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ABSTRACT

Presented in this report are the evaluative data gathered during the second year of the project concerning the extent to which overall and component objectives were reached. The project was designed to advance teacher skill in the diagnostic-prescriptive approach to reading instruction, to the eventual benefit of all the children in the schools. Each objective (overall and component) is summarized concisely on a single page format developed especially for this project. The evaluation findings for the overall project objectives to be achieved at the end of the second year of the program are presented in the section entitled "Overall Project Objectives." For each objective a summary sheet is presented, followed by a presentation of the findings and the conclusions drawn from them. For the overall objectives and the component objectives, the summary sheets contain a restatement of the objective, a concise summary of the specifics of data gathering and analysis, and a rating of the extent to which the objective was met. Data related to each objective are also presented in summative form, and an analysis of the data in terms of the objective is presented. (WR)

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**DIAGNOSTIC
READING
INSTRUCTION
PROJECT**

Title III, Section 306
Elementary and Secondary Education Act

University City Schools
University City, Missouri

**END OF YEAR
EVALUATION REPORT**

**JULY
1973**

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SPECIAL PROGRAMS AND PROJECTS (Title III, Sec. 306, ESEA)

END OF BUDGET PERIOD REPORT

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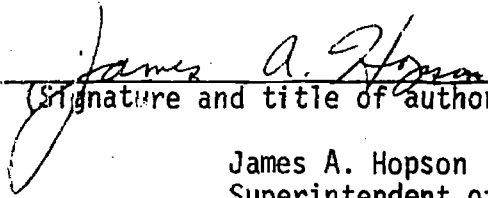
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Report prepared by Alvin P. Sokol, Project Evaluator

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End-of-the-Year Report, 1972-73
Diagnostic Reading Instruction Project

I. Evaluation Report

Introduction.

Presented in this report are the evaluative data gathered during the second year of the Project concerning the extent to which overall and component objectives were reached. The data were gathered during the year for program improvement, but they are reported now in summary form for those persons interested in the progress of the program but who are unfamiliar with the day-to-day events in the Project.

Format for Reviewing Objectives.

Each objective (overall and component) will be summarized concisely on a single page format developed especially for this Project, the Project Objectives Summary Sheet. The casual reader may wish to read only the objectives summary sheets and proceed directly to the Conclusions and Recommendations section of the report, skipping the statistical data presented in measurement of the objectives. The technical reader, on the other hand, will be apprised of the assessment of the evaluator before reviewing the data. In that way, he will be prepared in advance to read critically, and his progress through this report will be more rapid. A model of the Summary Sheet format is presented as Exhibit 1.

A. Overall Project Objectives.

Summarized in this section are the evaluation findings for the overall Project objectives to be achieved at the end of the second year of the program. For each objective, a Summary Sheet will be presented, followed by a presentation of the findings and the conclusions drawn from them.

Exhibit 1:

Format for the Project Objectives Summary Sheet

PROJECT OBJECTIVES SUMMARY SHEET

Component [] [PB] [IS] [CI] [Con.] [Con. Inv.] [OV]

Statement of Objective:

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis

Status of Objective:

Met Fully <input type="checkbox"/>	Met Partially <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	Not Met <input type="checkbox"/> 0	Not Measured <input type="checkbox"/>
---------------------------------------	--	---------------------------------------	--

For the overall objectives and the component objectives, the summary sheets will contain a (1) restatement of the objective, (2) concise summary of the specifics of data gathering and analysis, and (3) a rating by the evaluator of the extent to which the objective was met, according to his judgment. Following the summary sheet, the data related to each objective will be presented in summative form, and an analysis of the data in terms of the objective will be presented.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~OK~~

Statement of Objective:

I.A.4.a.(1)). At least 95 percent of the elementary teachers and 65 percent of the secondary teachers will attain a minimum level of proficiency in administering and interpreting results from standardized reading tests and selected diagnostic instruments.

In addition, 95 percent of the elementary teachers and 65 percent of the secondary teachers will attain a minimum level of proficiency in administering and interpreting results from an informal reading inventory.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
A rating of at least 2 on a 5-point scale	Ratings from Project reading teachers	a) Reading Center b) Evaluator c) Staff completion of <u>Home-Base School Program Survey</u> d) June, 1973	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/> <input checked="" type="checkbox" value="3"/> <input type="checkbox" value="2"/> <input type="checkbox" value="1"/>	<input type="checkbox" value="0"/>	<input type="checkbox"/>

Discussion

The Project was designed to advance teacher skill in the diagnostic-, prescriptive approach to reading instruction, to the eventual benefit of all the children in the schools. The classroom teacher is at the center of the Project plan. The school system has always had excellent, hard-working teachers, many of whom have developed ways to give help in reading on an individual basis to those students who need it. However, it is realized that while training for teaching, most of today's teachers received little in the way of practical means for using a diagnostic approach to instruction in reading, and individualizing the reading program for students. The Project, therefore, was developed to make available to teachers in their classroom practical techniques to provide more individualized instruction, based upon the diagnosed needs of the learners.

Staff from the Reading Project used two basic modes for delivering training programs to classroom teachers: (1) through a home-base school training program for each school building in the community and (2) through district-wide in-service training workshops. The data presented in measurement of this objective are the performance ratings assigned by Project reading teachers to those classroom teachers who participated in the home-base school training programs.

However, in order to provide a fully-rounded measurement of this objective, it is necessary to have data of two orders. The first order of data relates to whether or not 95 percent of the elementary teachers and 65 percent of the secondary teachers in the schools were reached for training programs. The second order, of course, is whether or not those teachers actually reached the minimum level of proficiency specified in the objective.

In order to provide data of the first order, it was necessary to determine the actual number of teachers available to be reached through Project training programs, as a baseline against which to measure.

Method.

To gather the required baseline data for the public schools, the school district Directory was used as a reference. For the elementary schools, all classroom teachers, grades K-6 were counted. For the secondary schools, the teachers of the following "content area subjects" were counted: English, social studies, mathematics, and science. The number of teachers available in the non-public schools was secured through the two Project staff members with programmatic responsibilities to the teachers and program in these schools.

The number of teachers identified through this procedure was considered to be the pool of classroom teachers available to participate in the Project-sponsored training program. It was then possible to determine from an evaluation standpoint whether or not the appropriate percentages of teachers were, in fact, being reached. The number of teachers receiving training in the home-base school programs were gathered from Project reading teachers, when they completed the Home-Base School Survey, developed especially for this Project, toward the end of the school year. On this instrument, each Project reading teacher listed by name the classroom teachers with whom she was working on a direct or indirect basis, as well as performance ratings for each person on the list.

Presentation of Findings

Displayed in Table 1 is the number of teachers available to participate in the home-base school training program on a school-by-school basis, as determined by the method described above. It may be seen that there were 318 teachers available to work cooperatively with Project staff (128 secondary teachers and 190 elementary teachers).

TABLE 1:

Comparison of Total Teachers Available to be Reached
Through the Project to Those Associated or Not Associated
With Project Staff in Home-Base School Programs, 1972-73,
Frequency and Percent

School	No. Teachers Available	No. Working With Project Staff				No. Not Work- ing With Staff	
		Direct	%	Indirect	%		%
Senior High	40	6		0		34	
Mercy High	30	1		2		27	
Hanley Junior	34	6		11		17	
Brittany Junior	24	7		5		12	
Secondary:	128	20	15.6	18	14.0	90	70.3
Flynn Park	15	13		2		0	
Delmar-Harvard	17	9		7		1	
Pershing	18	4		12		2	
Daniel Boone	14	8		6		0	
Sixth Grade Center	12	11		1		0	
University Forest	12	1		0		11	
McKnight	11	7		4		0	
Jackson Park	21	10		6		5	
Greensfelder Park	10	6		4		0	
Blackberry Lane	10	6		3		1	
N. Hawthorne	14	14		0		0	
Bethel Lutheran	5	5		0		0	
Our Lady of Lourdes	20	7		0		13	
Christ the King	11	3		4		4	
Elementary:	190	104	54.7	49	25.7	37	19.4
TOTAL:	318	124	38.9	67	21.0	127	39.9

Data reported by Project staff on the Home-Base School Survey indicated that 124 teachers were working directly (associated closely with Project staff for extended work) and 67 teachers were working indirectly with them (receiving occasional help on an as-needed basis; attending within-building workshops; working on an episodic basis). By subtraction it was determined that 127 classroom teachers were not working with Project staff during the school year.

Conclusion. The data contained in Table 1 indicate that, on the whole, Project staff are working directly or indirectly with nearly 60 percent of the teachers available. The picture is quite different for the elementary and secondary schools, however. Approximately 80 percent of elementary teachers were working with Project staff during the year, while only approximately 30 percent of the secondary teachers were doing so. Thus, according to the criterion of teachers reached, the Project can be considered to be having a much greater impact at the elementary level.

This is not surprising. At least two factors may account for the discrepancy:

1. Task definition--Teaching reading is a defined part of the job of the elementary school teacher, and reading is taught as a separate subject at the elementary level, having a greater or equal status to the content-area subjects. Secondary teachers are primarily content-area specialists.
2. Work situation--The elementary teacher has access to the same students throughout the day. This is true even for team-teaching situations. Time can be found to work with individual students diagnostically throughout the day.

The secondary teacher, however, typically meets a different class every period. Furthermore, the secondary teacher might be offering several different courses during a semester, each course requiring preparation. It is difficult for the secondary teacher to meet with a given student during the day, due to conflict in the student's and/or the teacher's schedule.

Goal-Free Evaluation: Changing Patterns of Teacher Participation

The proportion of available teachers receiving training through the home-base school programs developed by program staff represents one measure of the impact of the Project. However, since the Project has operated for two years, measures of change are important considerations also. Presented in this discussion are data related to the manner in which teacher participation has changed from the first year to the second. Since this factor was not covered specifically in the objectives set for the Project, this section of the report is termed, "goal-free evaluation."

Discussion

As additional factors to consider in assessing whether or not the program is having an effect (or impact), information will be presented concerning:

1. The net change in extent of teacher participation in training programs
2. A school-by-school survey of changing patterns of program participation (among the categories: direct or indirect involvement and non-involvement)
3. Types of services provided by program staff in home-base school programs.

Method.

The lists of names of classroom teachers who worked directly or indirectly with program staff in the home-base school programs for each of the two years (1971-72 and 1972-73) were compared. For purposes of analysis, 8 types of participatory patterns were generated:

1. From direct involvement to direct, indirect, or non-involvement
2. From indirect involvement to indirect, direct, or non-involvement
3. From non-participation to either direct or indirect involvement in the program

Names of teachers which appeared on both lists were tallied, by category, for each school. Names which appeared on one list but not the other were tabulated within the appropriate category.

It should be stated that the categories are descriptive only. The fact that classroom teachers became non-participants in the second year after having worked directly or indirectly with a Project reading teacher might be interpreted as: (1) the teacher left the school, or the district, or (2) the teacher became independent from the training program, having attained the program goals.

Presentation of Findings,

Displayed in Table 2 are the net changes, on a school-by-school basis, between teachers who worked with program staff directly and indirectly.

The data indicate that: (1) there was a net increase in classroom teachers working closely and extensively with program staff from the first year to the second; (2) during the second year program staff worked with more than twice as many teachers on a direct basis, on the average, as the first; (3) staff worked with fewer teachers on an indirect basis, on the average; and (4) the variability among staff effort remained fairly constant over both years.

The information contained in Table 3 is related to the changing patterns of participation in home-base school programs exhibited by classroom teachers from the first year to the second, for each school. The data are summarized, across all schools, in Table 4.

It may be seen from Table 4 that: (1) 3 times as many teachers continued to work directly with staff as changed from a pattern of direct participation to indirect participation; (2) nearly an equal number of teachers continued to be involved indirectly, compared to those who switched from indirect to direct participation; (3) 61 teachers who were non-participants in the first

TABLE 2:

Net Change in Degree of Classroom Teacher Participation
in Home-Base School Training Programs Between First
and Second Year of the Project, By Schools

School	Degree of Participation					
	Direct			Indirect		
	Year 1	Year 2	Net Change	Year 1	Year 2	Net Change
Senior High	8	6	-2	0	0	0
Mercy High	1	1	0	2	2	0
Hanley Junior	5	6	+1	9	11	+2
Brittany Junior	3	7	+4	8	5	-3
Flynn Park	7	13	+6	7	2	-5
Delmar-Harvard	8	9	+1	0	7	+7
Pershing	7	4	-3	16	12	-4
Daniel Boone	3	8	+5	8	6	-2
Sixth Grade Center	5	11	+6	0	1	+1
University Forest	2	1	-1	9	0	-9
N. Hawthorne	2	14	+12	12	0	-12
McKnight	0	7	+7	12	4	-8
Jackson Park	3	10	+7	0	6	+6
Greensfelder Park	7	6	-1	3	4	-1
Blackberry Lane	3	6	+3	6	3	-3
St. Patrick's*	0	--	--	3	--	--
Bethel Lutheran	1	5	+4	1	0	-1
Our Lady of Lourdes	1	7	+6	2	0	-2
Christ the King	0	3	+3	5	4	-1
Total:	66	124	+58	103	67	-35
Mean:	3.47	6.83		5.42	3.72	
SD:	2.40	3.61		3.50	3.33	

*St. Patrick's School closed at the end of Year 1.

year participated directly in the home-base program, while 43 became participants on an indirect basis.

These patterns were analyzed for significance through the McNemar Test for the Significance of Changes. The change from indirect to direct participation was significant ($\chi^2 = 4.47$; $P = < .05$), as was the change from

TABLE 3:
 Changing Patterns of Participation From
 Year 1 to Year 2, By School

Schools	Types of Change							
	From:			I			N	
	D	D	D	I	I	I	N	N
To:	D	I	N	I	D	N	D	I
Senior High	1	1		2	1	8	3	4
Mercy High	1			1		2		2
Hanley Junior High		2	2	3		7	6	
Brittany Junior High	1		2	2		7	6	3
Jackson Park	2		1				8	6
Flynn Park	4				4	6	7	3
Delmar-Harvard	4	2	3				5	5
Pershing	3	4	2	6		3	1	2
Daniel Boone	3			3	1	2	4	3
Sixth Grade Center	3				1	1	7	1
University Forest					1	8		
N. Hawthorne	3				8	3	4	
McKnight				3	2		4	2
Greensfelder Park	3	2	2	1	1	1	2	1
Blackberry Lane	2		1	2	3	1		1
Bethel Lutheran	1				3		1	
Our Lady of Lourdes	5						2	
Christ the King		1	1	1	1	1	2	2

Key:

D = Directly Involved

I = Indirectly Involved

N = Not Involved

non-participation to direct participation ($\chi^2 = 29.85$; $P = < .001$). No other change was significant.

Services Provided Within Home-Base School Programs.

As Project staff completed the instrument, Home-Base School Survey, they indicated by marking next to the name of each classroom teacher program participant the type of service provided. The data from this portion of the survey are displayed in Figure 1.

TABLE 4:

Pattern of Classroom Teacher Participation in
Home-Base School Programs From Year 1 to Year 2

		Year 2		
		To:		
		Direct	Indirect	Non- Participation
Year 1	From:	Type of Participation	Direct	Indirect
		Direct	36	12
		Indirect	26	24
		Non- Participation	61	43
			13	42
			127	

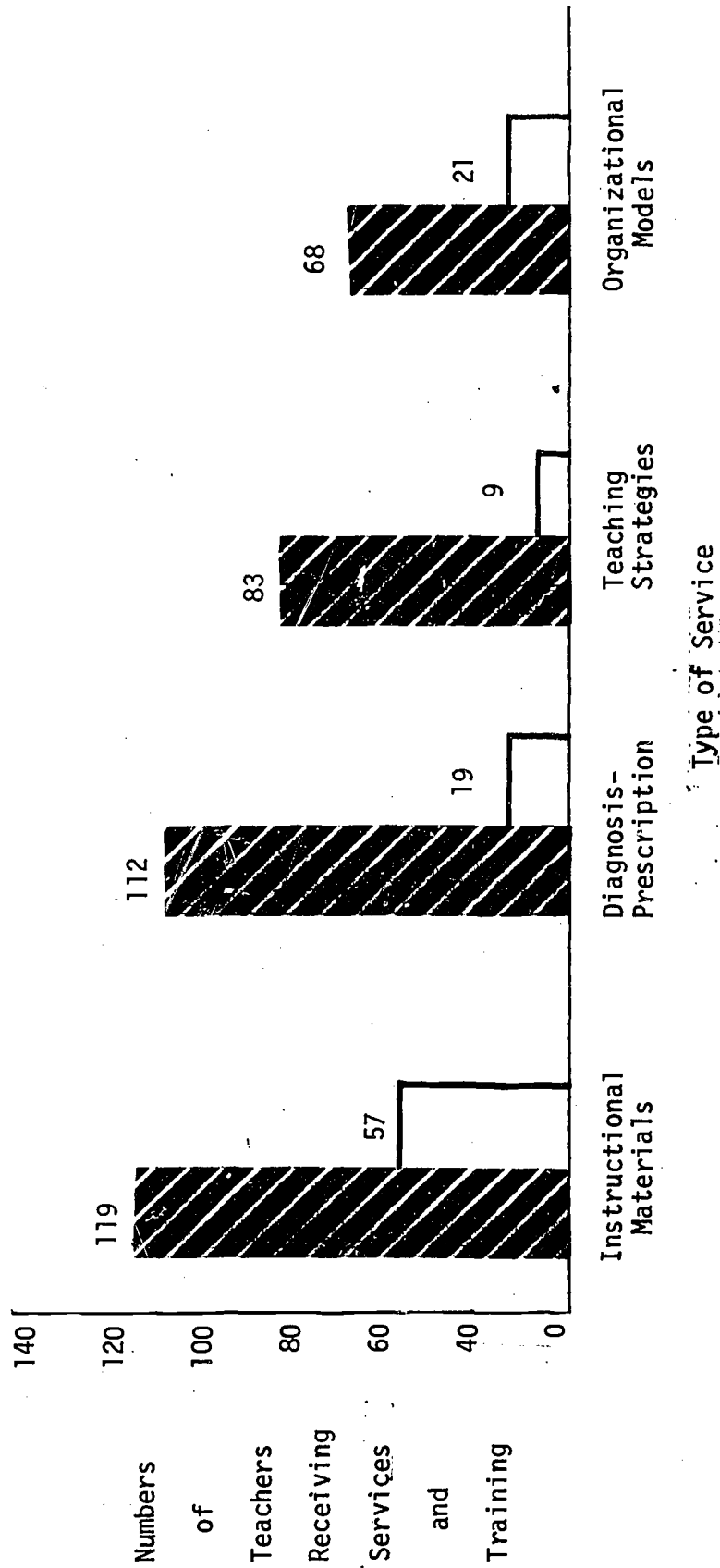
The information presented indicated that there were slightly different patterns in the services provided in the home-base school program to teachers participating directly and indirectly. For both groups of teachers, the most frequent service provided was in the area of instructional material (e.g., their introduction, compilation, and demonstration). Diagnosis of students was an area in which major emphasis was placed in working with teachers participating directly in the program, but it was emphasized less with those teachers not participating directly.



Conclusions

The data presented in this discussion indicated that:

1. Overall, Project staff were reaching approximately 60 percent of the available pool of classroom teachers through the home-base school program.
2. Through these programs, staff were reaching approximately 80 percent of the elementary teachers and approximately 30 percent of the secondary teachers.

Figure 1:
Types of Reading Consultant Services Provided
and Number of Classroom Teachers Receiving Them, 1972-73



 = Working Directly with Project Reading Teachers
 = Working Indirectly with Project Reading Teachers

3. In terms of net change, direct involvement of classroom teachers in home-base school programs increased and indirect involvement decreased.
4. The change from indirect involvement to direct involvement on the part of classroom teachers was statistically significant. Furthermore, a significant number of classroom teachers who had not participated in the home-base school program during the first year became involved during the second year.
5. Within the home-base school programs, introduction and demonstration of new instructional materials was the primary service provided, followed in close order by diagnostic-prescriptive services. A somewhat different pattern was found for those teachers who had been involved in the program only indirectly.

The trends described above occurred despite: (1) teacher turnover in the various schools; (2) Project staff turnover and reassignment; and (3) competing demands upon the time of classroom teachers for curriculum development in math, social studies, language arts, and other curricular areas.

From the data presented, it was seen that the criterion specified in the objective (participation in Project-developed training programs by 95 percent of the elementary and 65 percent of the secondary teachers), was met to only a partial extent. However, other data indicate that the trend in classroom teacher program participation is toward more direct, extended involvement. Furthermore, program staff appeared to be working with a greater number of teachers on a direct basis (than was the case during the first year), and there appeared to be a reasonable amount of movement by classroom teachers into and out of the training programs.

Classroom Teacher Performance Ratings

Presented in this section are the ratings of classroom teacher performance on proficiency in administering and interpreting results from (1) a standardized test, (2) other diagnostic reading tests, and (3) an informal reading inventory. This order of data will complete the measurement of the objective.

Method.

On the Home-Base School Survey program staff were asked to rate classroom teacher ability according to the rating scale below:

Rating Scale

<u>Rating</u>	<u>Definition</u>
4	Very Proficient
3	Proficient.
2	Minimally Proficient
1	Less than Minimum Proficiency
0	Not Proficient

Respondents were instructed to enter D/K (Don't Know) if they did not have a genuine basis for assigning a rating, or if they lacked sufficient information.

Presentation of Findings

Presented in Table 5 are the distributions of ratings assigned to elementary and secondary-level teachers with whom staff worked directly or indirectly. It may be noted from the data that nearly 95 percent of the elementary teachers received ratings indicating at least minimum proficiency in standardized test administration, while only 45 percent of the secondary teachers received such ratings. For interpretation of findings,

TABLL 5:

Project Staff Ratings of Classroom Teachers'
Administration and Interpretation of a Standardized
Test, By Frequency and Percent

Levels Taught	No. Direct	No. Indirect	RATINGS*											
			Administration						Interpretation					
			4	3	2	1	0	DK	4	3	2	1	0	DK
Elementary	105		f: 39	51	3	1	0	5	f: 30	53	8	2	0	6
			%: 93.8						%: 91.9					
			n: 99						n: 99					
		50	f: 28	10	1	0	0	1	f: 16	16	8	0	0	10
			%: 97.5						%: 80.0					
			n: 40						n: 50					
Total Elementary:		155	f: 67	61	4	1	0	6	f: 46	69	16	2	0	16
			%: 94.9						%: 87.9					
			n: 139						n: 149					
Secondary	20		f: 4	3	2	0	0	4	f: 8	3	2	0	0	0
			%: 69.2						%: 100.0					
			n: 13						n: 13					
		18	f: 0	0	0	0	0	7	f: 1	1	0	0	0	5
			%: 0.0						%: 28.5					
			n: 7						n: 7					
Total Secondary:		38	f: 4	3	2	0	0	11	f: 9	4	2	0	0	5
			%: 45.0						%: 75.0					
			n: 20						n: 20					

*Rating Scale: 4 = Very Proficient 1 = Less than Minimally Proficient
 3 = Proficient 0 = Not Proficient
 2 = Minimally Proficient DK = Don't Know

the percentages were 87.9 and 75.0, respectively.

The data show that those elementary classroom teachers with whom Project staff worked directly received a lower rating, on a percentage basis, in the administration of a standardized test, but they received a higher rating, on a percentage basis, in making interpretations from such tests. This is not surprising, and it provides an indication of where the training emphasis lay.

