Regarding the use of collaborative play, one issue that I have been considering concerns some of the work that I do in a preschool program (ages 3-5). One of my specific roles is to help core teachers develop curriculum and lessons plans for young students and develop special projects that involve learning the use of computers for making digital artwork and for supporting early literacy education. Although I have direct teaching experience with the students, I am considering the role of collaborative play in the way that I cooperate with these teachers to develop joint lesson plans. In this process, the teachers (assigned to one of four age-level groups within this program) are focused on teaching toward specific competencies involving reading literacy, communication, and creative expression, and I need to know how these are structured for each age level. I am focused on using multimedia tools, organizing information and educational resources, and basic computer literacy, and the teachers need to know how these can be used to help them develop comprehensive projects in artistic expression and language arts. This scenario presents a case where we both need to learn from each other. Within my broad topic of interest related to using collaborative play in adult learning, I consider this particular issue as an area of focus in the development of the evaluation clock. What actions can I take to engage these teachers and myself in collaborative play such that we both more effectively share our resources, knowledge, and needs with each other?

0. The "change," i.e., program/policy/curriculum/practice/treatment/difference/etc. whose effectiveness needs to be evaluated is...

The practice involves the ways that I address the use of collaborative play in terms of actions that I take during my interactions with preschool teachers. I would consider how to account for collaborative play during my formal and informal meetings with teachers as a way of establishing shared ownership of proposed lessons/projects.

2. The comparison needed to evaluate the effectiveness of the change is between two (or more) situations, namely comparing...

The two situations being compared are those in which I take no special action during my teacher interactions (with teachers from 2 of the 4 age-level groups), and those in which I specifically introduce collaborative play into our interactions (with teachers from the other 2 of the 4 groups). This will be done by 1) directly discussing the use of collaborative play with teachers as a possible part of our interactions, and 2) asking the teachers to experiment together with me by actually trying out planned lessons before we ask the students to do them (rather than simply talking about the lessons).

3. To undertake that comparison, the effects of the change will be assessed by looking at the following specific variable(s) in the two situations...

Variables might include:

1) the increase in the amount of time that teachers and I spend in planning (either in formal meetings or in number of times that the teachers and I bring new ideas to each other outside of normal times for interactions)

2) the level of satisfaction expressed by teachers in my assistance to them, and

3) my own ability to account for planned themes or specific concept areas for each age level group for each week (for any given week, I should know ahead of time if specific concepts are being covered by a teacher for a certain age level, and I should be able to have been able to discover or plan resources to match that).

4. The methods to be used to produce observations or measurements of those variables are...(survey, questionnaire, etc.)

Corresponding to variables above:

1) a log that records the frequency and duration of formal interactions with teachers as well as number of information interactions between us.

2) interviews with the teachers in which I ask about how I can best serve as a resource for their own planning

3) use of a Lesson Planning Table to indicate how complete my understanding is of upcoming subject areas of all of the age level groupings

5. The people who will be observed/measured are...
This is done in the following places/situations... or derived indirectly from the following sources...

Myself and the "core" age-level preschool teachers at the Cooper Community Center, in the course of our formal and informal interactions that involve planning.