

DO THEY WALK THE TALK: AN EXAMINATION OF TURKISH IN-SERVICE
EARLY CHILDHOOD TEACHERS' ASSESSMENT PRACTICES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

SEPTEMBER 2010

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ACKNOWLEDGEMENT

I would like to thank the members of my theses committee, Assist. Prof. Dr. Feyza Tantekin Erden, Dr. Refika Olgan, and Assist. Prof. Dr. Özcan Doğan for their helpful comments and suggestions. Specifically, I would like to express my thanks to my advisor Assist. Prof. Dr. Feyza Tantekin Erden, for her guidance, help, and continuous encouragement during my study.

I would like to thank to Assist. Prof. Dr. Zeynep B. Erdiller, my co-advisor, for her encouragement and support. Also I would like to thank to Assist. Prof. Dr. Mehmet Buldu, my cousin, for his support, help, recommendations and encouragement during phases of my study.

I would like to thank to Tuba Eren, Evren Şumuer, Özden Özer, and Erhan Balcı for their both moral support and encouragement. Also I would like to thank to all my office friends during long office hours dealing with my theses.

I would like to express my special thanks to my family during my studies because they always put support behind my education for years and do whatever necessary to be successful.

ABSTRACT

DO THEY WALK THE TALK: AN EXAMINATION OF TURKISH IN-SERVICE EARLY CHILDHOOD TEACHERS' ASSESSMENT PRACTICES

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September 2010, 72 pages

This study examined Turkish in-service early childhood education teachers' self-reported beliefs and self-reported practices in relation to classroom assessment, to see if there were any relationships among in-service early childhood education teachers' philosophies, their self-reported practices, their educational backgrounds, and their professional backgrounds. A survey method was conducted for his study. Participants consisted of in-service early childhood education teachers from early childhood centers serving children 3 to 6 years located in Ankara, Turkey. Questionnaires were applied to 200 teachers in 62 ECE centers from authorized 81 centers, who represents different educational and professional backgrounds. Results revealed that in-service early childhood education teachers' beliefs are correlated with their classroom practices. Earned educational degree and year of experience in their professions, and number of teaching staff in the classroom were found to be related to their self-reported beliefs as well as their self-reported classroom practices.

Keywords: Assessment, Teachers' beliefs, Teachers' practices.

ÖZ

İNANDIKLARINI YAPABİLİYORLAR MI? OKUL ÖNCESİ ÖĞRETMENLERİNİN DEĞERLENDİRMEYE YÖNELİK GÖRÜŞ VE UYGULAMALARININ İNCELENMESİ

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Eylül 2010, 72 sayfa

Bu araştırma, çalışan okul öncesi öğretmenlerinin, değerlendirmeye yönelik rapor ettikleri görüş ve uygulamalarının, kendi öğretmenlik felsefeleri, uygulamaları, eğitim geçmişleri ve profesyonel geçmişleriyle ilişkilerinin tespitini yapmak amacıyla yürütülmüştür. Ölçek, uygulama izni alınmış 81 okul öncesi eğitim merkezinden 62 tanesinde toplam 200 öğretmene uygulanmıştır. Katılımcılar farklı eğitim ve profesyonel geçmişleri olan ve Ankara’da 3-6 yaş çocuklara eğitim veren eğitim kurumlarında çalışan öğretmenlerden oluşmaktadır.

Çalışma sonuçları, okul öncesi öğretmenlerinin değerlendirme görüşleri ve sınıf içerisindeki değerlendirme uygulamaları arasında bir bağ olduğunu; eğitim düzeyi, öğretmenlik yapma tecrübesi ve sınıf içerisindeki öğretmen sayısının öğretmenlerin sınıf içerisindeki değerlendirme görüşlerini ve uygulamalarını etkileyen faktörler olarak göstermiştir.

Anahtar Kelimeler: Değerlendirme, Öğretmenlerin görüşleri, Öğretmenlerin uygulamaları.

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CHAPTER 1

INTRODUCTION

“A child is born. Within the first 60 seconds of life it is determined that newborn has a heart rate of 120 beats per minute, she entered the outside world crying vigorously and breathing regularly, she withdrew her arms and legs when touched, she vehemently rejected the efforts of others to straighten her limbs, and her skin seemed to glow from the top of her head to the tip of her toes. Her score is 10”. (Gullo, 3: 2005).

The example given above is a routine situation in hospital delivery rooms thus; assessment starts from the moment of birth. Assessment is arguably the most powerful policy tool in education. Not only can it be used to identify strengths and weaknesses of individuals, institutions and indeed whole systems of education; it can also be a powerful source of leverage to bring about change (Car, 2001).

According to Gullo (2005), assessment is a procedure used to determine the degree to which an individual child possesses a certain attribute. In addition to this definition, Goodwin and Goodwin (1982) stated that assessment can mean many things. Accordingly assessment can be the process of determining, through observation or testing, an individual’s traits or behaviors, a program’s characteristics, or the properties of some other entity, and assigning a number, rating, or score to that determination (Wortham, 2005).

In early childhood education (ECE), generally assessment is an ongoing and comprehensive system that monitors the child, the program, the teacher, and the whole system ECE. Since early childhood assessment has become an increasingly important topic (Scott-Little, Kagan, & Clifford, 2003 cited in Planck, 2005) it is important to discover the reasons for assessment and how the assessment process is constructed in ECE programs for young children. Several studies have been conducted about how assessment should occur in ECE settings. According to the National Association for the Education of Young Children (NAEYC) (2005), assessment in an early childhood setting should be developmentally appropriate and should have goals and methods. The basic aims of developmentally appropriate assessment are to assist in designing the curriculum, determining individual differences of child, individualizing instruction, identifying children with special needs and improving communication with parents (McMillan, 1996). The creation of developmentally appropriate assessment ensures that the individual child's differences are taken into account, and appropriate and accurate assessment needs to be based on specific principles; firstly, assessment should use multiple sources of information, secondly it should benefit the child and improve learning, thirdly it should involve the child and family, fourthly it should be fair for all children, and lastly assessment should be authentic (Wortham, 2005). The details of these principles will be discussed in Chapter 2.

In order to establish a developmentally appropriate assessment process the family, school administration and teachers should be involved. However, it is the teacher that has the greatest impact on the learning experiences of the child. In an

ECE setting a child spends all of his/her time with peers and teachers. The early childhood period is a time when children have limited but fast growing skills, knowledge and capabilities. For this reason, all children in that period need to be scaffolded, observed and supported in the most effective way. Thus, an early childhood teacher should know how, when and why a child ought to be taught and assessed. To answer these questions, a teacher should apply various assessment methods. In ECE assessment the main techniques are basically categorized as formal and informal. Formal assessment refers to standardized tests that allow educators to compare an individual child's performance in a test to the performance of other children who have similar characteristics (Kagan & Shepard, 1998). According to Taylor and Nolen (2008), formal assessment techniques should be used with young children only when needed because research has shown that the over use of formal assessment techniques, can have a negative impact on young children. Formal assessment techniques focus on product rather than process thus they only deal with the end product of a developmental domain (Bagnato, Neisworth, & Munson, 1997). During most of the early childhood years, it is difficult to measure and assess individual separate elements of knowledge and skills. Young children are not reliable test takers due to the many different personal, developmental, and environmental factors that affect their behaviors (Bredekamp, & Rosegrant, 1995).

Informal assessment is the second category of ECE assessment this can be described as using multiple resources in an ongoing process of observing the educational and developmental progress of the child. This procedure includes direct observation, interviews, rating scales, questionnaires, checklists, rubrics, and samples

of a child's classroom work. Recently, several studies have been conducted related to the effectiveness of the formal and informal assessment techniques and according to Keith and Campbell (2000) informal assessment techniques produce more comprehensive, objective and detailed data than formal methods (Keith & Campbell, 2000).

Whatever the formal or informal assessment techniques are used to assess young children, the teacher has the most active role to gather the data about the child. It is obviously assumed that a child is the active learner and actively participates in his/her learning and development process and the teacher should be the main facilitator of this process. Since the children in ECE are developing rapidly both physically and mentally, they should be observed and assessed through multiple data sources by the teacher.

1.1.Purpose of the Study

In ECE the teacher has the primary role of observing and assessing the children in her care. Therefore, it is important to analyze the beliefs and practices of ECE teachers concerning the assessment of young children since these ECE characteristics influence their perceptions and judgments that, in turn, affect their behavior in the classroom (Pajares, 1992). Therefore, the purpose of this study is to determine the beliefs and practices relating to assessment practices of ECE teachers working with children aged 3 to 6. Convenient sampling was performed and 200 Turkish ECE teachers were selected from both private and public ECE centers in Ankara, Turkey.

1.2. Research Questions

Research questions that were addressed during the study were:

- (1) To what degree do ECE teachers believe in developmentally appropriate assessment practices?
- (2) To what degree do ECE teachers practice developmentally appropriate assessment in their own teaching?
- (3) What relationships exist among ECE teachers' self-reported developmentally appropriate assessment beliefs, practices and their educational/professional backgrounds?

1.3. Significance of the Study

Several studies have been conducted about the issue of ECE assessment however, based on the researchers' literature review, there are a limited number of studies related to teachers' assessment beliefs and practices. As a result, this current study is significant for the following dimensions:

1. ECE teachers in Turkey might use assessment in keeping with the guidelines from the Ministry of National Education (MoNE) or they could use it naturally but without having enough knowledge about the process. ECE teachers in Turkey may lack sufficient information about assessment and its implementation so it is important to assess how accurately and effectively assessment is being used by Turkish ECE teachers.
2. There are only a few studies related to ECE teachers and their assessment in other countries however, no such study has been implemented in Turkey.

3. In this study the questionnaire allows the reliable determination of the consistency between the beliefs and practices of teachers.
4. The implementation of this study has assisted in changing the perception of the Turkish ECE teacher participants towards ECE assessment and results of this study can raise awareness and change the perceptions of assessment procedures for ECE teachers.
5. This study can be a guide for further studies to be conducted in Turkey concerning assessment and teachers not only in ECE but also in other stages of children's education.

1.4. Definition of Terms

Early childhood education (ECE): An educational progress that promotes the right of all children, offers advice, guidance and information about provision and best practices for young children from birth to eight years (Essa, 1999, p.121).