A review of the data for secondary teachers indicates that Project staff were unable to rate the administration of the test for those teachers with whom they worked indirectly. Furthermore, it may be noted that all secondary teachers with whom they worked directly were rated as having met at least minimum proficiency in interpreting standardized test results, while only two of the seven teachers with whom they worked directly received such ratings. It is interesting to note that Project staff were able to supply ratings for only 13 of the 20 secondary teachers with whom they worked closely and no teachers and 2 teachers, respectively, of the 7 with whom they worked indirectly. These data suggest that Project staff worked with secondary teachers on topics other than administering and interpreting test results.

Comparable data for other diagnostic measures are shown in Table 6. Minimum (or greater) proficiency in administering these measures was displayed by approximately 70 percent of all teachers who received ratings. The criterion for interpretation of results was met by 66 percent and 90 percent, respectively, of the elementary and secondary teachers rated.

The data indicate that a greater percentage of teachers working directly with program staff was rated as proficient. The pattern was equally true for both test administration and interpretation.

TABLE 6:

Project Staff Ratings of Classroom Teachers'
Administration and Interpretation of Reading
Diagnostic Measures, By Frequency and Percent

Levels Taught	No. Direct	No. Indirect	RATINGS*													
			Administration						Interpretation							
			4	3	2	1	0	DK	4	3	2	1	0	DK		
Elementary	105		f:	33	34	22	2	0	5	18	38	23	2	0	11	
			%:	92.7						85.8						
			n:	96						92						
			50	f:	11	5	2	0	0	32	3	10	2	0	0	35
				%:	36.0						30.0					
				n:	50						50					
Total Elementary:		155	f:	44	39	24	2	0	37	21	48	25	2	0	46	
			%:	73.2						66.1						
			n:	146						142						

Secondary	20		f:	5	10	6	0	0	4	3	15	6	0	0	1	
			%:	84.0						96.0						
			n:	25						25						
			18	f:	0	0	0	0	0	5	0	3	0	0	0	2
				%:	0.0						60.0					
				n:	5						5					
Total Secondary:		38	f:	5	10	6	0	0	9	3	18	6	0	0	3	
			%:	70.0						90.0						
			n:	30						30						

*Rating Scale: 4 = Very Proficient

1 = Less than Minimally Proficient

3 = Proficient

0 = Not Proficient

2 = Minimally Proficient

DK = Don't Know

Other Measures. Listed below in Table 7 are the diagnostic measures for which teacher proficiency ratings were provided by staff.

TABLE 7
Diagnostic Measures Used in Home-
Base School Training Programs

Measure	Freq.	Measure	Freq.
Slosson (SIT)	16	Spache Scales	10
McKee Inventory	15	Ginn 360	7
Wepman Aud. Disc.	14	Early Educ. Assessment Battery (local)	6
Betts Vis. Disc.	13	SRA	5
McMillan	13		
Wisconsin Design Tests	13	Scott-Foresman Reading System	4
Dolch Words	11		
Botel Inventory	11	Stanford	4

Other measures, cited by 2 or 1 staff:

Silvaroli (CRI)	PMA
Metropolitan	Bond/Hoyt/ Clymer
Durrell	Telebinocular
Gates, MacGinitie	Audiometer
	SWRL

Presented in Table 8 are summary data regarding ratings of classroom teachers on administering and interpreting from an informal reading inventory.

It is interesting to note that staff were able to assign ratings to 127 of the 155 elementary classroom teachers with whom they were reported working directly or indirectly. Approximately 61 percent of the elementary teachers received acceptable ratings in administering an IRI, and approximately 33 percent received acceptable ratings in interpreting results.

For the secondary teachers, staff were able to rate 34 of 38 classroom teachers on administration and 30 on interpretation. It may be noted, that only 38 percent and 30 percent of these teachers received acceptable ratings on administration and interpretation of the inventory, respectively. It is interesting to note that a much larger percentage of teachers with whom Project staff worked directly received acceptable ratings than teachers with whom they worked indirectly. Again, this is not surprising, and it is consistent with expectations for the program delivery system.

Conclusion

The objective is considered to have been met to only a partial extent. Greater progress was made in the area of standardized tests than in that of an informal reading inventory. For the area, other diagnostic measures, the criterion was exceeded for secondary teachers and was nearly met for elementary teachers working closely with program staff in the home-base school program.

The trends observable from the data appear healthy. Progress from the first year to the second may be noted in terms of (1) numbers of teachers reached through the program and (2) progress toward goals of the teachers. Greater progress at the elementary level was noted.

TABLE 8:

Project Staff Ratings of Classroom Teachers' Administration and Interpretation of an Informal Reading Inventory, By Frequency and Percent

Levels Taught	No. Direct	No. Indirect	RATINGS*													
			Administration						Interpretation							
			4	3	2	1	0	DK	4	3	2	1	0	DK		
Elementary	105		f:	11	33	17	2	0	15	10	34	17	1	1	14	
			%:	78.2						61.0						
			n:	78						33						
			50	f:	8	7	1	0	0	33	6	8	2	0	0	33
				%:	32.6						32.6					
				n:	49						49					
Total Elementary:		155	f:	19	40	18	2	0	48	16	42	19	1	1	47	
			%:	60.6						32.6						
			n:	127						126						
Secondary	20		f:	4	1	2	2	0	10	3	3	2	0	0	6	
			%:	50.0						57.1						
			n:	19						14						
			18	f:	2	4	0	0	0	9	1	0	0	7	0	8
				%:	40.0						6.2					
				n:	15						16					
Total Secondary:		38	f:	6	5	2	2	0	19	4	3	2	7	0	14	
			%:	38.2						30.0						
			n:	34						30						

*Rating Scale: 4 = Very Proficient 1 = Less than Minimally Proficient
 3 = Proficient 0 = Not Proficient
 2 = Minimally Proficient DK = Don't Know

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.]

Statement of Objective:

I.A.4.a.((2)). Ninety percent of those secondary teachers receiving training through the Project will reach a minimum level of proficiency adequate for designing or administering individually prescribed reading programs.

I.A.4.a.((3)). Ninety percent of those elementary teachers receiving training through the Project will reach a minimum level of proficiency adequate for designing or administering individually prescribed reading programs.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
A rating of, 'Yes' for 90% of teachers rated by program staff	Ratings from Project reading teachers	a) Reading Center b) Evaluator c) Staff completion of <u>Home-Base School Program Survey</u>	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	0	

Presentation of Findings

In one portion of the Home-Base School Survey, program staff were asked to designate (next to the name of each teacher they had listed as working directly or indirectly in the program) whether or not the teacher demonstrated the ability to design appropriate programs and execute effectively the program as designed. A summary of the results appears in Table 9.

Staff ratings indicated that 72 percent of the elementary teachers demonstrated the ability to design specified programs, and 73 percent demonstrated effective administration of programs. For secondary teachers, the percentages were 35.0 and 37.0, respectively.

When extent of classroom teacher participation (direct vs. indirect) was considered, the data indicated that: (1) a greater proportion of teachers participating in the program on a direct basis received positive ratings; and (2) program staff were unable to supply ratings to a greater proportion of teachers involved only indirectly in the programs.

Conclusion

Data presented in measurement of the objective indicated that it was met only partially, the criterion having not been reached. As was the case for the previous objective, the trend appears healthy. A substantial number of teachers received appropriate ratings. Again, this was true for teachers at the elementary level to a much greater extent than for secondary teachers.

TABLE 9:

Project Staff Ratings of Classroom Teachers'
Proficiency in Designing Appropriately and
Administering Effectively Developmental/Corrective
Reading Programs, By Frequency and Percent

Levels Taught	No. Direct	No. Indirect	READING PROGRAM						
			Design Appropriate			Administration Effectively Executed			
			Yes	No	DK	Yes	No	DK	
Elementary	105		f:	84	10	10	82	12	10
			%:	80.7	9.6	9.6	78.8	11.5	9.6
			n:	104			104		
	50	f:	27	11	12	30	5	14	
		%:	54.0	22.0	24.0	61.2	10.2	28.5	
		n:	50			49			
Total Elementary:		155	f:	111	21	22	112	17	24
			%:	72.0	13.6	14.2	73.2	11.1	15.6
			n:	154			153		
Secondary	20		f:	11	5	3	10	6	3
			%:	57.8	26.3	15.7	52.6	31.5	15.7
			n:	19			19		
	18	f:	8	1	7	8	1	9	
		%:	50.0	6.2	43.7	44.4	5.5	50.0	
		n:	16			16			
Total Secondary:		38	f:	19	6	10	18	7	12
			%:	54.2	17.1	28.5	51.4	20.0	34.2
			n:	35			37		

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~OK~~

Statement of Objective:

I.A.4.a.

((4)). Of the positions allocated to reading teachers, all will be occupied by individuals certificated as a Reading Specialist by the state of Missouri.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
All project staff will have taken the five courses required to receive a certificate	Lists of courses taken and courses needed, supplied by Project staff	a) Reading Center b) Evaluator c) Completion of home-base survey d) June, 1973	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
5	4 3 2 1	0	

Presentation of Findings

The intent of the Project is to train for work in the school system a group of specialists in reading instruction who are skillful in providing training and consultant help to classroom teachers. During the first year of the Project 15 persons were recruited as Project reading teachers-in-training. Fourteen persons began the second year of the Project, but 1 resigned at mid-year and was not replaced.

Initially, 3 persons held a state reading specialist certificate. The rest of the staff were experienced classroom teachers who had varying amounts of previous training in the field of reading.

Five courses are needed to obtain the reading specialist certificate in this state. Presented in Table 10 is a descriptive summary which points out (1) the number of staff who had each course prior to joining the Project, (2) the number of staff who took each of the courses during the Project, and (3) the number of staff who will need courses.

The data are presented separately for the present school year and next year. This is due to the fact that Project staffing will be reduced next year to 8 reading teachers. Of next year's staff, 6 need the course, "Practicum in Remediation." In addition to this course, one staff needs, "Individual I.Q. Testing," another needs a course in, "Remedial Reading," and a third needs the survey course in reading.

It may be noted from the data reported for the present year that 9 staff took the course, Practicum in Reading Diagnosis. This reflects the fact that the Project Director arranged with the University of Missouri--St. Louis Extension Division to offer the course at the Reading Project headquarters.

TABLE 10

Course Requirements to be Completed by Project
Staff in Order to Qualify for a Reading Specialist Certificate

1972-73	<u>Taken Prior to Project</u>	<u>Taken During Project</u>	<u>Still Needed</u>
<u>Courses</u>			
Survey Course in Reading	11	1	1
Remedial Reading	8	4	1
Individual I.Q. Testing	7	4	2
Practicum in Reading Diagnosis	4	9	0
Practicum in Reading Remediation	4	1	8

1973-74			
Survey Course in Reading	6	1	1
Remedial Reading	4	3	1
Individual I.Q. Testing	4	3	1
Practicum in Reading Diagnosis	1	7	0
Practicum in Reading Remediation	1	1	6

Conclusion

With only 1 course requirement remaining for 5 of the 8 Project staff, it seems likely that the objective can be reached by all of the 8 persons who will be Project reading teachers next year.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.]

Statement of Objective:

I.A.4.a.(5). All administrators will have an understanding and acceptance of the program adequate to the requirements of their participation.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Written statements of intent to continue program activities after conclusion of federal funding	Written statement from administrators	To be analyzed the third year.	

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/> <input type="checkbox" value="3"/> <input type="checkbox" value="2"/> <input type="checkbox" value="1"/>	<input type="checkbox" value="0"/>	<input checked="" type="checkbox"/>

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~[X]~~

Statement of Objective:

I.A.4.a.((6)): Counselors, librarians, social workers, nurses and other resource and support personnel will lend support to the program.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Support from 90 percent of the staff in each category	Listing by Project reading teachers	a) Reading Center b) Evaluator c) <u>Home-Base School Survey</u> d) June, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 ~~3~~ 2 1

Not Met

0

Not Measured

Presentation of Findings

Listed by program staff on the Home-Base School Survey, by name and job, were personnel with whom they consulted. The total number of staff available in each category was determined through a review of the school district Directory. A summary of the data is presented in Table 11.

In the aggregate, staff consulted with only 64 percent of available counselors, 75 percent of available librarians, and 33 percent of available library aides. For personnel in these categories, staff, in the aggregate, consulted with only 46 percent of available personnel. They did, however, consult with all available social workers and nurses.

It is interesting to note that Project staff established cooperative relationships with personnel other than those listed. Two Project reading teachers even went outside the school district to get assistance from staff from the Special School District of St. Louis County, which was established to provide school programs for children needing special education classes.

Conclusion

Based upon the data presented above, the objective is considered to have been met but partially. The comparatively small percentages of consulting relations with secondary librarians and all library aides appears to be a function of the nature of the job descriptions of these staff. For example, the five senior high school library aides devote nearly all their time to cataloging and processing library materials.

Therefore, this objective should be restated in terms of the types of cooperative effort that Project staff can engage in reasonably with selected support personnel.

TABLE 11

Support Personnel with Whom Project
Reading Teachers Consulted, By Percent

Category	No. Available	No. With Whom Consulted	Percent
Guidance Counselors			
•Elementary	3	3	100.0
•Secondary			
Jr. High	5	4	80.0
Sr. High	6	2	33.3
Total	<u>14</u>	<u>9</u>	<u>64.2</u>
Librarians-Aides			
°Elementary Librarians	3	3	100.0
°Secondary Librarians			
Jr. High	3	2	66.6
Sr. High	2	1	50.0
Total	<u>8</u>	<u>6</u>	<u>75.0</u>
•Elementary Aides	11	5	45.4
•Secondary Aides			
Jr. High	2	1	50.0
Sr. High	5	0	0
Total	<u>18</u>	<u>6</u>	<u>33.3</u>
Grand Total	26	12	46.1
Social Workers			
	3	3	100.0
Nurses			
	5	5	100.0
Others			
•Arts Resource Specialist			•Remedial Reading Aides
•Learning Disabilities Specialist			•Asst. to Superintendent, Student Services
•Coordinator, Volunteer Aides			•Title I Project Staff
•Staff, St. Louis County Special School District			•Perceptual Learning Specialist

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~[OK]~~

Statement of Objective:

I.A.4.c. ((1)). On a school-by-school and grade-by-grade basis throughout the system, the percentage of pupils whose reading performance, in terms of grade placement on a nationally standardized test, falls within state standards regarding eligibility for special programs will be reduced by at least 50 percent. These standards call for eligibility if the differential (negative) between tested and actual grade placement is greater than or equal to a specified level, as shown below:

<u>Actual Grade Placement</u>	<u>Differential (negative) is greater than or equal to:</u>
1.5 - 2.4	.50
2.5 - 3.4	.75
3.5 - 5.4	1.00
5.5 and up	1.50

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
50 percent reduction in number of students eligible	Standardized test results, i.e., score on reading subsections.	a) School buildings b) Evaluator c) Data form d) December, 1972	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/> <input type="checkbox" value="3"/> <input type="checkbox" value="2"/> <input type="checkbox" value="1"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Presentation of Findings

Method.

The student score used in measurement of this objective was the total composite score for the reading subsections of the CTBS. This achievement test is administered routinely each fall in all elementary schools in the system. Administration of the reading portion of this test in grades 8 through 11 was supported through the Project.

A form for summarizing the pertinent data for each grade in each school (number of students at or above the cut-off point, number of students below the cut-off point, and total number of students) was designed. Project reading teachers completed the form for each grade within their home-base schools, after the print-outs from the test scoring company were received.

The calculation of the appropriate percentages was straightforward. The percentage of students below the established standard, by school and by grade, in the fall, 1971 testing was preserved as a base-line against which to measure further change.

For the fall, 1972 administration of the test, the data were summarized separately for those students (1) who had been enrolled in the 1971-72 school year and (2) those students who transferred into the school district during the fall, 1972. The data for the students present in the first year of the Project will be measured against the baseline; the data on new students are maintained, and they will constitute a second set of baseline data to be used in measurement of this objective in the third year of the Project.

The objective was measured by the following procedure:

1. The percentage of students below the established standard for the baseline year (1971) was listed in two ways: (a) by school and by grade and (b) by grade.

2. In each case (schools and grades, and grades) the criterion was determined (half the percentage of eligible students).
3. For those baseline students who were still enrolled during the second year, the percentage falling within the stated standards was compared with similar data at successive grade levels. That is, the grade three student population in 1971 was compared with the grade four population in 1972; the grade four student population in 1971 was compared with the grade five population in 1972; and so on. In each case, the change (increase or decrease) in percentage between the two years was determined. The objective could be considered to have been met if, by school and grade, there was a decrease in the percentage of students below the cut-off point equal to the criterion of one-half the percentage in 1971.

The results are reported below. Prior to considering the data, it is appropriate to examine the amount of turn-over in the student population. The data are displayed in Table 12.

Shown in that table are the number of students comprising the base-line (1971) population at each grade level. Presented also is the number of base-line students who were still enrolled during the second year, in 1972, and the number of new students enrolled, by grades.

The proportion of students who had been enrolled in 1971 and who were still enrolled in 1972 was determined, as a measure of the retention rate of the student population. As a measure of student turnover, the rate of net change was determined, taking into account (1) the number of students enrolled during both years, (2) the number of incoming students, and (3) the number of students in the original population. The formulas used for determining the rate of retention and the rate of net change are indicated.

TABLE 12:
Rate of Retention and Rate of Net
Change for Base-Line Students, Overall and by Grades

Grade	Base-Line Students		Retention* Rate	New Students, 1972	Net Change** Rate
	1971	1972			
3	639	610	95.4	37	89.6
4	710	623	87.8	57	79.7
5	736	620	84.2	59	76.2
6	744	629	84.5	67	75.5
7	709	633	90.1	32	84.7
8	635	610	96.0	40	89.7
9	755	655	86.7	110	72.1
10	<u>761</u>	<u>684</u>	<u>89.9</u>	<u>17</u>	<u>87.6</u>
	5689	5064	89.0	419	81.6

$$*\text{Retention Rate} = \frac{\text{Base-line Students, 1972}}{\text{Base-line Students, 1971}}$$

$$**\text{Net Change Rate} = \frac{\text{Base-line Students, 1972} - \text{New Students}}{\text{Base-line Students, 1971}}$$

For the first and second years of the Project, the percentage of students within the state eligibility guidelines specified in the objective at succeeding grade levels in each school, is indicated in Table 13. The data indicate that there was an increase in eligible students in: (1) 7 of 13 schools for students who moved from the third to the fourth grade; (2) 6 of 13 schools for students who moved from the fourth to the fifth grade; (3) 2 of 10 schools where students moved from the fifth to the sixth grade; (4) 4 of 5 schools where students moved from the seventh to the eighth grade; and (5) 1 school where students moved from the eighth to the ninth grade. It may be noted that, among the schools and grades,

TABLE 13:

Comparison of Percent of Students Within State Eligibility Guidelines at Successive Grade Levels With Criteria (50% decrease from baseline year), By Schools and Grades

Grade	Year	Schools: ¹												
		A	B	C	D	E	F	G	H	I	J	K	L	M
3	1971	21.7	2.5	5.8	10.0	63.3	32.5	12.0	22.5	5.4	25.9	18.9	76.7	9.5
	1972	8.0	4.3	16.6	0	56.8	32.6	20.5	25.8	27.6	19.0	10.0	47.1	24.1
Change:	+	1.8	10.8			0.1	8.5	3.3	22.2					14.6
	-	13.7 ^a		10.0 ^a	6.5				6.9	8.9 ^b	29.6			
4	1971	12.9	5.8	11.1	54.3	45.4	32.7	16.4	9.5	31.7	29.1	29.8	35.4	21.2
	1972	7.1	4.2	9.0	28.5	41.8	50.0	22.6	19.3	35.5	29.0	9.6	58.9	28.1
Change:	+	17.3	6.2	9.8	3.8							23.5	6.9	
	-	5.8 ^b	1.6	2.1	25.8 ^b	3.6			0.1	20.2 ^a				
5	1971	4.0	0	15.3	34.0	60.6	13.5	9.7	32.5	48.8	59.5			
	1972	3.5	4.0	14.2	27.8	31.0	9.1	11.4	30.2	32.3	54.0			
Change:	+	4.0				1.7								
	-	0.5	1.1	6.2	29.6 ^b	4.4		2.3	16.5	5.5				
6	1971	32.2	27.9	3.5	5.1	9.0								
	1972	35.0	31.1	0	10.2	16.6								
Change:	+	2.8	3.2	5.1	7.6									
	-			3.5 ^a										

¹ = Schools designated by letter and listed in random order
a = Criterion met
b = Criterion nearly met



TABLE 13 (continued)

Grade	Year	<u>Q</u>	<u>P</u>	<u>A</u>	<u>B</u>	<u>C</u>
8	1971	38.4	35.1	3.8	4.5	12.5
9	1972	36.5	38.9	---	---	---

Change:	+	3.8
	-	1.9

	<u>Q</u>	<u>P</u>	<u>Q</u>	<u>R</u>
9	1971	35.9	31.7	16.4
10	1972	37.1	37.1	9.5

Change:	+	
	-	6.9

	<u>Q</u>	<u>R</u>
10	1971	13.3
11	1972	7.6

Change:	+	
	-	5.7 ^b
		0.2

the criterion (one-half the percent of eligible students in the preceding grade) was met in only four cases. The criterion was approached (or nearly met) in only 5 cases.

The data are somewhat difficult to interpret due to students moving to high school after grade 8 (for non-public elementary schools) and students moving into junior high school after grade 6 and into senior high school after grade 9 (for the public schools). Furthermore, among four of the public elementary schools, students attended sixth grade at a single-grade center, before moving into junior high school. Therefore, the percentage of students within eligibility requirements (below the cut-off score) are presented in Table 14 for all schools combined. It may be seen from the table that there was a reduction in the percent of students below the cut-off score in 4 cases. However, none of the reductions was sufficient to reach the criterion.

TABLE 14:

Comparison of Percent of Students Falling Within State Eligibility Requirements With Criteria, By Successive Grade Levels, 1971 and 1972

	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Grade 1971	26.7	28.3	28.1	31.4	27.2	38.5	29.2	26.2
Criteria (50% Reduction)	13.35	14.15	14.05	15.7	13.6	19.25	14.6	13.1
	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>
Grade 1972	26.9	27.7	23.2	31.5	29.3	31.6	29.9	22.8

Conclusion

The objective is determined to have been not met. This was indicated clearly when the data were considered by grades only. The number of cases where the criterion was reached on a school-by-school basis was not sufficient to consider the objective as having been met.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~DX~~

Statement of Objective:

I.A.4.a.(3)). Using specially-developed instruments to assess interest in and attitude toward reading, pupils will be found to exhibit improvements equivalent to a 50 percent increase over the base line figures.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Fifty percent increase in pupil interest in an attitude toward reading	Student inventories	To be measured in the third year.	

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured



PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~DX~~

Statement of Objective:

I.A.4.a.(2). Changes and outcomes will be as follows for the various aspects of the educational system:

- (a). Facilities: A well-equipped Reading Center will be available to support Project activities.
- (b). Instructional System: A well-developed design for reading instruction will be put into practice in the schools.
- (c). Professional Development: A group of reading specialists, skilled in assisting classroom teachers, will be available to the District.
- (d). Classroom Implementation: The instructional system will be implemented in all the elementary schools in the community.
- (e). Community Involvement: Representatives from the community will engage in significant activities related to the Project.
- (f). Communication/Dissemination: The Project will become a change-agent within the educational system, and successful aspects of the program will be incorporated into the regular practice in the schools.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Attainment of all objectives set for each of the 6 components	To be specified in the statement of each objective	To be reported with the evaluation data for each objective	To be reported with the evaluation data for each objective

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="text" value="5"/>	<input type="text" value="4"/> <input checked="" type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~EXI~~

Statement of Objective:

1.A.4.c. Overall Project management objectives.

