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ABSTRACT

The Michigan English Study of Structure for Curriculum Evaluation (MESSAGE) training session involved 40 leaders of English curriculum study in a 7-day intensive program. They studied objective evaluation in terms of behavior, instruction, and institution; approaches to the English curriculum through instructional objectives that include evaluation procedures; and implementation of training by working with local curriculum groups. Through participation in the program, curriculum leaders should be able to develop criteria for evaluating English programs, English materials, and individual student progress; gather information about local programs; and exercise leadership in planning programs, writing objectives, and evaluating materials and programs. Local schools should be able to (1) find nearby curriculum leaders to help with basic planning, (2) utilize program participants for training other staff members, and (3) evaluate present curriculum procedures and prepare changes based on rational methods of innovation. (Appendices include the EPIC Evaluation Center's objectives for the Project MESSAGE program, a list of participants, suggestions for writing questions, and feedback questionnaires.) (Author/LH)

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MICHIGAN ENGLISH STUDY OF STRUCTURE FOR CURRICULUM EVALUATION (MESSAGE)

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FOREWORD

The MESSAGE (Michigan English Study of Structure for Curriculum Evaluation) training session involved forty curriculum leaders in English, selected from the state at large, who have major responsibility for working with school staffs in the development of curricula. The seven-day training program, described in this report, was used to introduce the principles of systematic evaluation, to provide practice in the writing of relevant behavioral instructional objectives, and to prepare participants to apply long-range systematic evaluation procedures to the preparation of English programs for schools.

The Michigan Council of Teachers of English sponsored MESSAGE; the U. S. Office of Education funded it; the Michigan Department of Education and administrators from throughout the state supported it. All of these agencies may expect that MESSAGE participants will provide state leadership in the areas of research, curriculum planning, and critical evaluation.

SUMMARY

MICHIGAN ENGLISH STUDY OF STRUCTURE FOR CURRICULUM EVALUATION (MESSAGE)

The MESSAGE training session was a seven-day intensive program for Michigan curriculum leaders in English. Forty participants from over the state, who had been identified as leaders or potential leaders of curriculum studies in English, were introduced to a three-dimensional model for evaluation. On this basis they studied objective evaluation in the context of the variables of behavior, instruction, and institution, ways in which the English curriculum could be approached through the building of instructional objectives that would include evaluative procedures, and implementation of the training through work with local curriculum groups. The emphasis throughout was on long-range evaluation of programs and curriculum building through a program of feedback of information about curricula.

As a result of participation of staff members in the program, schools in the State should be able to:

1. Find curriculum leaders in their own or nearby systems to help with the basic planning for curriculum change.
2. Utilize the training of certain staff members who have already been trained through Project English centers, summer institutes, or other formal or individualized programs. With their backgrounds in subject-matter areas, these leaders will be able to lead the schools in combining techniques of evaluation and curriculum construction.
3. Evaluate present curriculum patterns and base any proposed change on rational procedures of innovation.

As a result of participating in this training program, curriculum leaders should be able to:

1. Develop criteria for evaluating significant factors in English programs.
2. Select, develop, and use a variety of methods for evaluating different English materials for comparative effectiveness.

3. Use a variety of resources for gathering information about local programs.

4. Discuss and develop a variety of models for evaluating individual progress.

5. Exert leadership in their own curriculum areas in the planning of programs, the writing of instructional objectives, the selection of procedures to evaluate materials, and the evaluation of the programs.

INTRODUCTION

The idea of the MESSAGE training program had its inception in the spring of 1967. The president-elect of the Michigan Council of Teachers of English, Dr. Vi Marie Taylor, began to talk with members of the executive board of the Council about ways in which the organization could help Michigan schools and teachers to face some of the problems in building sound English curricula for the schools of the state. Teachers in the schools were asking questions which apparently were going unanswered or being answered too quickly and without proper study, such as: Where should we start in selecting materials? Should we be adopting some of the suggested materials being developed by the Project English centers (which were then entering their final phases)? What should we do about initiating innovations or putting into practice some of the techniques being tried in various schools of the state? These questions seemed to be surface manifestations of deeper problems, namely: how do departments of English determine their goals; how competently do they judge their achievements; how scientific is their measurement of progress toward the goals and objectives they have set? Apparently, many systems were looking for people to help them to find answers to these questions; the universities were frequently asked to send help, or to supply short-term answers, but many systems were still looking for answers to questions that were symptomatic of problems that were not being reached.

In the fall of 1967, as president of the Michigan Council, Dr. Taylor brought to the Executive Board of the Council a plan for a training session which would help school systems to find among their own people the personnel that could be developed to help to plan attacks on the basic problem. With the approval of the Executive Board, she wrote a proposal for the Michigan English Study of Structure for Curriculum Evaluation (MESSAGE) and secured a grant from the United States Office of Education, Research and Training Division, for the training of curriculum leaders in the design and writing of objectives for the teaching of English. Cooperation was pledged by the National Council of Teachers of English and by the Michigan Department of Education.

With the final approval of the grant, the training session was scheduled for the Boyne Mountain Lodge, Boyne

Falls, Michigan, April 8 - 24, 1969. The seven days immediately preceded the annual conference of the Michigan Council of Teachers of English at the same location. In this isolated location, the participants, consultants, and staff would work, eat, and play together for the period of the training session. They would also be able to end their training program by making immediate reports of the program to the members attending the annual conference.

OBJECTIVES

The objectives of the training program, as announced in the preliminary releases to the members of the Council, to administrators, and through news media of the Department of Education, suggested ways in which school systems might benefit from participation in the MESSAGE project: These general objectives were stated as follows:

I. As a result of the participation of staff members in the program, schools in the state will be able to

1. Find curriculum leaders in their own or nearby systems to help with the basic planning for curriculum change.
2. Utilize the training of certain staff members who have already been trained through Project English centers, summer institutes, or other formal or individualized programs. With their backgrounds in subject-matter areas, these leaders will be able to lead the schools in combining techniques of evaluation and curriculum construction.
3. Evaluate present curriculum patterns and base any proposed change on rational procedures of innovation.

II. As a result of participating in this institute, curriculum leaders will be able to

1. Develop criteria for evaluating significant factors in English programs.
2. Select, develop, and use a variety of methods for evaluating different English materials for comparative effectiveness.
3. Use a variety of resources for gathering information about local programs.
4. Discuss and develop a variety of models for evaluating individual progress.

5. Exert leadership in their own curriculum areas in the planning of programs, the writing of instructional objectives, the selection of procedures to evaluate materials, and the evaluation of the programs.

Specific behavioral objectives developed by the staff for the training session are included in Appendix I in the section outline for "Skill Development in Evaluation for Teachers of English."

METHODS

PRELIMINARY ANNOUNCEMENTS AND PARTICIPANT SELECTION

Several means of information dissemination were employed to notify potential participants about the program. The complete mailing list of the Council, consisting of over 2200 teachers, administrators, and curriculum leaders in the field of English, as well as college and university personnel, was used for the distribution of a special four-page edition of the Michigan English Teacher, which contained a preliminary application form. The mailing list of the State Department of Education, which lists over 1300 intermediate and system superintendents and principals, was used to send announcements and nomination forms. The State Department of Education also included announcements in its regular organs, which are sent to all administrators in the state.

From these sources, more than 170 preliminary applications were returned. These people were supplied with the longer application form, further information about requirements, and the reminder that each application must be accompanied by a statement from an administrator that the trainee would be utilized by the school system to lead in curriculum evaluation studies. More than one hundred completed applications were received. Applications were read by four different readers, and selections were made on the basis of leadership potential; backgrounds in English, curriculum, and evaluation; geographic distribution; and availability for service to schools other than their own. In addition to the 40 participants selected for funding, four more were permitted to attend at their own or their school's expense. Every first choice appointee accepted the appointment and attended the full session.

Participants included:

one consultant for 28 local school districts

eight K-12 supervisors, coordinators, department heads, or curriculum directors

four 7-12 supervisors, coordinators, department heads, or curriculum directors

ten 9-12 supervisors, coordinators, department heads or curriculum directors

four 10-12 supervisors, coordinators, department heads, or curriculum directors

one 7-9 coordinator

eleven chairmen of curriculum committees of local districts

one university methods teacher (observer)

one college teacher-consultant

one elementary teacher, member of English curriculum committee (observer)

two secondary classroom teachers, members of English curriculum committees (observers)

Administrators offered assurance that participants would be assigned a major role in the areas of planning and evaluation and that they would be encouraged to assist nearby schools in evaluation of programs and implementation of new ideas for the improvement of the teaching of English in the state.

Names, addresses, and positions of participants are given in Appendix II.

PROGRAM PLANNING SESSIONS

Acting for the Executive Board of the Michigan Council of Teachers of English, a committee met in January to establish preliminary guidelines and plan staff. This committee was composed of Dr. Stephen Dunning, 1968-69 president of the Council: Miss Mildred Webster, executive secretary of the Council; Mr. Dwight Smith, English specialist of the Michigan Department of Education; and Dr. Vi Marie Taylor, director of the program.

This group set February 14-15 for a planning session and decided to invite Dr. Robert L. Hammond, Ohio State University, and Dr. Kellogg Hunt, Florida State University, to the planning meeting. The committee learned that the representative of the National Council of Teachers of English at the planning session would be Mr. William Scannell, of the national office. At this meeting also, the dates April 18-24 were confirmed and the meeting place at Boyne Mountain Lodge, Boyne Falls, Michigan, was established. The time and

date were planned to precede the annual meeting of the Michigan Council of Teachers of English, scheduled for April 25-27.

On February 14-15, specific elements of the program were developed in the planning session. The division of time among the various parts of the program was discussed, and approximately equal time segments were allocated to general evaluation procedures and the writing of objectives, on the one hand, and to the application of these techniques to English programs. Dr. Hammond presented in some detail the EPIC model for curriculum evaluation, which the project director had suggested as a structure for the training session. The English specialists present at the planning session agreed that the EPIC model could be used for the examination of English curricula in the context of dimensions of behavior, instruction, and institution. It was decided to extend an invitation to Dr. R. J. Armstrong to bring a team from the EPIC Center, Tucson, to present the model to trainees and to lead the general evaluation segment.