Assessment: Refers to all forms of measurement and appraisal, including tests, observations, interviews, and reports from knowledgeable sources, recorded and integrated in an organized manner and used in planning for further instruction (McAffee & Leong, 2002)

Early Childhood Assessment: The process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for a variety of educational decisions that affect the child. Assessment is integral to the curriculum and instruction. (National Association for the Education of Young

Children & National Association of Early Childhood Specialists in State Departments of Education, 1990)

Teacher Beliefs: These are defined as personal constructs that can provide an understanding of a teacher's practice (Pajares, 1992).

1.5. Limitations of the Study

This study has some possible limitations. Firstly, the sample size was only 200 due to time constraints; a larger number of participants would contribute more comprehensive data about teachers' beliefs and practices about assessment. Secondly, there are only 4 male ECE teachers who participated in the sample; this means that therefore, gender effect cannot be examined as a factor of this study. Thirdly, all the ECE teachers in the study were Turkish; therefore, it was not possible to determine whether national culture has an influence on the teachers' beliefs and practices.

CHAPTER II

LITERATURE REVIEW

Assessment is an important part of the process of understanding and determining what children know, understand and can do so that future teaching steps can be appropriately planned. Assessment processes are intended to support high-quality teaching and learning by offering opportunities for teachers, managers, parents and children to gather and examine evidence/information, and use it to enhance children' learning and development (Mitchell, 2008). The issue of early assessment has a problem of terminology since the word "assessment" is currently used in several contexts and carries many meanings for both purpose and practice. The same word is applied indiscriminately to process with different purposes and there is an assumption that shared understanding exists of what assessment means (Krechevsky, 1998). Assessment for teaching and learning is defined as the process of identifying the details of children's knowledge, skills and understanding in order to build a complex picture of the child's development and subsequent learning needs (Nutbrown, 2006). This explanation makes the definition of assessment of young children more clear. Another definition states that developmentally appropriate assessment is a process which allows one to understand a child's competencies and to design learning environments which will help a child grow to his or her developmental potential (Nagle, 2000). Having given definitions of assessment in ECE, it is necessary to outline the history and the various perspectives of assessment in ECE.

2.1. History of Assessment in Early Childhood Education

The available history of assessment of young children in the literature dates back to the 18th century. Jean Jack Rousseau (1712-1778) was intrigued with the observations of children made by James Cook (1728-1779) in Tahiti. He used the records to compare the behavior of European and Tahitian children (Martin, 1994). Later, Johan Pestalozzi (1740-1827) kept daily records of observations of the development of infants and young children called “Baby Biographies” which were narratives based on the study of his young son. Moreover, Friedrich Froebel (1782-1852) based his educational theory on what he observed in the development of children (Martin, 1994). The 20th century studies of Jean Piaget (1896-1980) contributed a great deal to the understanding of early childhood assessment. Piaget observed and recorded the behaviors of his own children carefully with anecdotal observations (Martin, 1994).

The educational theories described by well-respected educators such as Piaget and Vygotsky strongly suggest the necessity for in-depth observations of young children by the teacher. Piaget described how young children construct their own knowledge through assimilation and accommodation (Woolfolk, 1993). Adult intervention in this process is not only valuable, but also necessary (Bredekamp & Rosegrant, 1995). Teachers are able to draw inferences about young children’s thinking by observing them and from these inferences teachers can gain the necessary knowledge and create learning experiences that will help to extend the children’s learning. Vygotsky (1978) developed the idea of the “zone of proximal development” suggested that there are tasks that children cannot complete

independently but would be able to do with some support from the environment, a peer, or a teacher. It is the teacher's responsibility to keenly observe and know when and how to provide this support (Bredekamp & Rosegrant, 1995). Vygotsky believed that the teacher should observe to recognize the process rather than the products of development (Anning, 1995). Good assessment practice should alert both the young learner and the teacher to what children can do so they might move to the next step. Maria Montessori (1872-1952) believed the role of the teacher was to be a sensitive and scientific observer (Gutek, 1972). Montessori referred to "sensitive" times in children's lives when they have a compelling desire to learn particular skills. The teacher must study and observe children's activities to know when they were entering such a period (Gutek, 1972) and thus the teacher will know when and how to challenge the learner and extend their knowledge. Through past literature it can be seen that the assessment of young children is considered to be important and necessary for the child's development. The more recent studies tend to focus on developmentally appropriate assessment.

2.2. Developmentally Appropriate Assessment

With respect to several developmental domains, young children have limited abilities, so they need to be assessed through several methods. A variety of data should be collected including from observation, children's actual work throughout the educational progress of the child. These types of data will be discussed in the following chapters of the study. Even though both paper and pencil types of assessment tools could be used, the tools that consider process rather than product

provide more concrete, child-centered and comprehensive data. For this reason, researchers have support the idea of process-based assessment with the help of several studies. According to Gullo (2005), assessment is the process of determining an individual's traits or behaviors and then deriving some conclusions. These are related to the understanding of child's development, determining the child's progress within the educational program to meet its goals and identifying students who are at risk of academic failure or are potentially in need of special education services or intervention (NAEYC, 1990).

According to NAEYC, a developmentally appropriate assessment for children aged 3 – 8 should have the following aspects;

1. Curriculum and assessment are integrated throughout the program; assessment is congruent with the relevance to the goals, objectives, and the content of the program.
2. Assessment results in benefits to the child, such as needed adjustments in the curriculum or more individualized instruction and improvements in the program.
3. Children's development and learning in all domains-physical, social, emotional, and cognitive- and their dispositions and feelings are informally and routinely assessed by teachers' observing children's activities and their interactions, listening to them as they talk, and using their constructive errors to understand their learning.
4. Assessment provides teachers with useful information to successfully fulfill their responsibilities: to support children's learning and development, to plan for individuals and groups, and to communicate with parents.
5. Assessment involves regular and periodic observation of the child in a wide variety of circumstances that are representative of the child's behavior in the program over time.

6. Assessment relies primarily on procedures that reflect the ongoing life of the classroom and the typical activities of the children. Assessment avoids approaches that place children in artificial situations, impede the usual learning and development experiences in the classroom, or divert children from their natural learning processes.
7. Assessment relies on demonstrated performance during real, not contrived activities, for example, real reading and writing activities rather than only skills testing (Engel, 1990; Teale, 1998).
8. Assessment utilizes an array of tools and a variety of processes, including, but not limited to, collections of representative work by children (artwork, stories they write, tape recordings of their reading), records of systematic observations by teachers, records of conversations and interviews with children, and the teachers' summaries of children's progress as individuals and as groups (Chittendon and Courtney, 1989; Goodman, Goodman and Hood, 1989).
9. Assessment recognizes individual diversity of learners and allows for differences in styles and rates of learning. Assessment takes into consideration the children's ability in English, their stage of language acquisition, and whether they have been given the time and opportunity to develop proficiency in their native tongue as well as in English.
10. Assessment supports children's development and learning; it does not threaten children's psychological safety or feelings of self-esteem.
11. Assessment supports parents' relationships with their children and does not undermine parents' confidence in their children's or their own ability, nor does it devalue the language and culture of the family.
12. Assessment demonstrates children's overall strengths and progress, what children can do, not just their wrong answers and what they cannot do or do not know.
13. Assessment is an essential component of the teacher's role. Since teachers can make maximum use of assessment results, the teacher is the primary assessor.

14. Assessment is a collaborative process involving children and teachers, teachers and parents, school and the community. Information from parents about each child's experiences at home is used in planning instruction and evaluating children's learning. Information obtained from assessment is shared with parents in language they can understand.
15. Assessment encourages children to participate in self-evaluation.
16. Assessment addresses what children can do independently and what they can demonstrate with assistance since the latter shows the direction of their growth.
17. Information about each child's growth, development, and learning is systematically collected and recorded at regular intervals. Information such as samples of children's work, descriptions of their performance, and anecdotal records is used for planning instruction and communicating with parents.
18. A regular process exists for periodic information sharing between teachers and parents about children's growth and development and performance. The method of reporting to parents does not rely on letter or numerical grades but rather provides more meaningful, descriptive information in narrative form.

(NAEYC, 2003)

2.3. Purpose of Assessment in Early Childhood Education

According to Leavitt and Eheart (1991), the purpose of assessment in early childhood programs is "to help caregivers and parents better understand, appreciate and respond to the growth, development and unique characteristics of each child in their care (p.4). For Leavitt and Eheart, assessment is the ongoing appraisal of the development of young children and a process for understanding as well as promoting the uniqueness of each child. With the help of the assessment process, teachers can promote children's learning and development, identify children in need of medical

and special learning services and assess academic achievement and hold individual students, teachers and the school accountable (Shepard, Kagan & Wurtz, 1998, p.52).

Another view about the purpose of assessment of young children is that it aims to discover what children are interested in, determine children's strengths and areas of difficulty, make informed decisions about interventions, discover how children change over time, learn what children know in particular areas such as reading, to link with instruction, make sure instruction is responsive and appropriate, matches what children can and cannot do, and serves as a basis to report to parents (Pennsylvania BUILD Initiative, 2005). According to NAEYC (2003), assessing young children for certain purposes should be performed through variety of techniques.

2.4. Assessment Techniques in Early Childhood Education

According to Gullo (2005), determining the appropriate assessment technique for young children is essential. Various methods are used for assessing young children depending on the circumstances in which they are used. Gullo (2005) divides these techniques into formal and informal assessment

2.4.1. Formal Assessment

Formal assessment refers to standardized tests that are designed to measure individual characteristics (Gullo, 1998). According to Wortham (2008), the purpose of a standardized test is to measure the abilities, achievements, aptitudes, interests,

attitudes, values, and personality characteristics and it may be administered to an individual or a group and Wortham (2005) states that results can be used to plan instructions to study differences between individuals and groups and to determine counseling and guidance for students. Gullo (1998), states that standardized tests can be divided into the following four test types; developmental screening, readiness, diagnostic, and achievement.

2.4.1.1. Developmental Screening Tests

According to Meisels and Atkins-Burnett (1994), developmental screening in ECE “is a brief assessment procedure designed to identify children who, because of risk of possible learning problem or special need, should proceed to a more intensive level of diagnostic assessment” Gullo (1:2005).