(1) The Project's objectives will be met, or they will be modified appropriately according to the results of the evaluation process.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Satisfactory performance attested to by the Project independent accomplishment auditor	Auditor's end-of-the-year report	a) Auditor's office b) Program auditor c) Review of final evaluation report d) August, 1973	Analytical review

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4 3 2 1	0	<input checked="" type="checkbox"/>

To be discussed in the final audit report.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~[OK]~~

Statement of Objective:

I.A.4.c. ((2)). Project management objectives. Project management will engage in a continuous review of the Project's progress as demonstrated by full documentation of all significant Project activities.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Documentation will be thorough to permit replication of the Project by another LEA, as verified by the auditor	Project management logs	a) Auditor's office b) Auditor c) Review of management logs d) August, 1973	Analytical review

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

To be discussed in the final audit report.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~1971~~

Statement of Objective:

I.A.4.c.((3)). Project management objective. The relationship between the community and the Project management will be close enough to result in having the Community Council ratify all the Project's objectives as presented in the application for renewal.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Memo from Community Council co-chairmen supporting the application for Project continuation	Copy of the memorandum prepared by the co-chairmen	a) Reading Center b) Project Evaluator c) Receipt of memo d) January, 1973	Presentation of document

Status of Objective:

Met Fully

Met Partially

4 3 2 1

Not Met

0

Not Measured

Exhibit 2:

Memorandum from the Co-chairmen of the Community
Advisory Council Supporting the Continuation Application

January, 1973

TO: Dr. James A. Hopson, Superintendent of Schools

FROM: Fran Hyman and Diana Schmidt, Co-Chairmen, Community Advisory
Council

SUBJECT: Continuation Application for the Title III Reading Project

As co-chairmen of the Community Advisory Council, we feel that the Diagnostic Reading Instruction Project is proving to be increasingly valuable to our school district. We certainly recommend and hope it will continue to be funded.

FH/DS/k

PROJECT OBJECTIVE'S SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [Com. Inv.] ~~DVI~~

Statement of Objective:

I.A.4.c.((4)). Project management objective. The evaluation design will be fully implemented. The evaluation will include provision for assessing the performance connected with each of the 6 major Project components:

- (a) Facilities
- (b) Instructional System Design
- (c) Professional Development
- (d) Classroom Implementation
- (e) Community Involvement
- (f) Communication/Dissemination

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Assessment of objectives for all 6 Project components, verified by auditor	<u>End-of-the-Year Project Report</u> prepared by Project Evaluator	a) Auditor's office b) Auditor c) Received by transmittal d) July, 1973	Analytic review

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

TO BE ASSESSED IN THE FINAL AUDIT REPORT.

B. Component Objectives.

Presented in this section of the report are the evaluation findings for the performance objectives for each of the project components. The first component discussed is Facilities. The summary sheet for this component is on the following page.

Presentation of Findings

This objective was reported as having been met fully in the Interim Evaluation Report, following the management decision to not install the demonstration clinical testing area. However, since the submittal of that report, the project headquarters was moved from Blackberry Lane Elementary School to Flynn Park Elementary School. The reason for the move was that space in the former location was needed for the Middle School, a new element in the school district. In April, 1973, the Board of Education reached a decision to reorganize the schools, following an intensive study. Blackberry Lane and Brittany Junior High, two neighboring buildings, are to house all sixth and seventh grade students in the system.

The facilities for the project at its new location include two adjoining rooms: one is used for the project office, and the second is designated for staff meetings and working space for staff.

Conclusion

Although the project occupies one room less than before, the objective is considered still to have been met. This reflects a management decision by the new project director to move the reading instructional materials from the project to locations in various schools. As a matter of policy, project activities and facilities will be moved out into the schools to the greatest extent possible during the third year of the program.

PROJECT OBJECTIVES SUMMARY SHEET

Component: ~~PK~~ [PD] [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2. (1). Space in the Reading Center will be provided for: (a) a project office, (b) a training center, and (c) a materials resource center. Appropriate furnishings, supplies, maintenance, and utilities will be available for each designated area.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Reading Center installed, with space and supplies for 3 designated areas	Documentation	Not Applicable	Description

Status of Objective:

Met Fully



Met Partially

4	3	2	1
---	---	---	---

Not Met

 0

Not Measured

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[PI]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (1). Reading teachers will devote time to continue to acquire knowledge about the reading and diagnostic processes. Staff effort directed toward this end will be measured by monitoring data submitted by project reading teachers on the weekly Staff Activity Log. The objective will be considered to have been met if the project staff, in the aggregate, report on the weekly check log that 5 percent of their recorded time is devoted to personal reading and study.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
5 percent of recorded staff time devoted to reading and study	Self reports from staff on <u>Reading Teacher's Activity Log</u>	a) Reading Center b) Evaluator c) Interschool mail or delivery d) Weekly	Descriptive summary

Status of Objective:

Met Fully <input checked="" type="checkbox"/>	Met Partially 4 3 2 1	Not Met 0	Not Measured <input type="checkbox"/>
--	--------------------------	--------------	--

TABLE 15

Staff Time Devoted to Personal Reading/Study
Per Month, 1972-73, By Percent

Month	No. Hours	Percent of Total Time
September	208.5	8.4
October	211.5	8.6
November	320.5	11.6
December	169	11.8
January	237.5	10.8
February	205	9.9
March	167.5	7.9
April	118.5	8.5
May	201	9.1

Presentation of Findings

The data above were gathered from the Reading Teachers Activity Log, submitted weekly by each project staff (see specimen copy next page). Presented above are data indicating the number of hours, in the aggregate, devoted to reading and study and the percent of total staff time it represents.

Conclusion

For each month during the year, staff effort in reading and study exceeded the criterion of 5 percent of total staff time. The objective, therefore, was met.

Exhibit 3

READING TEACHER'S ACTIVITY LOG

Report the amount of time devoted to activities in hours and half-hours

1.0 Name _____ 1.1 School _____

1.2 Date Submitted: _____ Month: _____

197

Week: (1) (2) (3) (4)

2.0 INSTRUCTIONAL SYSTEMS:		4.0 CLASSROOM IMPLEMENTATION		9.0 PROGRAM IMPACT--INDIVIDUAL		10.0 PROGRAM IMPACT--TEAMS	
2.1 Objectives:	Compile () Develop ()	4.1 Observation ()		9.10 No. Teachers ()		10.1 No. Buildings ()	
2.2 Instructional Models:	Direct () Adoption () Prep. Guide ()	4.2 Record-Keeping Forms () 4.3 Dir. Adoption Models () 4.4 Dir. Adoption Strategies ()		9.11 Elementary K 1 2 3 4 5 6 () () () () () ()		10.2 No. Teachers ()	
2.3 Materials:	2.31 Survey () 2.32 Locate () 2.33 Index () 2.34 Develop () 2.35 Package () 2.36 Demonstrate: () 2.37 (Inserv.) Teachers () 2.38 (Classrm) Students ()	5.0 PLANNING 5.1 Personal () 5.2 With Teachers ()		9.12 Secondary 1 1 1 7 8 9 0 1 2 () () () () () () E S S n. M S c. 0 () () () () () ()		10.3 Type Support: Program Start-up () Demonstrations () Materials () Record Forms () Organiz. Model () Instr. Strategy () Skills Training () Program Modif. () Assessment () Other ()	
3.0 PROFESSIONAL DEVELOPMENT		6.0 CONFERENCES/CONSULTATIONS 6.1 Parent () 6.2 Teachers () 6.3 Student () 6.4 Admin. () 6.5 Pupil Personnel () 6.6 Proj. Dir. () 6.7 Consultant-Trainer () 6.8 Evaluator () 6.9 Other (Specify) ()		9.20 No. Students-Demo. Les. () 9.21 Elementary K 1 2 3 4 5 6 () () () () () () Secondary 7 8 9 0 1 2 () () () () () () E S S n. M S c. 0 () () () () () ()			
3.1 Att. Training Sessions ()		7.0 COMMUNITY 7.1 Public Meetings () 7.2 Tours of Center/School () 7.3 Committee Work () 7.4 Public Speaking () 7.5 Communication/Discuss. () 8.0 TRAVEL ()		9.22 Secondary 7 8 9 0 1 2 () () () () () () E S S n. M S c. 0 () () () () () ()			
3.2 Pers. Rdg./ Study ()				9.30 No. Students-D-R _x ()			
3.3 Anal. Schl. Records ()				9.31 Elementary K 1 2 3 4 5 6 () () () () () ()			
3.4 Case Study ()				9.32 Secondary 7 8 9 0 1 2 () () () () () ()			
3.5 Dev. Org. Models ()							
3.6 Diagnosis-Prescription ()							
3.7 Test Analysis ()							
Lead Training Sessions:							
3.8 Ind. ()							
3.9 Grp. ()							
3.10 Total ()							
3.11 Demonstration Lessons ()							
Supervise ()							
3.12 Org. ()							
3.13 Instr. ()							
3.14 Testing ()							

11.0 COMMENTS; ELABORATIONS

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[PS]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((3)). Reading teachers will display skill in training regular classroom teachers to administer, analyze, and interpret the results of selected standardized tests.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
A score of at least 45 of a possible 60 points on a rating scale completed by the Project Director for at least	Rating scale of Competency as a Consultant for each Project staff, completed by the Project Director	a) Reading Center b) Evaluator c) Transmittal by Project Director d) January and June, 1973	Descriptive summary

6 of 13 teachers

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

The performance of Project reading teachers in three areas, (1) pursuit of goals; (2) competencies as a reading teacher-consultant; and (3) overall performance, was rated by the Project Director on a pre- and post-basis. Pertinent to objective ((3)) were the ratings assigned in the area, competencies as a reading teacher-consultant. The ratings were assigned by the Project Director following his observations of program staff and the teaching techniques they used with teachers and children. He observed other aspects of the consultant role, as well.

Presented in Table 16 are the pre and post ratings for all three areas. For the ratings related to consultant competencies, it will be noted that, on the post-ratings, 9 staff received higher ratings (although the increase was slight in most cases), 3 staff received lower ratings, and 1 staff received the same rating. The maximum number of points obtainable on this item was 60. The data displayed indicated that the criterion (at least 45 points) was attained for 5 of the 13 program staff.

Conclusion

Since only 5 persons received ratings equal to or greater than the criterion, the objective can be said to have been met to only a partial extent.

It was deemed interesting to examine whether or not the end of year ratings were significantly higher than the pre-ratings. Accordingly, The Sign Test was applied to the data. The results indicated that the post-ratings for the area, consultant competency, were not significantly higher than the earlier ratings. The area where the staff showed significant improvement was Pursuit of Goals. This area was related to staff identifying their needs for professional growth and following programs designed to meet them. Although they showed significant growth in this aspect, the director did not see evidently

TABLE 16:

Project Director Ratings of Reading Teacher Competency,
Pre and Post

Staff*	Pursuit ¹ of Goals		Competencies as ² Reading Teacher		Overall ³ Rating	
	Pre	Post**	Pre	Post	Pre	Post
A	26	26	28	34	57	60
B	18	21	28	26	46	44
C	25	29	35	39	62	63
D	19	19	28	28	37	37
E	32	34	46	45	80	77
F	13	14	30	31	44	44
G	27	32	45	40	72	67
H	30	29	46	48	77	77
I	23	32	35	41	58	64
J	32	33	43	48	75	81
K	36	38	46	47	82	83
L	19	31	27	34	46	65
M	17	25	44	47	63	72

The)	$\chi = 1$	$\chi = 3$	$\chi = 3$
Sign)	$N = 11$	$N = 12$	$N = 10$
Test)	$P = .006$	$P = N.S.$	$P = N.S.$

*Staff listed in random order and designated by letter.

**Pre-Score = Project Director ratings in January, 1973

Post-Score = Project Director ratings in June, 1973

1: Maximum = 40

2: Maximum = 60

3: Maximum = 100

that this activity had a significant impact upon their practice in providing training to classroom teachers.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[P]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((4)). Reading teachers will exhibit diagnostic-prescriptive skill in administering and interpreting findings from a variety of diagnostic tests administered to children identified as being in need of such testing.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
A rating of at least 3 on a 5 point rating scale, assigned by Project Director, to at least 95% of the Diagnostic-Prescriptive Logs submitted.	Diagnostic-Prescriptive logs completed by Project Reading Teachers	a) Reading Center b) Evaluator c) Transmittal by Project Director d) June, 1973	Analytic review by Project Director; descriptive summary by evaluator

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/> <input type="checkbox" value="3"/> <input checked="" type="checkbox" value="2"/> <input type="checkbox" value="1"/>	<input type="checkbox" value="0"/>	<input type="checkbox"/>

Presentation of Findings

Beginning in early February, 1973, project staff recorded their diagnoses, prescriptions, and related information on the Diagnostic Prescriptive Log, designed especially for this project. A specimen copy appears on the following page.

Toward the end of the year, the project director rated those logs turned in by staff for comprehensiveness of diagnostic procedures. His analyses were based upon his skill as an expert in diagnosis in reading. He assigned ratings to the logs submitted by staff according to the five-point scale below:

<u>Rating</u>	<u>Criteria</u>
1	Extremely limited: diagnosis included a standardized reading achievement test, or a single reading skills test
2	<u>Limited:</u> IRI only, or IRI and one skills test
3	<u>Moderate:</u> Included IRI, I.Q. and one skill test
4	<u>Fairly extensive:</u> Included standardized achievement test, IRI, I.Q. and two or three skills tests
5	<u>Comprehensive:</u> Included standardized test, IRI, I.Q., more than three skills tests, telebinocular, audiometer, inventories, observations, etc.

The results of his analysis are presented in Table 17. From the information summarized in the table, the following observations may be made:

1. The logs were not used as extensively as it was expected they would be. Two staff did not submit logs at all. Five turned in fewer than 10 logs. Of the 177 logs submitted, nearly 17 percent were incomplete.
2. In terms of the comprehensiveness, or scope, of the diagnoses, only 51.4 percent of the logs submitted received ratings as high as the

TABLE 17:

Summary Data on Diagnostic-Prescriptive Logs Completed by Program Staff

Reading Teacher	No. of Logs		Scope of Diag.					No. of Referrals	Teacher Followup					Progress Noted	
	OK	Inc.	1	2	3	4	5		0	1	2	3	over	Yes	No
A	8	3	1	2	0	3	2	0	6	0	0	2	0	0	
B	16	1	0	8	4	1	3	0	3	1	1	7	4	5	
C	8	5	1	0	3	3	1	1	3	5	0	0	0	1	
D	7	10	0	4	3	0	0	0	5	1	0	1	0	0	
E	5	0	0	0	0	5	0	1	2	3	0	0	0	0	
F	25	7	0	5	14	6	0	8	5	7	2	11	0	9	
G	11	3	9	0	2	0	0	0	4	7	0	0	0	0	
H	16	0	0	3	3	7	3	1	5	1	4	6	0	0	
I	23	0	5	4	5	9	0	4	18	0	0	0	5	0	
J	26	1	3	10	6	2	5	2	24	2	0	0	0	0	
K	2	0	0	1	1	0	0	0	1	0	1	0	0	0	
TOTALS	147	30	19	37	41	36	14	17	76	27	8	27	9	54	15

PERCENTAGES

83.0

16.9

51.4

levels specified in the criterion.

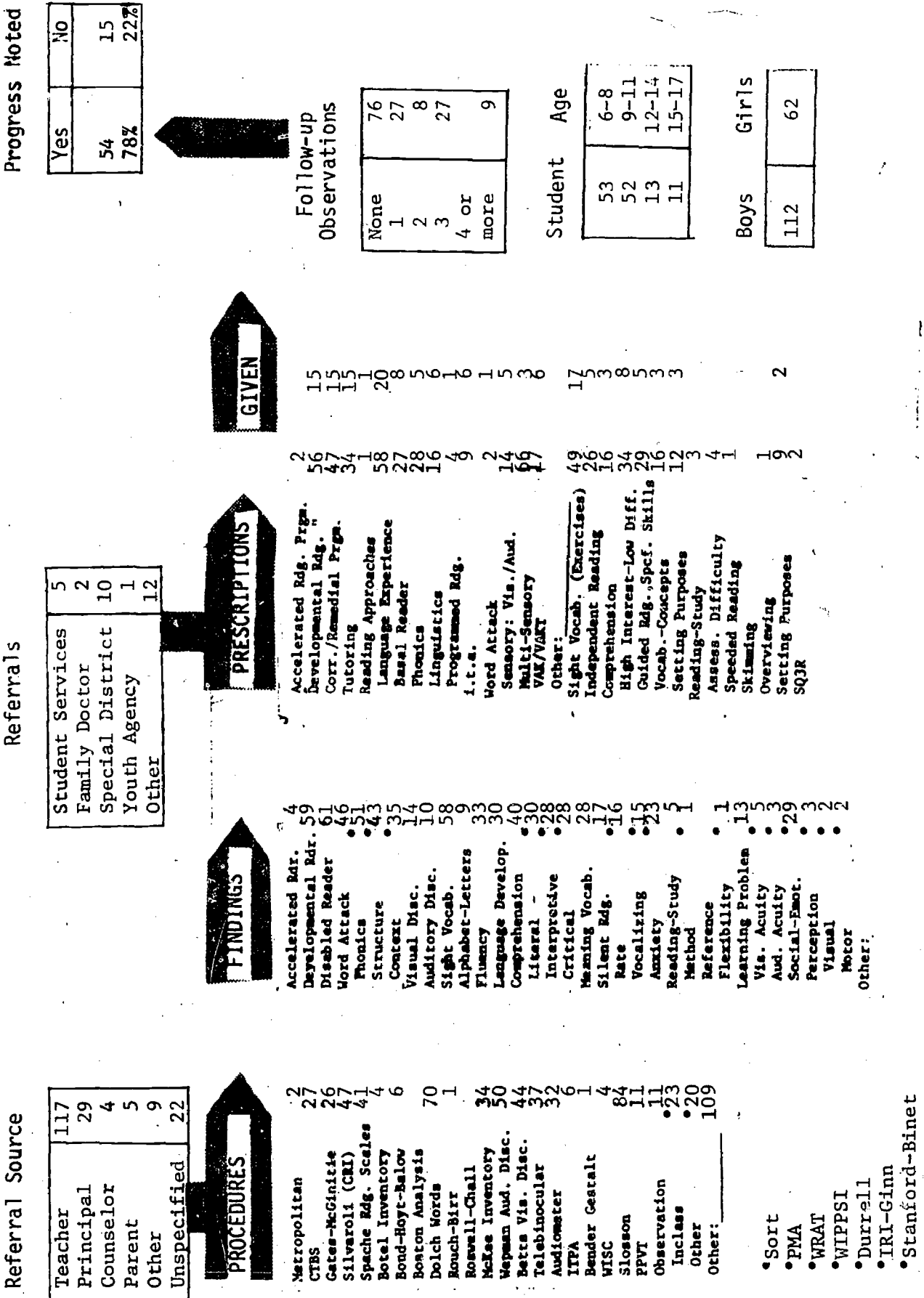
3. In terms of follow-up on the diagnoses, the information indicates that in only 36 of the cases were as many as 3 follow-up observations made.
4. For the follow-up observations which were made, progress was noted in the majority of cases reported.

Although the logs were not used as extensively as had been hoped, it should be remembered that the format was not developed completely until after mid-year, and their use by staff was not begun until February, 1973. However, based upon the results from their use in the spring semester, 1973, they will be used during the final year of the Project. The logs are seen as being useful in two ways: (1) as a concise format which Project staff can use to record the flow of events in the diagnostic-prescriptive sequence for each student; and (2) as a source for gathering descriptive data, relating to (a) the contribution made by program staff in performing diagnoses and prescriptions; and (b) the types of reading problems exhibited by students in the school system and the kinds of corrective programs being prescribed and given to these students.

Presented in Exhibit 5 is a summary of the trends in Project staff diagnostic-prescriptive activity as gathered from the diagnostic-prescriptive logs submitted during the semester. From the information summarized, it may be observed:

1. Classroom teachers were the main source for referrals of students to Project staff.
2. Project staff used a variety of diagnostic procedure with the students.
3. The most common diagnostic finding for the students referred was Disabled Reader, followed by Developmental Reader. The most common reading problems were found in the area of word attack skills, including

EXHIBIT 5: Trends in Project Staff Home-Base School Pupil Diagnosis Activities



Referral Source

Teacher	117
Principal	29
Counselor	4
Parent	5
Other	9
Unspecified	22

Referrals

Student Services	5
Family Doctor	2
Special District	10
Youth Agency	1
Other	12

Progress Noted

Yes		No
54		15
78%		22%

PROCEDURES

- Metropolitan 27
- CTBS 26
- Gates-McGinitie 47
- Silveroli (CRI) 41
- Spache Edg. Scales 4
- Botel Inventory 4
- Bond-Hoyt-Balow 6
- Boston Analysis 70
- Dolch Words 1
- Rouch-Birr 34
- Roswell-Chall 50
- McKee Inventory 44
- Wepman Aud. Disc. 44
- Betts Vis. Disc. 37
- Telebinocular 32
- Audiometer 6
- ITPA 1
- Bender Gestalt 4
- WISC 84
- Slosson 11
- PPVT 11
- Observation 23
- Inclass 20
- Other: 109

FINDINGS

- Accelerated Rdr. 4
- Dayepmental Rdr. 59
- Disabled Reader 61
- Word Attack 46
- Phonics 51
- Structure 43
- Context 35
- Visual Disc. 14
- Auditory Disc. 10
- Sight Vocab. 58
- Alphabet-Letters 33
- Fluency 30
- Language Develop. 40
- Comprehension 30
- Literal 28
- Interpretive 28
- Critical 28
- Meaning Vocab. 17
- Silent Rdg. 16
- Rate 15
- Vocalizing 23
- Anxiety 23
- Reading-Study 5
- Method 1
- Reference 1
- Flexibility 13
- Learning Problem 15
- Vis. Acuity 3
- Aud. Acuity 29
- Social-Fmot. 3
- Perception 2
- Visual 2
- Motor 2
- Other: 2

PRESCRIPTIONS

- Accelerated Rdg. Prgm. 2
- Dayepmental Rdg. 56
- Corr./Remedial Prgm. 47
- Tutoring 34
- Reading Approaches 1
- Language Experience 58
- Basal Reader 27
- Phonics 28
- Linguistics 16
- Programmed Rdg. 4
- i.t.a. 9
- Word Attack 2
- Sensory: Vis./Aud. 14
- Multi-Sensory 66
- VAK/VAKT 17
- Other: Sight Vocab. (Exercises) 49
- Independent Reading 26
- Comprehension 16
- High Interest-Low Diff. 8
- Guided Rdg., Spcf. Skills 34
- Vocab.-Concepts 29
- Setting Purposes 16
- Reading-Study 12
- Assess. Difficulty 3
- Speeded Reading 4
- Skimming 1
- Overviewing 9
- Setting Purposes 2
- SQJR 2

GIVEN

- Accelerated Rdg. Prgm. 15
- Dayepmental Rdg. 15
- Corr./Remedial Prgm. 15
- Tutoring 1
- Reading Approaches 20
- Language Experience 8
- Basal Reader 5
- Phonics 6
- Linguistics 1
- Programmed Rdg. 6
- i.t.a. 1
- Word Attack 1
- Sensory: Vis./Aud. 5
- Multi-Sensory 15
- VAK/VAKT 3
- Other: Sight Vocab. (Exercises) 17
- Independent Reading 3
- Comprehension 8
- High Interest-Low Diff. 5
- Guided Rdg., Spcf. Skills 3
- Vocab.-Concepts 3
- Setting Purposes 3
- Reading-Study 3
- Assess. Difficulty 4
- Speeded Reading 1
- Skimming 1
- Overviewing 1
- Setting Purposes 2
- SQJR 2

Follow-up Observations

None	76
1	27
2	8
3	27
4 or more	9

Student Age

53	6-8
52	9-11
13	12-14
11	15-17

Boys Girls

112	62
-----	----

phonics and word structure.