It was decided that Dr. Hunt would use a day and a half of the training session to apply the techniques of the program directly to programs in composition, syntax, and reading. Dr. Dunning would use one session of the training program for a demonstration of the teaching of poetry as a way of arriving inductively at the construction of behavioral goals. The methods employed by Dr. Alan C. Purves, University of Illinois, were suggested for inclusion in the program as an additional objective instrument for measurement of English programs, and Dr. Purves was invited to participate in the training session.

PROGRAM

General Evaluation Segment

Throughout the training session, emphasis was placed on long-range evaluation techniques and their application to the design of English programs. For this purpose, the staff included instructors capable of covering this material from varied approaches. Dr. Robert L. Hammond set the tone for the entire session in his opening remarks. He enumerated problems faced by all curriculum designers, discussed present steps and processes available to correct these problems, and urged the development of evaluation procedures designed to utilize the capabilities of technological advances. In stressing the need for long-range evaluation programs, he presented four specific components of long-range evaluation. These four components of a program of long-range evaluation, used as a basis for the total training session, are as follows:

1. Program identification
2. Collection of information about the program
3. Organization of information about the program
4. Analysis and reporting of the findings to the decision makers.

Dr. Hammond also suggested desirable attributes for a system of evaluation that would operate on a long-range basis. Such a program would provide:

1. An evaluation system that monitors the total instructional program--that goes on year after year and provides information to the teacher with respect to changes in the program.
2. An evaluation system that provides information as to what new programs might be selected.
3. An evaluation program that monitors new programs and allows modification through evaluation of the program, not the students.
4. An evaluation system that gives information about the year-long program.

Dr. Robert Armstrong, director of EPIC, and his staff, introduced the three-dimensional EPIC model for the structure of evaluation and demonstrated how the structure

provides for the identification of variables in the categories of behavior, instruction, and institution. (The scheme is shown in detail and in diagram form in Appendix I, "Skill Development in Evaluation for Teachers of English.") After the presentation of the general scheme, participants, working in small groups, each with a leader from EPIC, and following the plan for developing objectives, actually practiced the writing of specific, measurable objectives in both cognitive and affective domains. Three small-group sessions were devoted to these activities; in the general evaluations made by individuals, these activities were cited as some of the most meaningful and practical experiences of the entire training program.

Additional sessions were devoted to the techniques of constructing test items to measure the objectives identified in the planning stages of curriculum. The role of validity and reliability in measurement was emphasized. Samples of tables of specifications and item banks were introduced (See Appendix III).

Models of test items of various kinds were presented and discussed. Sample test questions measuring stated objectives were prepared in practice sessions. Following the practice sessions in the writing of test questions and examples of objectives, a session was devoted to the organization of information. This included the use of coding systems and computers. Additional information regarding the analysis and reporting of information to decision makers and through the proper channels was supplied.

Application to English Programs

At the conclusion of the three and one half days of study of techniques of evaluation, the second phase of the training session began with the application of the model to the English discipline. Dr. Kellogg Hunt discussed research in how students write and presented specific techniques that could be applied to the evaluation of children's writing. These techniques included the use of the Cloze test, methods of sentence analysis by means of the t-unit and clause length, and imbedding or deep structure. In later sessions he demonstrated the application of systems of analysis based on syntax and transformational generative grammar, to facilitate objective measurements. Measurement of systactical growth in writing was illustrated.

The second instructor in the direct application of specific objectives to the teaching and measurement of English curricula was Dr. Alan Purves. Using the teaching

of literature as a basis for his discussion, this consultant led the participants through the actual performance of reading poetry and a short story. At first, participants played the role of students and were instructed in analysis and interpretation. In later periods, participants devised teaching questions usable with literature. Evaluation techniques were applied to teaching literature in a practical presentation. A "grid" in indicated areas to be measured was comparable to the EPIC model and might be used to focus on specific elements in defining further cube elements.

Having developed skills in the construction of objectives and evaluation instruments for measuring the accomplishment of these objectives, and having covered evaluation in the teaching of composition, language, and literature, the participants were prepared for the next phase--the application of this knowledge to specific curricula in specific schools. Since this group is expected to serve schools other than their own, it was logical that all of the skills learned at this training program needed to be combined into a system of procedures that might be applied to specific situations. The participants must not only be able to evaluate programs, but they must also know how to instruct others and aid in their evaluation. The application of the learnings was the subject of the portion of the program designed to get the participants started on their own. At this point, Mr. William Scannell helped to synthesize the heretofore disparate elements into a scheme for looking at specific English programs. Participants met together in small groups to establish procedures for implementing the program in their own geographic areas and to arrange for cooperative work.

One additional training session was conducted on the teaching of poetry, the writing of objectives to cover the teaching of poetry, and the development of instruments for evaluation of specific goals in the teaching of poetry. For this presentation, Dr. Stephen Dunning used his own vast knowledge and interest in poetry to spark the interest of participants in the application of the evaluative procedures previously experienced to a simulated teaching situation.

Activities

During the training session, many different activities were engaged in by the participants and the staff personnel. Most new information was presented in lecture to the total group with the aid of numerous transparencies, programmed books, charts, and duplicated materials. For intensive laboratory sessions on actual development of representative

materials for evaluation, small groups of 10-12 were used. Each group worked with a trained staff member. Some "homework" assignments were produced as additional samples which were then evaluated by the staff. Many viewing sessions were held, some planned as part of the activities, some as an independent kind of sharing activity. Several participants brought examples of teacher-made and student-made materials; viewing areas were arranged for showing these materials. Each evening the "MESSAGE Media Theatre" showed a variety of films which might be useful background for English teachers and curriculum leaders. The British Broadcasting Company films on improvised drama, for example, gave many participants a first opportunity to observe the British approach to oral English. The films from the National Council of Teachers of English were useful both as an indication of the kinds of materials that might be obtained for local use and for the content of the films themselves. The humanities films, are, of course, familiar to many English teachers, but most participants had not had an opportunity to see all of them, especially the most recent ones (Appendix IV).

Committees were established early and meetings were held frequently in order to coordinate reporting to administrators and to the membership of the MCTE, to develop evaluation forms for the sessions themselves, and to plan procedures for follow-up. Every participant was engaged in some reporting presentation. Besides helping the individual to crystallize his thought and synthesize the various experiences of the training session into a meaningful whole, these reporting sessions also gave practice in making presentations to groups just as each will be doing as he helps to disseminate information.

Availability of Resource Personnel

One distinct advantage of the manner in which this session was conducted was the constant availability of the staff members, for both formal and informal contacts. Dr. Hammond, Dr. Armstrong, and the EPIC staff were available for three and one-half days; Dr. Hunt was available for three days, Dr. Purves for one day, and Dr. Dunning for two days. Mr. Scannell was present for the full training period, as were the MCTE personnel: Miss Mildred Webster, Miss Thelma McAndless, Mrs. Helen Wagner, and Dr. Taylor. Other MCTE executive board members were present for varying amounts of time. The availability of the staff and consultants gave many times for questions, discussion, and, in some cases, differences of opinion, and participants used their availability during meals, over coffee, and in impromptu recreational activities. Another bonus of the living-learning

situation of the training sessions was the opportunity for constant interaction of participants. In their personal evaluations, most trainees mentioned the value of these contacts.

Follow-up Activities

Report to Administrators and to MCTE

In setting the Program Calendar for the MESSAGE training program, the director included two sessions at which participants would report first to their administrators and second to the several hundred English teachers attending the Michigan Council of Teachers of English annual conference at Boyne Mountain, April 25-27.

Both presentations were planned by committees of participants. They appeared before the two audiences (1) to share what they had been learning about effective ways to evaluate instructional programs, and (2) to show how knowledge, skills, and attitude in the behavioral domains could effect improvement in teaching the discipline of English.

The audience of the administrative conference was composed of invited administrators, who had expressed an interest in having a staff member participate in the training program, or their representatives. The responses of these administrators indicated that they had gained new insights into the need for a systematic approach to evaluation and the part that the writing of behavioral objectives may have in program evaluation. Several indicated that they planned to start work immediately with participants in the training program to set up local studies.

The second general session of the annual meeting of the MCTE was devoted to the MESSAGE training program. In the presentation the committee used duplicate overhead projectors to make well-prepared and legible overlays visible in all parts of the large conference room. In the session, the main purpose of which was to generate enthusiasm for the project and give basic understanding to many people of the implications of long-range evaluation for English programs, the speakers introduced the EPIC model, gave a brief opportunity for audience participation in building an objective that would incorporate the three dimensions plus that of measurement, and indicated ways in which a local school might begin to study the area of evaluation.

Evaluation

The evaluation planned for the MESSAGE program is to be of two types: immediate and long-range. The immediate evaluation was planned to cover two types of responses. A pre- and post-test was administered by the EPIC team over the objectives presented in the first part of the session. Results, shown in Appendix V, are significant for each part of the instrument.

The two Michigan Council of Teachers of English evaluators, Mrs. Helen Wagner and Miss Thelma McAndless, prepared and administered a questionnaire, asking for response in nine areas. The following quotations, chosen by the evaluators as presenting the complete range of responses to each section of the instrument, give an indication of the affective results of the session, as they are immediately apparent. (Procedures for gathering information about long-range results are discussed in the next segment.)

The organization of the week-long session

The careful planning of Project message was evident from the first encounter with the week-long program. Located in a spot conducive to quiet contemplation, the forty participants were introduced to a leisurely, yet firm development in the area of curriculum development, implementation, and evaluation. It took about a day and a half for initial frustrations to wear themselves out of teachers who had left behind hectic schedules. But once they were relaxed, it was evident that they were settled down to some real thinking.

Advance knowledge of activities would have been helpful and would have enabled me to do some background work before coming.

Variety in design and shifting focus on a range of concepts provided a tempo that established and maintained a sense of involvement.