2.4.1.2. Readiness Tests

Readiness tests are defined as those used to assess whether a child is ready for an academic skill or a program (NAEYC, 1998a). According to Meisels (1987), the purpose of readiness tests is to determine the specific skills and knowledge children have mastered. He stated that readiness tests are product oriented. The results are used for measuring the child’s ability to acquire new knowledge and skills, and also used for both placement and curriculum planning.

2.4.1.3. Diagnostic Tests

Diagnostic tests are used to identify the existence of a disability or a weakness or delay in achieving particular level in a specific academic area of a child (Taylor & Nolen, 2008). Diagnostic test results are used to suggest possible causes for disability or academic weakness as well as to suggest potential remediation strategies and also these tests are usually administered by highly trained individuals such as school and clinical psychologists (Cohen, & Spenciner 1994).

2.4.1.4. Achievement Tests

Wortham (2001) defined the achievement test as used for assessing whether the child has gained certain information, knowledge or skill that are determined by objectives of the curriculum.

After giving the main definitions of formal assessment methods, the next section describes the use of the techniques in ECE with respect to their advantages and disadvantages as detailed in the related literature. Meisels (1987) suggests that in order to use formal assessment in the form of standard tests in ECE, the objectives should be clearly determined. He states that there can be two appropriate usages of standard tests. First, informing the parents about the test scores. Second, using the results for the accountability of the school program. According to Meisels, although the standard test scores provide some information, it is limited and not comprehensive and the test scores are often misused; and this may lead to some undesirable effects on children and program. According to Meisles (1993) the basic risks of using standardized tests with young children can be grouped as follows;

Firstly, although the child has legal right to participate in the educational program, the test result may prevent him/her from attending. Second, the child might be included in an ability group that is unsuitable for him/ her. Finally, inappropriate usage of test scores may affect the child's current and later academic performance. Similarly, Maxwell and Clifford (2004), claims that standardized tests may have negative effects on young children. The Gessel School Readiness Test, for example, shows that the test scores can result in inappropriate labeling of young children (Meisels, 1993).

As a result, assessing young children with standardized test cannot be considered to be reliable (Mindes, 2003), and overuse of standardized tests in ECE has been of great concern recently, since using the formal assessment techniques with young children can lead to the practitioners focusing on quantity not on quality (Wortham, 1990).

2.4.2. Informal Assessment

Formal assessment techniques are not the only tools for assessment there are also various types of informal instruments and strategies to determine development and learning (Wortham, 2008).

The informal assessment process includes direct observation; the use of interviews, questionnaires, rating scales, and checklists; rubrics and collecting samples of children's actual class work (Mindes, 2003). Informal assessment is conducted through the year to determine how students are progressing toward

mastery of the stated objectives. According to NAEYC (2003), assessing young children in their actual work and while they are in the ECE process is a more reliable technique than formal assessment. As a result, everything related to the child in his/her development and learning process can be a data source for assessment. Informal assessment focuses on the process rather than product. Although it is not so easy to decide the type of assessment data and where and how it can be collected, the techniques and procedures of informal assessment make this process easier (Mindes, 2003). Since these techniques provide detailed, comprehensive and concrete data concerning the child's development and learning, it is important to define informal assessment procedures and strategies.

Direct observation is seen as the foundation of all informal assessment techniques (Gullo & Amrose, 1987). According to Cohen & Spenciner (1994), direct observation is a powerful tool while assessing young children. Research has shown that teacher's decisions about children's academic performance through the data of direct observations are highly correlated with the objective measurements of children's academic achievement (Wortham, 2001). There are several observation and recording techniques that are used to assess young children (Goodwin, & Goodwin, 1993) and these are anecdotal records, checklists, running records, time sampling and event sampling.

Checklists are the tools used for determining whether the child has certain behaviors or skills related to developmental or educational goals (Wortham, 1990). On the other hand, contrary to checklists, ratings scales have "degrees" of the certain behaviors or skills and are used to assess characteristics that cannot be measured by

other assessment instruments (Cryan, 1986). In addition to checklists and rating scales, time sampling and event sampling are other recording techniques. Lidz (1986) defines time sampling as a method to collect data about frequency of certain behaviors and it is used for both research and diagnostic purposes. Event sampling, on the other hand, is the recording pre-determined target behaviors with defined parameters (Lidz 1986).

In addition to the basic techniques mentioned above, early childhood professionals suggest that assessing young children during their whole progress through the curriculum that considers the child's developmental and individual needs is more important. Thus a new term "alternative or authentic assessment" was created. According to Bergen (1997), assessing young children using only certain instruments could be limited. Rather, it would be better to use more comprehensive and performance-based evidence about the child (Cohen & Spenciner, 1994).

According to Gullo (2005), there are several alternative or authentic assessment approaches used in ECE. These are curriculum-based assessment, play-based assessment, dynamic assessment, project assessment, work sampling and portfolio assessment. In order to gain a broader picture some of these alternative assessment approaches are detailed below.

Curriculum-based assessment is a comprehensive approach that collects documents related to the content of the curriculum and teaching strategies used in an early childhood setting (Cohen & Spenciner, 1994). According to Bergen (1997) using curriculum-based assessment is beneficial and informative.

Play-based assessment defined by Mindes (2003) is a systematic

documentation of children during their play. According to Mindes (2003), play is the heart of an early childhood curriculum, for this reason a great amount of data could be collected to assess children's developmental characteristics.

Designed by Reuven Feuerstein (1979, 1980) based on the theory developed by Vygotsky (1978, 1986) is dynamic assessment. In this approach the child is actively engaged in the learning process by using mediated learning experiences (Cohen & Spenciner, 1994). The teacher or assessor mediates the learning environment that is appropriate for the child and a test-intervene-retest design is used. With this assessment method a teacher can determine the skills that she can use in the Zone of Proximal Development thus both assessment and teaching could occur at the same time (Bodrove and Leong, 1996).

The basis of project assessment is that the child's academic progress is observed in real problem solving activities that are important parts of the curriculum. Project Spectrum is an example of the project assessment approach (Krechevsky, 1998). This alternative assessment is based on a theory developed by Gardner (1999). The purpose is to determine the child's strengths and skills that need to be supported in different areas (Krechevsky, 1991).

The systematic collection of samples of children's classroom work is another type of informal assessment. According to Decker and Decker (1980), these work samples provide teachers with real and direct information about child's progress if they are collected purposefully with the date and other relevant information being attached to the work.

The last alternative approach is portfolio assessment. The National

Association for the Education of Young Children (Bredekamp & Rosegrant, 1992) defines assessment as “the process of observing, recording, and otherwise documenting the work that children do and how they do it, as a basis for a variety of educational decisions that affect the child” (p. 10). Based on this definition, Vavrus (1990) states that portfolios are a systematic and organized collection of the work that children do as they are engaged in classroom activities. Research has shown that portfolio assessment is effective and useful in a number of ways. Benson and Smith (1998), states that studies conducted about portfolio have shown several benefits for teachers while assessing young children.

According to Wortham (2001), one important advantage of using informal assessment in ECE is the gaining of information about the child from the curriculum and instructional objectives that are directly related with the children's actual experiences. Another advantage of informal assessment is that it leads to a constructivist approach in which learning and teaching process occur together during the ECE period (Goodwin, & Goodwin, 1993).

In addition to the advantages mentioned above, informal assessment has another positive side. Wortham (2001) commented that if informal assessment is designed and used properly, it can be a diagnostic tool uncovering the needs of children so that an individualized curriculum can be planned for them. Finally, Goodwin, & Goodwin, (1993), state that informal assessment leads teachers to improve their teaching strategies while applying the activities. Since the instructor can obtain detailed information about each child's developmental progress and individual differences, this means he/ she can plan challenging and developmentally

appropriate activities relevant to each child.

Although there are several advantages of using informal assessment in ECE, it is necessary to be aware of the disadvantages. Gullo (2005) suggests that informal assessment has validity and reliability risks. This is due to the flexible nature of this approach that allows assessment procedures to be designed by the teacher or those who determine the curriculum as a result in appropriate implementations can occur. A second disadvantage defined by Guerin, & Maier (1983), is the misuse of information. This is similar to the disadvantage of formal assessment techniques. If the data gathered from the child is used to compare his/ her performance or developmental characteristics with other children, this would be a misuse of informal assessment. Finally, Wortham (2001) considers that the lack of teacher preparation for the informal assessment is another issue. The teachers may not have adequate knowledge or experience concerning the use of the information obtained from the assessment process. As Guerin, & Maier, (1983) state it is important to use information from assessment to enhance and implement the curriculum.

2.5. The Role of Teachers in Early Childhood Education Assessment

As mentioned above, the process of assessment of young children includes the participation of the child, the parents, the school system, and the teachers; this is particularly true in informal assessment. Research has shown that the teacher has the large and the most important role in the assessment of young children and the term assessment is generally considered to be the processes teachers use to evaluate the

quality of their students' work and the success of their instructional practices (Taylor & Nolen, 2008)

The American Federation of Teachers, National Council on Measurement in Education, and the National Education Association have developed standards for Teacher Competence the Educational Assessment of students. These determine that teachers should be skilled in the following areas;

- a. choosing appropriate assessment methods,
- b. developing appropriate assessment methods,
- c. administering, scoring and interpreting the results of both external and teacher produced assessments,
- d. using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement,
- e. developing valid pupil grading procedures,
- f. communicating assessment results to students, parents and other educators, and
- g. recognizing unethical, illegal, and otherwise inappropriate assessment method and uses of assessment information. Considering the standards above, teachers must know how and when to administer assessments, interpret and use information obtained through assessment, and interpret for parents and appropriate others what the assessment data indicate about a child's developmental progress. (NAEYC, 2001) Also, teachers are to conduct appropriate assessment activities in ways that benefit children. They should use assessment data to establish learning goals and to plan and conduct instruction, identify the need for intervention, and evaluate and improve programs and teaching (NAEYS, NAECS/SDE, 2003).

CHAPTER III

METHOD

In this chapter, the sample, the instrument, procedures that are used to address the research questions will be described in detail. The purpose of this study was to examine ECE teachers' self-reported beliefs and self-reported practices in regard to developmentally appropriate assessment and the relationships that exist among their beliefs, practices and educational/professional backgrounds.