4. The most common prescription put forward was delivery of a developmental reading or a corrective reading program. The most common approach recommended for students with word attack skills needs was the language experience approach, followed by sight vocabulary exercises.
5. The referral most commonly made was to persons such as the school nurse, speech therapist, or an optometrist.
6. Of the students referred, the majority were boys. Of the students identified by age, the majority were enrolled in elementary school.
7. In most cases, program staff did not make follow-up observations of the delivery of prescriptive programs. However, in those cases where such observations were made, progress was noted in 78 percent of the cases.

Conclusion

The objective clearly was not met. This was evidenced by (1) the comparatively few number of logs submitted, (2) the number of incomplete logs turned in, (3) only a bare majority of diagnostic procedures reported on the logs were rated by the Project Director as meeting minimum levels of comprehensiveness, and (4) staff apparently were not following-up in the classroom upon the prescriptions made.

However, it should be noted, also, that (1) referrals for diagnosis and prescription were being made, (2) a variety of diagnostic procedures were being used, (3) specific needs in reading were being identified for students, and prescriptions were being offered.

Reported elsewhere for another objective is the fact that professional growth for program staff this year centered upon (1) the process of reading and (2) consultant skills related to program development and delivery. The

information presented in measurement of this objective suggests that an area for staff professional growth for the coming year is in the area of the diagnostic-prescription sequence.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[P]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((7)). Reading teachers will conduct a survey of the reading program in schools throughout the district.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Completion of the Reading Program Survey by classroom teachers in each school	Surveys completed by classroom teachers	a) Reading Center b) Project Director c) Transmittal by Project reading teachers d) May, 1973	Written verification by Project Director of task completed

Status of Objective:

Met Fully

5

Met Partially

4 ~~3~~ 2 1

Not Met

0

Not Measured

Presentation of Findings

While conducting a survey of the reading program in the schools is considered to be an activity contributing to the professional growth of program staff, the activity related to the component, Instructional System Design, as well. Verification of the performance of the activity is to be found in the Director's Management Log for that component.

He pointed out in the log that an objective basic to the goal of developing a comprehensive reading system was conducting an analytical study of the reading system in the school district. The survey was conducted in conjunction of the work of Committee L, an ad hoc task group constituted by the Superintendent.

Reported in the log are the facts that: (1) the work of the Committee was begun in January, 1973, (2) the Project Director and two Project reading teachers developed the instrument, Classroom Reading Survey, and (3) that the survey was administered by program staff to classroom reading teachers and was completed, in the Director's opinion, in the spring, 1973.

Conclusion

The objective is rated by the evaluator as having been met only partially at this point. By May, 1973 useable responses were received from 124 classroom teachers, representative of the schools and grades in the system.

At the time of this writing, the data were recorded on keypunch cards and the basic summary data were reduced in summary form through computer processing.

As the Director reported in his log, he has yet to complete his written report on the findings from the survey.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [~~PS~~] [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.(9)). Reading teachers will be able to prepare behavioral objectives for selected reading skills and devise appropriate measures of performance.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Production of a minimum of 5 behavioral objectives by each Project staff.	Statements of behavioral objectives and development of appropriate measurement instruments	This was not done.	The activity is scheduled for next year.

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PE] [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((10)). Project reading teachers will coordinate and direct the identification of appropriate teaching materials and exercises to use as prescriptions for students and the production of an index of materials.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Development of <u>Resource File</u> by Project staff; approved for distribution to teachers by Reading Coordinator	Development of an <u>Instructional Resource File</u> by Project staff, keyed to WDRSD	a) Reading Center b) Evaluator c) Transmitted by Reading Coordinator d) August, 1973	Production of required document

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="text" value="5"/>	<input type="text" value="4"/> <input type="text" value="3"/> <input type="text" value="2"/> <input checked="" type="checkbox"/>	<input type="text" value="0"/>	<input type="text"/>

Presentation of Findings

During the first year of the Project, staff activity related to identifying and processing instructional materials was keyed to no overall reading system. During the second year of the Project, as reported in the Director's Management Log for the Instructional System Design Component, the Wisconsin Design for Reading Skill Development (WDRSD) was selected as the system to be adopted by the Project for implementation in the schools. The WDRSD has, as two distinguishing features, (1) a comprehensive set of behavioral objectives for the various reading skills and (2) a Teachers Resource File, a source for identifying commercial instructional materials correlated with the behavioral objectives.

The objectives statements provide a framework facilitating the identification of instructional materials in reading to use as prescriptions, and the Resource File available from the Wisconsin Center provides a format to follow in indexing those instructional materials available locally which are not contained in the Wisconsin Center Files.

From the survey of the district reading program discussed in objective ((7)), a list of instructional materials for reading used in the local schools was secured. Those teaching materials used locally, but not keyed to specific objectives by the Wisconsin Center, were identified and assigned priority ratings based upon the prevalence of their use in the schools.

A major effort is being made during the summer, 1973 by program staff to prepare an Instructional Resource File of locally-used instructional materials, keyed to the objectives in the Wisconsin Design. Seven of the 8 Project reading teachers are participating in the effort. The activity is scheduled for completion by the end of summer, 1973. As a result of this effort, Project staff expect to place in the hands of each elementary teacher in the schools a copy of an instructional resource file which identifies appropriate teaching materials and exercises for classroom teacher

use in providing individualized instruction to students, based upon their diagnosed needs in reading. The production of this index is scheduled for early September, 1973.

Conclusion

The activity is well launched, and is being carried forward as this report is being prepared. It is expected that the objective will be met fully on or about September 14, 1973.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[P]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.(13)). The Reading Teachers will demonstrate to at least 100 classroom teachers the use of teaching strategies supportive of diagnostic-prescriptive approach to reading.

Furthermore, they will devote a significantly greater amount of effort to providing such training during the second Project year, as compared to the amount of such effort during the first Project year. The amount of staff effort will be measured by reports from Project staff on weekly activity logs.

The objective will be considered to have been met if (1) staff report that they provided such training at at least 100 teachers; (2) staff effort in modeling instructional strategies as reported on logs exceeds such effort in the first Project year on a month-by-month basis to at least the .05 level of confidence.

Criterion	Data	Collection	Analysis
		a) Place b) By Whom c) How d) When	
a) Training to 100 teachers or more; b) significant increase in activity	a) <u>Home-Base School Survey</u> b) <u>Staff Activity Logs</u>	a) Reading Center b) Evaluator c) Transmittal by Project staff d) <u>Home-Base School Survey--June, 1973</u> <u>Staff Activity Logs weekly--Sept., 1972</u>	Descriptive summary for (a) t-test for correlated means for (b)

May, 1973

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="text" value="5"/>	<input type="text" value="4"/> <input type="text" value="3"/> <input type="text" value="2"/> <input checked="" type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value=""/>

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[P]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((15)). The reading teachers will demonstrate to at least 90 classroom teachers models for organizing the classroom supportive of a diagnostic-prescriptive approach to reading.

Furthermore, they will devote a significantly greater amount of effort to providing such training during the second Project year, as compared to the amount of such effort during the first Project year. The amount of staff effort will be measured by reports from Project staff on weekly activity logs.

The objective will be considered if: (1) staff report that they provided such training to at least 90 teachers; (2) staff effort in providing consultant help to classroom teachers for the development of schemas for classroom organization (as reported on logs) exceeds such effort in the first Project year on a month-by-month basis to at least the .05 level of confidence.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
a) training to 90 teacher or more b) significant increase in activity	a) <u>Home-Base School Survey</u> b) <u>Staff Activity Logs</u>	a) Reading Center b) Evaluator c) transmittal by Project staff d) <u>Home-Base School Survey, June, 1973</u> <u>Staff Activity Logs, weekly,</u>	Descriptive summary for (a); t-test for correlated means (b)

Sept., 1972-May, 1973

Status of Objective:

Met Fully

5

Met Partially

4 3 ~~2~~ 1

Not Met

0

Not Measured

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[DE]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

11.A.2.a.(19). Project reading teachers will devote a significantly greater amount of effort to providing training to classroom teachers during the second Project year compared to the amount of such effort during the first year of the Project. The amount of staff effort will be measured by reports from Project staff on weekly activity logs (see Exhibit 3 on page 51).

The objective will be considered to have been met if staff effort in teacher training during 1972-73 exceeds such effort in 1971-72 on a month-by-month basis to at least .05 level of confidence.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Significant increase in training	Staff reports on weekly activity log	a) Reading Center b) Evaluator c) Inter-school mail or hand delivery d) Each week	t-test for correlated means

Status of Objective:

Met Fully

5

Met Partially

4	3	2	1
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Not Met



Not Measured



Presentation of Findings

These three objectives are measured simultaneously due to the similarity of the task and of the measurement procedure. In partial measurement of objective ((13)) and ((15)), the information in Figure 1 on page 13 shows that program staff delivered programs related to instructional strategies to 91 classroom teachers (83 on a direct basis and 9 on an indirect basis). Also, they delivered programs in related to organizational models to 89 teachers (68 on a direct basis and 21 on an indirect basis).

Data for measurement of the significance of change in staff effort were gathered from the weekly activity logs, submitted routinely by staff, for the first and second years of the Project (see Exhibit 3 on page 51). The following data were obtained from the activity logs: (1) the number of hours expended in leading training sessions, September through May, 1971 and 1972; (2) the number of hours expended in delivering programs related to instructional strategies, September through May, 1971 and 1972; and (3) the number of hours expended in delivering programs related to organizational models, September through May, 1971 and 1972.

The differences between staff effort for each of the three activities for comparable months over the two years were analyzed through the t-test for differences between correlated means. This analysis requires two measures for each individual in the population. Due to staff turnover, the totals for 10 Project staff were used for the months of September, and the totals for 12 were used for analyzing the differences in subsequent months.

The descriptive and analytical data are presented in Table 18. To conserve space, the mean number of hours per month for each of the three activities is reported.

Significance of Difference (one-tailed test) Between Reported Staff Effort in (1) Leading Training Sessions and (2) Providing Training in Instructional Strategies and Organizational Models, By Months, From Year 1 Through Year 2

Month	Year	N	Hours-- Leading Training (\bar{x})		t	Hours-- Instructional Strategies (\bar{x})		t	Hours-- Organizational Models (\bar{x})		t	Significance Levels
			1971	1972		1971	1972		1971	1972		
Sept.	1971	10	1.95		-1.99 ^a	0.5		-1.16	1.9		-2.09 ^a	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> a: P = <.05 b: P = <.025 c: P = <.01 d: P = <.005 </div>
	1972	10	10.0			1.3			48.4			
Oct.	1971	12	3.1		-1.60	0.5		-0.56	5.8		-2.42 ^b	
	1972	12	8.3			1.38			27.0			
Nov.	1971	12	6.7		+0.84	0.03		-1.52	0.4		-3.28 ^d	
	1972	12	0.5			0.2			3.3			
Dec.	1971	12	0.3		+3.08 ^c	0.1		-3.69 ^a	1.8		-1.94 ^a	
	1972	12	0.1			1.3			10.9			
Jan.	1971	12	2.5		+1.05	0.9		-2.23 ^b	6.6		-0.89	
	1972	12	2.8			2.8			14.7			
Feb.	1971	12	2.25		-1.28	1.04		-2.65 ^b	13.5		+0.18	
	1972	12	3.41			3.41			10.8			
March	1971	12	3.6		+0.39	3.2		-1.34	9.5		+0.89	
	1972	12	3.3			3.3			7.4			
April	1971	12	2.6		+2.22 ^t	3.2		+0.51	10.6		+1.20	
	1972	12	1.1			1.1			5.7			
May	1971	12	5.9		+1.11	2.9		+0.09	9.8		+1.00	
	1972	12	2.0			2.1			8.7			

The following may be observed from the data:

1. For the activity Leading Training Session, a significant difference between staff effort over the two years was found in three months. However, in only one case (September) did the total for 1972 exceed that of 1971. For 6 of the months, the totals during the first year exceeded that of the second year. This suggests that Project staff provided training to classroom teachers on an individual basis rather than using the medium of a large group training session.
2. For the amount of staff effort expended in instructional strategies, it may be noted that in all months, but two a greater amount of effort was expended in 1972. However, significant differences were found for only 3 of the months. This suggests that training in this area was emphasized by program staff during the winter, compared with fall and spring.
3. A comparison of staff effort in delivering instruction in organizational models indicates that a greater amount of effort was expended from September through January for 1972, while a greater amount of effort had been expended from February through May in 1971. The analysis revealed that program staff devoted a significantly greater amount of time to teacher training in organizational models during the first four months of 1972 than they did in 1971. This finding is consistent with the design for the Project, and the flow of events in the staff training program.

Conclusion

The data presented above indicate that objective ((13)) was met partially; objective ((15)) was met partially; and (19) was not met. However, the objectives were met by individual program reading teachers.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [~~PD~~] [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((14)). Reading teachers and selected classroom teachers will prepare appropriate forms for keeping records of student progress.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Development of at least 1 form by each Project reading teacher	Record-keeping forms developed	a) Reading Center b) Project Director c) Transmittal from Project staff d) June, 1973	Verification by Project Director

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="text" value="5"/>	<input type="text" value="4"/> <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="1"/>	<input type="text" value="0"/>	<input checked="" type="checkbox"/>

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[D]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a.((16)). The Project Director will negotiate with local universities to develop mechanisms for allowing Project reading teachers to become a reading specialist certificated by the Department of Education.

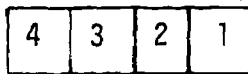
Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Arrangement made with a local university to offer for credit to Project staff at least 1 required course	Documentation by Project Director in <u>Management Log</u>	a) Reading Center b) Evaluator c) Transmittal by Project Director d) June, 1973	Narrative summary

Status of Objective:

Met Fully



Met Partially



Not Met



Not Measured



Presentation of Findings

It was noted previously in earlier evaluation reports that, of program staff who had yet to complete reading specialist certificate requirements, the majority needed two courses: Practicum in Diagnosis and Practicum in Remediation. Presented below in Exhibit 6 is an excerpt from the Project Director's Management Log for the Professional Development Component.

EXHIBIT 6:

Excerpt From Director's Log

1973--Second Semester

January 31-end of the school year:

In addition to workshop development carried out in the first semester and outside trainer-consultants, a third mode was introduced. To further attainment of reading certification goals, the Director arranged through the University of Missouri at St. Louis an extension course titled "Practicum in Diagnosis." The course began January 23, 1973 and concluded on May 14. Dr. Richard Burnett, Clinic Director, taught the course.

From the information presented in Table 10 on page 27, it may be observed that 9 Project staff took the extension course, "Practicum in Reading Diagnosis" during the year, and all have completed that course currently.

Conclusion

Since the arrangement was made with a local university to provide a course needed for the certification requirement, and since the course was taken during the year by all staff who needed it, the objective is considered to have been met.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[PD]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (17). Project staff will develop a set of major inservice training workshops designed to advance classroom teacher skill in (a) diagnosis of students' reading difficulties and (b) development of instructional models and strategies to support individualized instruction in reading. The development of fall workshops will be completed by September 30, 1972 and that of spring workshops will be completed by January 31, 1973.

Evidence of workshop development will consist of the production of written workshop descriptions; outlines of weekly sessions; and similar documents. Evidence of the quality of the workshop will consist of the school system granting inservice professional growth credit for teachers attending the workshops, per the school district system for professional inservice training.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
(1) Written descriptions produced; (2) Inservice professional growth granted	Documentary evidence	a) Reading Center b) Evaluator c) Transmittal by staff d) October, 1972	Narrative description

Status of Objective:

Met Fully



Met Partially

4	3	2	1
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Not Met

0

Not Measured

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Presentation of Findings

Documentation contained in the Director's Log for the Professional Development Component indicate that staff professional growth training experiences changed at the beginning of the second year. Below is an excerpt from the log describing staff development of workshops for delivery to classroom teachers.

EXHIBIT 7:

Excerpt from Director's Log, Workshop Development

1972--First Semester

September 1-January 31:

Training followed two modes during this period of time. The first mode might be called shared learning while the second involved employment of an outside consultant (Dr. Wallace Ramsey).

1. "Shared learning" mode--Reading teachers were organized into three teams for development of workshop activities for classroom teachers. Workshops on Classroom Diagnosis, Individualized Reading and Learning Centers were developed. The process of developing and carrying out these workshops resulted in the following kinds of learning experiences for reading teachers:
 - a. Intensive independent study on topics assigned for workshop presentation.
 - b. Consultations with the director, team coordinator and other colleagues with expertise in their area of workshop responsibility.
 - c. Experiences in leading groups of classroom teachers through presentations and demonstrations.
 - d. Classroom follow-up with teachers in a consultant-consultee role.

Shown in Exhibit 8 are workshop descriptions for the fall workshop series.

Exhibit 8:

Workshop Descriptions, Fall Series

Three Major In-Service Offerings:

(1) Organizing the Classroom for Individualizing Reading:

General concepts of the individualization of reading instruction and specific practical methods to prepare teachers, children and other staff for individualization to occur. A presentation of three major models for individualization: (a) in a self-contained classroom; (b) in a team-teaching situation; (c) a combination of self-contained classroom and team-teaching models. Selection of a model to study in depth and implementation on the basis of classroom teacher's needs. Assistance by a Reading Team Member in study and implementation.

Team Leader: Mary Allen

(2) Classroom Diagnosis of Children's Reading Abilities:

An overview of a variety of diagnostic instruments and techniques which have proven useful to classroom teachers who have limited time for diagnosis. Diagnostic procedures for groups and individuals covering such areas as reading achievement, intelligence, auditory and visual discrimination, comprehension sight vocabulary, etc. Assistance from Reading Team Member in selecting tests appropriate for an individual class; demonstration and aid in administering diagnostic tests and interpreting and using diagnostic information for planning children's programs.

Team Leader: Roberta Whitfield

(3) Learning Centers: Activity, Resource, Interest Centers:

General education on the concept of Learning Centers as a means of individualization of instruction. Models and techniques for diagnosing Center needs and providing varied and appropriate Center activities. Reading Team Member providing assistance to classroom teachers in drawing floor plans, gathering materials and changing teaching styles to make best use of a Learning Center's operation.

Team Leader: Beth Dennis.

Conclusion

The fall workshop series was designed by program staff and delivered during October and November, per schedule. In-service professional growth credit was granted to those teachers attending. The objective was met for fall workshop development.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[IS]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (20). The Project Director and selected staff will develop for the spring, 1973 semester two major inservice training workshops designed to advance classroom teacher skill in diagnostic reading instruction.

Each workshop will consist of four sessions to be presented once a week, with follow-up implementation available for classroom teachers on a sign-up basis. One major workshop will be directed toward elementary teachers, and one toward secondary teachers.

Evidence of workshop development will consist of a production of written workshop descriptions, outlines of weekly sessions, and similiar documentation. Evidence of the quality of the workshops will consist of the school system granting professional growth credit to teachers attending, per the district system for professional growth training.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
(1) Written descriptions produced; (2) Inservice professional growth granted	Documentary evidence	a) Reading Center b) Evaluator c) Transmittal by staff d) February, 1973	Narrative description

Status of Objective:

Met Fully

5

Met Partially

4 3 ~~2~~ 1

Not Met

0

Not Measured

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (21). The Project Director and selected staff will prepare for delivery during the spring, 1973 semester, a series of minor inservice workshops. These workshops will be of shorter duration than the major workshops and will center around special-interest topics. The development of these programs will be documented by the production of outlines, and similar documents.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
(1) Written descriptions; (2) Inservice professional growth granted	Documentary evidence	a) Reading Center b) Evaluator c) Transmittal by staff d) April, 1973	Narrative, description

Status of Objective:

Met Fully

5

Met Partially

4	3	2	1
---	---	---	---

Not Met

<input checked="" type="checkbox"/>

Not Measured

<input type="checkbox"/>

Presentation of Findings

A spring workshop was presented to classroom teachers in February and March, 1973. However, the workshops were not organized according to the model developed for the fall series, as planned.

The revised workshops consisted of three sessions. At each session two topics were offered concurrently, and the teachers attending could select either topic. A fourth session was offered; it was led by outside consultants who, during their stay in the district, provided professional growth workshops to program staff. Displayed below in Exhibit 9 is the outline of the spring workshop sessions.

EXHIBIT 9:

Spring Schedule of Workshops Led by Program Staff

<u>Date Presented</u>	<u>Session</u>	
February 18, 1973	"Behind Scenes Preparation for an Individualized Reading Program" Leaders: M. Allen and L. Askland	"Classroom Application of an Informal Reading Inventory" Leaders: R. Whitfield and L. Askland
March 7, 1973	"Developing Materials for Learning Centers" Leaders: S. Gouaux and J. Peebles	"Private Conferences and Skills Instruction in an Individualized Reading Program" Leaders: M. Allen and L. Askland
March 14, 1973	"Teaching Children to Work in Learning Centers" Leaders: L. Askland and A. Coffman	"Prescribing for Auditory and Visual Problems in Word Learning" Leaders: A. Flynt and J. Peebles

Presented in Exhibit 10 is an excerpt from the Director's Log describing the changes and the reasons behind them.

EXHIBIT 10:

Excerpt from Director's Log
Spring Workshop, 1973

Spring workshops offered by the Diagnostic Reading Project underwent a series of changes from the original masterplan set out in August, 1972. These changes resulted from events that occurred during the fall months and conditions that existed during January, 1973. The original plan called for the following:

1. Reading teachers would meet regularly during the month of December to organize workshop teams and prepare four in-service offerings.
2. The planned reading workshops would take place during January and February, 1973.
3. A series of mini-workshops prepared by individual reading teachers on limited topics of interest would be offered to teachers during the months of March, April and May, 1973.

Since this was a departure from the manner in which the Reading Project staff operated during the first year of the project, elementary principals requested at a meeting held in September that spring plans await feedback from them and classroom teachers based on outcomes of the fall workshops. This request was agreed to by the project director and a meeting was scheduled for November for purposes of review.

The principals' meeting was held on November 29, 1972. A free and open discussion took place and eight of the eleven principals responded. Their reaction and those of classroom teachers made to them were highly favorable of the delivery system employed. In-class implementation by reading teachers, they indicated, was a strong feature. They encouraged a similar delivery plan for the spring with these suggestions:

1. That scheduling have more latitude for reading teachers to relieve harmful pressures.
2. Attempt greater individualization for participants by diagnosing their needs and abilities before the workshops begin.
3. Give greater consideration to inservice credit than was given in the fall.

The director was well aware of pressures acting on reading teachers during the fall workshops. Pressures were intense and resulted from new experiences working before large groups of classroom teachers. Attempts were made to lessen the pressure by thorough planning and developing a strong reservoir of knowledge about the subject.

This information was shared with principals at the meeting and the director noted his decision to give reading teachers breathing space before developing the workshops for the spring. He also indicated that some of the reading teachers would be involved in activities other than workshops in the spring for it was felt that they needed more preparatory work.

EXHIBIT 10 (continued)

Spring Workshops

The spring workshops that were advertised in the Continuing Education Bulletin included the following:

1. Individualized Reading
2. Classroom Diagnosis
3. Learning Centers
4. Reading in the Content Subjects

It became apparent in mid-January that enrollments for the workshops were extremely low and were coming in very slowly. The director kept in close contact with the Continuing Education office up to the week before workshops were scheduled to start. At that point in time only the Learning Centers Workshop had more than two enrollments. The decision was made by the director to cancel the four offerings, notify registrants, and revise the entire plan. Those registered were informed by telephone of the decision together with the new plan.