I think the week-long session has been well organized -- not only have the speakers been informative, but there has been time to relax and assimilate the ideas presented. Also, there has been opportunity for professional reading -- a real luxury!

The Message Program provided for a good balance of time between large-group instruction and small-group instruction.

The participants seem well chosen for ability, interest and concern.

Although the organization was apparent, a pre-conference agenda outlining the objectives of the conference, identifying topics to be covered, and a schedule of activities would have been most helpful.

A most valuable part of the week has been the time left somewhat free for exchange of ideas among participants. So much has been given to us that we have needed time to chew upon and digest, with others, the ideas we have dealt with.

The quality and variety of consultative help available

Completely satisfactory.

Consultants and participants eagerly, helpfully, and willingly exchanged ideas all in the interest of and for the improvement of the evaluation process. This was a thrilling experience. To corner so much sincere dedication, enthusiasm, and know-how is the epitome of achievement for Dr. Taylor and her committee.

The consultants couldn't have been better and the resource personnel have been most eager to listen and help.

The consultants not only represented new and exciting ideas in a number of fields but also communicated their intent with clarity and warmth.

EPIC section too much in too short a time--could have gone two more days. EPIC men very knowledgeable and helpful.

In a few days time with national experts in research methods to guide us, I believe all of us here are now able to write our own program objectives with reasonably adequate measurement devices for reliability and validity, since the workshop required us to demonstrate this ability.

The accessibility of resource personnel

The EPIC team had a tendency to stick together. Live-in consultants prompted and stimulated further development. Ideas flourished at every dining table, lounge chair, and cottage room.

All resource people were available; however, the use of these people might have been better planned. Evening

seminars could have been organized for the purpose of sharing such things as new programs, successful old programs, techniques being implemented, and problems common to the participants involved in the project. A presentation and evaluation of the materials on display would have been more beneficial than just putting them on display.

Everyone connected with project Message seemed anxious to offer his services and knowledge, and to my knowledge was ready and waiting to help.

Good - consultants came here prepared to respond to questions and establish continuous communication with and among participants.

The interchange of ideas among participants

Persons responsible for the selection of people for this group are to be complimented. It was a dynamic collection of individuals willing and eager to share their thoughts and experiences.

There was a fair amount of interchange of ideas going on among participants, though after the first few days it seemed that many tried to avoid talking about curriculum during informal chats, perhaps because of "overexposure."

It has been good, too, sharing at table, walking together, gathering in small groups, with other people seeking some of the same answers you are, learning what has worked for them, contributing what you have done. The pace has been about right for absorbing without tiring.

The interchange of ideas among participants has been the most valuable part of this program for me. I have never before known such an opportunity to learn about the teaching of English.

The relevancy of content to needs of teachers and their institutions

Some of the content was too time consuming for the busy classroom teachers. The Cloze test from Dr. Hunt's presentation seems just the quick test of readability that we need.

This is one study program from which I shall return home confident I have some workable knowledge which will be

quietly earth-shaking but will not cause great tremors to the point of creating fear and hysteria.

Whether we adapt, adopt or discard, MESSAGE has provided some quide lines for the decision-making which must take place in curriculum development. More important, perhaps, than the specific messages is the attitude we've developed: commitment to a specific program is possible.

Perhaps the most important message was the writing of behavioral objectives which included the method of measurement. The T-unit and the Cloze test offer some immediate practical assessment of texts and student writing.

Everything has been on a Paul Bunyan scale in both excellence and quantity: the food, the scenery, the friendliness of participants and staff and the ideas presented.

The relevancy of content proved itself against a high degree of skepticism beforehand. The leaders helped and allowed participants to make the content meaningful.

The possibilities for implementation on local levels

The principles of evaluation learned here will probably be implemented first in the classrooms of the participants then in other classrooms in the school, and on the other schools in the system. This should help to up-date English programs and, by means of proper evaluation, put them on a solid foundation.

In implementing these evaluations personal appearances might be more dynamic than just printed material. How about appearances in English department meetings in the high schools in the county -- as well as those in the city. How about going to junior high schools and elementary schools?

This program will provide a solid beginning for the start of our evaluation of our new English program which goes into effect in September. I must say, though, that the follow-up procedures of measurement were barely touched upon in these sessions and many questions remain unanswered about testing and measuring effectively the objectives of our program.

If a list of the participants was made available to each school along with a letter indicating that we are available to discuss this program with any interested administrator or school staff, this study might have an impact on English in Michigan by helping schools to become more

efficient and effective in gauging the value and effect of their programs.

Local implementation will be in direct proportion to the degree of influence (and naked power) the MESSAGE participant has within his own system.

A close relationship should be established with each trainee by the director of the project. If this is done, there will be less opportunity for some of the members who are experiencing difficulty to slip off and become lost to the group.

Dr. Taylor's suggestions of area grouping led us to discovery of method of implementation. We are now firmly set in a path which can be anything we want it to be if we work for it.

Implementation may be hampered because teachers who have not had the experience of MESSAGE will not have a total commitment.

Implementation is going to be difficult. I feel the only way to do this is to start small. There will not be the spread of MESSAGE that the directors hope for, but it will be forthcoming in time.

The probable effects of MESSAGE upon the teaching of English in Michigan

If behavioral objectives become a way of life in curriculum development, MESSAGE could become the miracle of the century.

The probable effects should not be just limited to English but should involve all disciplines. If the EPIC principles are implemented, a revolution in the discipline (teaching) could take place.

Long range effect will be felt in strengthened curricula and less frustration in the area of curricula development because forty teachers know a little more about a lot of things.

English teaching in the state can only profit from a project such as this. It will have made the teachers more aware of what others are doing, of what they might be doing, and, hopefully, of how they might go about effecting necessary changes in existing programs.

If we truly hope to affect state-wide English teaching, the next step may be intensive training of teams to work in different schools districts. Our MCTE regional districts might also be a possible organizational route.

The effects of MESSAGE may not be immediately apparent, but I am sure that the impact will be felt in the schools represented and hopefully will be talked about enough so that other schools may seek similar help. Those people who work on North Central evaluating teams should be able to make other schools aware of MESSAGE concepts.

Superior-- has all kinds of possibilities.

The effects of this conference upon the teaching of English in Michigan will be dependent upon the enthusiasm of members of this group and their ability to communicate with their administrators and their own local staffs. It seems evident that this kind of improvement is not for English alone but has a necessary relationship with every other discipline in the school.

The effects lie in a well-organized follow-up program and interest and encouragement from local school districts.

I believe MESSAGE will have an impact on the teaching of English in Michigan because:

the participants will be better teachers, more aware of what they are doing anyway.

the participants as a group in MCTE can help MCTE have a continuing impact.

leadership and support from MCTE and NCTE can reinforce and extend the seeds planted here.

Specific recommendations as to follow-up on this the first workshop of this type

Have a second workshop to tabulate results in the field. Then have a third workshop for continued enlightenment.

Have this group intercommunicate; perhaps work in teams of 2 or more to interpret MESSAGE to departments, administrators, perhaps school boards and community groups.

Plan a follow-up meeting in each of several geographical areas, possibly next fall to monitor action that has been an outgrowth of the conference.

Have at least two follow-up surveys and a presentation at next years MCTE.

Perhaps some regional meetings could be scheduled to write out the nature of our successes as well as our obstacles or failures and what we consider to be the reasons for these various outcomes. The questionnaire which the follow-up group is sending out may give some hint as to how general our particular experiences have been and help us to draw up recommendations for future use.

Realizing that one of the values of this conference has been the interchange of ideas, MESSAGE, or a like organization, become an agency for gathering and disseminating of information regarding English programs within the state of Michigan. Funding for such an agency could be provided by local school districts making use of the services provided of a Title III project could be written.

Plan a second workshop for the 1969-70 school year, implementing a team approach. Selected school districts would identify a team consisting of an English teacher, the department chairman, an administrator, and a testing and measurement person to work together in a pilot program for the development of an evaluation scheme.

Follow-ups are difficult to maintain, but we must meet again next year to find out how we carried the MESSAGE.

<u>How can we encourage future sessions</u>?

Apply for more federal money for follow-up workshops. Secure additional financial support in order to involve more teachers.

Use literature sent to members of MCTE to supply information about these meetings at Boyne.

Plan sessions to explore measurement - it was barely touched upon.

Involve participants in planning for future sessions through development of surveys, questionnaires, inventories.

Report this meeting in the <u>Eng. Journal</u> and other media. Let the school administration know who the speakers and consultants were and the implications of direct help being given to those from their staff who attended.

Improve communications concerning the activities via personal contact, publicity. Giant strides have obviously been made in the proper directions.

I felt that for many, it was "too much, too fast," and that the relationships among the "Phases" of the conference

were not always clearly drawn. Plan for a slower pace for future sessions.

The state department of education representative understands the project and its implications for the improvement of teaching of English in Michigan. Obtain money from that agency -- by fall. Under the tension of producing, specific changes could come about. If future sessions are planned early enough, local areas could earmark some monies for such conferences.

General

This has been the most stimulating professional week I have ever spent.

I am thankful for those who had the vision and the drive to organize this week's workshop, and for the opportunity to be a participant.