The specific research objectives for the study were;

- (1) To what degree do ECE teachers believe in the developmentally appropriate assessment practices?
- (2) To what degree do ECE teachers practice developmentally appropriate assessment in their own teaching?
- (3) What relationships exist among ECE teachers' self-reported developmentally appropriate assessment beliefs, practices and their educational/professional backgrounds?

3.1. Population and Sample

The target population of the study was all ECE teachers in Turkey and the accessible population of the study was all the ECE teachers in Ankara. Since Ankara is a large city, it is difficult to reach all teachers in Ankara therefore convenient

sampling was conducted. The aim was to form a representative sample so questionnaires were sent to 81 centers were selected from different districts in Ankara. The final sample consisted of 200 ECE teachers from different types of early childhood programs 105 (54.1%) were working in public centers and 89 (45.9%) from private centers. A permission to administer the study questionnaire in schools was obtained from MoNE.

3.2. Data Collection Instrument

The ECE Teacher Assessment Beliefs and Practices Questionnaire was developed by the researcher for this study. Information from the literature and other existing instruments related to the classroom assessment and as well as instruments about teacher beliefs and practices were used to construct the questionnaire. The questionnaire was checked by two experts and gave feedback then where necessary some questions were revised.

3.2.1. Description of the Instrument

The instrument consisted of three parts. The first part contained questions to elicit basic demographic and educational/professional background data from teacher participants. The demographic items were age, gender, grade level taught, number of teaching staff in the classroom, class size, daily work hours, teaching experience, program type they worked in, and level of education. The second part of the instrument comprised 19 items related to teachers' assessment beliefs. Each belief

item was composed of a five point Likert type scale with points defined as (1) unimportant, (2) of little importance, (3) important, (4) moderately important, and (5) very important.

The last part of instrument consists of 19 items related to teachers' assessment practices in the classroom. Like the belief scale items, the practice scale items were also composed of a five point Likert type scale with points defined as (1) rarely, (2) seldom, (3) sometimes, (4) often, and (5) very often. (Appendix B)

Psychometric Properties of the Instrument

The psychometric properties of ECE Teacher Assessment Beliefs and Practices Questionnaire for the pilot study and the sample were examined through factor analyses and reliability analyses. The pilot study was conducted with 100 ECE teachers. According to Pallant (2007) the belief scale has an acceptable internal consistency with a Cronbach alpha coefficient of .70. In the current study, the Cronbach alpha coefficient was .90 thus, the belief scale had a good reliability. Item "As an assessment technique, the IQ test" has a value less than .3 in Corrected Item-Total Correlation statistics which indicates that this item has a different value from the belief scale. This item also appeared as a single factor in the item analysis, therefore it was removed from the belief scale for main data collection. Also, the Cronbach alpha coefficient of practice scale was .89. Again it can be said that the current study has a good reliability in terms of the practice scale. The item "IQ test" has a value less than .3 in Corrected Item-Total Correlation statistics, which indicates that this item has a different value from the practice scale. This item also appeared as a single factor in item analysis, therefore it was removed from the practice scale for

main data collection. When the main data were examined through reliability analyses, the belief scale had a good reliability with a Cronbach alpha coefficient of .89; also the practice scale had a Cronbach alpha coefficient of .84.

3.3. Data Collection Procedure

After conducting the pilot study, MoNE was contacted and the necessary permission/authorizations to conduct the study and the names of schools and teachers were obtained in mid-April, 2010. Then, the questionnaires were delivered to the 247 ECE teachers by the researcher, in 62 of the 81 authorized public and private centers. The deadline for the collection of the questionnaires was the end of June, 2010. Any questionnaires returned after this date was not included in the study in order to maintain the consistency of the study. 200 questionnaires were used for analyses of data, and the return rate of 80.9 %.

CHAPTER IV

RESULTS

In this chapter, the researcher examined the data collected with the Early Childhood Education Teachers' Beliefs and Practices Questionnaire, convenient sample of 200 in-service early childhood education (ECE) teachers because of being close to hand. These data were used to address the following questions:

- (1) To what degree do ECE teachers believe in the developmentally appropriate assessment practices?
- (2) To what degree do ECE teachers practice developmentally appropriate assessment in their own teaching?
- (3) What relationships exist among ECE teachers' self-reported developmentally appropriate assessment beliefs, practices and their educational/professional backgrounds?

A description of the analyses, descriptive statistics related to the self-reported beliefs and self-reported practices with the teachers' demographic variables measured by the study are presented in this chapter.

4.1. Methods of Analyses

After the questionnaires were completed and returned by the teachers, they were coded using SPSS 18 (Statistical Package for Social Sciences), and all data analyses were conducted using this package. The results of self-reported beliefs data

and self-reported practices data were first analyzed by using descriptive statistics, including means and standard deviations of self-reported belief and self-reported practice scores, frequency distributions of each item in the beliefs and practice scale, as well as total belief score (TBS) and total practice score (TPS) were computed.

Correlation analysis and analyses of variance were selected as the methods to analyze the research questions. The Pearson correlation was performed to explore the relationships between total self-reported belief scores, total self-reported practice scores and educational/professional background variables. Independent samples t-tests were performed to compare participants' TBS and TPS scores in relation to grade level they taught, number of teaching staff in the classroom, daily work hours, and program type they worked in. One-way ANOVA was employed to examine the in-service ECE teachers' teaching experiences and educational degree they earned on participants TBS and TPS scores. Post-hoc comparisons were also performed to find out which groups were significantly different from one another.

4.2. Descriptive Statistics

4.2.1. Self-reported Assessment Beliefs

As was noted earlier in Chapter 3, the beliefs section of the Early Childhood Education Teachers' Beliefs and Practices Questionnaire was designed to reveal in-service ECE teachers' beliefs about assessment. This section has 19 belief items. The percentage of the responses to each statement given by in-service ECE teachers in the belief section of questionnaire is presented in Table 4.1.

Table 4.1 *The percentages of the responses to Each Question in the Belief Section of Early Childhood Education Teachers' Beliefs and Practices Questionnaire*

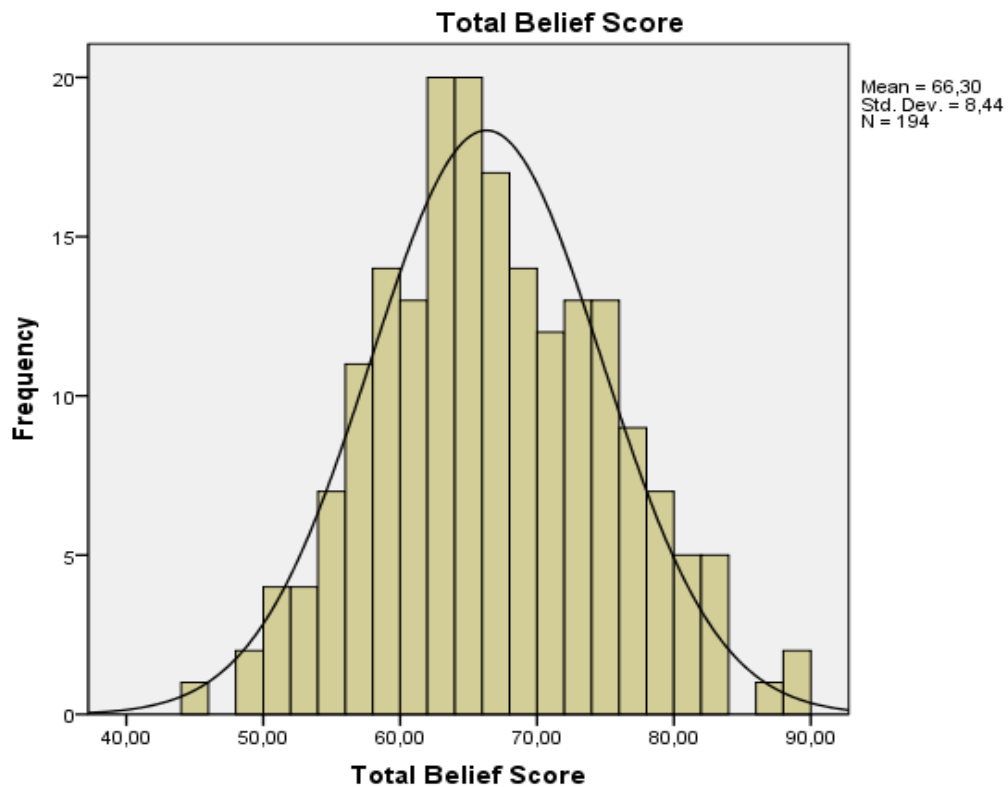
ECE Teachers' Responses in Percentage							
Item	Unimportant	Of Little importance	Important	Moderately Important	Very Important	Total	Importance Point
17	-	-	9,8	26,8	63,4	100	90,7
6	-	-	10,8	33,5	55,7	100	89
16	-	1,5	23,7	37,6	37,1	100	82,1
15	-	3,1	26,8	36,1	34	100	80,2
19	1,5	2,1	27,8	37,6	30,9	100	78,9
9	1	4,6	30,9	30,9	32,5	100	77,8
18	1,5	6,7	26,8	39,7	25,3	100	76,1
2	1	7,2	29,9	36,1	25,8	100	75,7
14	1	11,3	30,9	22,2	34,5	100	75,6
8	1	7,2	30,9	36,1	24,7	100	75,3
13	2,1	9,8	29,4	27,8	30,9	100	75,2
3	1	6,2	39,7	29,4	23,7	100	73,7
12	5,2	10,3	28,9	23,2	32,5	100	73,5
7	4,6	7,2	33	32,5	22,7	100	72,3
4	2,1	11,9	32	31,4	22,7	100	72,2
11	2,6	11,9	34	29,9	21,6	100	71,2
1	2,1	11,9	32,5	36,6	17	100	70,9
5	4,6	13,9	36,6	30,4	14,4	100	67,2
10	5,2	12,9	43,3	26,3	12,4	100	65,6

Note: Bold print indicates items on preference for teachers' beliefs.