The new plan consisted of a series of workshops from which participants could choose among several topics. The workshops were scheduled over a four-week span of time in February and March. Meetings were held weekly at the Reading Center.

All workshop sessions were staffed by Reading Project personnel with the exception of the final meetings. These meetings were coordinated with visiting consultants, Mrs. Shirley Birr and Mrs. Mary Phillips. Eight reading teachers and the project director planned and conducted sessions covering six topics. These topics included classroom diagnosis, learning centers, and individualized reading. Altogether, 47 teachers took part in the workshops. Of these, 16 were out-of-district teachers.

Conclusion

The spring workshop series was implemented, albeit differently from the original design. It was developed and delivered by the Director and six program staff. Use was made of the availability of outside consultants in late March to draw upon their services for the fourth workshop session. The objective was met only partially.

The series of minor workshops was to have drawn upon the remaining seven staff who had not developed workshops. This series was not developed. However, a one-day workshop was presented at Mercy High School and a comprehensive workshop was given at Hanley Junior High School.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[DB]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (18). The project director will arrange for the presentation of professional development inservice training sessions for the project reading teachers during the year. The training programs will center around the learning needs of project staff, as determined by the director.

For each professional growth program, the trainer-consultant will document the attainment of training objectives in a consultant's report completed at the close of each program.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Objectives set by project director and trainer-consultant	Director's Log, Professional Development	a) Reading Center b) Project director c) Submittal of logs d) At conclusion of each set of workshops	Narrative

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input checked="" type="checkbox"/>	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>

Presentation of Findings

The Project Director noted in his log that, in spring, 1972, he decided to employ a number of outside consultants during the second year of the Project to further the professional growth and development of reading teachers. He wrote, "It was felt that exposure to different authorities in the field would enhance learning and would also allow the director to employ specialists who could focus on specific areas of need."

During the year the consultant services of Dr. Wallace Ramsey were secured. The Director reported that he prepared a list of suggested topics for in-service training, which were based upon his observations of staff's work with classroom teachers.

Presented on the following pages in Exhibit 11, is an excerpt from the Director's Log describing the consultant services. The Director and the outside consultant developed a method for evaluating staff growth, based upon self-ratings from staff, on a pre and post basis. Presented in Table 19 is the Director's analysis of the data. The results are presented in graphic form in Figure 2.

During the spring, 1973 the services of three other consultants were secured: Dr. Peter Hasselriis, on March 8 and 9, 1973; and Ms. Shirley Birr and Ms. Mary Phillips on March 21-23, 1973. The training provided by these consultants were related to areas of need for staff development, determined by the Director.

Conclusion

The objective is considered to have been met. Outside consultants were secured, and the training they provided was consistent with staff development needs. The analysis of staff increase in 25 skills or knowledge areas made by the Director indicates that there was growth in his judgment.

EXHIBIT 11:

Excerpt from Director's Log,
Professional Growth Outside Consultant Program

Contact was first made with Dr. Ramsey by the Director on April 28, 1972, to determine if his services and others on the UMSL staff could be available for reading teacher training in the Diagnostic Reading Project. The director described the project goals for him and discussed training activities that took place during the first year. The director's plan for securing a number of reading consultants to provide specific kinds of help during the second year was also described.

Dr. Ramsey was contacted again in September of 1972 and arrangements were made for him to schedule time to work with the Reading Project during the months of December and January. Specific topics for him to deal with were held in abeyance while reading teachers carried out project workshop activities with classroom teachers during October and November.

Dr. Ramsey was introduced to reading teachers during the month of November. On 11/21 and 11/28 he met with the director and visited the workshops in progress. In addition to meeting the reading teachers personally, he was able to familiarize himself with activities of the project.

A contract was written for Dr. Ramsey's activity that included twelve man-days of trainer-consultant services. His schedule included twelve half days during which he helped reading teachers carry forward the programs in their schools and six full days in providing training to reading teachers as a group. As his work unfolded, Dr. Ramsey was found to be more than generous with his time. In actuality, he exceeded the time called for in his contract. He got to know reading teachers well personally and the problems they were working on in their buildings. In addition to scheduled visits, he made himself available for consulting when needed.

A method of evaluating reading teachers' work was discussed by Dr. Ramsey and the Director and it was decided to administer a self-evaluation inventory. Dr. Ramsey devised the instrument which included 25 skill or knowledge items. The inventory was administered twice, the first time at an early meeting and the second time at the conclusion of the inservice program.

Reading teachers indicated on a scale what they believed their level of skill or knowledge to be. The table on the next page indicates the frequency of reading teacher ratings for each item. The figure above the line indicates frequencies of response on the pre-inventory measure and the figure below the line the frequencies on the post-inventory measure.

The next to last column shows the mean ratings for the 13 reading teachers on each skill and knowledge item. The last column reflects the difference between pre- and post-measure means.

It should be noted that teachers frequently indicated no change in specific ratings on the pre- and post-measures and in a few cases rated themselves lower on the post-measure than the pre. The latter occurred very few times but was the result of learning that there was more to a skill or knowledge areas than they thought. It might be said that they didn't know what they didn't know.

EXHIBIT 11 (continued)

It should be noted that 16 of the 25 skill and knowledge items that fell in the average to high band on the pre-inventory measure were in the high to very high band on the post measure. This is reflected in the table on page 5, as well, in the totals at the bottom where a substantial number of ratings may be seen to have increased to very high and high.

The lowest ratings pre and post occurred on items 3 (Teaching dictionary use), 13 (teacher-made reading tests), 14 (important research), 15 (recent developments in teaching reading), 23 (detecting emotional problems), 24 (detecting visual perception problems) and 25 (detecting auditory perception problems).

TABLE 19:

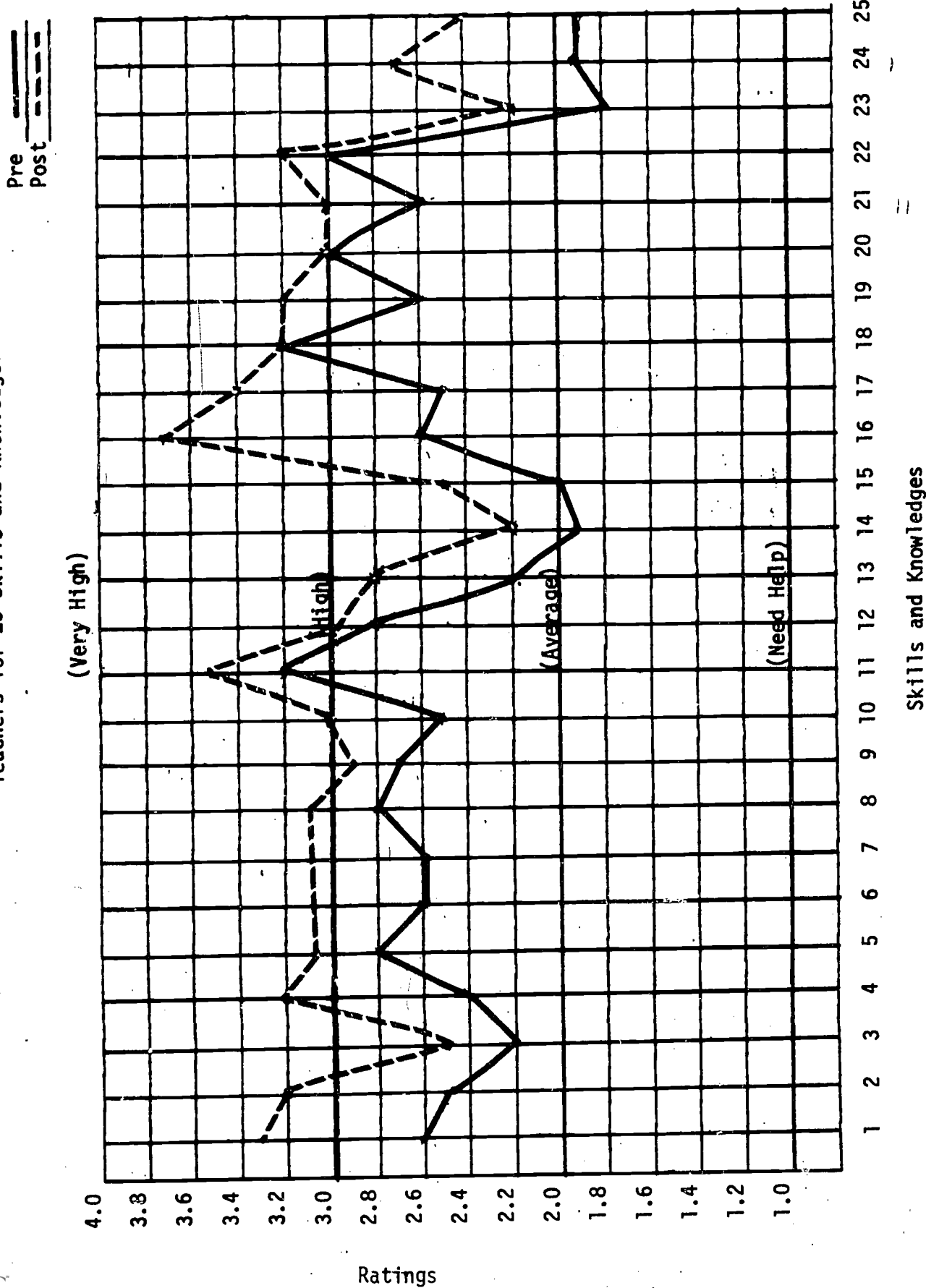
Inventory of Teacher Skills Knowledge
Frequency of Responses on Pre- and Post-
Measurements Including Group Mean and Pre-Post Gains

Skills or Knowledge	Very High (4)	High (3)	Average (2)	Need Help (1)	Mn.		Gn.
1. Teaching sight words	3/6	5/5	2/2	3/0	2.6/3.3	+	.7
2. Teaching phonics	3/5	3/6	4/2	3/0	2.5/3.2	+	.7
3. Teaching Dictionary use	2/2	0/3	9/8	2/0	2.2/2.5	+	.3
4. Teaching use of pre- fixes and suffixes	2/6	4/3	4/4	3/0	2.4/3.2	+	.8
5. Grouping children for reading instruction	2/4	7/6	4/3	0/0	2.8/3.1	+	.3
6. Individualized read- ing instruction	2/3	4/8	7/2	0/0	2.6/3.1	+	.5
7. Teaching comprehen- sion skills like getting the main idea, outlining	0/3	8/8	5/2	0/0	2.6/3.1	+	.5
8. Utilizing games and other devices in teaching reading.	5/3	1/7	7/3	0/0	2.8/3.1	+	.3
9. Utilizing audio- visual aids (rec- ords, films, over- head projector, etc.) in teaching reading	4/4	3/4	4/5	2/0	2.7/2.9	+	.2
10. Diagnosing reading difficulties	0/5	8/6	3/0	2/1	2.5/3.0	+	.5
11. Increasing pupil interest in reading	4/5	4/5	5/3	0/0	3.2/3.5	+	.3
12. Knowledge of stand- ardized reading tests	2/3	7/7	4/3	0/0	2.8/3.0	+	.2

TABLE 19 (continued)

Skills or Knowledge	Very High (4)	High (3)	Average (2)	Need Help (1)	Mn.		Gn.
13. Knowledge of teacher-made reading tests	2/2	0/6	9/5	2/0	2.2/2.8	+	.6
14. Knowledge of important research in reading	0/0	2/4	8/7	3/2	1.9/2.2	+	.3
15. Knowledge of recent developments in teaching reading	0/2	2/3	9/8	2/0	2.0/2.5	+	.5
16. Using experience charts in teaching reading	3/5	4/6	4/2	2/0	2.6/3.7	+	1.1
17. Using oral reading mistakes as clues to reading weaknesses	2/6	5/6	4/1	2/0	2.5/3.4	+	.9
18. Determining proper instructional level for a child	2/6	5/3	6/4	0/0	3.2/3.2		.0
19. Determining pupil capacity or aptitude for reading	2/4	6/8	3/1	2/0	2.6/3.2	+	.6
20. Determining specific pupil interests in reading	2/2	8/9	3/2	0/0	3.0/3.0		.0
21. Pinpointing pupil weaknesses in phonics	2/4	4/5	7/4	0/0	2.6/3.0	+	.4
22. Determining the size of a pupil's sight vocabulary	2/4	9/8	2/1	0/0	3.0/3.2	+	.2
23. Detecting emotional problems related to reading	0/0	4/6	2/6	7/1	1.8/2.2	+	.4
24. Detecting visual perception problems related to reading	0/0	3/8	6/2	4/3	1.9/2.7	+	.8
25. Detecting auditory perception problems related to reading	0/0	3/8	6/2	4/3	1.9/2.4	+	.5
TOTALS	46/84	109/148	127/82	43/10			

Figure 2: Mean Self-Ratings of Thirteen Reading Teachers for 25 Skills and Knowledges



PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[P]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2. (e) (1). Principals will be informed about the goals and objectives of the Reading Project and the procedures for attaining them. The extent to which principals believe themselves to be informed will be documented by their replies to a survey designed for that purpose.

(2) Principals will demonstrate continuing commitment to the project as evidenced by (a) principals' responses to a survey designed to gather evidence concerning their commitment and (b) assessment by the project director based upon his interactions with administrators, and noted in his log book.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
(1) 100 percent agreement (2) 100 percent commitment	(1) and (2) Principals' replies on a survey, and project director's notes	a) Reading Center b) Evaluator c) Mailed survey d) March, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Informative meetings with principals were held in September and November, 1972, as reported for Overall Objective ((5)).

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[DI]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2. (f) (1). Project reading teachers and 90 percent of appropriate staff from District Pupil Personnel Services will consult, share information, for purposes of planning realistic programs for student improvement in reading. Documentation of this activity and measurement of the extent to which it occurred will be gathered from reading teachers' (a) reports on the diagnostic-prescriptive log and (b) reports on a survey form designed to gather these data.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
90 percent of P.P.S. will consult with project reading teachers	(a) Diagnostic prescriptive logs (b) <u>Home-Base School Survey</u>	a) Reading Center b) Evaluator c) Logs--school mail Survey--evaluation session d) Logs--Mar., 73 Survey--Jan., 73	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
5	4 3 2 1	0	

Presentation of Findings

The data presented in Table 11 on page 31 indicate that program staff consulted with 100 percent of the school district social workers and 100 percent of the school nurses, for the purposes specified in this objective. Staff consulted, also, with 64 percent of the school guidance counselors. Consultation occurred between program staff and all elementary guidance counselors, 80 percent of the junior high guidance counselors, and one-third of the Senior High guidance counselors.

Conclusion

The objective was considered to have been met partially, to a substantial extent.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] ~~[S]~~ [IS] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.b. (1). Classroom teachers will increase in diagnostic/prescriptive skills, defined as administering standardized reading tests, diagnostic tests, readiness tests, etc. and making interpretations from the diagnostic instruments and reading subsections of standardized achievement tests.

(2). Selected teachers will display judgment in selecting, administering and interpreting findings from suitable diagnostic instruments.

(3). Selected classroom teachers will identify students who require referral to reading teachers.

(5). Selected classroom teachers will learn to prescribe appropriate sequences of instructional tasks to those students identified as being in need of skills development, based on test results, classroom observation, or other diagnostic techniques.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
A rating of at least 2 on a 5-point scale	Ratings from Project reading teachers	a) Reading Center b) Evaluator c) Staff completion of <u>Home-Base School Program Survey</u> d) June, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 ~~3~~ 2 1

Not Met

0

Not Measured

Presentation of Findings

Objective (1). Reported in measurement of overall objective ((1)) was the following: (1) nearly 95 percent of elementary teachers receiving training through home-base school programs demonstrated at least minimum proficiency in administering standardized tests, and nearly 88 percent exhibited minimum proficiency in interpreting the results. Comparable figures for secondary teachers were 45 percent and 75 percent. (See Table 5 on page 16); (2) Approximately 73 percent of elementary teachers in these programs demonstrated at least minimum proficiency in administering other diagnostic measures, and approximately 66 percent demonstrated proficiency in interpreting them. (See Table 6 on page 18).

Objective (2). Activities related to this objective were the topic for the fall, 1972 major workshop, Classroom Diagnosis. Twenty-three teachers attended the workshop, 11 receiving in-class follow-up implementation and 12 not receiving it. The Project workshop team rated 12 participants as having made an acceptable level of progress in selecting appropriate instruments for diagnosis, administering them to students, and making interpretations of the results.

Objective (3). Information presented in Exhibit 5 on page 60 indicates that, of the referrals to program staff recorded on the Diagnostic-Prescriptive Log, 117 came from classroom teachers.

Objective (5). It was noted in Table 9 on page 24 that 72 percent of elementary teachers in the home-base school programs were rated as able to design appropriate reading programs, and 73 percent were rated as able to effectively execute these programs. Comparable figures for secondary teachers were approximately 54 percent and 51 percent, respectively.

Conclusion

This objective, as it is stated, does not specify a criterion in terms of the number of teachers expected to display the skills described. Therefore, the Evaluator used the same criterion given in the statement of the overall objectives. Based upon the rationale for interpreting the findings for the related overall objectives, the four objectives listed are considered to have been met partially, to a substantial extent.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (1). A preliminary system of record-keeping will be developed. Data will be compiled for all children in selected classrooms at the elementary level and for 80 percent of the students in those secondary classrooms selected.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Record of student progress for all elementary children and 80 percent of secondary students.	Documentary copies of record-keeping forms	a) Reading Center b) Evaluator c) Transmittal from staff d) As records are completed	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[DI]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (2). At least 85 selected classroom teachers will utilize classroom organizational models, strategies, materials, and resources appropriate for meeting group and individual needs identified by pupil assessment. Proper use of models, materials, strategies, and resources will be measured by ratings provided by project reading teachers.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
A rating of A, B, or C on a five-point rating scale for 85 teachers	Reading teachers' ratings of participants in the Individualized Reading and Learning Centers Workshops	a) Reading Center b) Evaluator c) Evaluation session d) January, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 ~~3~~ 2 1

Not Met

0

Not Measured

Presentation of Findings

The term, "selected classroom teachers," was operationalized to mean teachers who participated in two of the workshops offered during the fall, 1972 semester: Individualized Reading and Learning Centers. Within those workshops, the participants engaged in activities (such as organizational models, instructional strategies, and materials resources) related to the objective. The Project staff workshop leaders supplied ratings of classroom teacher ability to use organizational models, and appropriate strategies and materials. The results are displayed in Table 20.

TABLE 20:

Project Staff Ratings of Workshop
Participants, By Frequency and Percent

Workshop	Ratings					Total
	<div style="display: flex; justify-content: space-around; font-size: small;"> Excellent Above Avg. Average Below Avg. Poor </div>					
Individualized Reading	A	B	C	D	E	
Frequency:	4	9	5	4	1	23
Percent:	78.0		22.0			
Learning Centers	A	B	C	D	E	
Frequency:	17	15	8	3	0	43
Percent:	93.0		7.0			

Minimum Level of Performance = C

The data reported above indicate that 58 persons, or 87.8 percent, of those receiving ratings, demonstrated at least minimum level performances.

Conclusion

Only 66 teachers participated in the two workshops, compared with the criterion of 85. Although acceptable performance was demonstrated by nearly 88 percent, the objective can be considered to have been met only partially.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[OT]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (4). The project staff will design a program delivery system for the set of workshops described in Professional Development Objective (17). The system will include provisions for both large group inservice sessions and individualized inclass follow-up implementation in the participants' classrooms. Documentation for this objective will consist of descriptive informational bulletins prepared for each workshop and the production of a planning flow chart diagramming the program delivery process.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Production of (a) workshop descriptions and (b) flow chart	Documents produced by project staff	Not Applicable	Narrative summary

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

Presented in Exhibit 8 on page 80 is a copy of the descriptions of the three major workshops offered during October and November, 1972.

Presented on the following page is Figure 3 a schematic diagram of the delivery system for the set of workshops. It will be noted from the chart that (a) input from the teaching staffs of each building is built into the system; (b) follow-up within-building implementation is provided for in the model; and (c) provisions are made to modify the workshop activities for the specific classroom of each participant.

Conclusion

The program delivery system included provisions for large group in-service sessions and in-class follow-up implementation for classroom teachers each day, between sessions. However, this occurred only for the fall workshops. The objective was not met for the spring workshop. Therefore, the objective can be considered to have been met only partially.

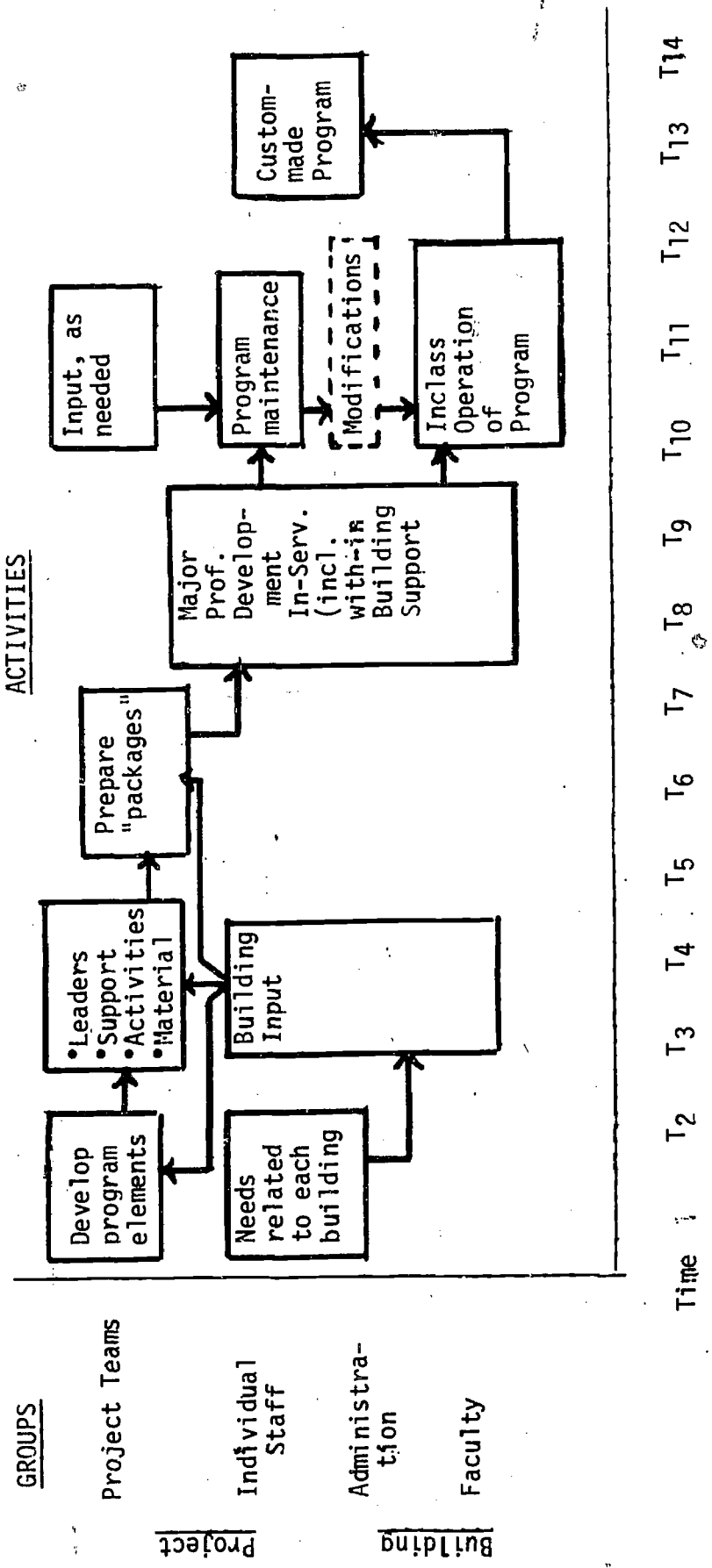


Figure 3: Reading Project Program Delivery System

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[OK]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (5). The major inservice workshops will be attended by a minimum of 200 classroom teachers during the 1972-73 school year, as measured by enrollment and attendance data maintained by project staff.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Attendance by 200 teachers in the year's workshops	Attendance at workshops	a) Workshop sites b) Workshop leaders c) Sign-up sheets d) Each workshop session	Descriptive summary

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
5	4 3 2 1	0	

Presentation of Findings

Attendance records at each session of each workshop were kept carefully. The information was needed for the purposes of granting in-service professional growth by the District, as well as for the purposes of the Project. The number of classroom teachers from the schools served through the Project who enrolled in and completed each workshop is presented in Table 21 below. In several cases, the workshops were attended by teachers from outside the school system, who had read of the in-service offerings in the catalog issued by the School for Continuing Education. The number of participants reported in Table 1, however, include only teachers in the public and non-public schools of University City.