Long-range Evaluation

Written into the MESSAGE Proposal were provisions for follow-up. At the Boyne Mountain training session the project participants attacked the ways and means for carrying out the proposals. Headed by Dr. Robert Fichtenau, Director of English, Intermediate District, Oakland Schools, Pontiac, a follow-up committee divided the areas of responsibility on a three-way basis:

I Distribution and codifying of a 5-part survey designed by MESSAGE staff in consultation with the Division of Systematic Studies of Oakland Schools

A. Purpose of Survey - Assessment of behavioral changes in MESSAGE Participants and schools represented

B. Description of the Survey instrument (see Tentative Questionnaire, Appendix VII)

1. Part one to find how differently the participants feel as a result of Project MESSAGE

2. Part two to assess changes in behavior on the part of the individual participants

3. Part three to gather information about specific changes in evaluation techniques being used in classrooms of the participants' schools and in schools in which the participants work

4. Part four to survey attitudes in the participants' own schools and the administrators' attitudes toward utilizing the special knowledge and skills of the Project participant

5. Part five to survey the extent to which information about Project MESSAGE has been disseminated

C. Survey Schedule (September of 1969 and June 1970)

D. Administrators' Questionnaire

II Cooperation with the Michigan Department of Education (The following tentative commitment for assistance has been obtained from the Department of Education)

A. Provide consultant service to those districts which wish to develop objectives and evaluation devices for their English programs

B. Support additional workshops, on a limited scale, to enable English teachers to develop program objectives and evaluative techniques

III Continuing Cooperation with MCTE

A. At each of the Fall (1969) Regional Conferences of MCTE devote program time to "What's Happening in Region _____" as a result of Project MESSAGE

B. At the annual spring meeting of MCTE (1970) schedule a session - Project MESSAGE - One Year Later. The committee planning this program will communicate with each of the MESSAGE participants on a scheduled basis throughout the school year.

APPENDIX I

EPIC OBJECTIVES

FOR

PROJECT MESSAGE TRAINING SESSION

Boyne Mountain Lodge

April 18-21, 1969

Participants attending the Project Message/EPIC training sessions, April 18-21, 1969, will:

1. increase their knowledge of the EPIC Scheme for Evaluation as measured by their scores on the EPIC Feedback Questionnaire.

2. increase their knowledge of program objectives terminology as measured by the EPIC Feedback Questionnaire and EIP tests.

3. be able to apply their understanding of program objectives, by writing an objective of their choice that includes the four EPIC criteria for objectives.

4. will respond positively to the EPIC Training Sessions and staff as demonstrated by their responses on the EPIC Feedback Questionnaire.

SKILL DEVELOPMENT IN EVALUATION FOR THE MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

EPIC Evaluation Center
1034 East Adams
Tucson, Arizona

INTRODUCTION

The nature of English programs will be quite varied from program to program; however, this does not alter the fact that a systematic scheme for evaluation is an absolute necessity. The instruments and techniques employed in the actual evaluation of each program may be different, but the step-by-step process should be consistent, or at least well-defined, for each program. This step-by-step process must be very understandable for personnel implementing English programs, particularly if such personnel have had limited training and experience in the area of evaluation. This paper presents a systematic approach to evaluation, the skills required of program personnel for its implementation, the technical assistance required to implement the system, and resources of the EPIC Evaluation Center available to provide this training.

I. Description of EPIC and its Funding Agency (Pima County Superintendents Office, 112 West Pennington, Tucson, Arizona)

The EPIC Evaluation Center, established July 1, 1967, is supported by the U.S. Office of Education under the Elementary and Secondary Education Act of 1965. The primary purpose of the Center has been that of developing and implementing a systematic scheme for the evaluation of instructional programs. Simultaneous with the development and implementation of the EPIC approach, skill training workshops have been instituted by the Center as a part of its on-going responsibilities.

The EPIC Evaluation Center employs twenty-one staff members. These professionals each represent one or more specialties in the total evaluation process as described by EPIC. The unique characteristic of the EPIC Evaluation Center thus lies in its ability to facilitate the implementation of the total evaluation process.

II. Evaluation Approach to be Presented in the Workshop

The EPIC Structure and Scheme provide for the implementation of procedures that lead to "objective evaluation." There are two essential differences between objective evaluation and the other less valid forms, such as subjective evaluation and external evaluation.

The first difference is that of objectives. If a person is to make a valid decision based on the information collected in evaluation, he must know what he is evaluating. This is accomplished only when he is able to state his objectives in behavioral terms. These objectives determine the procedures and criteria to be used in evaluation. The second difference is an outgrowth of the first. Objective evaluation guarantees that the people responsible for decision-making will become involved in the evaluation because they are the ones who have to write the behavioral objectives to be evaluated.

The EPIC Structure of Variables Influencing Instructional Programs (Figure 1) facilitates the identification and description of the institutional and instructional variables affecting the program. Combining these variables with the desired behavioral outcomes (cognitive, affective, or psychomotor) presents a simple, yet effective, method of developing program objectives.

Another important feature of the EPIC Scheme for Evaluation (Figure 2) is that it facilitates not only "product" but also "process" evaluation. That is to say, consideration is given to the need for continuous feedback to enable program personnel to evaluate the progress of a program and make the necessary decisions to alter the program during its implementation, and not have to wait until the program is culminated.

Basically, the procedures developed by EPIC demonstrate the philosophy that effective "objective evaluation" must be a product of the local district, agency, or project. Each school, agency, project, etc. must decide the nature of the objectives to be met. EPIC then provides the technical assistance, hardware, and in-service training programs beyond the resources of the program to enable the personnel to implement evaluation.

III. Evaluation of English Programs--General Comments

The degree to which English programs meet their anticipated outcomes must be determined through sound evaluation procedures implemented to measure specific objectives. This

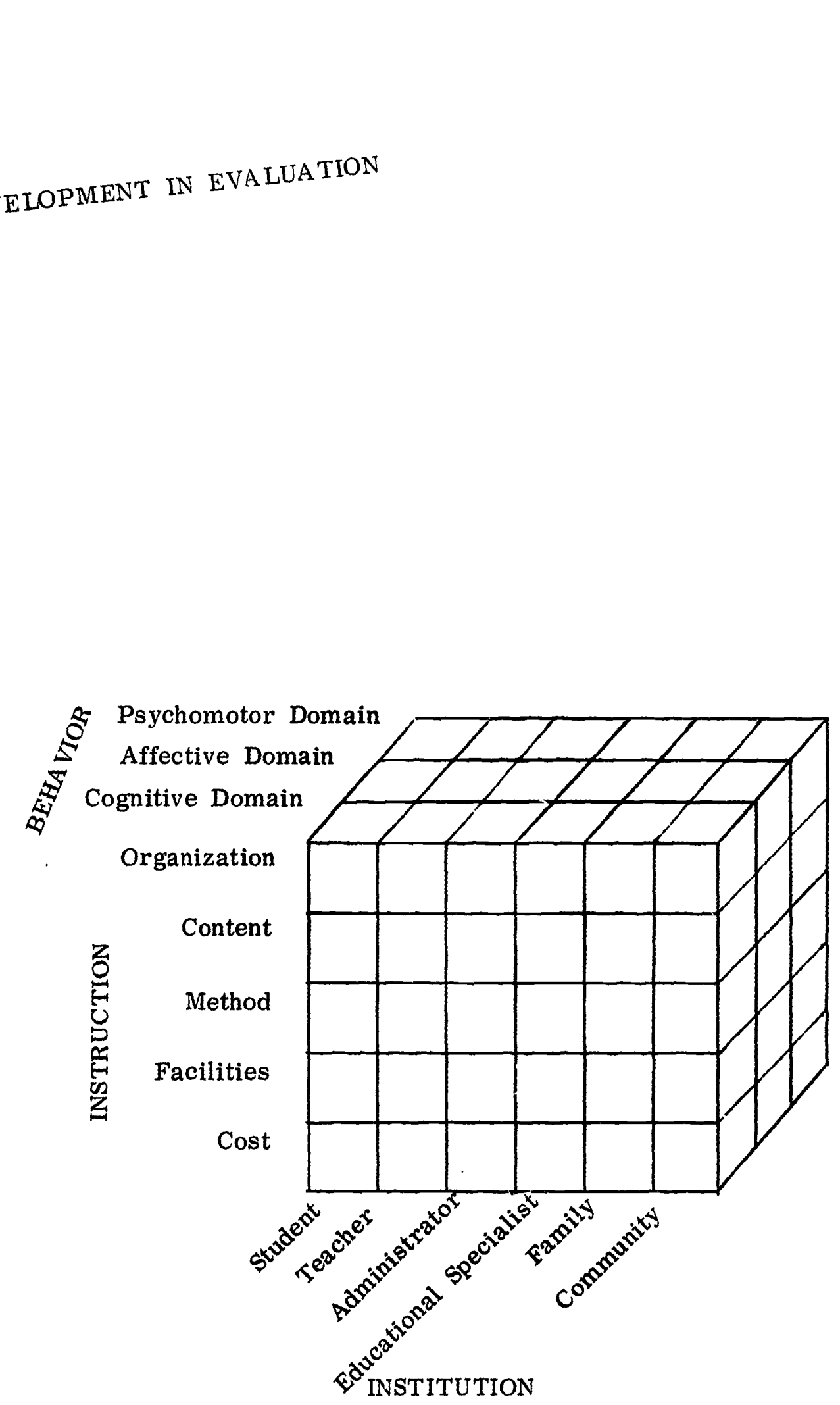
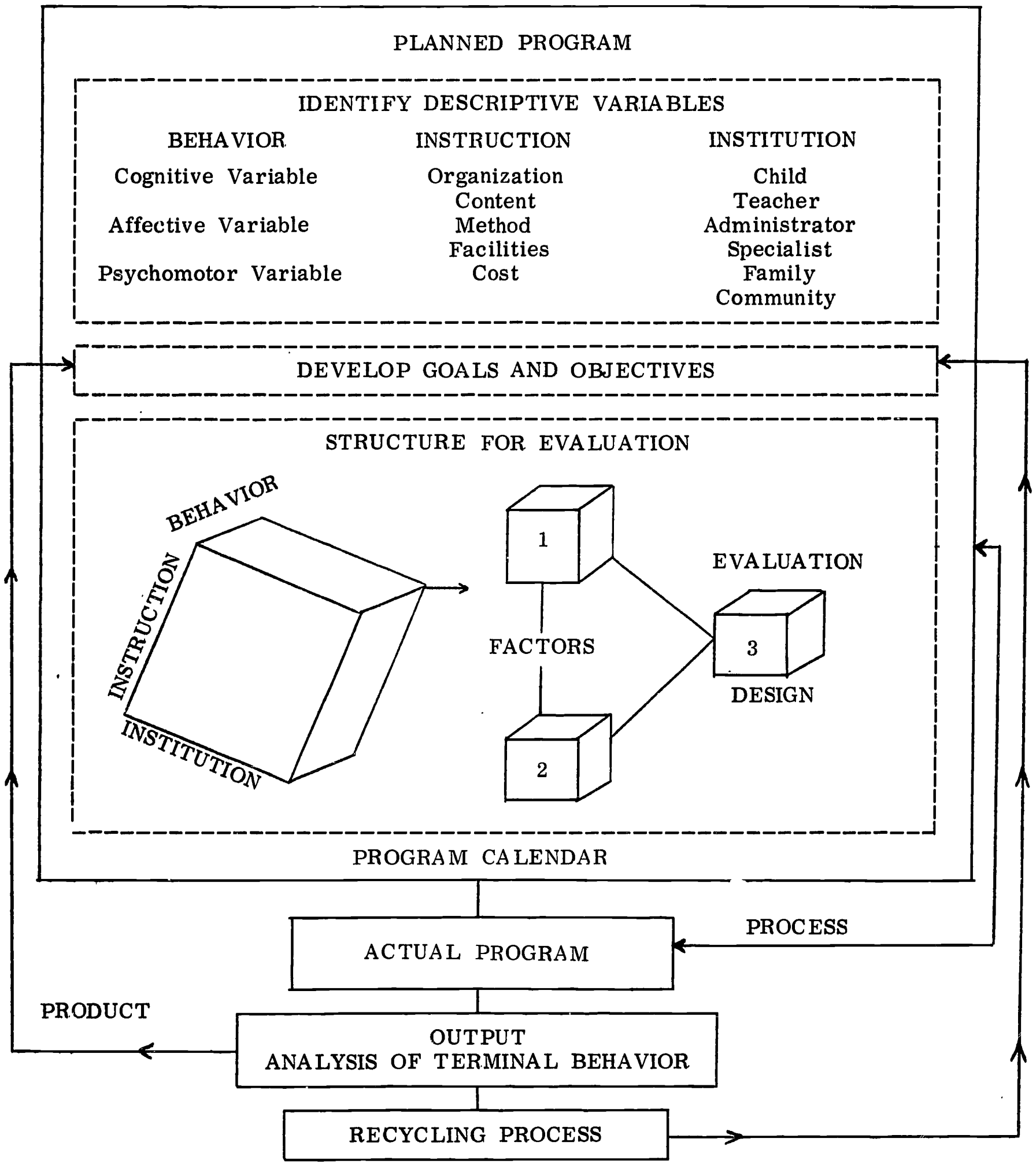