Analysis of the results presented in Table 4.1 represented that the items which were rated as “very important” by participants were on the belief items 17 and 6. Also, items which were rated as “quite important” by participants were on the belief items 19, 18, 2 and 8. Furthermore, items rated as “important” were on the belief items 3, 11, 5 and 10. Results of analysis of indicated that total belief scores (N=194) ranged from 45 to 89 with a mean of 66.30 and standard deviation of 8.44. This means that, on average, calculating the mean of the total belief scores' mean (66.30 /

19 = 3.49), participants tended to “quite important” with the developmentally appropriate assessment beliefs. See Figure 4.1 for the frequency distribution of total belief scores.

Figure 4.1. *Frequency distribution of total belief scores.*



4.2.2. Self-reported Assessment Practices

Practices section of the scale was planned to elicit in-service ECE teachers’ assessment practices. This section had 19 practice items. Like evaluation of the belief scores, the percentages of the responses to each statement given by in-service ECE

teachers in the practices section of the Early Childhood Education Teachers' Beliefs and Practices Questionnaire.

Table 4.2

The percentages of the responses to Each Question in the Practice Section of Early Childhood Education Teachers' Beliefs and Practices Questionnaire

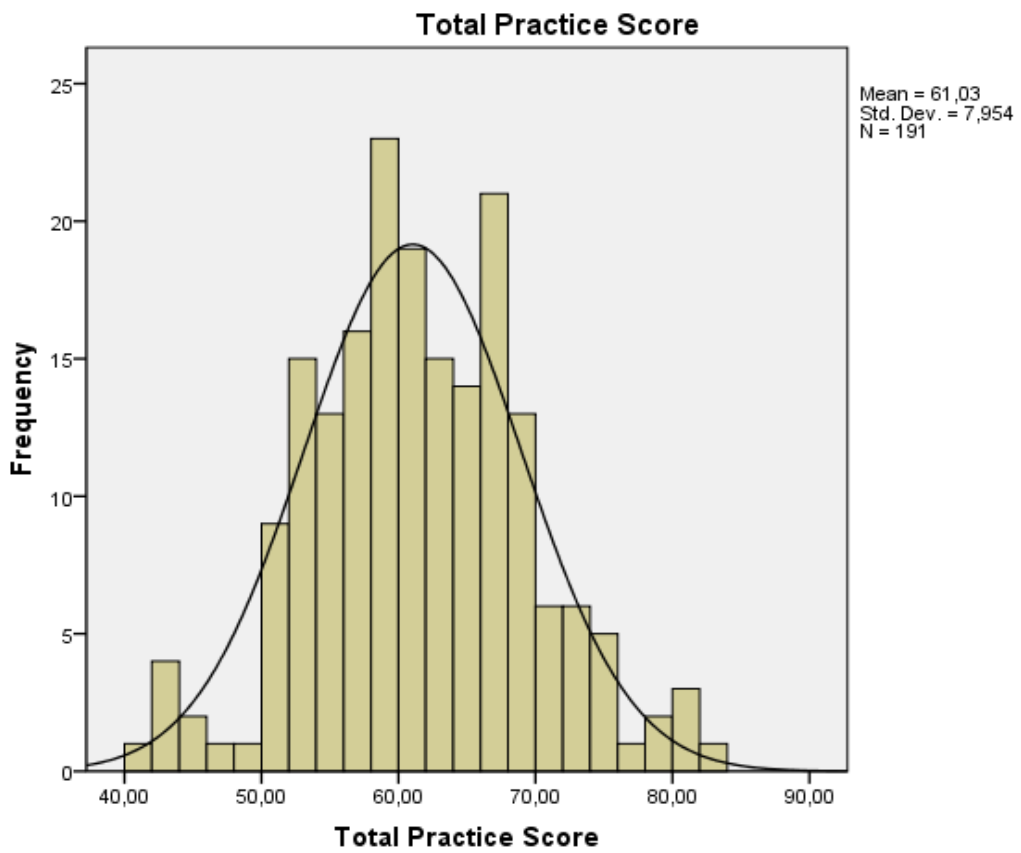
ECE Teachers' Responses in Percentage							
Item	Rarely	Seldom	Sometimes	Often	Very Often	Total	Frequency
7	-	-	2,1	16,5	81,4	100	95,9
8	0,5	-	9,8	30,4	59,3	100	89,6
15	-	8,2	13,9	26,3	51,5	100	84,2
13	2,1	2,6	19,6	37,6	38,1	100	81,4
6	6,7	8,8	16,5	21,6	46,4	100	78,5
16	2,1	12,4	23,7	28,9	33	100	75,7
12	4,1	4,6	33	39,2	19,1	100	72,9
3	1	7,7	37,1	34,5	19,6	100	72,8
2	3,6	11,3	32	30,9	22,2	100	71,3
11	4,1	18	25,3	22,2	30,4	100	71,3
14	6,2	8,8	31,6	34,2	19,2	100	70,3
1	4,1	16	26,3	33	20,6	100	70
17	8,2	20,6	25,8	22,2	23,2	100	66,3
5	11,5	18,8	19,3	28,6	21,9	100	66,1
4	8,2	14,9	30,9	29,9	16	100	66,1
18	10,4	13	37,3	29,5	9,8	100	63,1
10	16,1	17,1	33,7	25,4	7,8	100	58,3
19	24,9	14	30,1	17,1	14	100	56,3

Note: Bold print indicates items on preference for teachers' practice.

Analysis of the results presented in Table 4.2 represented that the items which were rated as "very often" by participants were on the practice items 7, 8, 15 and 6. Also, items which were rated as "sometimes" by participants were on the practice items 18 and 19. Results of analysis of indicated that total practice scores (N=191) ranged from 41 to 83 with a mean of 61.03 and standard deviation of 7.95. This

means that, on average, calculating the mean of the total practice scores' mean ($61.03 / 19 = 3.2$), participants tended to “sometimes” with the developmentally appropriate assessment practices. See Figure 4.2 for the frequency distribution of total practice scores.

Figure 4.2 *Frequency distribution of total practice scores.*



4.3. Relationship between Variables (Self-reported Beliefs, Self-reported Practices and Educational/Professional Background)

To explore the relationship between in-service ECE teachers' self-reported beliefs and self-reported practices about assessment and their educational/professional background, correlational analysis were run computing Pearson product-moment correlation coefficients. Preliminary analyses were performed to ensure no violations of the assumptions of normality, linearity and homoscedasticity existed.

Results of the correlational analyses revealed that there was a strong, positive correlation between in-service ECE teachers' self-reported beliefs and self-reported practices, $r=.65$, $n=191$, $p<.01$ (two-tailed) with higher levels of self-reported beliefs scores associated with higher levels of self-reported practice scores. Moreover, a small correlation ($r(194)=.20$, $p<.01$) was found between in-service ECE teachers' TBS scores and number of teachers in the classroom and also there is a small correlation between in-service ECE teachers' TPS scores and number of teachers in the classroom ($r(191)=.20$, $p<.01$). In addition, there was a strong, positive correlation ($r(187)=.65$, $p<.01$) between program type and daily work hours. A somewhat strong, positive correlation ($r(191)=.61$, $p<.01$) was found between in-service ECE teachers TPS scores and educational degree they earned, with higher levels of self-reported practice scores associated with higher levels of educational degree earned. Moreover, earned educational degree was correlated with in-service ECE teachers' TBS scores ($r(194)=.44$, $p<.01$). Furthermore, there is no

educational/professional background variable correlated with each other, except reported ones above. See Table 4.3 for correlations on these variables.

Table 4.3

Pearson Product-Moment Correlations between Total Belief Scores and Total Practice Scores and Educational/Professional Background Variables

	Total Belief Score	Total Practice Score	Grade Level Taught	Number of Teachers in the Class	Work Hours	Teaching Experience	Program Type	Degree Earned
Total Belief Score	-							
Total Practice Score	,651**	-						
Grade Level Taught	-,096	-,092	-					
Number of Teachers in the Class	,207**	,207**	-,099	-				
Work Hours	,133	,122	,014	,369	-			
Teaching Experience	-,09	-,172	-,064	-,135	-,139	-		
Program Type	,042	,062	,062	,304	,658**	-,198**	-	
Degree Earned	,444**	,614**	-,207	,233	-,033	-,119	-,172*	-

** P<0.01 (2-tailed).

* P<0.01 (2-tailed).

4.4. Difference in Self-reported Beliefs and Self-reported Practices Due to Educational and Professional Background

To investigate whether or not in-service ECE teachers' self-reported beliefs and practices varied due to the grade level they taught, number of teachers in the classroom, daily work hours, program type they worked in, teaching experience and

educational degree they earned, t-tests and one-way between groups analysis of variance (ANOVA) were performed.

4.4.1. Grade Level Taught

The grade level that in-service ECE teachers taught was dichotomized into two groups (Kindergarten and Preschool), and compared on the TBS scores and TPS scores, using independent samples t-tests. The results of these tests (presented in Table 4.4) revealed that there were no significant differences in TBS scores of in-service ECE teachers who taught kindergartens ($M=67.44$, $SD=8.15$) and teachers who taught preschools $M=65.72$, $SD=8.55$; $t(192)=1.34$, ns. The results also indicated that there were no significant differences in TPS scores of in-service ECE teachers who taught in kindergartens ($M=62.04$, $SD=8.24$) and teachers who taught in preschools $M=60.50$, $SD=7.78$; $t(189)=1.26$, ns.

Table 4.4

Comparison of Total Belief Scores and Total Practice Scores In Terms of Grade Level Taught

	Kindergarten		Preschool		<i>df</i>	<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
TBS	67.44	8.15	65.72	8.55	192	1.34
TPS	62.04	8.24	60.50	7.78	189	1.26

TBS = Total Belief Scores
 TPS = Total Practice Scores
 $p < .01$ (two-tailed)

4.4.2. Number of Teachers in the Classroom

The number of teaching staff in the classroom was also divided into two groups (without assistant and with an assistant) and compared on the TBS and TPS scores, using independent samples t-tests. The results of independent samples t-tests (presented in Table 4.5) revealed that there were significant differences in TBS scores of in-service ECE teachers who were working without an assistant in the classroom (M=64.71, SD=8.35) and in-service ECE teachers who were working with an assistant in the classroom M=68.21, SD=8.18; $t(192)=-2.93$, $p=.004$ (two tailed). The magnitude of the differences in the means was small ($\eta^2=.04$). Also, there were significant differences in TPS scores of in-service ECE teachers who work without an assistant in the classroom (M=59.51, SD=7.83) and teachers who work with an assistant in the classroom M=62.80, SD=7.76; $t(189)=-2.90$, $p=.004$ (two-tailed). Again the magnitude of the differences in the means was small ($\eta^2) = .04$ which indicates that the differences was of very little practical significance.