It should be noted that the names of teachers who attended each workshop were compared with the list of teachers with whom program staff had worked directly or indirectly in the home-base school programs during the first year of the Project. The comparison revealed that more than 40 percent of those teachers who had attended the workshop had not previously worked with Project staff in 1971-72. This suggests that the workshop mode of program delivery provided a means for introducing classroom teachers to the types of training the Project had to offer. This introduction may have been a factor in the changing pattern of participation in the program by classroom teachers, which was noted earlier in this report.

The data presented in Table 21 indicate that 166 teachers enrolled in the fall and spring workshops offered through the Reading Project. It was noted in Table 1 on page 6 that the inference was made that there were 318 teachers available to participate in training offered through the Project. Using this figure as a baseline, it is interesting to observe that approximately 52 percent of the available number of teachers attended Project-sponsored workshops during the second year of the Project.

TABLE 21:
Workshop Enrollment, 1972-73

Fall Workshops				
Workshop	October		November	
	Impl.	No Impl.	Impl.	No Impl.
Individualized Reading	11	19	12	4
Learning Centers	16	14	13	25
Diagnosis Reading Problems	$\frac{8}{35}$	$\frac{6}{39}$	$\frac{3}{28}$	$\frac{4}{33}$
	(74)		(61)	

Spring Workshops			
	February 28	March 7	March 14
Preparation for Individualized Reading Program	9		
Application of IRI	17		
Materials for Learning Centers		11	
Private Conferences in an Individualized Reading Program		15	
Work in Learning Centers			16
Auditory-Visual Problems in Word Learning			11

31 different persons were enrolled

Enrollment: Fall Workshop Series:	135
Spring Workshop Series:	<u>31</u>
TOTAL	166

Conclusion

Although the data show that a substantial number of classroom teachers received training through the fall and spring workshops, the criterion of attendance by 200 teachers was not met. Since 83 percent of the specified number of teachers enrolled, the objective was rated as having been met partially.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (6). The participants in each major workshop will see the program as relevant to their needs in reading instruction.

The objective will be considered to have been met if 75 percent of workshop participants, in the aggregate and among the separate workshops, agree with a statement on a post-workshop survey designed to measure the extent to which the workshops were seen as relevant.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Agreement by 75 percent of workshop participants	Classroom teacher responses on a post-workshop survey	a) Reading Center b) Evaluator c) Inter-school mail and U.S. mail d) November and December, 1972; June, 1973	Descriptive summary

Status of Objective:

Met Fully

Met Partially

4	3	2	1
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Not Met

Not Measured

Presentation of Findings

At the conclusion of the fall workshop series and the spring workshop series, a post-workshop survey was sent to those teachers who had attended. The surveys were sent through the inter-school mail for teachers in the public schools and through the U.S. mail for teachers in the non-public schools. Shown in Table 22 are the rates of responses to the survey, by percentage of enrollees. Those who had attended three workshops in the fall series responded to the survey, overall, at a rate of nearly 71 percent. Those who had attended the spring workshop series responded at a rate of approximately 77 percent. It will be noted that, for the spring workshops, fewer than 60 percent of the enrollees in the first three sessions responded. This may limit the generalizability of the findings somewhat. But, taken as a whole, the rate of return for both series appeared to be sufficient to permit general evaluative statements to be made, related to the objectives measured by the surveys.

The extent to which participants viewed the workshops as relevant was measured in the post-workshop survey for the fall series by a set of three items. The objective was measured on the spring post-workshop series by a single item. The responses, by percent, are displayed in Table 23.

The data presented in the table indicate that, for the fall workshop series, nearly 86 percent of the respondents agreed or agreed strongly with the operational measure of this objective. Furthermore, the first and second items in the set are considered to be the most direct measures of the objective. It will be noted that approximately 75 percent and 90 percent, respectively, agreed or agreed strongly with the two statements. The third item relates to the congruence between workshop objectives and workshop delivery.

Table 22:

Rates of Post-Workshop Survey Responses, By Workshop Session

Fall Workshop Series				
Workshop		No. Enrolled	No. Responses	Percent
Individualized Reading	Oct.	30	19	63.3
	Nov.	16	12	75.0
Learning Centers	Oct.	32	24	75.0
	Nov.	42	31	73.8
Classroom Diagnosis	Oct.	14	9	64.2
	Nov.	9	6	66.6
Overall Response Rate: 70.6%				
Spring Workshop Series				
Preparation for Individualized Reading Program		9	5	55.5
Application of Informal Reading Inventory		17	9	52.9
Materials for Learning Centers		11	6	54.5
Private Conferences in an Individualized Reading Program		15	14	93.3
Work in Learning Centers		16	11	68.7
Auditory-Visual Problems in Word Learning		11	8	72.7
Overall Response Rate: 77.4%				

For the spring workshop, nearly 96 percent of the survey respondents saw the workshop as relevant, or mostly relevant.

Conclusion

Based upon the findings from the survey, the objective is considered to have been met fully for the fall workshops; the objective was met, although not as resoundingly, for the spring workshop, as well.

TABLE 23:

Participants' Viewpoint on Workshop Planning,
Fall and Spring Workshops, By Percent

Item	Responses					
	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>	
Fall Workshop						
This workshop seemed to have been developed in response to a genuine need expressed by classroom teachers.	f:	21	57	18	2	1
	%:	20.1	54.8	17.3	1.9	0.9
		74.9			2.8	
The topics presented in the workshop seemed to be related to the topics classroom teachers wanted to know more about.	f:	27	67	5	4	0
	%:	25.9	64.4	4.8	3.8	0.0
		90.3			3.8	
The topics presented in the four sessions were related to the major purposes for the workshop as you understood these purposes.	f:	24	65	6	4	3
	%:	23.0	62.5	5.7	3.8	2.8
		85.5			6.6	
Overall Percent:		23.6	62.1	9.5	3.2	1.3
		85.7%			4.5%	

Spring Workshop

Item		Mostly			
		<u>Yes</u>	<u>Mostly Relevant</u>	<u>Not Relevant</u>	<u>No</u>
Was this workshop relevant to your needs in reading instruction?	N	14	8	1	0
	%	60.8	34.7	4.3	0
Overall Percent:		95.5			

N = Learning Centers 57
 Individualized Reading 32
 Classroom Diagnosis 15
 Spring Workshop = 23 104

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (7). The participants in each major workshop will endorse the program as being of high quality, compared with other workshops, or courses, taken in the past.

The objective will be measured by participant completion of a rating scale in which the participants assign comparative ratings to selected workshop characteristics and to the workshop as a whole.

The objective will be considered as having been met if 75 percent of the participants supply ratings indicating the the workshops were equal to at least the top 40 percent of workshops, or courses taken previously.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Qualitative rating equal to top 40%, from 75% of respondents	Participants' responses to a set of items on a post-workshop survey	a) Reading Center b) Evaluator c) Inter-school mail and U.S. mail d) November and December, 1972; June, 1973	Descriptive summary

Status of Objective:

Met Fully

Met Partially

4	3	2	1
---	---	---	---

Not Met

 0

Not Measured

Presentation of Findings

The objective was operationalized on the post-workshop surveys for the fall and spring offerings by rating scales, and the respondents were asked to rate the workshop quality by marking the point on the scale which they believed most accurately reflected their conception of the workshops' quality. The rating scales for each survey are presented below:

Rating Scale for Post-Workshop Survey, Fall Series

- A = Among the top 20 percent (80-100)
- B = Among the second highest 20 percent (60-79)
- C = Among the middle 20 percent (40-59)
- D = Among the second lowest 20 percent (20-39)
- E = Among the lowest 20 percent (0-19)

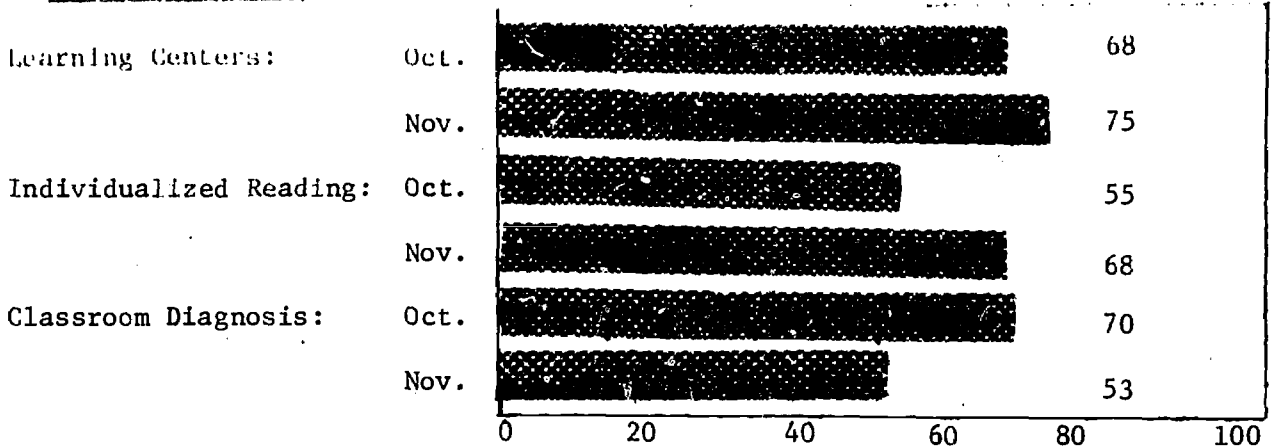
Rating Scale for Post-Workshop Survey, Spring Series

- 5 = Among the top 10 percent
- 4 = Among the top 30 percent
- 3 = Among the middle 20 percent
- 2 = Among the lowest 30 percent
- 1 = Among the lowest 10 percent

The results are presented in Figure 4. For the fall workshop series, ratings were gathered on 7 characteristics, and an overall rating was supplied as well. The average rating for each workshop, by month, on each of the 7 characteristics and the overall rating, were determined. These findings were presented in the Interim Report of February, 1973. For this report, only the overall ratings, by month, for each of the three fall workshops are reported. Reported, also, are the replies from the respondents to the spring post-workshop survey.

It may be noted from Figure 4 that, for the fall workshops, ratings below the criterion were reported for the October session of the workshop, Individualized Reading and the November session of the workshop Classroom

Fall Workshops



Spring Workshops

Item

Please compare this workshop with other workshops you have attended or courses you have had.

This workshop was:

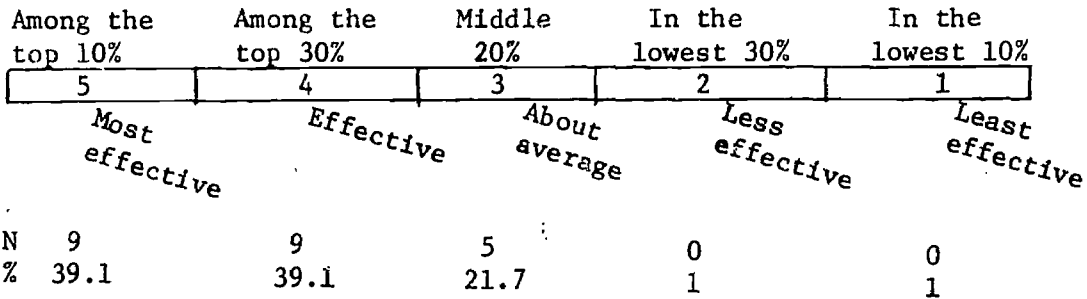


Figure 4: Participants' Ratings of Workshop Quality

Diagnosis. However, the average for each session of these workshops places them at a point above the criterion. It will be noted further, that for the spring workshops, 78.2 percent of the respondents supplied a rating which placed the workshop among the top 40 percent of all workshops, or courses, taken previously.

Conclusion

Although the average, composite ratings for two sessions of the fall workshops did not meet the criterion, the preponderance of the data indicates that the objective was met. The objective was met, also, for the spring workshop.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[OK]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (8). The participants in each major workshop will see the workshop sessions as having been conducted in a manner productive of a positive instructional climate.

The extent to which this objective was reached will be measured by a set of items on a post-workshop survey, developed as an operational definition of 'positive instructional climate.'

The objective will be considered to have been met if 90 percent of the survey respondents respond to each item by agreeing strongly or agreeing.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
90 percent respondent agreement to a set of survey items	Respondents completion of a post-workshop survey	a) Reading Center b) Evaluator c) Inter-school mail and U.S. mail d) November and December, 1972; June, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

~~4~~ 3 2 1

Not Met

0

Not Measured

Presentation of Findings

The general term, "positive instructional climate," was defined specifically in the post-workshop surveys as agreement by respondents with five statements centering around: (a) avoidance of jargon; (b) interesting presentation of material; (c) encouragement of questions and comments from the participants; (d) knowledgeable ability on the part of workshop leaders; and (e) respect shown by leaders to workshop participants.

The responses to these survey items by participants in the fall and spring workshops are summarized in Table 24. The results presented in the table indicate that a majority of respondents to the survey for both the fall and spring workshops agreed substantially with the statements contained in the items. Overall, nearly 87 percent of the respondents to the fall survey agreed substantially with the items, and approximately 96 percent of the respondents to the spring workshop survey agreed with the items.

Conclusion

More than 75 percent of the respondents to the survey following each workshop agreed, or agreed substantially, with the series of statements. Therefore, it was inferred that a positive instructional climate prevailed in the workshops.

TABLE 24:

Participants' Viewpoint on Instructional Climate
in the Fall and Spring Workshops, By Percent

Item		<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
Fall Workshop						
The presentors avoided confusing or useless jargon.	f: 50 %: 48.0	36 34.6	8 7.7	3 2.8	1 0.9	
The material was presented in an interesting manner.	f: 42 %: 40.3	40 38.4	5 4.8	6 5.7	3 2.8	
The presentors encouraged questions and comments from participants	f: 51 %: 49.0	30 28.8	7 6.7	5 4.8	1 0.9	
The presentors were knowledgeable in the topics for which they had responsibility.	f: 49 %: 47.1	38 36.5	9 8.6	1 0.9	0 0.0	
Mutual respect was developed between the classroom teacher-participants and project team workshop leaders.	f: 28 %: 26.9	26 25.0	8 7.6	1 0.9	1 0.9	
Overall Percent:		<u>48.9</u> 86.7%	<u>37.8</u>	8.2	<u>3.5</u> 4.8%	<u>1.3</u>

Spring Workshop		<u>True</u>	More True than Not	More not True than True	Not True
Leaders avoided useless "jargon."	N 17 % 73.9	6 26.0	0	0	0
Presentation of materials was interesting	N 12 % 52.1	10 43.4	1 4.3	0	0
Questions and comments were encouraged	N 16 % 69.5	4 17.3	3 13.0	0	0
Leaders were knowledgeable about their topics	N 18 % 78.2	5 21.7	0	0	0
Leaders showed respect for the audience.	N 16 % 69.5	7 30.4	0	0	0

Learning Centers	57
Individualized Reading	32
Classroom Diagnosis	15
	<u>104</u>

Overall Percent: 68.6 27.8 3.4
96.4

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[S]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (9). Those participants who receive follow-up implementation will view the implementation as having been valuable to them, and they will rate positively the manner in which project staff conducted the application of workshop topics within their classrooms.

The value participants placed upon the in-class application of workshop activities/techniques/models will be measured through selected items administered to workshop participants in a post-workshop survey. The manner in which the implementation was conducted will be measured by survey respondents' choices from among alternate lists of descriptive adjectives.

The objective will be considered to have been met if (a) 50 percent or more of the respondents state that the implementation was valuable and (b) 90 percent of the respondents mark positive adjectives.

Criterion	Data	Collection	Analysis
		a) Place b) By whom c) How d) When	
(a) 50 percent state it was valuable and (b) 90 percent supply positive ratings	Workshop participants responses to Part 4.0 of the post-workshop survey	a) Reading Center b) Evaluator c) Inter-school mail and U.S. mail d) November and December, 1972	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

No implementation was provided following the spring workshop sessions. The measurement of this objective, therefore, relates to only the fall series. In the post-workshop survey for the fall programs, the objective was measured by a set of three items for (a) and a list of 14 adjectives (7 positive and 7 negative, in random order) for (b).

For this report, the item providing the most direct measure of the objective was used to evaluate (a). Respondents replied to the item by marking YES or NO. Respondents indicated the adjectives they believed were applicable to the implementation by checking. The results are presented in Table 25.

It may be noted from Table 25 that nearly 65 percent of those who had attended all three fall workshops stated that the in-class implementation following each workshop session was of real value. It may be observed further that all respondents, in the aggregate, supplied 217 marks to the seven positive adjectives, compared with 36 marks to the negative adjectives. Therefore, 82.5 percent of the respondents characterized the performance of the team of Project staff conducting in-class assistance following the workshop sessions as being positive.

Conclusion

More than 50 percent of the respondents having stated that the implementation of workshop topics in their classrooms was of real value, and more than 80 percent of the respondents having characterized the implementation by positive adjectives, the objective is considered to have been met substantially. However, since the criterion of 90 percent was not quite met for part (b) of the objective, its status is listed as having been met partially.

TABLE 25:

Participants' Viewpoint on the In-Class Implementation
Following Workshop Sessions, By Percent.

Fall Workshop Series																														
<u>Item</u>				<u>Yes</u>	<u>No</u>	<u>Omits</u>																								
Was the assistance of the team of <u>real value</u> to you in installing in your classroom the activities/materials/procedures demonstrated in the workshop?	f: 35	%: 64.8		11	20.3	6 11.1																								
Which of the following words describe the way you would characterize the performance of the team as they conducted the follow-up implementation in your classroom (check all that apply):																														
<u>Words</u>	<u>f</u>	<u>%</u>	<u>Words</u>	<u>f</u>	<u>%</u>																									
<i>Hurried; rushed</i>	12	22.2	<i>Condescending</i>	6	11.1																									
<i>Enthusiastic</i>	39	72.2	<i>Encouraging</i>	34	62.9																									
<i>Personalized attention to your needs</i>	35	64.8	<i>Prompt, punctual</i>	1	40.7																									
<i>Cut-and-dried</i>	0	0.0	<i>Deficient in knowledge</i>	8	14.8																									
<i>Constructive</i>	29	53.7	<i>High-pressure</i>	6	11.1																									
<i>Useful, practical</i>	24	44.4	<i>Knowledgeable</i>	34	62.9																									
<i>Indifferent to your needs</i>	3	5.5	<i>Impersonal</i>	1	1.8																									
<table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">N = Learning Center</td> <td style="text-align: right;">27</td> <td colspan="4"></td> </tr> <tr> <td style="text-align: right;">Individualized Reading</td> <td style="text-align: right;">18</td> <td colspan="4"></td> </tr> <tr> <td style="text-align: right;">Classroom Diagnosis</td> <td style="text-align: right;"><u>9</u></td> <td colspan="4"></td> </tr> <tr> <td></td> <td style="text-align: right;">54</td> <td colspan="4"></td> </tr> </table>							N = Learning Center	27					Individualized Reading	18					Classroom Diagnosis	<u>9</u>						54				
N = Learning Center	27																													
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Classroom Diagnosis	<u>9</u>																													
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PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[SC]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (10). At least 75 percent of classroom teachers participating in project-sponsored inservice workshops will continue to implement in their classrooms the activities/procedures/models/techniques which were demonstrated in the workshops to at least the extent that they were implemented during the workshop period. Perseverance of classroom teachers will be measured by (a) a post-workshop survey completed by participants one month after the end of each workshop and (b) project reading teacher reports on a form designed to gather these data four months after the conclusion of the workshop.

The objective will have been met if (a) 75 percent of the respondents to the survey report that they continued to apply the workshop activities to the same extent or a greater extent than they did when the workshop was in progress and (b) if reading teachers report on the form that 75 percent have continued to apply workshop activities.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
(a) 75 percent report selves as continuing (b) 75 percent continuing reported by reading tchrs.	(a) Self-reports from participants (b) Reports from reading teachers.	a) Reading Center b) Evaluator c) Inter-school mail d) October and Nov. for surveys and March for reading teacher reports	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

~~4~~ 3 2 1

Not Met

0

Not Measured

Presentation of Findings

The post-workshop survey was completed by participants one month after the conclusion of the workshop series. That is, those who attended an October workshop completed the survey in November, and those who attended a November workshop completed the survey in December. One section of the survey asked the classroom teacher-participants to indicate by marking the level of continuation of workshop activities in their classrooms. The results of this portion of the survey are presented in Table 26.

From the display in Table 26, it may be noted that 86 percent of the respondents for the Learning Centers Workshop; 66 percent of the respondents for the Classroom Diagnosis Workshop; and 94 percent of the respondents for the Individualized Reading Workshop reported themselves as continuing workshop activities in their classrooms to a greater extent, or at least to the same extent, as when the workshop was in progress. For those who participated in the November session of the workshop, all participants in the Learning Centers and Classroom Diagnosis programs reported themselves as continuing activities to a greater extent, or to about the same extent, as when the workshops were in progress. Eighty-eight percent of the respondents who had attended the Individualized Reading Workshop continued activities to the same extent or to a greater extent. It was interesting to note that none of the survey respondents reported that they had discontinued entirely the workshop activities.

In March, 1973, four months after the conclusion of the workshops, Project staff made in-class observations of all teachers who had attended the fall workshops. The purpose for the observations was to note the extent to which in-class activities from the workshops were observable. A recording form was designed especially for the observations. For each workshop, those activities in which training was provided and which should be observable in the

TABLE 26:

Level of Continuation of Fall Workshop Activities,
as Reported by Participants, by Percent

<u>Level of Continuation</u>	<u>OCTOBER</u>		
	<u>Workshops</u>		
	<u>Learning Centers</u>	<u>Classroom Diagnosis</u>	<u>Individualized Reading</u>
To a greater extent than during the workshop.	36	33	41
To about the same extent as during the workshop.	50	33	53
To a lesser extent than during the workshop.	14	33	6
Discontinued the activities.	0	0	0
	N = (22)	(9)	(17)
<hr/>			
<u>Level of Continuation</u>	<u>NOVEMBER</u>		
	<u>Workshops</u>		
	<u>Learning Centers</u>	<u>Classroom Diagnosis</u>	<u>Individualized Reading</u>
To a greater extent than during the workshop.	81	33	25
To about the same extent as during the workshop.	19	67	63
To a lesser extent than during the workshop.	0	0	13
Discontinued the activities.	0	0	0
	N = (21)	(6)	(8)

practice of the classroom teachers, were listed. Each Project reading teacher was provided with a copy of the form, Workshop Implementation Observation Schedule. Each staff was given a set of forms for each teacher in her building who had attended a workshop. Listed on the form was the name of the teacher, the workshop attended, and whether or not follow-up implementation had been provided. Next to each observable activity, staff were asked to indicate the results of the observations by marking a square under Yes, if the activity was observed, No, if the activity was definitely not taking place, and N/A if it was not possible to determine whether or not the activity was being carried on. The results of the post-workshop observation are presented in Tables 27 through 29.