FIGURE 1

EPIC STRUCTURE OF VARIABLES INFLUENCING INSTRUCTIONAL PROGRAMS

EPIC SCHEME FOR EVALUATION OF INNOVATIONS



III. Evaluation of English Programs--General Comments (Continued)

implies that prior to the initiation of each program, certain steps in the evaluation process must be clearly defined. This would include adequate program description, objectives stated in behavioral terms, and an evaluation design which spells out the data to be collected, treatment descriptions, statistical analysis, and limitations of the evaluation procedures. If we can accept the assumption that evaluation is simply a procedure for collecting pertinent information that can be used to facilitate decision-making, such objective evaluation seems to be valid.

The evaluation procedure employed by each program must provide for the recognition of the many variables that may affect the given program, but most important, provision for the identification of outcomes in terms of cognitive, affective, and/or psychomotor behavior should be made--in other words, a means of identifying and classifying behavioral outcomes through the use of some organized system, such as the Taxonomy of Educational Objectives (Bloom). In the training of personnel in the procedures of evaluation, it is imperative that:

1. the personnel responsible for evaluation within each program be exposed to every phase of the evaluation process, and

2. the personnel responsible for evaluation within each program develop the skills which they must ultimately employ in developing and implementing systematic evaluation.

IV. The Evaluation Process and Related Skills

The approach in providing experiences that not only expose the participants to the evaluation process, but also increases their skills in handling various aspects of the evaluation process, should include the following:

A. Sequential Activities in the Evaluation Process

1. Program Description

Sound evaluation procedures require that the process begin with a description of the planned

B. Related Skill Development and Orientation, and EPIC Resources

1. Emphasis must be on the development of skills in identifying those variables that are felt to be affecting that portion of the instructional program

program. The key to effective evaluation is to identify and select what is to be evaluated.

under consideration. To develop these skills, a systematic, yet simple approach must be provided to the program personnel.

The EPIC Structure of Variables Influencing Instructional Programs is a three-dimensional structure which facilitates the process of identifying and describing the variables not only within the educational setting, but also outside of it. The Structure considers the dimensions of instruction (organization, content, method, facilities, and cost), institution (student, teacher, administrator, educational specialist, family, and community) and behavior (cognitive, affective, and psychomotor).

2. Goals and Objectives

Evaluation as a process is best approached through objectives stated in behavioral terms. The objectives of a given program are developed following the identification of variables.

2. Skill sessions should be provided to program participants in the development and writing of behavioral objectives.

The staff of the EPIC Evaluation Center has available program materials in writing behavioral objectives. These materials have been especially designed to train educators who have had little or no experience in this area. The EPIC Structure of Variables Influencing Instructional Programs is utilized directly in

teaching the skills of behavioral objective writing.

3. Development of Evaluation Designs and Functions of Data Processing

Once the program objectives have been stated, an evaluation design can be developed. This design is basically a description of how the data is to be collected and analyzed in order to determine if the objectives have been met.

3. Program personnel must have some orientation to the considerations inherent in establishing evaluation procedures. Assistance provided during training sessions should be directed toward each program. Participants should be exposed to such considerations as sample size, treatment descriptions, statistical analysis, and limitations. (note the words exposed and assistance) Program personnel must be assisted in the development of "program calendars." A Program Calendar basically consists of a schedule designating precisely the evaluation procedures to be employed.

The EPIC Evaluation Center maintains a complete Evaluation Division which has the primary functions of: (1) providing technical assistance for the selection of treatments, measurement instruments, evaluation design, and statistical analyses, (2) processing data, and (3) reporting the results of the evaluation process.

To facilitate the evaluation process, more often than not, program personnel must avail themselves of data processing.

Program personnel must receive instruction in the data processing function in evaluation. The intent is not to

provide them with mechanical skills related to data processing, but to provide them with a way of communicating with the evaluator and specific orientation in the most efficient methods of collecting and analyzing data. Exposure to such topics as the principal functions of data processing, storage of data, cost estimates, classifying data, and preparing data for computer processing are intended.

The EPIC Evaluation Center has, as a part of its facility, the data processing equipment and technical personnel to describe and demonstrate the complete process of input, processing, and output.

4. Description of Actual Program

During the process of evaluation, an on-going description of what is actually happening in the program is a necessity. The actual program description should provide information as to whether the program is being carried out as planned.

4. Program implementors need training and assistance in the points to be considered for continual monitoring of the instructional program. Such skill would enable them to identify crucial points of reference in the program's progress and the identification of variations from the planned program. Such feedback would enable them to: (1) make the necessary changes in evaluative procedures (2) compare the evaluation results with specific techniques of instruction during the

program, and (3) provide insights which could permit the incorporation of new content and procedures as the program progresses.

5. Output Analysis of Terminal Behavior

Following the completion of the program, the next step is that of analyzing the results of the evaluation to arrive at conclusions based on actual behavior.

5. Program personnel must have actual experience in the analyzing of evaluation results as a part of their training. Such exposure would provide them at least a limited skill in interpretation of findings.

The EPIC Evaluation Center has, as one of its major responsibilities, that of assisting program personnel in the interpretation of evaluation results. The program personnel are going to be making the decision to change the direction of their respective programs; therefore, they must have the technical assistance in the interpretation of the results of evaluation.

6. Recycling Process

With the program evaluated, the school is ready to consider changes in the program. The evaluator and the implementor come together. Decisions must be made relative to program development.

6. Through the process of evaluation described, the recycling process entails the consideration of: (1) those objectives not met through actual program activities, (2) new or additional objectives which might further improve the program, and (3) future evaluation procedures. The recycling process demands both the knowledge of the program on the part of the implementor and the technical skills of the evaluator.

IV. The Evaluation Process and Related Skills (Continued)

V. Workshop Leaders

Dr. Robert J. Armstrong
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(Director, EPIC Evaluation Center)

Dr. Robert E. Kraner
Associate Professor
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Special Consultants

Dr. Robert L. Hammond
Associate Professor
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PROJECT MESSAGE

Michigan Council of the Teachers of English

WORKSHOP SCHEDULE

(Participation by representatives of the
EPIC Evaluation Center)

FRIDAY, APRIL 18, 1969

Morning	General Session #1

"Introduction to the EPIC Evaluation Center and
Workshop Expectations"

Dr. Robert Armstrong

1:30 - 3:00 p.m.	Small Group Session #1

"A Structure and Scheme for the Evaluation
of Instructional Programs"

3:00 - 3:20 p.m.	Coffee Break

3:30 - 4:30 p.m.	Small Group Session #1 (Continued)

"Developing Program Calendars and
Program Monitoring Systems"

SATURDAY, APRIL 19, 1969

9:00 - 9:20 a.m.	General Session #2

"Introduction to Behavioral Objectives"

Dr. E. Wayne Roberson

9:30 - 10:15 a.m.	Small Group Session #2

"Developing and Writing Behavioral Objectives"

10:15 - 10:35 a.m.	Coffee Break

SATURDAY, APRIL 19, 1969 (Continued)

10:35 - 11:45 a.m.	(Small Group Session #2 (Continued)

"Developing and Writing Behavioral Objectives"

11:45 - 1:30 p.m.	Lunch

1:30 - 3:00 p.m.	Small Group Session #3

"Developing and Writing Behavioral Objectives"

3:00 - 3:20 p.m.	Coffee Break

3:20 - 4:30 p.m.	Small Group Session #3 (Continued)

"Critiquing Behavioral Objectives"

SUNDAY, APRIL 20, 1969

2:00 - 3:15 p.m.	General Session #3

"Measuring Cognitive Behavior"

Dr. Terry D. Cornell

3:15 - 3:30 p.m.	Coffee Break

3:30 - 4:45 p.m.	General Session #3 (Continued)

"Measuring Affective Behavior"

Dr. Robert E. Kraner

MONDAY, APRIL 21, 1969

9:00 - 10:45 a.m.	Small Group Session #4

"Implementation of the EPIC Structure and Scheme for Evaluation"

10:45 - 11:00 a.m.	Coffee Break

11:00 - 11:45 a.m.	General Session #5

"Final Summary Session"

EPIC Staff

APPENDIX II

PARTICIPANTS

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Miss Mildred Webster St. Joseph Public Schools St. Joseph, Michigan	Executive Secretary, Michigan Council of Teachers of English Fiscal Officer

APPENDIX III

SOME SUGGESTIONS FOR WRITING TRUE-FALSE ITEMS

1. Base true or false items on propositions that are likely to be significant and useful in dealing with a wide variety of situations and problems.

