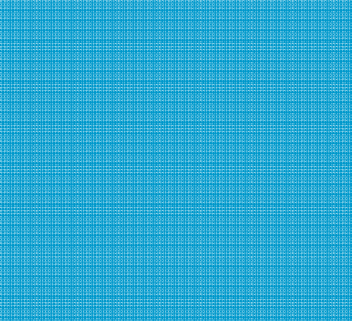




**EXECUTIVE SUMMARY:
TEACHERS' VIEW OF FULL-DAY VERSUS HALF-DAY
KINDERGARTEN: A REPORT TO GREECE CENTRAL SCHOOL
DISTRICT**



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JULY, 2000



children's institute
Strengthening social and emotional health

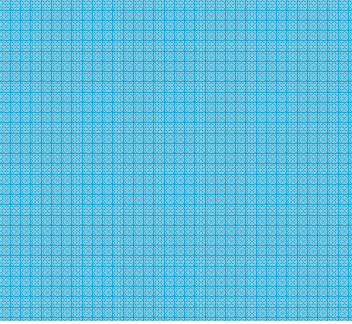


EXECUTIVE SUMMARY

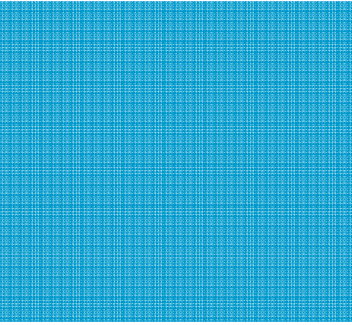
This report summarizes instructional differences between half-day and full-day kindergarten schedules based on perceptions of teachers in the Greece Central School District. Seventeen teachers who have taught both the full-day and half-day kindergarten schedule were surveyed. Seventeen teachers completed and returned the forms. The response rate was 81%.



Key findings include:

- The full-day schedule provides greater opportunities for group instruction activities, and also meets the individual needs of students and their families better than the half-day schedule.
 - On average, the half-day program allows teachers to meet a variety of instructional objectives only sometimes, while the full-day schedule allows teachers to meet the same objectives on a more consistent basis (usually to always).
 - Both the half-day and full-day schedules provide occasional opportunities to meet with other kindergarten teachers for shared planning.
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In written comments, teachers confirmed the findings of the quantitative analysis. They also suggested that the district consider hiring additional teacher aides. Teacher aides could free teachers to intervene early and successfully in the lives of at-risk children.



Note: Reference T00-603

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