Summarized in Table 27 are the results of the observations of teachers who had attended the workshop, Learning Centers, from seven schools. From the information given in the table, it may be noted that 54 of the 74 teachers who had enrolled in the workshop were observed. The percentage of teachers who were observed to be continuing each in-class activity is indicated in the table. The range is from a low of 43 percent who maintained a diagnostic notebook to a high of 99 percent who had operating in the classroom at least one learning center. Overall among all activities listed, the percentage of teachers observed to be continuing the listed activities was 64.1.

Presented in Table 28 are the results of the observations made in 4 schools of teachers who had attended the workshop, Classroom Diagnosis, during October or November, 1972. Sixteen of the 23 teachers who had attended were observed.

It may be noted that, for each diagnostic procedure listed, evidence of its use was observed on the part of from 19 percent of the teachers (for I.Q. tests) to 75 percent of the teachers (for sight word cards). For all

TABLE 27:

Reading Workshop-Generated Activities Observable Four Months After the Workshop, By School, Type of Participation, and Percent of Cases

In-Class Activities:	Learning Centers										N	Percent	
	Schools ¹												
	A	B	C	D	E	F	G	n					
W/I	W/I	W/I	W/I	W/I	W/I	W/I	W/I	n	Percent				
At least one center in room	6	3	1	4	2	6	1	7	5	6	49	54	91%
New center(s) added since workshop	4	3	1	4	2	5	1	5	5	5	37	54	69%
Evidence of pupil-teacher planning	3	1	1	4	2	1	1	2	2	6	27	54	50%
Mode of organization for pupil movement from one activity to another	1	2	1	4	2	6		6	3	5	34	54	63%
Students working independently or in small groups	3	1	1	4	2	6	1	6	2	7	40	54	74%
Records of student activity	3	1	1	4	2	4	1	3	2	5	30	54	56%
Teacher-pupil conferences	3	1	1	4	1	2	1	3	2	4	38	54	70%
Teacher diagnostic notebook	1	1			2	6	1	2	2	3	23	54	43%
Materials/activities added since workshop	5	1	1	4	2	6	1	4	4	6	34	54	63%

N = Number of teachers observed

n = Number of teachers listed as continuing the activity

1 = Schools designated by letter

TABLE 28:

Reading Workshop-Generated Activities Observable
Four Months After the Workshop, By School,
Type of Participation, and Percent of Cases

Classroom Diagnosis

Evidence of Diagnostic Use of:	Schools ¹						n	N	Percent
	W/I	A WO/I	W/I	B WO/I	C WO/I	D WO/I			
Standardized Test	2	2	2	1	3	1	11	16	69%
Spache Diagnostic Scales	1				4	1	6	16	38%
Classroom Reading Inventory	2	2	1		3	1	9	16	56%
Phonics	2		1	2	4	1	10	16	63%
Sight Words	2		2	3	4	1	12	16	75%
Visual Discrimination	1		1		4		6	16	38%
Auditory Discrimination	2				4	1	7	16	44%
Informal Measures	1	2	2	1	3	1	10	16	63%
I.Q.					3		3	16	19%

Record of:

Scores				1	4	1	6	16	38%
Interpretation	2	2	1		4	1	10	16	63%
Formation of Instr. Groups	2		2	1	4	1	10	16	63%
Re-grouping	2	1	1	2	4	1	11	16	69%
Record keeping			2	1	4	1	8	16	50%
Materials	2	1	2			1	6	16	38%
Strategies	2		2	1		1	6	16	38%

N = Number of Teachers Observed

n = Number of Teachers Listed as
Continuing the Activity

1 = Schools designated by letter

TABLE 29:

Reading Workshop-Generated Activities Observable Four Months After
the Workshop, By School, Type of Participation, and Percent of Cases

In-Class Activities:	Individualized Reading								n	N	Percent
	Schools ¹										
	A		B		C		D				
W/I	WO/I	W/I	WO/I	W/I	WO/I	W/I	WO/I				
Assessment of student skills	5	3	6	1	3	1	9	4	32	34	94%
Skills groups formed	5	1	5		3	1	4	2	21	34	62%
Re-grouping	5	1	4		3	1	4	2	20	34	59%
Packaged library or kit	5	3	5		3	1	9	5	31	34	91%
Student selection of books	5	3	6	1	3	1	9	3	31	34	91%
Independent work	5	2	6	1	3	1	9	4	31	34	91%
Record Keeping	5	3	3	1	3	1	7	4	27	34	79%
Student-teacher private conference	5	1	5	1	1	1	6	2	22	34	65%
Sharing books	5	1	5	1	1	1	8	3	25	34	74%
Preplanning	5	1	6	1	3	1	6	3	26	34	76%
Record keeping	5	1	3		3	1	7	5	25	34	74%

N = Number of teachers observed

n = Number of teachers listed as continuing the activity

1 = Schools designated by letter

diagnostic procedures listed, taken together, evidence of continuation was found for 46.8 percent of the cases. It may be noted further that records of student scores, instructional materials used, and instructional strategies applied, were maintained by 38 percent of the teachers observed; evidence of records of student progress were observed for 50 percent of the teachers observed; evidence of formation of instructional subgroups and interpretation

of tests results were observed for 63 percent of the teachers; and evidence of regrouping instructional groups (rather than maintaining intact sub-groups throughout the year) was observed in the case of 69 percent of the teachers. Overall, records of the items listed in the table were observed in the classrooms of 58 percent of those teachers surveyed.

Displayed in Table 29 are the results of post-workshop observations of teachers in four schools, who had attended the workshop, Individualized Reading. It will be noted from the table that observations were made of 34 of the 36 teachers who had attended the workshop in either October or November, 1972.

The data summarized in Table 29 indicate that a substantial percentage of teachers were found to be continuing in their classroom activities which had been modeled in the workshops. The percentage of continuation of each activity in class may be noted from the table. The activities, Formation of Skills Groups and Student-Teacher Private Conference, were observed to have been continued to the least extent (62 percent and 65 percent, respectively). In 94 percent of the observations made, the assessment of student skills was seen to be continuing. The use of a packaged library or kit, student selection, and independent work by students was observed to be continuing in slightly more than 90 percent of the cases. Combining the observations across all activities listed in the table, it was noted that 77.8 percent of the teachers observed were continuing to conduct the activities in their classrooms.

Conclusion

The evaluative findings for this objective indicate that more than 75 percent of the respondents reported themselves as continuing to apply workshop topics to at least the same level of performance as during the workshop, on a survey completed one month after the conclusion of each workshop. However, when teachers who had attended the workshops were observed in their classrooms

by program staff four months after the conclusion of the workshops, the level of continuation of relevant activities was approximately 47 percent, 64 percent and 78 percent for teachers who had attended the workshops, Classroom Diagnosis, Learning Centers, and Individualized Reading, respectively. Therefore, the objective is considered to have been met only partially.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] ~~[OK]~~ [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (11). At least 75 percent of those participants in each major workshop will view the workshop as having been successful. Success is defined as the attainment of specified workshop outcomes in the classrooms.

Measurement of this objective will consist of workshop participants' replies to a section of the post-workshop survey designed to gather these data.

Acceptable level of attainment will consist of 75 percent of the survey respondents indicating that 75 percent of the workshop in-class objectives were met.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Agreement by 75 percent of respondents that at least 75 percent of stated objectives were met	Respondents' replies to Section 6.0 of the post-workshop survey	a) Reading Center b) Evaluator c) Inter-school mail and U.S. mail d) November and December, 1972; June, 1973	Descriptive summary

Status of Objective:

Met Fully

5

Met Partially

4 3 ~~2~~ 1

Not Met

0

Not Measured

Presentation of Findings

A portion of the post-workshop survey for the fall series and a section on the survey for the spring workshop were designed to gather data concerning whether or not outcomes specified for the workshops, or workshop sessions, had occurred, in the view of the teachers who had attended. The results are presented in Tables 30 through 38 for the fall workshops in Learning Centers, Individualized Reading, and Classroom Diagnosis, and the six sessions in the spring workshop. The data for the fall workshops are presented in Tables 30 through 32.

From Table 30, it may be noted that more than 75 percent of the respondents stated that all but one intended outcome had occurred. The exception was Student Participation in Planning the Learning/Activity Center. Therefore, 83 percent of the outcomes were reported to have occurred by workshop participants in each session.

It may be noted from Table 31 that the participants in the October session of the Individualized Reading Workshop reported that three out of seven specified outcomes had occurred for more than 75 percent of the participants (42.8 percent), while fewer than 75 percent reported reaching the outcomes of: establishing skills groups; scheduling time for individual conferences; preparing physical arrangements in the room; and acquisition of reading materials. The respondents reporting on the November session, however, indicated that all seven objectives were reached for more than 75 percent.

For the Classroom Diagnosis Workshop, all respondents reported that four of the five intended outcomes occurred for the October session. However, for the November session, the criterion was reached for only two of the five outcomes (40 percent).

TABLE 30:

Participants' Report on Outcomes from the Learning
Centers Workshop, October and November, 1972, by Percent

	OUTCOMES					
	October			November		
	Yes	No	N	Yes	No	N
At least one operational center was installed in your classroom.	100	0	(19)	85	15	(20)
Students helped plan the center.	37	63	(19)	47	53	(17)
Students became familiar with the materials in the center.	100	0	(19)	86	14	(21)
The materials and activities in the center were suitable for the age, interests, and abilities of the students.	100	0	(18)	90	10	(21)
Students worked independently or in small groups.	100	0	(18)	90	10	(21)
Students reacted positively to activities in the learning/activity center.	94	6	(17)	90	10	(20)

It may be noted from Table 32 that the two outcomes which occurred in participants' classrooms consistently were: familiarity with a number of diagnostic techniques and specific tests; and knowledgeability about the specific purposes for several types of tests.

Outcomes which were attained for all participants in the October workshop but were attained by less than 75 percent of the participants in the November workshop were: teacher diagnosis of students through methods described in the

TABLE 31:

Participants' Report on Outcomes from the Individualized Reading Workshop, October and November, 1972, by Percent

OUTCOMES						
Individualized Reading	October			November		
	Yes	No	N	Yes	No	N
An individualized reading program was installed in the classroom.	80	20	(10)	75	25	(8)
Skills groups were established based on diagnostic information.	55	45	(11)	89	11	(9)
Time for individual student conferences was built into the teacher's schedule.	50	50	(10)	78	22	(9)
Physical arrangements were made in the room to support the program.	60	40	(10)	75	25	(8)
Reading materials were acquired for the program.	72	27	(11)	91	9	(11)
Students selected reading material geared to their interests and abilities.	80	20	(10)	100	0	(10)
The teacher monitored the students' progress.	80	20	(10)	89	11	(9)

workshop and assignment of specific practice activities appropriate to the diagnosed needs of students.

Fewer than 75 percent of the respondents reported that students expressed the belief that skills activities assigned to them were related to what they really needed to practice.

TABLE 32:

Participants' Report on Outcomes from the Classroom
Diagnosis Workshop, October and November, 1972 by Percent

OUTCOMES						
<u>Classroom Diagnosis of Reading Problems</u>	<u>October</u>			<u>November</u>		
	<u>Yes</u>	<u>No</u>	<u>N</u>	<u>Yes</u>	<u>No</u>	<u>N</u>
The teacher became familiar with a number of diagnostic techniques and specific tests.	100	0	(7)	100	0	(5)
The teacher became knowledgeable about the specific purposes for several types of diagnostic tests.	100	0	(7)	83	17	(6)
The teacher diagnosed students through methods described in the workshop.	100	0	(7)	50	50	(6)
Students were assigned specific practice activities appropriate to their diagnosed needs.	100	0	(7)	67	33	(6)
Students expressed the belief that reading skills assigned to them were related to what they really needed to practice.	40	60	(5)	60	40	(5)

CONCLUSION: Fall Workshop Series

The data indicate that the criterion measure for this objective was met for the Learning Centers Workshop, met partially for the Individualized Reading Workshop, and was met for one session of the Classroom Diagnosis Workshop. Therefore, this objective was met partially.

For the spring workshop survey, the objectives for each session were listed. To measure whether or not the objectives were met, the respondents were asked to indicate whether (1) they were able to approach the task specified in the objective more effectively or (2) apply the task specified in the objective in their classroom. As a further check on the attainment of objectives, the respondents were asked to indicate whether the outcomes for the objectives were made clear, and whether there was agreement between the announced objectives and the program which was actually presented in the session.

Presented in Table 33 are the summary results for the session, Behind Scenes Preparation for an Individualized Reading Program. It may be noted first from the table, that the objectives were clear, or mostly clear, in the view of the respondents, and they noted agreement between the objectives and the program.

There were six objectives stated for the workshop. It may be seen from the table that 45.8 percent of the respondents stated that they were able to approach the specified tasks more effectively. Similarly, 55.5 percent stated that they were able to apply the specified tasks in the classroom.

It may be seen from Table 34 that, for the session Classroom Application of an Informal Reading Inventory, nearly 78 percent saw the objectives as having been made clear, and nearly 89 percent stated there was considerable agreement between the objectives and the program as presented.

Two specific objectives were set for the session. Eleven of the respondents (61.1 percent) indicated that they believed themselves able to approach the tasks specified more effectively. Ability to apply the specified tasks in the classroom was stated by 64.2 percent of the respondents.

For the session, Developing Materials for Learning Centers, the results of the survey responses are presented in Table 35. All respondents indicated that they believed the objectives were made clear, and the program presented

TABLE 33:

Participants' Viewpoint on Clarity and
Attainment of Objectives for Workshop Sessions,
Behind Scenes Preparation for Individualized
Reading Program, By Percent

Item	Response			
	Yes	Mostly Yes	Mostly No	No
For this session, were the Leaders' objectives made clear?	N 3 % 60	2 40	0 0	0 0
Was there considerable agreement between the announced objectives and what was actually presented?	N 2 % 40	3 60	0 0	0 0
N = 5				

Workshop Objectives	I am able to approach this more effectively.				I was able to apply this in the classroom			
	Yes	About Same	No	Don't Know	Yes	About Same	No	Don't Know
Be able to state the elements of an individualized reading program.	N 3 % 75	1 25	0 0	0 0	3 72	0 0	0 0	0 0
Be able to use the testing packet to assess student needs for an individualized reading program.	N 1 % 25	1 25	0 0	2 50	1 25	1 25	0 0	1 25
Be able to assess readability level of books with a "quick method."	N 0 % 0	2 50	0 0	2 50	0 0	2 50	0 0	1 25
Be able to teach children to assess readability through the "rule of thumb."	N 1 % 25	2 50	0 0	1 25	1 25	1 25	0 0	1 25
Be able to provide independent activities for students to do during the leading period.	N 4 % 100	0 0	0 0	0 0	3 75	0 0	0 0	0 0
Be able to suggest specific books related to children's emotional needs.	N 2 % 50	1 25	0 0	1 25	2 50	1 25	0 0	0 0
N = 4								

TABLE 34:

Participants' Viewpoint on Clarity and Attainment of Objectives for Workshop Session, "Classroom Application of an Informal Reading Inventory", By Percent

Item	Response			
	Yes	Mostly Yes	Mostly No	No
For this session, were the leaders' objectives made clear?	n: 7 %: 77.7	1 11.1	1 11.1	0 0.0
Was there considerable agreement between the announced objectives and what was actually presented?	n: 8 %: 88.8	0 0.0	1 11.1	0 0.0

Workshop Objectives	I am able to approach this more effectively.				I was able to apply this in the classroom			
	Yes	About Same	No	Don't Know	Yes	About Same	No	Don't Know
Be able to administer the I.R.I.	n: 6 %: 66.6	3 33.3	0 0.0	0 0.0	4 44.4	3 33.3	0 0.0	0 0.0
Be able to interpret reasonably students' skill in sight vocabulary and oral reading from I.R.I.	n: 5 %: 55.5	4 44.4	0 0.0	0 0.0	5 55.5	2 22.2	0 0.0	0 0.0

N = 9

was related to the objective.

Two-thirds of the respondents stated the belief that they were able to approach more effectively the tasks stated in the objectives. One-half indicated that they could make classroom application of the two tasks.

No survey respondent, reporting on the session, Private Conferences and Skills Instruction in an Individualized Reading Program, indicated that

TABLE II.

Participants' Viewpoint on Clarity and Attainment
of Objectives for Workshop Session,
"Developing Materials for Learning Centers", By Percent

Item		Response			
		Yes	Mostly Yes	Mostly No	No
For this session, were the leaders' objectives made clear?	n: 4 %: 80.0	4 80.0	1 20.0	0 0.0	0 0.0
Was there considerable agreement between the announced objectives and what was actually presented?	n: 3 %: 60.0	3 60.0	2 40.0	0 0.0	0 0.0

N = 5

Workshop Objectives		I am able to approach this more effectively.				I was able to apply this in the classroom.			
		Yes	About Same	No	Don't Know	Yes	About Same	No	Don't Know
Know how to prepare learning centers.	n: 4 %: 66.6	4 66.6	2 33.3	0 0.0	0 0.0	2 33.3	2 33.3	0 0.0	0 0.0
Be able to construct learning centers for several school subjects to install in your classroom.	n: 4 %: 66.6	4 66.6	2 33.3	0 0.0	0 0.0	2 33.3	2 33.3	0 0.0	0 0.0

N = 6

the objectives were unclear or that there was not agreement between the announced objectives and the program as it was presented.

Five anticipated outcomes were listed for this session. It may be seen from the table that 68.5 percent of those responding reported themselves as being able to approach more effectively the tasks listed. None stated

TABLE 37:

Participants' Viewpoint on Clarity and Attainment
of Objectives for Workshop Session, "Teaching Children
to Work in Learning Centers", By Percent

Item	Response			
	Yes	Mostly Yes	Mostly No	No
For this session were the leaders' objectives made clear?	n: 9 %: 81.8	2 18.1	0 0.0	0 0.0
Was there considerable agreement between the announced objectives and what was actually presented?	n: 9 %: 81.8	1 9.0	1 9.0	0 0.0

Workshop Objectives	I am able to approach this more effectively.				I was able to apply this in the classroom.			
	Yes	About Same	No	Don't Know	Yes	About Same	No	Don't Know
Have a method for planning the installation of learning center(s).	n: 8 %: 72.7	3 27.6	0 0.0	0 0.0	7 63.6	3 27.2	0 0.0	0 0.0
Have a plan for moving students from structured use of learning centers to unstructured use.	n: 4 %: 36.3	6 54.5	0 0.0	0 0.0	2 18.1	9 81.8	0 0.0	0 0.0
Draw upon the experiences of other teachers who are using learning centers in their classroom.	n: 7 %: 63.6	3 27.2	1 9.0	0 0.0	6 54.5	3 27.2	1 9.0	1 0.0

N = 11

that they were not able to approach the tasks more effectively. In terms of being able to apply the workshop-tasks in the classroom, only 48.2 stated that they could do so.

TABLE 38:

Participants' Viewpoint on Clarity and Attainment of Objectives for Workshop Session, "Prescribing for Auditory and Visual Problems in Word Learning", By Percent

Items		Response							
		Yes	Mostly Yes	Mostly No	No				
For this session were the leaders' objectives made clear?	n: 5 %: 71.4	5 71.4	2 28.5	0 0.0	0 0.0				
Was there considerable agreement between the announced objectives and what was actually presented?	n: 5 %: 71.4	5 71.4	2 28.5	0 0.0	0 0.0				
Workshop Objectives		I am able to approach this more effectively.				I was able to apply this in the classroom.			
		Yes	About Same	No	Don't Know	Yes	About Same	No	Don't Know
Can use models for skills instruction, using visual-motor techniques.	n: 2 %: 28.5	2 28.5	5 71.4	0 0.0	0 0.0	2 28.5	5 71.4	0 0.0	0 0.0
Knowledgeable about developmental aspects of visual and auditory perception in children.	n: 2 %: 28.5	2 28.5	5 71.4	0 0.0	0 0.0	2 28.5	5 71.4	0 0.0	0 0.0
Develop a resource file of visual-auditory skill development materials.	n: 3 %: 42.8	3 42.8	4 57.1	0 0.0	0 0.0	1 14.2	6 85.7	0 0.0	0 0.0

N = 7

The data for the session, Teaching Children to Work in Learning Centers, are summarized in Table 37. Only 1 respondent expressed the opinion that there was not considerable agreement between the announced objectives

and the program.

Three specific objectives were set for the session. The belief that they were able to approach the activities described in the objectives more effectively was indicated by 59.3 of the respondents. Less than half the respondents (46.8 percent) indicated the ability to apply the activities in the classroom.

Presented in Table 38 are the responses to the survey items about the session, Prescribing for Auditory and Visual Problems in Word Learning. The majority of respondents stated that the objectives for the session were made clear by the leader and that there was a considerable amount of agreement between the objectives and the program as presented.

Three major outcomes were anticipated for this session. It may be noted from Table 38 that only one-third of the respondents believed themselves able to approach the tasks stated in the objectives more effectively. Further, only 23.8 percent of the respondents believed themselves able to make classroom application of the tasks listed in the objectives.

Conclusion

The data presented in measurement of this objective indicate that the criterion was reached for the fall workshops, Learning Centers and for one session of the fall workshop, Classroom Diagnosis. It was met to a partial extent for the fall workshop, Individualized Reading.

However, the criterion was not reached for any of the sessions in the spring workshop. This is not surprising since this workshop consisted of a series of one-shot presentations, without the follow-up implementation in the participants' classrooms that was the model for the fall workshops. It should be noted, however, that there was a healthy degree of congruence between the announced objectives and the programs as presented in the spring workshops.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] ~~[SI]~~ [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (1). Total school involvement will be secured initially through formation of a working committee representing the major groups of instructional personnel concerned with reading instruction in participating schools. Committee activities will be led by the Project Director. Representation will include: (1) classroom teachers; (2) reading teachers; (3) librarians; (4) school administrators; (5) central office administrators.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Committee composed of persons in the job categories listed above	Documentary record of the proceedings of the committee	a) Reading Center b) Project Director c) Preparation of meeting minutes d) As meetings are held	Narrative summary; documentation

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="checkbox" value="5"/>	<input type="checkbox" value="4"/> <input type="checkbox" value="3"/> <input type="checkbox" value="2"/> <input checked="" type="checkbox" value="1"/>	<input type="checkbox" value="0"/>	<input type="checkbox"/>

Background

The component Instructional System Design was included within the project proposal originally because it was envisioned that the staff--within the professional growth training program--would develop a comprehensive reading system. In the year prior to the submittal of the proposal, a number of teachers in the school system began developing a set of criterion-referenced tests to measure a specified set of reading skills; these tests were grouped together, and became known as the University City Reading Performance Survey (UCRPS). The expectation of the program planners was that the UCRPS would form the basis for the instructional system to be designed through the project.

However, the objective was modified completely simultaneous with the preparation of the Interim Evaluation Report for the first year of the project in April, 1972. Therefore, the objectives stated for this component represent a complete reformulation from those given in the original proposal.

The primary source for data are the records prepared by the project director, Dr. James Peebles, in his management log. The portion of the log which relates to the Instructional System Design Component is included in this report as Exhibit 12, on pages 149 through 154. Summarized in the log are the critical events and management decisions made by the director, which are related to the component objectives. Analyses, interpretations of the data, and supplementary information are those of the evaluator.

It may be noted from the log on pages 149 through 150, that the director had reservations concerning the feasibility of developing a totally new reading system around the UCRPS from the beginning. Described are the criteria to be met by any system, and his analyses of several systems considered for adoption by the project.