2. Express the proposition as simply and as clearly as possible. Use words whose meanings are definite and precise.

3. Include enough background and information and qualifications so that the truth or falsity of the statement does not depend on some special, uncommon assumption.

4. Make the true statement true enough and the false statement false enough so that experts would unanimously agree on the answer.

5. Choose and state propositions so that their truth or falsity is not immediately obvious to every reasonable person.

6. Let each test item express a single idea. Avoid complex statements which unnecessarily combine several ideas. If it is necessary to include explanatory or qualifying elements in the statement, indicate clearly which part is to be judged true or false.

7. Do not create false statements from true ones simply by inserting the word "not." The task of judging the truth or falsity of a statement which says that something is not so can become highly and needlessly complex.

8. Word the statements so that sheer memory of words, empty phrases, or meaningless sentences will not permit a correct answer.

9. Guard against irrelevant clues, such as specific determiners, which would permit a test-wise but unprepared examinee to respond correctly. Specific determiners refer to sweeping terms like "all," "always," "none," "never," "impossible," "inevitable," etc. Statements including such terms are likely to be false.

SOME SUGGESTIONS FOR WRITING TRUE-FALSE ITEMS (Continued)

On the other hand, statements including such qualifications as "usually," "sometimes," "often," etc. are likely to be true.

FAULTY TRUE-FALSE ITEMS

1. Two pitfalls should be avoided in writing true-false items. (F)

2. Camping has a good past, a better present, and an almost unlimited future. (T)

3. The relation between a parasite and its host is significant. (T)

4. When you see a highway with a marker which says "Iowa U.S. 218" you know that the construction and upkeep of that road is built and maintained by the state and Federal governments. (T)

5. Rain clouds are light in weight. (F)

6. Merit is an important factor affecting a teacher's salary. (F)

7. Frozen foods of the highest quality may be ruined in the kitchen. (T)

8. Insurance agencies may be either specialized or general. (T)

9. As a result of mistakes in our foreign policy, the Communists won control of China after World War II. (T)

10. Life is a continuous process of choice-making, sacrificing one human value for another, which goes through the following steps: spontaneous mental selections regarding everything we want, conflicting preferences hold each other in check, hesitation becomes deliberation as we weigh and compare values, finally a choice or preference emerges. (T)

11. Columbus did not make four voyages of exploration to the Western hemisphere. (F)

12. For every action there is an equal and opposite reaction. (T)

FAULTY TRUE-FALSE ITEMS (Continued)

13. Objective tests are useful in measuring all aspects of educational achievement. (F)

14. Stars send out light that twinkles. (T)

SUGGESTIONS FOR PREPARING GOOD MULTIPLE-CHOICE TEST ITEMS

1. Develop multiple-choice test items on the basis of independently meaningful and demonstrably valid statements of relevant, important ideas.

2. Choose item topics and ideas and write multiple-choice test items with a view to maximizing the discriminating power of the items.

3. Arrange to write the initial item drafts so that subsequent revision and assembly into the finished test will be as convenient as possible.

4. Begin the item with a stem question or incomplete statement to which a reasonably adequate answer or completion can be given concisely and for which plausible wrong answers can be found.

5. Phrase the intended correct response so that it is thoroughly correct or clearly adequate, expressed as clearly and concisely as possible, without providing clues which give it away to the clever but poorly prepared students.

6. Choose and phrase the incorrect alternatives (distractors) so that they are thoroughly wrong or clearly inadequate, yet plausible enough to appeal to substantial numbers of poorly prepared examinees.

7. Word the item as clearly, simply, and correctly as possible.

8. Modify the item, if necessary, so that it is reasonable to expect about half of the examinees to answer the item correctly.

9. Arrange for competent, independent review and revision of the initial item draft.

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS

1. <u>Item permitting a correct answer</u>:

   What happened in 1953 to the proposed act of Congress granting statehood to Hawaii?

   a. It was passed by both the House and the Senate.
   b. It was defeated in both the House and the Senate.

*c. It was passed by the House but not by the Senate.
d. No act regarding statehood for Hawaii was introduced in either the House or the Senate.

2. Item using citation of authority:

What does Ross say about the Kuder-Richardson method for calculating test reliability?

*a. It involves assumptions which are likely to be difficult to meet in the ordinary test situation.
b. It produces coefficients which are higher than those obtained by the split-halves procedure.
c. It is the simplest and generally most satisfactory method.
d. It takes account of both pupil errors in response and sampling errors among the items.

3. Item requiring best answer:

Which statement best characterizes the man appointed by President Eisenhower to be Chief Justice of the United States Supreme Court?

a. An associate justice of the Supreme Court who had once been a professor of law at Harvard.
*b. A successful governor who had been an unsuccessful candidate for the Republican presidential nomination.
c. A well-known New York attorney who successfully prosecuted the leaders of the Communist Party in the United States.
d. A Democratic senator from a Southern state who had supported Eisenhower's campaign for the presidency.

4. Item admitting no best answer:

Which event in the following list has been of the greatest importance in American history?

*a. Braddock's defeat
b. Burr's conspiracy
c. The Hayes-Tidden contest
d. The Webster-Hayne debate

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

5. Item dealing with an incidental detail:

This question is based on the advertising campaign of Maumkeag Mills to retain the market leadership of Pequot bed linen. What was the competitive position of Pequot products in 1927?

a. Ahead of all competitors among all customers.
*b. Strong with institutional buyers but weak with household consumers.
c. Second only to Wamsutta among all customers.
e. Weak with all groups of consumers.

6. Item based on unique organization of subject matter:

The second principle of education is that the individual:

a. Gathers knowledge.
b. Makes mistakes.
c. Responds to situations.
*d. Resents domination.

7. Item requiring selective recall:

Which of the following was an important development in Canada during 1953?

*a. Rapid business and industrial growth.
b. A severe and widespread economic depression.
c. A marked trend toward Communism in provincial governments.
d. Appearance of a strong movement favoring unification of the United States and Canada.

8. Item using descriptive responses:

What is monogamy?

a. Refusal to marry.
b. Marriage of one woman to more than one husband.
c. Marriage of one man to more than one wife.
*d. Marriage of one man to only one wife.

9. Item using label responses:

A marriage in which one woman marries one man is called

a. unicameral.
b. dualism.
c. monotheism.
*d. monogamy.

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

10. Item asking examinee his opinion:

What do you consider the most important objective of the staff meetings?

*a. to establish good working relations with your staff.
b. to handle routine matters.
c. to help teachers improve instruction.
d. to practice and exemplify democracy in administration.

11. Item combining a question with an explanation:

Has the average size of farms in the United States tended to increase in recent years? Why?

a. Yes, because as the soil loses its natural fertility more land must be cultivated to maintain the same output.
*b. Yes, because the use of farm machinery has made large farms more efficient than small farms.
c. No, because the difficulty in securing farm labor has forced many farmers to limit their operations.
d. No, because large family farms tend to be subdivided to provide smaller farms for the children.

12. Item using incomplete stem:

Physiology teaches us that

*a. the development of vital organs is dependent upon muscular activity.
b. strength is independent of muscle size.
c. the mind and body are not influenced by each other.
d. work is not exercise.

13. Item using negative stem:

In the definition of a mineral which of the following is incorrect?

a. It was produced by geologic processes.
b. It has distinctive physical properties.
c. It contains one or more elements.
*d. Its chemical composition is variable.

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

14. Item asking no specific question:

In comparing the period of heterosexual adjustment of our culture with those of other cultures, it must be concluded that

*a. there are tremendous differences that can only be explained on a cultural basis.
b. there are large differences which must be explained by the interaction of biology and the more influential culture.
c. although there are some differences, the biological foundation of puberty is fundamental.
d. in most cultures puberty is the period of heterosexual adjustment.

15. Item including a necessary qualification:

What change occurs in the composition of the air in a lighted airtight room in which the only living things are growing green plants?

a. Carbon dioxide increases and oxygen decreases.
*b. Carbon dioxide decreases and oxygen increases.
c. Both carbon dioxide and oxygen increase.
d. Both carbon dioxide and oxygen decrease.

16. Item involving an "instructional aside":

In purifying water for a city water supply, one process is to have the impure water seep through layers of sand and fine and course gravel. Here many impurities are left behind. Below are four terms, one of which will describe this process better than the others. Select the correct one.

a. Sedimentation
*b. Filtration
c. Chlorination
d. Aeration

17. Item showing nonparallel responses:

Slavery was first started

*a. at Jamestown settlement.
b. at Plymouth settlement.
c. at the settlement of Rhode Island.
d. a decade before the Civil War.

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

18. Item including complicating elements in the responses:

Systematic geography differs from regional geography mainly in that

a. systematic geography deals, in the main, with physical geography, while regional geography concerns itself essentially with the field of human geography.
b. systematic geography studies a region systematically, while regional geography is concerned only with a descriptive account of a region.
*c. systematic geography studies a single phenomenon in its distribution over the earth in order to supply generalizations for regional geography, which studies the arrangement of phenomena in one given area.
d. systematic geography is the modern scientific way of studying differentiation of the earth's surface, while regional geography is the traditional and descriptive way of studying distribution of phenomena in space.