Table 4.5

Comparison of Total Belief Scores and Total Practice Scores In Terms of Number of Teaching Staff in the Classroom

	W/o Assistant		With Assistant		df	t	η^2
	M	SD	M	SD			
TBS	64.71	8.35	68.21	8.18	192	-2.93	.04
TPS	59.41	7.83	62.8	7.76	189	-2.9	.04

TBS = Total Belief Scores

TPS = Total Practice Scores

η^2 = Eta squared

4.4.3. Work Hours

To explore the differences in in-service early childhood education teachers' self-reported beliefs and self-reported practices that might exist based on the work hours in a day, the work hours were divided into two groups (teachers who work 8 and less hours in a day and teachers who work more than 8 hours in a day) and compared on the TBS and TPS scores, using independent samples t-tests. The results showed that (presented in Table 4.6) there were no significant differences in TBS scores of in-service early childhood education teachers who work 8 or less hours in a day ($M=65.34$, $SD=8.59$), and in-service early childhood education teachers who work more than 8 hours in a day $M=67.61$, $SD=8.35$, $t(185)=-1.83$, $p=.069$ (two-tailed). The results also showed that, there were no significant differences in TPS of teachers who work 8 or less hours in a day ($M=60.04$, $SD=8.18$), and teachers who work more than 8 hours in a day $M=61.98$, $SD=7.69$, $t(183)=-1.66$, $p=.097$ (two-tailed).

Table 4.6

Comparison of Total Belief Scores and Total Practice Scores In Terms of Daily Work Hours

	8 and less hours		More than 8 hours		<i>df</i>	<i>t</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
TBS	65.34	8.59	67.61	8.35	185	-1.83
TPS	60.04	8.18	61.98	7.69	183	-1.68

TBS = Total Belief Scores
 TPS = Total Practice Scores

4.4.4. Program Type

The program types that teachers work in were divided into two groups (public and private) and compared on TBS and TPS scores using independent samples t-tests. The results (presented in Table 4.7) revealed that there were no significant differences in TBS scores of in-service early childhood education teachers who were working in public schools (M=65.98, SD=8.37), and teachers who were working in private schools M=66.68, SD=8.54; $t(192)=-.578$, $p=.564$ (two-tailed). The results also indicated that, there were no significant differences in TPS scores of in-service early childhood education teachers who were working in public schools (M=60.56, SD=7.61), and teachers who were working in private schools M=61.56, SD=8.33; $t(189)=-.86$, $p=.391$ (two-tailed).

Table 4.7

Comparison of Total Belief Scores and Total Practice Scores In Terms of Program Type

	Public		Private		<i>df</i>	<i>t</i>
	M	SD	M	SD		
TBS	65.98	8.37	66.68	8.54	192	-.578
TPS	60.56	7.61	61.56	8.33	189	-.860

TBS = Total Belief Scores
 TPS = Total Practice Scores

4.4.5. Teaching Experience

One – way between-groups analysis of variance (ANOVA) were conducted to explore the differences in ECE teachers’ self-reported developmentally appropriate assessment beliefs and practice on account of their teaching experiences. To examine the effect of ECE teachers’ teaching experiences on their self-reported developmentally appropriate assessment beliefs and practice, ECE teachers were divided into three groups (Group1: Early Career - below 3 years; Group2: Mid-Career - between 3 and 10 years; Group3: Veteran - above 10 years). Table 4.8 presents the results of one-way between-groups analysis of variance reported for beliefs and practice by teaching experiences.

Table 4.8*One-Way Between-groups Analysis of Variance: Reported Beliefs and Practices Teaching Experience*

	Total Belief Scores				Total Practice Scores			
	M	SD	F(2, 191)	η^2	M	SD	F(2, 188)	η^2
0-3 Years Early Career	65.86	7.82	7.98*	.07	61.51	7.93	7.52	.07
3-10 Years Mid-career	69.26	8.74			63.12	7.20		
10> Years Veteran Teachers	63.16	7.88			57.50	7.88		

 η^2 =Eta Squared

*p>.01

There was a statistically significant difference in ECE teachers' self-reported developmentally appropriate assessment total belief score for the three teacher groups: $F(2,191) = 7.98, p < .01$. The effect size, calculated using eta square, was .07, indicating a medium effect size. Post-hoc comparisons based on Tukey HSD test showed that Group 2 ($M = 69.26; SD = 8.74$) was significantly higher than both Group 1 ($M = 65.86; SD = 7.82$) and Group 3 ($M = 63.16; SD = 7.88$). Group 1 and Group 3 were not statistically different in total belief scores.

There was also a statistically significant difference in ECE teachers' self-reported developmentally appropriate assessment total practice score for the three teacher groups: $F(2,188) = 7.52, p < .01$. The effect size, calculated using eta square, was .07, indicating a medium effect size. Post-hoc comparisons based on Tukey HSD test showed that Group 3 ($M = 57.5; SD = 7.88$) was significantly lower than both Group 1 ($M = 61.51; SD = 7.93$) and Group 2 ($M = 63.12; SD = 7.20$). Group 1 and Group 2 were not statistically different in total practice scores.

4.4.6. Earned Educational Degree

One – way between-groups analysis of variance were conducted to examine whether there was a difference in ECE teachers' self-reported developmentally appropriate assessment beliefs and practice due to the degree they earned. To explore the impact of the degree ECE teachers earned on their self-reported developmentally appropriate assessment beliefs and practice, they divided into three groups (Group1: High School Degree; Group2: Undergraduate

Degree; Group3: Graduated Degree). The results of one-way between-groups analysis of variance reported for beliefs and practice by the degree can be seen from Table 4.9.

Table 4.9

One-Way Between-groups Analysis of Variance: Reported Beliefs and Practices Earned Educational Degree

	Total Belief Scores				Total Practice Scores			
	M	SD	F(2, 191)	η^2	M	SD	F(2, 188)	η^2
High School	62.46	6.77	23.465	.19	56.46	6.59	58.383	.38
Undergraduate	67.92	8.06			62.24	6.01		
Graduate	72.89	8.47			70.79	6.06		

η^2 =Eta Squared

*p>.01

There was a statistically significant difference in ECE teachers' self-reported developmentally appropriate assessment total belief score for the three teacher groups: $F(2,191) = 23.47, p < .01$. The effect size, calculated using eta square, was .19, indicating a large effect size. Post-hoc tests using Tukey HSD test indicated that teachers with graduate degree ($M = 72.9; SD = 8.47$) was statistically higher than both those with undergraduate degree ($M = 67.92; SD = 8.06$) and those with high school degree ($M = 62.46; SD = 6.77$) in terms of total belief scores. Also, ECE teachers with undergraduate degree have statistically higher total belief score than those with high school degree.

There was also a statistically significant difference in ECE teachers' self-reported developmentally appropriate assessment total practice score for the three teacher groups: $F(2,188) = 58.38, p < .01$. The effect size, calculated using eta square, was .38, indicating a large effect size. Post-hoc comparisons using Tukey HSD revealed that teachers with graduate degree ($M = 70.79; SD = 6.06$) was statistically higher than both those with undergraduate degree ($M = 62.24; SD = 6.01$) and those with high school degree ($M = 56.46; SD = 6.59$) in terms of total practice scores. Moreover, ECE teachers with undergraduate degree have statistically higher total practice score than those with high school degree.

CHAPTER V

DISCUSSION

The intention of this study was to add to the limited but growing body of information pertaining to in-service ECE teachers' self-reported beliefs and practices with regard to assessment and the relationships that exist among their beliefs, practices and educational/professional backgrounds. This study explores three research questions about in-service ECE teachers' beliefs about developmentally appropriate assessment, their developmentally appropriate assessment practices in their own teaching, and the relationships that exist among their self-reported developmentally appropriate assessment beliefs, practices and their educational/professional backgrounds. The following section provides discussion of the research questions and the implications of the current study.

Research Question 1: To what degree do ECE teachers believe in the developmentally appropriate assessment practices?

The first research question involved the investigation of in-service ECE teachers' beliefs about the developmentally appropriate assessment. It is apparent from the results of this study that early childhood teachers find developmentally appropriate assessment practices "quite important". Considering the common use of traditional assessment practices in Turkish ECE programs, this result can be presumed to be very encouraging.

Analysis of the individual assessment belief items showed us that ECE teachers found “play” one of the most important assessment tools to assess the developmental progress of young children. This result might be attributed to the fact that play is one of the core elements of young children’s learning processes. Since play is a very commonly used instructional tool in an early childhood learning environments, teachers can collect a vast amount of information about children’s learning and developmental progress. Hyson (2010) asserts that every child has his/her own characteristics and approaches to play. Thus, children’s unique characteristics as well as individual differences among children can be observed when they are playing.

The results of the current study also indicated that many early childhood in-service ECE teachers found it very important to elicit information from parents, other teachers and professionals in the school to assess their students. This result may be explained by the early childhood teachers’ recognition of children’s different developmental characteristics that could be observed in different social contexts. For example, while a child expresses anger by crying at home, he/she may show totally different reactions at school or in classroom. Thus, it is important to collect comprehensive data from different contexts in which the child spends her/his time. Moreover, the teachers might be well aware of value of eliciting the parents’ perspectives about their own children, which are different from the teachers understanding of the child. The information that teachers gather from parents enriches their classroom assessment. Moreover, data collected from other teachers can support the data that the classroom teacher has collected for

assessment. A different view increases the objectivity of the assessment decisions. The results of a recent study (Berry, Daughtrey, & Wieder, 2009) about teacher collaboration revealed that teachers who have consistent opportunities to work with successful colleagues improve their teaching effectiveness, and also provide improved outcomes for the students they teach. Finally, teachers pointed out the importance of gathering data from other early childhood professionals since this can provide valuable information to ECE teachers when assessing young children. A psychologist, for example, may focus on detailed characteristics of a child's behaviors from the perspective of the psychological development of children. Thus, one particular behavior of a child could be assessed from two different perspectives and this increases the validity of the assessment. In addition, those professionals can have the knowledge and ability to use some instruments for assessment that the ECE teacher may unaware of or not be able to use.

