

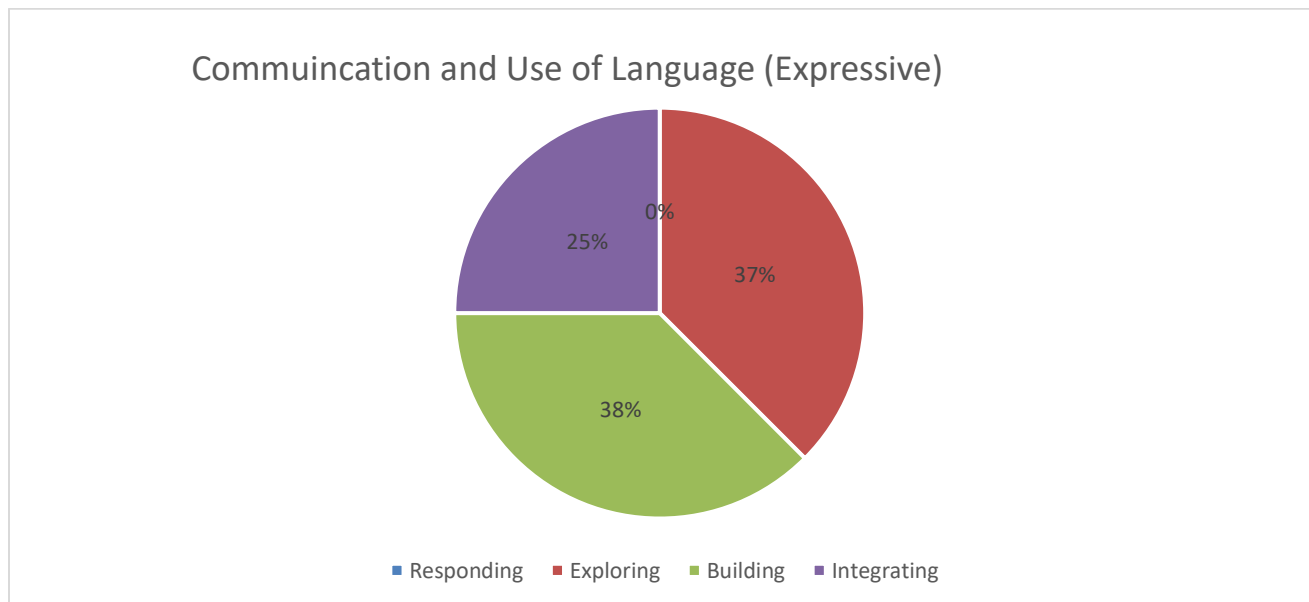
## **Data Collected:**

Data collected included anecdotes, photographs, videos, drawings, writing samples, and checklist pertaining to verbal expressions and reciprocal conversations. I collected data on twenty students, these students were all in transitional kindergarten who a majority of were four years old; some who had recently turned five.

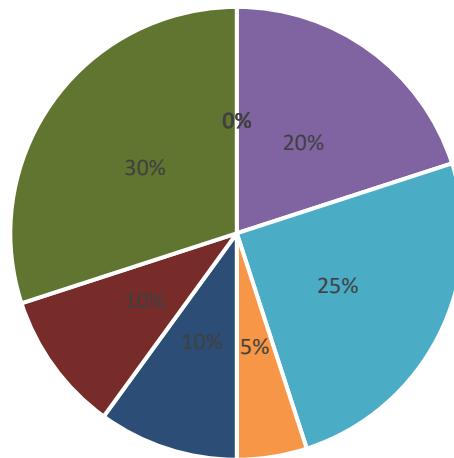
## **Data Analysis:**

### *Qualitative Data Analysis Strategies:*

I started off by reviewing the anecdotes that my aide and I documented and divided them into three different times of day; whole group, small group, and free choice time. While reviewing our notes I underlined back and forth conversations that were occurring between the students and the students and adults in the classroom. I also used an orange highlighter to highlight and document how much each student was verbally sharing their ideas. I looked over any videos taken to listen and look for students who didn't share their ideas often and get an understanding as to why the children didn't engage in verbal interactions or team building. As I did in round one, the data collected was separated by the domain they were specific too (LLD 3: expressive language or LLD 4: reciprocal communication and conversation).

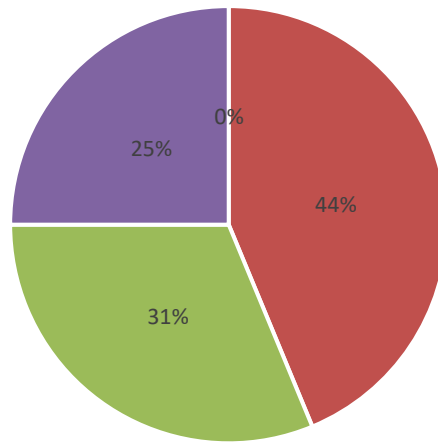


### Communication and Use of Language (Expressive)



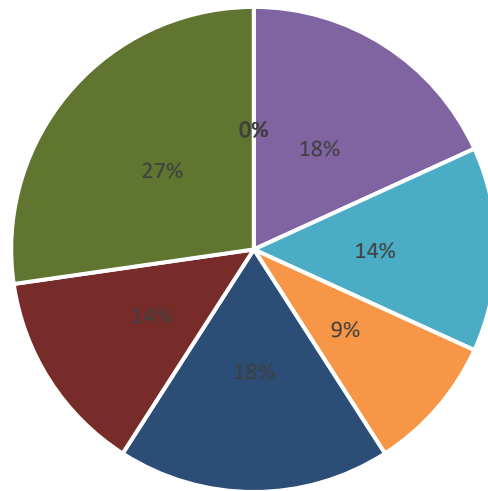
- Responding Earlier
- Responding Later
- Exploring Earlier
- Exploring Middle
- Exploring Later
- Building Earlier
- Building Middle
- Building Later
- Integrating

### Reciprical Communication and Conversation



- Responding
- Exploring
- Building
- Integrating

### Reciprical Communication and Conversation



- Responding Earlier ■ Responding Later ■ Exploring Earlier ■ Exploring Middle ■ Exploring Later
- Building Earlier ■ Building Middle ■ Building Later ■ Integrating

#### Quantitative Data Analysis Strategies:

For round two I used a tally chart to collect on the frequency of when and how much students expressed themselves or participated in a back-and-forth conversation. I used a tally to represent each time a child shared information and an asterisk every time they engaged in back-and-forth conversation. The tally chart was used during different times of the day; whole group, small group, and free-choice time. The data collected was also collected across one whole week.

LLD 3	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group					
9:15 – 9:30					
Small Group					
9:30 – 9:45	****	*****			
9:45 – 10:00					
Free Choice					
10:45 – 11:00					
11:00 – 11:15					

11:15 – 11:30					
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<b>LLD 4</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Whole Group					
9:15 – 9:30	**	*	*****	**	*****
Small Group					
9:30 – 9:45	***	***	****	*****	**
9:45 – 10:00	*****	*****	*****	*****	*****
Free Choice					
10:45 – 11:00	*****	*****	*****	*****	*****
11:00 – 11:15	*****	*****	*****	*****	*****
11:15 – 11:30	*****	*****	*****	*****	*****