19. Item using "none of these" appropriately:

Which word is misspelled?

a. Contrary
*b. Tendancy
c. Extreme
d. Variable

20. Item using stereotypes in distracters:

Which of these has affected the greatest change in domestic plants and animals?

a. Influence of environment on heredity.
b. Organic evolution.
*c. Selective breeding.
d. Survival of the fittest.

21. Item using obscure distracters:

A chaotic condition:

a. Asympotic
*b. Confused
c. Gauche
d. Permutable

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

22. Item involving verbal trick:

Horace Greeley is known for his

a. advice to young men not to go west.
b. discovery of anesthetics.
*c. editorship of the New York Tribune.
d. humorous anecdotes.

23. Item showing ineffective expression:

Among the factors listed which have contributed to rapid expansion of cut-over land, the most important during recent years has been

a. confiscatory taxation of standing timber.
*b. high prices for lumber.
c. rapid growth of population.
d. rising standards of living.

24. Items which interlock:

What, if anything, developed in 1955 with respect to relations between Egypt and Soviet Russia?

a. A Russian military force invaded Egypt.
b. Egypt accused members of the Russian embassy of spying.
c. Soviet Russia supported Egypt's demand for independence from Britain.
*d. The Egyptian government arranged to buy arms for Soviet Russia.

How did the Western powers react to Egypt's agreement to buy arms from the Soviet Russia?

a. They approved it as a gesture of good will.
b. The pointed out that it was a private affair between Egypt and Russia.
*c. They pointed out that it was a threat to peace in the Eastern Mediterranean.
d. They protested that Egypt was aiding a potential enemy.

ILLUSTRATIONS OF MULTIPLE-CHOICE TEST ITEMS (Continued)

25. Item with response placed in tandem:

The balance sheet report for the Ajax Canning Company would reveal

a. the company's profit for the previous fiscal year.
*b. the amount of money owed to its creditors.
c. the amount of income tax paid.
d. the amount of sales for the previous fiscal period.

26. Item with unnatural sequence of responses:

The population of Denmark is about:

a. 2 million
b. 15 million
*c. 4 million
d. 7 million

SOME TYPES OF ESSAY QUESTIONS

1. Selective recall--basis given:

   Name three important developments in measurement that occurred during the first decade of the Twentieth Century.

2. Evaluation recall--basis given:

   Name three persons who have had the greatest influence on the development of intelligence testing.

3. Comparison of two things--on a single designated basis:

   Compare essay tests and objective tests from the standpoint of their effect on the study procedures used by the learner.

4. Comparison of two things--in general:

   Compare standardized and non-standardized tests.

5. Decision--for or against:

   In which, in your opinion, can you do better--oral or written examinations? Why?

6. Cause or effects:

   How do you account for the popularity of objective tests during the last fifty years?

7. Explanation of the use or exact meaning of some word, phrase, or statement in a passage:

   What is the meaning of "objective" in the above question?

8. Summary of some unit of the text or of some article read:

   Summarize in not more than one page the advantages and limitations of essay tests.

9. Analysis (The word itself seldom appears in the question):

   Why are many so-called "progressive educators" suspicious of standardized tests?

SOME TYPES OF ESSAY QUESTIONS (Continued)

10. Statement of relationship:

Why is it that nearly all essay tests, regardless of the school subject, tend to a considerable extent to be measures of the learner's mastery of English?

11. Illustrations or examples (the pupil's own) of principles in science, construction in language, etc.

12. Classification:

What type of error appears in the following test item? (With what country did the United States fight during World War II?)

13. Application of rules, laws, or principles to new situations:

In the light of experience in the United States with examinations for selecting college students, what public-relations problems would you expect to arise in England because of the Age 11+ examinations there?

14. Discussion:

Discuss the role of Sir Francis Galton in the development of the Pearson Product-moment coefficient of correlation, r.

15. Statement of aim--author's purpose in his selection or organization of material:

Why are individual mental tests not treated in greater detail in this book?

16. Criticism--as to the adequacy, correctness, or relevancy of a printed statement, or a classmate's answer to a question on the lesson:

Criticize or defend the statement, "The essay test overrates the importance of knowing how to say a thing and underrates the importance of having something to say." "To criticize" assumes a set of standards given or known. Many persons are under the impression that it means "Tell something good about and tell something bad about, but mostly good, so that it will be constructive." Teachers should not foster this misconception.

SOME TYPES OF ESSAY QUESTIONS (Continued)

17. Outline:

Outline the principal steps in the construction of an informal teacher-made test.

18. Reorganization of facts (a good type of review question to give training in organization):

Name ten practical suggestions from this book that are particularly applicable to the subject you teach or plan to teach.

19. Formulation of new questions--problems and questions raised:

What are some problems relating to the use of essay tests that require further study?

20. New methods of procedure:

Suggest a plan for proving the truth or falsity of the contention that exemption from semester examinations for the ablest students is a good policy in high school.

21. Inferential thinking:

Is the author of this book likely to use essay tests frequently in his measurement classes?

(SAMPLE)

SPECIFICATIONS FOR AN EIGHTH GRADE ENGLISH TEST

Content Area	OBJECTIVES					
	Knows Common Terms	Comprehends Principles and Generalizations	Applies Principles and Generalizations	Analyzes Written material and Graphs	Evaluates and Selects Appropriate Techniques and Methods	Total
Parts of Speech	2	6	2			10
The Clause	2	6	2			10
Correct Use of Pronouns	4	2	2	2	5	15
Punctuation	4	2	2	2	5	15
Paragraph			5	5		10
Writing Letter	4	2	6	8		20
Dictionary	4	2	6	8		20
TOTAL	20	20	25	25	10	100

(SAMPLE)

TABLE OF SPECIFICATIONS FOR AN EIGHTH GRADE ENGLISH
AFFECTIVE BEHAVIOR INSTRUMENT

	OBJECTIVES					
	Receiving	Responding	Valuing	Organization	Characterization	Total
Teacher		10				10
School		10				10
English	10	10				20
Peers		10				10
TOTAL	10	40				50

PROGRAM CALENDARS

A Program Calendar should contain the following information:

1. Objectives--the objectives of the given program should be stated in behavioral terms, along with the specification of how these objectives are to be measured.

2. Program Description--the program description should be a detailed description of what is going to take place in the program. Each variable along the instructional and institutional dimensions should be considered and those variables which are going to be directly affecting the given program should be expanded upon in the program calendar. For example, each variable along the institutional axis should be considered when the sample is described. Is the sample going to be of students, teachers, administrators, etc., or a combination of these? The size of the sample, grade level, ethnic background, and other pertinent data should be included when the description of the treatment is considered. What content and materials are going to be used? What method(s) is/are going to be implemented? How about facilities? Is there going to be a change in organization? Next, an evaluation design should be specified. This could be a picture showing data collection points and the comparisons to be made. In addition, the statistical analysis should be described.

3. Monitoring System--included in the program calendar should be a description of the monitoring system that is going to be used to check to see if the planned program went as planned. An example of a format which could be used is attached. Notice that the monitoring system describes, by objective, what is going to take place. Then, when the actual program is implemented, it is a matter of comparing what was planned to what actually took place by using the same format.

4. Calendar of Events--a calendar of events should be drawn up to describe the sequence of events in terms of data collection and other important responsibilities.

PROGRAM: Involvement of Teacher Effectiveness Through In-Service Training

FORMAT FOR MONITORING

Monitoring Period	Related Program Objectives	*Organization
Example Week of September 18-22	Objective #1: Teachers participating in the in-service program will respond with increased flexibility as measured by coded video tapes of their classroom teaching utilizing coding systems of Interaction Analysis and Teacher Self-Appraisal.	Time: Two one-hour sessions Space: Small groups, each involving four teachers and one resource person. Teachers randomly selected for groups.
Week of September 25-29	Objective #1: Same as above.	Time: One-hour session Space: Large group structure, with no grouping implied. All participants in large groups.

Description of Instructional Variable			
Content	Method	Facilities	Cost
Teaching Skills Designed to improve classroom interaction. Basic elements of: (1) listening, (2) questioning, (3) utilization of student ideas, (4) structuring responses Use of programmed materials	Teaching Activities Leader acting only as a resource person. Types of Interaction Participants in each group will assume a pre-determined role for each exercise.	Equipment and Related Activities Video Taping of teachers in their respective classrooms (one-half hour per teacher participant).	Not Applicable
Skill development in the coding of teacher-pupil verbal interaction using Flanders' Interaction Analysis System.	Teaching Activities Lecture and discussion method Types of Interaction Principally resource person--teacher participants.	Equipment and Related Activities Video tape equipment and demonstration tapes.	Not Applicable

*Time in the organization variable refers to the duration and/or sequence of blocks of time devoted to the subject matter.

*Space refers to the general structure of the group to classify the participants.

APPENDIX IV

MESSAGE MEDIA THEATRE

Friday Evening, April 18
BBC Film: Improvised Drama I
The Meaning of Modern Painting
Huckleberry Finn I

Saturday Evening
BBC Film: Improvised Drama II
The Odyssey
The Themes of Macbeth

Sunday Evening
The Magic Prison (Emily Dickinson)
The Age of Elizabeth
The Poisoned Kingdom (Hamlet)
Hamlet II
Hamlet III

Monday Evening
MCTE Elementary English Series: Word Geography
Art of Huckleberry Finn
Huckleberry Finn and the American Experiment
(check TV for the Spoon River Anthology)

Tuesday Evening
Perspectives of the Imagination: Comparisons (NCTE)
Toronto Board of Education, classroom movies

Wednesday Evening
Marshall McLuhan I and II
(poetry reading session, participants)

Thursday Evening
The Theatre--One of the Humanities
Our Town I
Our Town II

APPENDIX V

EPIC FEEDBACK QUESTIONNAIRE

PROJECT MESSAGE TRAINING SESSION

Boyne Mountain Lodge

April 18-21, 1969

SCHEME FOR EVALUATION

Place the letter in the correct response in each blank.