Results also indicated that early childhood teachers agreed on the importance of photographs and sketches as assessment tools. These tools are perceived by the teachers as concrete evidence for the child's developmental and learning progress. In addition, teachers might find these tools important because collecting these types of data for assessment is easier and more practical to use in the classroom when compared with other tools. These tools might also have been considered important by teachers as they can help them save time when conducting classroom observations. This is supported by Katz and Chard (1996) who believe that gathering photographs and video recordings during many types

of learning activities provide concrete, objective, and process based data which allows for the assessment of young children in a short time period.

On the other hand, the results also indicated that, interestingly, many ECE teachers found traditional assessment tools such as workbooks, worksheets, readiness tests and behavior tests not as important as other developmentally appropriate assessment tools. This result is also encouraging as these tools are not considered to be helpful and valid as developmentally appropriate assessment tools (DAP, 2009). The other assessment tool that ECE teachers found to be not important was rubrics. This might be due to the limitations of the rubrics McAfee and Leong (2006) assert that good rubrics are difficult to construct; teachers may differ in their understanding of a scale, or tend to rate toward the center of scale; thus the biases of the teachers may affect responses. Furthermore, rubrics sometimes cannot include all relevant characteristics of the child's development and learning.

Research Question 2: To what degree do ECE teachers practice developmentally appropriate assessment in their own teaching?

The results concerning the second research question indicated that ECE teachers sometimes use developmentally appropriate assessment practices in their teaching. Unlike as seen in the examination of beliefs, the analysis of frequency of engagement in developmentally appropriate assessment practices showed more mixed results. Although the ECE teachers report strong agreement with developmentally appropriate assessment beliefs, they also report that they engage

in both developmentally appropriate and traditional assessment practices. The most commonly reported developmentally appropriate assessment practices in which the ECE teachers engaged in were; using play as an assessment tool, eliciting information from parents, teachers; and other professionals in the school, and using projects as assessment tools. The teachers most commonly reported using worksheets and workbooks, and developmental tests in their traditional assessment. These mixed results might be due to the influences on and/or barriers to the teachers' teaching practices. For instance, some teachers reported that they have to use workbooks and worksheets as the Ministry promotes these tools and parents expect their children to be doing drill and practice work in the classroom. So, in order to respond these requests they use these traditional assessment tools in their teaching. From these responses it can be inferred that the ECE teachers are revealing a desire to move from being traditional teachers to educators who use contemporary assessment practices and thus can better align their practices with their beliefs.

Research Question 3: What relationships exist among ECE teachers' self-reported developmentally appropriate assessment beliefs, practices and their educational/professional backgrounds?

The results from the study showed that there was a strong positive correlation between the ECE teachers' self-reported beliefs and practices with higher levels of the beliefs scores associated with higher levels of the practice scores. This shows that the ECE teachers practice what they believe in terms of

developmentally appropriate assessment practices. The relationship between teachers' beliefs and their practices found in this study provides some support for the studies by Buldu (2009), Erdiller (2003), Nespor (1987), and Pajares (1992). These researchers suggested that teachers' beliefs influence their practices. Nespor indicates that it has become an accepted idea that teachers' beliefs are vital components of their practice. Pajares asserts that the beliefs teachers hold influence their perceptions and judgments, which in turn, affect their behavior in the classroom. Buldu (2009) expresses that beneath the classroom practices of every teacher is an elaborate set of beliefs that are interwoven into the fabrics of their personal and professional life. Support for similar conclusions in this study come from the results of the correlational analysis performed between the participant ECE teachers' self-reported beliefs and practices in which a positive high correlation was found between the beliefs and practices. Research on teachers' thinking by Isenberg (1990), assumes that beliefs that teachers hold influence their practices furthermore Clark and Peterson (1986) stated that teachers' thought process share a reciprocal relationship with their actions which means that there is a close relationship between beliefs and practices. In this study, results show that the ECE teachers practice what they believe in terms of developmentally appropriate assessment practices. This can be because of the teachers have sufficient knowledge about assessment procedures and have the appropriate conditions in which to carry out these procedures. The teaching process is grounded on theories, both educational theories and personal philosophies of teachers. Individual teachers put their teaching philosophies into

practice in the classroom; their philosophies are their beliefs, which were described as knowledge in action by McMeniman and Wilson (in press). Also as stated in a recent study by Nelson (2000) teachers' beliefs and practices, teachers' personal beliefs have impact on their practices). As the strength of the adoption of developmentally appropriate assessment beliefs increased, so did the frequency of developmentally appropriate assessment practices, a positive correlation that is also consistent with previous research noted earlier.

Moreover, the results indicated a strong positive correlation between the ECE teachers practice scores and the level of education, meaning the higher the level the higher practices scores they received. Thus, this result means the more ECE content knowledge is gained through obtaining a higher level of education, the more the greater the developmentally appropriate assessment practices the teachers implement. The education level of teachers is assumed to be as a determining factor regulating teachers' beliefs on developmental appropriateness (Cassidy et al., 1995; Snider & Fu, 1990; Vartuli, 1999). In another study, McMullen and Alat (2002) found that higher educational level and teachers' internal locus of control were consistently significant predictors for both teachers' beliefs and practices. Thus, teachers' beliefs were higher if they had a higher educational level. No other high correlations were observed between beliefs, practices and educational/professional background variables.

Furthermore, a few of the educational/professional background variables that were examined in this study were found to be useful in discriminating among ECE teachers in terms of assessment beliefs and practices. For a number of

teachers in the study , the level of education, and teaching experience were found to have an effect on ECE teachers' assessment beliefs, whereas the grade level taught, number of work hours and program type were not found to be linked to ECE teachers' assessment beliefs. In addition, it was found out that the educational/professional background variables such as the number of teaching staff in the classroom, the level of education and teaching experience were useful in discriminating among ECE teachers on the basis of assessment practice.

The correlation results revealed that there was a small correlation both between the teachers' beliefs and practices in relation to working with a partner or without a partner in the classroom. The number of teachers in the classroom influences teachers' beliefs about assessment practices. This means that teachers feel more comfortable with developmentally appropriate assessment practices when they receive support in the classroom. This might be because the teacher was able to be more flexible in the classroom if there was another teacher or assistant to share the workload. When the child/adult ratio decreases, the teacher can spend more time assessing children. In addition, if the workload is shared the teacher's motivation for teaching and the assessment process might be higher. Thus, a teacher working with a partner may feel more comfortable both mentally and physically in his/her work and this can affect his/her beliefs and practices about assessment of children in his/her classroom.

During their teacher education programs teachers are trained to use developmentally appropriate practices. Teachers with either had an academic background in ECE or child development, or who had experience working in a

preschool, were found to exhibit significantly more developmentally appropriate practice in their teaching than those who had an elementary education degree and no preschool experience (McMullen, 1999).

The amount of teaching experience of teachers was related to a significant difference seen in their self-reported beliefs and practices. Mid-career teachers (3 to 10 years) scores were higher than both early career (0 to 3 years) teachers and veteran teachers (more than 10 years). This might be because a new entrant teacher's concerns and attitudes tend to follow the MONE guidelines more strictly and the veteran teachers are unlikely to give up their more traditional methods. The teachers' years of experience may influence their beliefs and practices. The research on the relationship between teacher experience and their classroom practices produced mixed results. Some studies have established a relationship between experience and developmentally appropriate practices (Vartulli, 1999) while others did not (Buchanan et al., 1998). According to McMullen (1999) new teachers were found to talk the talk but not walk the walk and Rust (1994) commented that beginning teachers are more concerned with the personal and social dimension of teaching rather than with their instructional ability.

5.1. Implications

According to findings of this study and previous work concerning developmentally appropriate assessment and related issues, some suggestions can be offered to teachers, teacher education programs and MoNE.

The results of this study may help early childhood teachers in Turkey to reflect on their actions and thinking processes by looking at the beliefs other early childhood teachers hold and the practices they implement in their early childhood classrooms. This may increase their confidence regarding their own teaching beliefs and practice. In addition, it is hoped that this study may promote dialogue among all early childhood teachers about the developmentally appropriate assessment practices in preschool and kindergarten classrooms.

Regarding teacher education programs, the results of this study provide useful information to those involved in early childhood teacher education program development. A clear understanding of the assessment beliefs and practices of early childhood teachers and how they differ from each other due to their educational/professional background has implications for the development of early childhood teacher education undergraduate program philosophies as well as for the preparation of early childhood teachers.

In addition to teacher education programs, this study revealed that MoNe should be aware of the importance and necessity of training programs for all ECE teachers about developmentally appropriate assessment so that these teachers can understand the importance of this issue.

Recommendations for further Research

It is important to note here that these findings should be interpreted cautiously and need to be verified in future research. One can, nevertheless, speculate about why the findings of this study indicate differences in beliefs and practices due to the researchers' own conditions of study.

In future researches qualitative methods like observing teachers can be added to the studies about classroom practices. Also, more male teachers can be included into the study to look over the gender effect.

It would also be important to replicate the study with a more diverse sample. Despite an attempt to attain a representative sample of early childhood teachers in Ankara, there is reason to doubt that this was fully achieved. Moreover, the sample in this study does not represent all teachers in Turkey. It should be noted here that the results of the current study is limited in generalizability because of the sample chosen for this study. Therefore, it would be important to replicate the current study with a more diverse and representative ECE teachers in Turkey.

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APPENDICES

Appendix A

PERMISSION TO USE THE INSTRUMENT IN SCHOOLS

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

FEN BİLİMLERİ ENST.
Ev.Arş.Md. Saat :

BÖLÜM : İstatistik Bölümü
SAYI : B.B.08.4.MEM.4.06.00.06-312/ 32742
KONU : Araştırma İzni
Metehan BULDU

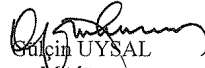
04/04/2010

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Fen Bilimleri Enstitüsü)

İlgi : a) MEB Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine
Yönelik İzin ve Uygulama Yönergesi.
b) Üniversiteniz Fen Bilimleri Enstitüsünün 23/03/2010 tarih ve 4020 sayılı yazısı.

