Do you have ideas about ways to involve staff more in the program for the future?
7. Describe any constraint you might anticipate in involving staff more in the Reggio Approach.

8. What would you say to the superintendent of schools, a school board member or parents about you're the work with the children at the site?

9. How do you view your work at the Presidio site versus other sites in the SFUSD?

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

Optional – Name: _____

October 11, 2004

Dear Parent:

Over the past three years, the Presidio site has been piloting the Reggio Emilia approach to early childhood education. Again this year, 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 in the 2003-2004 school year. We would like to get your observations of what you think is noteworthy regarding the program or the site.

Although this phase of the pilot is ending, the teachers have decided to continue the approach at the Presidio. Your response to this survey will aid them in their future decision-making with regard development of the children at the site.

For those of you who have responded to the survey in the past and those responding for the first time, thank you. The information you provide will help guide the teachers at the site going forward and guide others future work.

If you had children at the Presidio in 2003, 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.

If you are new to the Presidio site, please answer the questions that are relevant to your experience.

Your comments will be completely confidential and will be used to evaluate the pilot. Should you wish to give us your name, a space has been provided. **Please return in the envelope provided any time before Monday, October 25.**

Thank you for taking the 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
2004 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 this past year.

If you had children at the Presidio in 2003, 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.

For those of you who have responded to the survey in the past and those responding for the first time, thank you. The information you provide will help guide the teachers at the site going forward and guide others future work.

If you are new to the Presidio site, please answer the questions that are relevant to your experience.

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 at the end of the survey. **Please return in envelope provided. The deadline for response is Monday, October 25.**

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

Sincerely,

Mary Kuehn
Hirsch & Associates
415-495-5408

Please check as it relates to your child(ren): Did you complete the survey in:

_____ Infant/toddler _____ Preschool 2002 _____ 2003 _____

_____ After school

How many years(months) have you had children at the site? _____

1. Why did you choose the Presidio site for your child(ren)?

12. We like to keep an open dialogue with parents. Please note if you are interested in any of the following activities:

- Reading materials about the Reggio Approach _____
- Learning about the role of parents in Reggio Emilia _____
- Evening seminars _____

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

Optional – Name _____

敬愛的家長們：

過去三年來，普西迪學校被列為雷機奧艾美利初級幼童教育方式的試驗班。今年赫徐和聯夥公司又再被授權對該校家長、教師和行政人員工作保密性的議見調查，我們希望您能提供對這一年來，該班教育程序中任何值得注意事項的觀感。

雖然這一個試驗程序將告一段落，但該校教師決定繼續使用這種教育方式，您的觀感對他們將來對學校教育方針的決策有很大的幫助。我們非常感謝各位接受這項調查，為教師們提供寶貴的議見，不止協助該校教育計劃，對其他各種將來的計劃都有重大的幫助。

若您在2003年前，有子女在該校，我們將請您填寫類同的調查表，若您去年填過，我們仍希望您能提供對今年的建議，這和過去十二個月中以家長身份對普西迪學校的觀感。

若您是今年的新家長，請填寫與您相關問題，我們對所有的建議絕對保密，將會用來評價這一項試驗，若您希望進一步與我們討論您的建議，請填寫姓名於十月廿五日（星期一）前回覆，把填妥表格郵寄或送本校辦公室信箱。

謝謝您提供的觀感，若有任何疑問請與我聯絡

真誠地

瑪利·Kuehn

附件：

保 密 性

雷機奧艾美利亞式普西迪學校家長年度調查表

本調查表的目的是在於了解家長們在過去一年中對普西迪學校對雷機奧艾美利亞育幼教育的觀感。

若您的子女2003年在該校就讀，我們希望您填寫類同的表格。若您去年填過本調查表，我們希望您能提供身為家長對過去十二個月的觀感。

我們首先要對您們過去和現在填寫本調查表致謝，您的寶貴建議將協助教師們決定將來的教育方針。

若您是新家長，請填寫與您經驗有關項目。

我們對您的建議將絕對保密，若你希望和我們進一步討論您的建議，請填寫姓名或投入學校辦公室信箱。

感謝您的協助，若有任何疑問請給我電話。

真誠地

瑪利·Kuehn
赫徐聯夥公司
415-495-5408

請選擇與您子女有關項目 _____

____ 嬰兒/幼班 ____ 幼稚班 填寫過2002年本表嗎? ____ 有 ____ 沒有

填寫過2003年本表嗎? ____ 有 ____ 沒有

- 1 · 您為子女選擇本校的原因？

- 2 · 貴子女在本校上學您期望能學習到什麼？

- 3 · 您對本校觀察的評價。

- 4 · 您子女轉校或是轉換教室（如由嬰兒到幼童班，或由幼童到校前班），你和子女對這轉換的現感。

- 5 · 描述過去一年來你對學校環境的變化。

- 6 · 過去一年來您觀察到子女與學校有關的轉變。

- 7 · 描述過去一年來您注意到教師的改變。

8 · 你在過去一年中注意到本校其他工作人員的變化。

9 · 您對校區主管委員會或其他家長提供任何您在本校經驗的事項。

10 · 請描述你對學校提供幫助您了解子女在本校活動的資料的觀感。

11 · 您注意到您看過這些資料後的改變。

12 · 我希望能和家長經常保持構通聯繫。

請注明你對以下活動的興趣

- 有關雷機奧方式的讀寫
- 了解家長在本教育方式的任務
- 課後討論會

14 · 請提供其他任何建議

(自由選擇)

姓名： _____

Appendix B

Parent names provided:

1. Martha Klinger
2. Virginia Alfano Venegas
3. Regina C. Rodney
4. Kathy Hanson
5. The Shaw Family
6. Lisa Quan
7. Kathleen Fong
8. Pilar Nino
9. Diana V. Brito
10. Katy Franklin
11. Keith Uyemura Chinn
12. Kate Kartana.
13. Angie Garcia
14. Esthela Valdivig
15. Kristin Martille
16. Makr Kroot and Shuley Galili

Teacher names provided:

1. Martha Klinger
2. Sherry Tang
3. Grace Kidd
4. Hui Ni Li
5. Andra Young
6. Smiley Face

Staff names provided:

1. Bauhupnh
2. Sandy Osborne