1. The EPIC Evaluation Center began operation in ____.

   a. 1961
   b. 1966
   c. 1967
   d. 1964

2. The EPIC Evaluation Center is located in _____.

   a. Phoenix
   b. Denver
   c. Washington
   d. Tucson

3. The EPIC Evaluation Center is funded through _____.

   a. ESEA Title I
   b. NDEA Title III
   c. NTL
   d. ESEA Title III

4. The EPIC Evaluation Center has two divisions _____.

   a. Field Services and Computer Services
   b. Public Relations and Evaluation
   c. Field Services and Evaluation
   d. Measurement and Evaluation

5. Phase three of the Scheme for Evaluation is _____.

   a. feedback.
   b. planning.
   c. measurement.
   d. implementation.

6. The Program Calendar is part of the _____ Phase.

   a. Feedback
   b. Planning
   c. Measurement
   d. Implementation

EPIC FEEDBACK QUESTIONNAIRE
PROJECT MESSAGE TRAINING SESSION
April 18-21, 1969

SCHEME FOR EVALUATION (Continued)

7. The Recycling Process is part of the _____ Phase.

a. Feedback
b. Planning
c. Measurement
d. Implementation

8. Monitoring is part of the _____ Phase.

a. Feedback
b. Planning
c. Measurement
d. Implementation

9. A Program Calendar does not contain _____.

a. objectives.
b. data to be gathered.
c. recycling procedures.
d. feedback dates.

10. The EPIC Structure of Variables Influencing Instructional Programs does not contain a(n) _____ Dimension.

a. Behavior
b. Measurement
c. Institution
d. Instruction

OBJECTIVES

1. There are _____ dimensions in the EPIC Structure of Variables Influencing Instructional Programs.

a. three
b. four
c. five
d. two

2. Utilizing the EPIC Structure of Variables Influencing Instructional Programs, _____ variables form a factor.

a. two
b. four
c. six
d. three

3. _____ is a variable of the Instructional Dimension.

a. Administrator
b. Facility
c. Student
d. Knowledge

EPIC FEEDBACK QUESTIONNAIRE
PROJECT MESSAGE TRAINING SESSION
April 18-21, 1969

OBJECTIVES (Continued)

4. _____ factors can be formed utilizing the EPIC Structure of Variables Influencing Instructional Programs.

a. 10
b. 150
c. 325
d. 420

5. Team teaching would be an example of which Instructional variable? _____

a. Content
b. Facility
c. Method
d. Organization

Match the following:

_____ 6. Application
_____ 7. Respond
_____ 8. Analysis
_____ 9. Energy
_____ 10. Receive
_____ 11. Knowledge
_____ 12. Comprehension

A. Affective
C. Cognitive
P. Psychomotor

13. In writing a program objective, utilizing the EPIC approach, the following information is unnecessary. _____

a. Behavior variable.
b. How behavior will be measured.
c. Minimum acceptable performance
d. Instructional variable.

14. Write a program objective of your choice in the space below, underline the four EPIC criteria.

EPIC FEEDBACK QUESTIONNAIRE
PROJECT MESSAGE TRAINING SESSION
April 18-21, 1969

MEASUREMENT

1. Validity refers to _____.

   a. how much a test costs in relation to the acquired information.
   b. the degree a test measures what it purports to measure.
   c. the degree of difficulty in interpreting test scores.
   d. the number of equivalent forms accompanying the test.

2. When one is concerned with reliability, he should look at the _____.

   a. ease of interpretation of test scores.
   b. number of uses for the test.
   c. cost of the test.
   d. consistency of test scores.

3. The most common level of cognitive behavior measured by a standardized test item is _____.

   a. comprehension.
   b. analysis.
   c. knowledge.
   d. application.

4. The relationship of validity and reliability is _____.

   a. There is no relationship.
   b. Reliability is not a necessary, but a significant, condition for validity.
   c. Reliability is a necessary and sufficient condition for validity.
   d. Reliability is a necessary but not a sufficient condition for validity.

5. When are the measuring instruments to be used in evaluation specified? _____

   a. When the behavioral objectives are written.
   b. When the monitoring system is developed.
   c. During the output-analysis step.
   d. During the recycling phase.

EPIC FEEDBACK QUESTIONNAIRE
PROJECT MESSAGE TRAINING SESSION
April 18-21, 1969

MEASUREMENT (Continued)

6. The highest level of measurement of Affective Behavior in the classroom is usually on the _____ level.

a. receiving
b. responding
c. valuing
d. characterization

7. A table of specifications will help the teacher to determine the _____.

a. amount of achievement.
b. type of test items being used.
c. validity of the test.
d. standard divisions of the measuring instrument.

8. Which two dimensions from the EPIC Structure are utilized in developing a Table of Specifications for measurement in the affective area?

a. Behavior--Instruction
b. Instruction--Institution
c. Institution--Behavior
d. Instruction--Measurement

Circle One: SD = Strongly Disagree D = Disagree
Undecided = U A = Agree
SA = Strongly Agree

							Percentages Omit
1.	As a result of this workshop, I have more knowledge of evaluation.	0 SD	0 D	5 U	51 A	41 SA	2
2.	When I hear the word "objectives," I have a feeling of dislike.	39 SD	46 D	10 U	2 A	2 SA	0
3.	Members of the workshop staff really knew their subject.	0 SD	0 D	5 U	41 A	54 SA	0
4.	There was too much lecture and too little interaction.	10 SD	54 D	17 U	12 A	5 SA	2
5.	Competence in evaluation will facilitate teaching procedures.	2 SD	0 D	5 U	37 A	56 SA	0

EPIC FEEDBACK QUESTIONNAIRE
PROJECT MESSAGE TRAINING SESSION
April 18-21, 1969

MEASUREMENT (Continued)

							Omit
6.	Writing objectives is necessary for effective teaching.	2 SD	5 D	7 U	37 A	49 SA	0
7.	As a result of this workshop, I have more knowledge of objective writing.	0 SD	0 D	5 U	41 A	54 SA	0
8.	As a result of this workshop, I will be able to use teacher-made measuring instruments more effectively.	0 SD	7 D	10 U	44 A	39 SA	0
9.	The large group meetings in this workshop were interesting and helpful.	2 SD	2 D	7 U	71 A	17 SA	0
10.	The small group meetings in this workshop were interesting and helpful.	0 SD	2 D	2 U	32 A	61 SA	2
11.	Generally speaking, this workshop provided me with what I came for.	5 SD	2 D	15 U	39 A	37 SA	2

EPIC FEEDBACK QUESTIONNAIRE

PROJECT MESSAGE TRAINING SESSION

Boyne Mountain Lodge

April 18-21, 1969

TOTAL TEST RESULTS

Pre-Test Mean	Post-Test Mean	t value
12.95	22.35	10.00

SUB-PART RESULTS

1. Scheme for Evaluation

Pre-Test	Post-Test	t value
4.25	6.55	6.57

2. Objectives

Pre-Test	Post-Test	t value
4.90	10.64	10.07

3. Measurement

Pre-Test	Post-Test	t value
4.03	5.36	4.59

APPENDIX VI

NAME (Optional)_____

EVALUATION OF BEHAVIORAL OBJECTIVES OF MESSAGE

In compiling a report for the United States Office of Education, the staff needs a statement about your reactions to MESSAGE. GIVE YOUR EVALUATION TO HELEN WAGNER NOT LATER THAN LUNCH TIME ON WEDNESDAY. Thanks.

I. Please submit ½ to 1 page covering the following items:

1) the organization of the week-long session

2) the quality and variety of consultative help available

3) the accessibility of resource personnel

4) the interchange of ideas among participants

5) the relevancy of content to needs of teachers and their institutions

6) the possibilities for implementation on local levels

7) the probable effects of MESSAGE upon the teaching of English in Michigan

II. Please list your specific recommendations as to follow-up on this the <u>first</u> workshop of this type. Do you think we should encourage future sessions of this type?

_____

_____

How can we encourage future sessions? (Be specific)

APPENDIX VII

TENTATIVE FOLLOW UP EVALUATION QUESTIONS

Please add suggestions and return Thrusday morning to Bob Fichtenau

1. Have you presented EPIC behavioral objectives to your staff?

2. Are you going on alone?

3. What measurement devices did you use, if any?

4. Which institutional variables did you write objectives for?

5. In your school, have you written objectives for:

    a. cognitive behavior
    b. effective behavior
    c. psychomotor behavior

6. Did you write objectives stressing - organization, content, etc.?

7. Have you introduced the EPIC concept within

    your building
    English staff
    other teachers

8. Have you introduced the EPIC concept at the administrative level?

9. Did you talk about the EPIC concept beyond

    your department
    your school
    your school district

10. Did you use a standardized test?

    a.
    b.
    c.

11. Did you use teacher made tests?

    a.
    b.

12. Did this test do what you wanted it to do?

13. What type of curriculum does your school have?

    a.
    b.

14. What kind of program do you have in your school?

15. Would you be willing to share it?

16. What are you doing about writing behavioral objectives?

17. If responses are negative, why are they negative?

18. From whom did you get the most support?

19. Was in-service training involved in the introduction of this program?

20. Has there been any parent involvement?

21. Did any of the institutional variables aid you in writing cognitive objectives?

22. Outside your own district personnel, from whom have you received help in utilizing your Project MESSAGE training?

    a. other MESSAGE participants
    b. Intermediate district
    c. State Dept. of Ed.
    d. University
    e. Epic Evaluation Center

23. As a result of your training, are changes taking place in your school system?

    a. no change
    b. program changes are in the planning stage
    c. objectives are being developed
    d. both b & c
    e. b & c in addition to developed evaluation

24. From whom have you received the most encouragement to put to use the skills you developed by participating in MESSAGE?

a. your own department
b. your principal
c. curriculum director or specialists
d. superintendent
e. no support