Üniversiteniz Fen Bilimleri Enstitüsü Ortaöğretim Fen ve Matematik Alanlar Eğitimi Yüksek Lisans öğrencisi Metehan BULDU' nun "Okul öncesi öğretmenlerinin öğrenci değerlendirme hakkındaki görüşleri ve öğrenci değerlendirme uygulamalarının incelenmesi" konulu tez ile ilgili çalışma yapma isteği Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Mühürlü anketler (4 sayfadan oluşan) ekte gönderilmiş olup, uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD/disket) Müdürlüğümüz İstatistik Bölümüne gönderilmesini rica ederim.


Gülçin UYSAL
Müdür a.
Müdür Yardımcısı

EKLER :
Anket (4 sayfa)

15.04.10 00798

CELİŞ	
Fen Bilimleri Enstitüsü	
CELİŞ TARİHİ	15 NİS 2010
SIRA NO	1315

İl Milli Eğitim Müdürlüğü-Beşevler
İstatistik Bölümü
Bilgi için: Nermin ÇELENK

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Appendix B

EARLY CHILDHOOD EDUCATION TEACHER ASSESSMENT BELIEFS AND PRACTICES QUESTIONNAIRE

Early Childhood Education Teacher Assesment Beliefs and Practices Questionnaire

I. Demographic Information:

- Age: ____
- Gender: Female ____ Male ____
- Experiences in the Early Childhood Education Area

Age group Taught	Class Size	Number of Teachers	Daily Work Hours	Experience
Çalıştığınız program:				
<input type="checkbox"/> Private Preschool <input type="checkbox"/> Public Preschool <input type="checkbox"/> Kindergarten : _____ <input type="checkbox"/> Other: _____				

Earned Degree	____ High School Type _____
	____ Associate Degree Department _____
	____ Undergraduate Department _____
	____ Graduate Department _____ (possible graduation year if not _____)

II. Beliefs

- Please consider the below expressions with the importance of the assesment practices in an early childhood education programme and mark the best choice in your opinion.

	1	2	3	4	5
	Unimportant	Of Little importance	Important	Moderately important	Very important
1. As an assesment technique, tests of being prepared to the next year of school ____	1	2	3	4	5
2. As an assesment technique, anecdotes ____	1	2	3	4	5
3. As an assesment technique, rating scales ____	1	2	3	4	5
4. As an assesment technique, oral interviews ____	1	2	3	4	5
5. As an assesment technique, workbooks and worksheets ____	1	2	3	4	5
6. As an assesment technique, gathering information from parents, teachers and professionals ____	1	2	3	4	5
7. As an assesment technique ,running records ____	1	2	3	4	5
8. As an assesment technique, checklists ____	1	2	3	4	5
9. As an assesment technique, portfolio ____	1	2	3	4	5
10. As an assesment technique, rubrics ____	1	2	3	4	5
11. As an assesment technique, behaviour tests ____	1	2	3	4	5
12. As an assesment technique, teacher prepared directions to measure children's	1	2	3	4	5

knowledge					
13. As an assesment technique, video and type recordings	1	2	3	4	5
14. As an assesment technique, developement tests ____	1	2	3	4	5
15. As an assesment technique, collecting children's activities ____	1	2	3	4	5
16. As an assesment technique, projects____	1	2	3	4	5
17. As an assesment technique, play	1	2	3	4	5
18. As an assesment technique, photos/ sketch	1	2	3	4	5
19. As an assesment technique, diagrams____	1	2	3	4	5

III. Practices

Please answer the followings with considering the frequency of the practices in your class.

	1 Rarely	2 Seldom	3 Sometimes	4 Often	5 Very Often
1. School readiness tests	1	2	3	4	5
2. Photos/ Sketchs	1	2	3	4	5
3. Anecdots	1	2	3	4	5
4. Oral Interviews	1	2	3	4	5
5. Behaviour Tests	1	2	3	4	5
6. Workbooks and Worksheets	1	2	3	4	5
7. Play	1	2	3	4	5
8. Gathering information from parents, teachers and professionals	1	2	3	4	5
9. Rubrics	1	2	3	4	5
10. rating Scales	1	2	3	4	5
11. Portfolio	1	2	3	4	5
12. Developmental tests	1	2	3	4	5
13. Projects	1	2	3	4	5
14. Diagrams	1	2	3	4	5
15. As an assesment technique, teacher prapared directions to measure children's knowledge	1	2	3	4	5
16. As an assesment technique, collecting children's activities	1	2	3	4	5
17. Checklists	1	2	3	4	5
18. Running records	1	2	3	4	5
19. Video and type recordings	1	2	3	4	5

THE QUESTIONNAIRE ENDS HERE, PLEASE CHECK YOUR ANSWERS!

THANKS FOR YOUR PARTICIPATION!

Appendix C

TURKISH VERSION OF THE SCALE

Okulöncesi Eğitimi Öğretmeni Değerlendirme Uygulamaları Anketi

I. Kişisel Bilgiler:

- Yaş: ____
- Cinsiyet: Bayan ____ Erkek ____
- Okulöncesi Eğitimi Alanında Mesleki Deneyimler

Sınıftaki çocukların yaş grubu	Sınıf mevcudu	Sınıftaki öğretmen sayısı	Günlük çalışma süreniz (saat)	Şu anda bulunduğunuz görevdeki çalışma süreniz

Çalıştığınız program:

Özel anaokulu Resmi/bağımsız anaokulu Yuva/Gündüz bakimevi : _____

Diğer: _____

Eğitim Özgeçmişi	____ Lise	Türü _____
	____ Önlisans	Bölüm _____
	____ Lisans	Bölüm _____
	____ Yüksek Lisans	Bölüm _____ (Bitmedi ise muhtemel bitiş tarihi _____)

II. Görüş Ölçeği

- Lütfen aşağıda sıralanan ifadeleri bir okul öncesi eğitimi programındaki değerlendirme uygulamalarının önemini göz önünde bulundurarak değerlendiriniz ve kişisel fikrinizi en iyi yansıtan seçeneği daire içine alınız.

	1 hiç önemli değil	2 Önemli değil	3 önemli	4 oldukça önemli	5 çok önemli
1. Bir değerlendirme tekniği olarak bir üst sınıfa ve/veya ilköğretime hazır oluş testleri ____					1 2 3 4 5
2. Bir değerlendirme tekniği olarak anekdotlar ____					1 2 3 4 5
3. Bir değerlendirme tekniği olarak derecelendirme ölçekleri ____					1 2 3 4 5
4. Bir değerlendirme tekniği olarak mülakat ____					1 2 3 4 5
5. Bir değerlendirme tekniği olarak alıştırma kitapları ve alıştırma kağıtları ____					1 2 3 4 5
6. Bir değerlendirme tekniği olarak anne-baba ve okuldaki öğretmen ve uzmanlardan bilgi toplama ____					1 2 3 4 5
7. Bir değerlendirme tekniği olarak ardışık kayıtlar ____					1 2 3 4 5

8. Bir değerlendirme tekniği olarak kontrol listeleri ____	1 2 3 4 5
9. Bir değerlendirme tekniği olarak portfolyo ____	1 2 3 4 5
10. Bir değerlendirme tekniği olarak rubrikler (dereceli puanlama anahtarları) ____	1 2 3 4 5
11. Bir değerlendirme tekniği olarak davranış testleri ____	1 2 3 4 5
12. Bir değerlendirme tekniği olarak, çocukların bilgisini ölçmek için öğretmenler tarafından hazırlanmış yönergeler (sınıflandırma, karşılaştırma, eşleştirme, isimlendirme, daire içine alma, anlama, uygulama, analiz etme, vb.) ____	1 2 3 4 5
13. Bir değerlendirme tekniği olarak sınıf içerisinden alınan ses ve görüntü kayıtlarını inceleme ____	1 2 3 4 5
14. Bir değerlendirme tekniği olarak gelişim testleri ____	1 2 3 4 5
15. Bir değerlendirme tekniği olarak aktivite örnekleri toplama ____	1 2 3 4 5
16. Bir değerlendirme tekniği olarak projeler ____	1 2 3 4 5
17. Bir değerlendirme tekniği olarak oyunlar ____	1 2 3 4 5
18. Bir değerlendirme tekniği olarak fotoğraflar/skeçler ____	1 2 3 4 5
19. Bir değerlendirme tekniği olarak diyagramlar (kavram haritaları) ____	1 2 3 4 5

III. Uygulama Ölçeği

Lütfen aşağıdakileri sınıfınızdaki uygulamalarınızın sıklığını göz önünde bulundurarak cevaplandırınız.

	1 neredeyse hiç	2 ender olarak	3 bazen	4 düzenli olarak	5 çok sık
1. Bir üst sınıfa ve/veya ilköğretime hazır oluş testleri	1	2	3	4	5
2. Fotoğraflar/skeçler	1	2	3	4	5
3. Anekdotlar	1	2	3	4	5
4. Mülakat	1	2	3	4	5
5. Davranış testleri	1	2	3	4	5
6. Alıştırma kitapları ve alıştırma kağıtları	1	2	3	4	5

7. Oyunlar	1	2	3	4	5
8. Anne-baba ve okuldaki öğretmen ve uzmanlardan bilgi toplama	1	2	3	4	5
9. Rubrikler (dereceli puanlama anahtarları)	1	2	3	4	5
10. Derecelendirme ölçekleri	1	2	3	4	5
11. Portfolyo	1	2	3	4	5
12. Gelişim testleri	1	2	3	4	5
13. Projeler	1	2	3	4	5
14. Diyagramlar (kavram haritaları)	1	2	3	4	5
15. Çocukların bilgisini ölçmek için öğretmenler tarafından hazırlanmış yönergeler	1	2	3	4	5
16. Aktivite örnekleri toplama	1	2	3	4	5
17. Kontrol listeleri	1	2	3	4	5
18. Ardışık kayıtlar	1	2	3	4	5
19. Sınıf içerisinde alınan ses ve görüntü kayıtlarını inceleme	1	2	3	4	5

ANKETİMİZ BURADA SONA ERMIŞTİR, LÜTFEN CEVAPLARINIZI KONTROL EDİNİZ!

KATILDİĞINIZ İÇİN TEŞEKKÜRLER!