The development and implementation of an instructional system for reading was high on the list of priorities for the school system set by the superintendent. The practice had been established in the district that each administrator prepare annually a set of goals, upon which he would be evaluated. Among the superintendent's goals, submitted to the Board of Education, was the development of, "An orderly, systematic approach to instruction in reading." In October, 1971, a month after the project was implemented, the superintendent of schools and assistant superintendent for curriculum and instruction held a staffing conference with the project director, the evaluator, and the trainer-consultant to discuss the project and plan for its orderly development. During the meeting, the superintendent underscored that the development of an instructional system for reading was a matter of very high priority. Ad hoc work groups of teachers and administrators in the district had, in the previous year, developed an instructional system in math; a matrix of skills had been developed, also; and the production of systems for other curricular areas had gotten underway.

The matter was taken under advisement by the project director who indicated that program staff would need to reach a specified level of professional expertise in the field of reading before being able to tackle the job. The director noted in his log (see page 153) that he rescheduled implementation of an instructional system to the second semester of the second year of the project, "or possibly even the third year of the project, depending on readiness of reading teachers for pursuing this goal."

In late spring, 1972, the superintendent directed the establishment of a number of ad hoc, working committees, pursuant to the administrative goals he had listed and submitted. Among these was Committee J. It was charged with the development of a reading system. The Committee was subdivided into

Committee L1 (for a total reading system) and Committee L2 (for the primary reading program).

Since the re-formulated goals for the Instructional System Design Component called for securing total school involvement in the initial phases of the implementation of the system, the organization of Committee L was seen as a medium for accomplishing involvement from project and district staff.

Presentation of Findings

Reported by the director in the log (see pages 151 through 153) was the following: (1) the Committee was comprised of the project director, the evaluator, two program reading teachers, and three principals; (2) a timeline specifying milestone events in the work of Committee L was prepared by three committee members in the absence of the director, while he was on vacation; (3) the project director moved back the dates in the original plan, for reasons given in the log; (4) only four meetings of the Committee were held during which: the Classroom Reading Survey was drafted, the Wisconsin Design for Reading Skills Development (WDRSD) was reviewed, and the Committee recommended that a field test of the WDRSD be made; (5) approval of the piloting of the WDRSD was never given by the leadership group; and (6) elements of the WDRSD were pilot-tested in two schools, and a management plan for the complete implementation of the system was developed.

Conclusion

The results from the activities reported above are equivocal in terms of the objective, as stated. Committee L was composed only of project staff and building principals. No classroom teachers, librarians, or central office administrators took part in its deliberations.

The Committee recommendation to pilot the system was not ratified by the district leadership group, as a whole. Other urgent matters were confronting the school district staff during this time period. These involved a significant reorganization of schools in the district.

However, the field tests of at least the "break-in testing" of the program, and formation of initial skills groups were field tested. Building-level workshops were held. The adoption by the project of the WDRSD as the system to be implemented in the schools, pursuant to project goals, was disseminated widely.

Considering all facts, the objective was considered to have been met to the most limited extent possible. The total involvement and commitment originally envisioned did not occur.

EXHIBIT 12: Excerpt from the Director's Management Log: Instructional System Design Component

Instruction System Design Component

Summary 1971-73

The development of an instructional system design for implementation in University City elementary schools (public and non-public) constituted a major component of the Diagnostic Reading Instruction Project.

At the outset of the Project (August, 1971) a body of material comprised of skills, objectives and diagnostic skills tests, and referred to as the University City Reading Performance Survey (UCRPS) was given to the Project Director and Reading Project staff for possible further development. A committee that included classroom teachers and reading specialists had developed these materials during the 1970-71 school year. On the first day of workshop activities (August, 1971) for Reading Project staff, Mr. Zweig and a consultant of Zweig Associates met with Mrs. Glenys Unruh and the Project Director to describe the Fountain Valley Teacher Support System as a possible design for adoption.

From these beginnings the Director began a study of UCRPS, the Fountain Valley System and sought information to identify other existing models. As the search and study continued systems considered included, in addition to the above, the Croft In-Service Program: A System Approach; The Wisconsin Design for Reading Skill Development (WDRSD); Read System (American Book Company) and the Appleton-Century program.

A set of criteria emerged for selecting a reading design that would best serve University City's schools based on characteristics of reading instruction in the city. Salient features taken into account were (1) great diversity in approaches and materials used by teachers at all levels; (2) a trend toward so-called auto-instructional materials for individualization in reading skill development and (3) only assumed agreements among schools on the goals of reading instruction.

Criteria developed by the Director in consideration of system design studied included the following:

1. Skills sequence and performance objectives determined logically and verified in authoritative manner.
2. Applicable to most beginning reading approaches and a variety of materials and instructional practices.
3. Proven effectiveness through research. Development of design has undergone periods of field testing and revision.
4. Management plan includes provision for in-service training of staff, teachers and pupils.
5. Management plan includes implementation procedures for assessment, scheduling, instruction and monitoring pupil progress.
6. Philosophical base is in keeping with broad goals of reading comparative.
7. Comparative costs of design materials.

The table below indicates relative comparisons of system designs based on the criteria noted. The criteria are shown by number according to their order above.

Comparison of Reading Systems with Criteria

System	Criteria						
	Objec- tives	Appli- cation	Re- search	In- Service	Imple- ment	Philos- ophy	Cost
UCRPS	-	ND	ND	ND	ND	ND	ND
Fountain Valley	-	-	-	+	+	-	High
Croft	+	+	-	+	+	+	High
Read System	+	-	-	+	+	+	Nominal
Appleton-Century	-	-	-	+	+	-	High
WDRSD	+	+	+	+	+	+	Nominal

ND: Not developed
 + : Criterion is met
 - : Criterion not met

The UCRPS was never developed beyond its initial stages. It was believed to be unfeasible for several reasons. First, there would be a considerable delay in time since Project reading teachers' training in professional growth and development required high priority. Further, as time passed and other systems were studied, it became obvious that UCRPS would involve a great deal of duplication of effort that had been worked out satisfactorily by others. It was found that the Wisconsin Design had been subjected to rigorous field testing since 1968 and many undesirable features eliminated or corrected. Development of UCRPS to comparable stature would have taken several years of intensive work.

WDRSD was the forerunner among instructional systems by the end of the 1971-72 school year. The Director attended a training workshop on WDRSD in April, 1972. Examination materials were introduced to Project reading teachers at that time and they began work with the trainer-consultant and Director in learning about the system. Management materials were distributed, read, and discussed.

A management decision effecting introduction of the reading system design throughout the district was made by the Director during the summer of 1972. The decision was a consequence of other concerns for the management of the Reading Project. The trainer-consultant position of the first year was eliminated. Professional growth and development of reading teachers was to be given top priority with expertise drawn from staff within the Project and also from special consultants hired for specific training purposes. Initial steps for implementing an instructional system was

rescheduled for the second semester of the year, or possibly even the third year of the Project, depending on readiness of reading teachers for pursuing this post.

Committee I

Committee I was constituted by the Superintendent of Schools under the chairmanship of the Project Director. Members of the committee included: James Peebles, Chairman; Al Sokol; Lee Trotter; Earl Cresson; Robert Stone; Alice Coffman and Betty Hauman.

A document titled "Superintendent's Goals" was prepared for the committee by Al Sokol, Lee Trotter and Robert Stone in June, 1972. This paper included the following:

SUPERINTENDENT'S GOALS*

10.21 Development of Reading System:

A. By April 15, 1973, a written summary of findings from an analytical study of the reading system in the University City Schools will be submitted to the Superintendent. The analysis will contain:

1. Approaches to reading at all levels
2. Instructional materials used
3. Management and support for the program
4. Objectives test data providing evidence of the program
5. Other pertinent data

The report will point out strengths and weaknesses (including logical inconsistencies in scope and sequence between and among grades).

B. By March 5, 1973, a written management plan for completion of the reading system design will be submitted to the Superintendent. The plan will contain:

1. Long range objectives
2. Short range objectives
3. Selection of strategies
4. Specifications for categories to be involved and their roles
5. The specific activities of individual (L₁, Peebles)

10.22 Development of a Primary Reading Program:

A. By April 15, 1973, a written management plan will be submitted to the Superintendent outlining strategies for operation of the primary reading program according to the reading system design.

- B. By June 10, 1973, a report summarizing the field test in the primary grades in at least two schools of all elements of the design (including reading skills scope and sequence, criterion performance measures, materials and administrative support systems, etc.) will be submitted to the Superintendent.
- C. By June 30, 1973, a report will be submitted to the Superintendent outlining strategies for program modification based on the June 10, 1973 report. (L₂, Peebles)

*Dates revised January, 1973.

Committee work was begun in January, 1973. While it has been noted in other sources, it should be reiterated that date changes were made by the Director for goal achievements set out initially by Sokol, Slone and Trotter. Changes were made to allow the Reading Project staff to accomplish goals established for Professional Growth and Classroom Implementation Components of the Project, goals that required higher priority. Indeed, attainment of these goals give readiness for accomplishment of instructional system design goals by reading teachers.

At the writing of this report the status of the "Superintendent's Goals" are as follows:

- 10.21 A.--Data in, being analysed. Report yet to be written
- 10.21 B.--Accomplished
- 10.22 A.--Accomplished
- 10.22 B.--Accomplished
- 10.22 C.--Yet to be written

Four meetings of Committee L took place during the months of January and February, 1973. The following business was accomplished by the committee, ultimately leading to the recommendation to the Superintendent and leadership group for adoption of the Wisconsin Design for piloting in two schools:

1. Review of committee goals and revision of target dates for accomplishment.
2. Review by Director of reading systems studied and recommendation to committee to consider the Wisconsin Design. Specimen sets of the design materials were given to committee members including Rationale and Guidelines, pupil profile card, test manual and criterion referenced pupil tests.
3. Discussion regarding "Classroom Reading Survey" (Goal 10.21) to be developed by Director and two committee members. Draft of survey was presented to committee and critiqued. The survey was completed in the spring by the reading project staff.

Exhibit 12 continued

4. Discussion of implementation problems for design adoption in University City schools.
5. Recommendation to Superintendent and leadership group for adoption of WDRSD for trial in two elementary schools: Blackberry Lane and Nathaniel Hawthorne.

While the recommendation for approval of adoption and trial of WDRSD was made to the Superintendent and leadership group (February 23, 1973), it was never acted upon by them. The plan for introducing WDRSD in the target schools was carried out and a complete implementation system was prepared by the Director and Evaluator. The implementation system included in-service training of reading teachers, administrators and classroom teachers. This plan was presented to the Superintendent late in March and has provided direction for all reading design activities since.

WDRSD was introduced to administrators and faculty members of Blackberry Lane and Hawthorne schools in March, 1973. The Delmar-Harvard faculty was also introduced to the Design, but at a later date in May. Three inservice sessions were held and break-in testing with children was accomplished.

A systematic plan of in-service training was carried out by the Director with Blackberry Lane teachers, and by the Director and Mrs. Alice Coffman with Hawthorne teachers. The in-service instructional plan included materials prepared for the purpose by the Research and Development Center at the University of Wisconsin along with presentations developed by the Diagnostic Reading Project staff.

Six sessions were held with Blackberry Lane teachers during March, April and May. These meetings were attended by all faculty members as well as the principal. More sessions were held with Hawthorne teachers, however, the same approximate objectives were attained. Individual unit or team meetings took place rather than with the entire faculty together. This method resulted in a great deal of repetition of material.

The topics covered during in-service sessions included the following:

1. Overview of WDRSD--one session.
2. Reading Skills Sequence and Criterion Referenced Objectives--one session.
3. Procedures for assessment--one session.
4. Organizing and carrying out break-in testing--two sessions.

At this point in in-service actual testing of pupils was carried out by teachers with the assistance of the Reading Project staff. In each school the testing was completed during a four-day period of time. One sitting per day (approximately 25-35 minutes duration) was scheduled. All test booklets were sent to Interpretive Scoring Systems, Inc. for scoring.

5. Test results and pupil profile cards--one session.

Exhibit 12 continued

- | | | |
|--|---|-----------------------|
| 6. Developing the Teacher Resource Files |) | *In-service training |
| |) | should continue in |
| 7. Organizing for instruction |) | the fall, 1973 at |
| |) | Hawthorne School from |
| 8. The Design in operation |) | the point above where |
| |) | teachers were at the |
| 9. Pupil orientation |) | close of school. |

Two Hawthorne faculty members under the guidance of Mrs. Anne Flynt began development and keying of teacher-made materials to the Resource Files. This beginning should be continued when school resumes in September, 1973.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] ~~[S]~~ [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (2). Reading teachers and committee members will develop reading skills sequences (including pre-reading, word identification, comprehension, and study skills).

Behavioral objectives related to skills attainment will be prepared and diagnostic performance items to measure pupil progress will be devised.

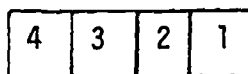
Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Production of a scope-and-sequence matrix of skills; set of behavioral objectives related to skills; criterion-referenced tests related to objectives	Documentation;; specimen copies of materials produced	a) Reading Center b) Project Director c) Collection of specified products d) As products are developed	Narrative summary; documentation

Status of Objective:

Met Fully



Met Partially



Not Met



Not Measured



Presentation of Findings

With the decision to adopt the Wisconsin Design for Reading Skills Development as the instructional system in reading to implement in the schools, it became unnecessary for program staff to perform the tasks specified in this objective. The Wisconsin Research and Development Center, producers of the WDRSD, organized the reading skills into six components. Each component is organized into levels, behavioral objectives are specified for each skill, and a set of criterion-referenced tests related to the objectives are elements of the program available to school districts. As Dr. Peebles pointed out in his log, the Wisconsin Design meets all the criteria he specified as requisites for an appropriate reading system (see page 150).

Conclusion

Since all tasks specified in this objective already had been accomplished by the R & D Center in development of the WDRSD, the objective is considered to have been met.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (3). Reading teachers and committee members will identify reading behaviors at successive levels of growth, indicative of a child's personal commitment to reading.

Behavioral objectives relating to reading habits, attitudes, and values will be prepared. Informal measures of pupil growth will be developed.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Statement of acceptability by director, and teachers	Production of: list of behaviors; objectives; informal measures	a) Reading Center b) Project Director c) Transmittal of products d) As documents are produced	Narrative description; documentation

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input type="text" value="5"/>	<input type="text" value="4"/> <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="1"/>	<input type="text" value="0"/>	<input checked="" type="checkbox"/>

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] ~~[IS]~~ [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (4). Reading teachers and committee members will design a record-keeping system and forms for classroom teachers to use in recording student progress in specific reading skills attainment.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Statement of acceptability by Director and teachers	Production of record-keeping forms	a) Reading Center b) Project Director c) Transmittal from committee d) As forms are developed	Narrative description; documentation

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
<input checked="" type="checkbox"/>	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/>

Presentation of Findings

As was the case with objective (2), the adoption of the WDRSD has removed the necessity for program staff to design record-keeping forms. Provision is made within the Wisconsin Design for recording student progress on Profile Cards.

These easily-handled, easily-stored, practical cards provide a means for noting readily those skills a given student has mastered and those he has not. Furthermore, they provide the teacher with a quick method for organizing initial instructional groups. Of course, the system is not "teacher-proof," and the critical judgment of the teacher is a major factor.

Conclusion

The objective is considered to have been met, since an appropriate record-keeping system and forms are available through the WDRSD.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (5). Reading teachers and committee members will compile an index of instructional materials which will be correlated with those performance objectives developed previously. The index will be flexible to allow for the addition of new materials, as they become available.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Certification of acceptability of index produced by reading coordinator	Production of an index, distribution to teachers	a) Reading Center b) Project Director c) Transmittal by Coordinator d) August, 1973	Narrative description; documentation

Status of Objective:

Met Fully

5

Met Partially

4 3 1

Not Met

0

Not Measured

Presentation of Findings

Like objective (2) and (4), this objective has been met by the adoption of the WDRSD. However, it has been met to only a partial extent.

Available from the Wisconsin R & D Center is an Instructional Resource File, which contains a listing of commercially-available materials in reading, keyed to the behavioral objectives contained in the Design. These materials include most commonly-available basal texts, kits, films, and other instructional resources.

The Design calls for instructional groups organized around a given set of objectives within a reading skill to be organized for a period of three weeks. Following this period, new groups are to be organized to work on other skills. With the Resource File available, the teacher can note readily the specific sections of those instructional materials available in her building which relate to the objectives being worked upon by children in the instructional groups in her class. Thus, a major problem in the diagnostic-prescriptive approach for more individualized reading programs is solved.

However, not every instructional resource has been keyed to the objectives. It is the task for local school system staff to continue this operation with those materials available to them, thus amplifying the existing resource file.

This activity is being carried forward currently during the summer, 1973 by project staff.

From the Classroom Reading Survey, the instructional materials in reading used most widely throughout the school district were identified. Those materials not keyed to the Resource File are being processed.

As a result, the project will produce for distribution to all elementary classroom teachers in early September, 1973 an index of locally-available materials, keyed to the objectives for reading. This is expected to facilitate greatly the implementation of the WDRSD by classroom teachers during the coming year.

The task remaining is to key instructional materials available at the local building level, including unique materials prepared by classroom teachers. Teachers in two buildings have been carrying forward with this, assisted in one case by a project reading teacher.

Conclusion

The objective was met partially, concurrent with the adoption by the project of the WDRSD. The task for keying materials available locally is being carried forward. A beginning has been made in the job of indexing the materials within buildings. Therefore, the objective is considered to have been met partially, at this point. Closure on the objective is expected to be achieved in the fall.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [CI] [Com.] [Com. Inv.] [OV]

Statement of Objective:

II.A.2. (6). Reading teachers, committee members, and the Project Director will provide information to personnel in participating schools who will be involved in implementing the reading system design, and they will request feedback from them. The Project Director will be responsible for coordinating efforts to implement the design in the schools.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
One workshop for administrators, one district-wide workshop for teachers; in-building workshop in all schools implementing the WDRSD	Documentation in Director's Log, dates, participants and topics	a) Reading Center b) Director/Evaluator c) Preparation of log d) As workshops are held	Narrative description; documentation

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
5	4 3 2 <input checked="" type="checkbox"/>	0	<input type="checkbox"/>

Presentation of Findings

The director reported in his management log that in-service training was provided to the teachers in three schools, where the "break-in testing" element of the WDRSD was being tried out. Listed were the topics covered in the training program. In addition, a summer in-service program on the WDRSD was conducted in June, 1973. Furthermore, the book, Rationale and Guidelines, for the WDRSD was distributed to all school administrators in April, 1973.

In mid-April, 1973, the project director spoke before a regularly-scheduled meeting of elementary principals for the purpose of explaining fully the Wisconsin Design and attempting to secure commitment from the administrators for its implementation.

The results were equivocal. The independent program auditor for the project was present, observing the meeting. In his Audit Report in April, 1973, he analyzed the principals' reaction as reflecting a preoccupation with the impending reorganization in the school system.

Dr. Peebles had submitted his resignation in March, 1973, and it was accepted the following month. Mr. Sokol, who had been evaluator for the project, was designated director/evaluator, effective June 30, 1973. Ms. Askland, a project reading teacher who had displayed considerable ability, was designated reading coordinator for the project.

They prepared two informational brochures for distribution to elementary principals. One summarized concisely the main points of the WDRSD, and the other indicated the types of decisions and commitments a principal and staff must make to implement fully the Design in a given school.

During June, 1973, the reading coordinator contacted personally each elementary building principal to discuss the Design, to secure commitment to its

implementation, and to arrange an approximate schedule for implementation for the coming year.

At the time this report is being written, contact was made and commitment was secured from all principals, except one, who is on summer vacation out of town.

The following workshops or seminars have been scheduled, and specific arrangements and commitments for their delivery have been made:

1. A seminar for elementary principals, focusing upon administrative steps necessary to implement fully the Wisconsin Design, in August, 1973.
2. An institute to initiate the implementation of the Study Skills Component of the WDRSD in the newly-organized Middle School, in August, 1973.
3. A sixteen-week, district-wide, in-service professional growth workshop for all teachers who will be implementing the WDRSD during the year, beginning September, 1973.

As a specific schedule for implementing the Wisconsin Design in each building is prepared, a workshop for the classroom teachers in that building will be delivered, simultaneously.

Conclusion

The information presented throughout the report on this component indicated that the dissemination of cogent information during the year had been intermittent. This is not surprising since the schedule of activities specified for this component was moved back further and further, while activities related to the Professional Growth and Classroom Implementation Components assumed high priority and consumed a tremendous amount of the program staff's time and energy.

Participation in the decision to adopt the WDRSD as the instructional system for reading to be implemented through the project was limited. This limited participation, in turn, appeared to inhibit district administrators from giving a clear-cut mandate to proceed with the adoption and implementation of the Design. However, as the director noted in his management log, other program components required more immediate attention.

Furthermore, it should be noted that the time, attention, and energy of district administrators and teachers were engaged in other directions in addition to reading: (1) a mathematics system was developed by district staff and implemented in the schools, requiring in-service training and related efforts; (2) a matrix of skills for the social studies was constructed, and strategies for implementing it into the teaching practice of the district was carried forward; (3) a district-wide committee for considering a system for instruction for language arts was activated; (4) a comprehensive set of professional growth in-service workshops was offered during both semesters during the year; and similar worthwhile activities were carried forward.

However, installing the WDRSD in all elementary schools in the district (at least the Word Attack Component) is now in a position of the highest priority for the project as the third year approaches. Steps have been taken already to disseminate information concerning the Design to the personnel who will participate in implementing it. As the implementation proceeds, dissemination activities will be increased. It is expected that the interim and final reports for next year will contain a complete documentary summary of activities related to this component.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] ~~[Com. Inv.]~~ [OV]

Statement of Objective:

II.A.2.a. (1). An advisory Community Council will be established for the project as documented by the formation of a group with a membership list, stated duties, and responsibilities to the project.

(2). Broadly based community participation will occur.

(3). Programs for maintaining general community interest will be devised.

(4). The Community Council will actively seek members representative of population groups in the community.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
(1) Group formation (2) Participation (3) Programs (4) Members	Documentary records; minutes of Council meetings	Not Applicable	Narrative report

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

Objective (1): Group Formation.

An advisory Council was established for the project, as specified. However, its progress was not straightforward. Project records indicate that:

1. Approximately 50 community organizations were contacted during Phase I of the program. Approximately 40 representatives attended the first two meetings.

Following the grant award announcement in Spring, 1971, approximately 20 persons attended Council meetings regularly.

2. During Phase II of the program, in the first year of the project, membership stabilized at approximately 13 persons, who regularly attended meetings.
3. In the second year of the project, approximately 30 persons from the community became involved with preparing and delivering a special event sponsored by the Council. However, no new members were obtained; the Council was conducting no other ongoing activities, and the participants saw themselves as being involved for the single event, only.

Objective (2): Broad-Scale Participation.

During the second year of the project, broadly-based community participation occurred in developing and delivering the single project engaged in by the Council: the Children's Book Harvest.

Objective (3): Program Development.

In June, 1971, Phase I, the Council developed a list of programmatic activities. However, the only activity on the list in which Council membership actually engaged was interviewing prospective program staff.

In January, 1972, the Council, under newly-elected leadership, generated a second list of programmatic activities. Of this list, the single activity in which members engaged was on-site observation of project staff at work in their home-base schools.

In April, 1972, two projects were developed by the Council: (1) production of a multi-media show to inform community groups about the project and (2) presentation of a community-wide Book Fair for children.

The multi-media show was produced on schedule, and the Children's Book Harvest was held in November, 1972. As reported in the Project Interim Evaluation Report in April, 1973, the latter was adjudged an outstanding success, and it drew in considerable involvement from the community. It did not, however, bring substantial new membership into the Council.

Objective (4): Outreach.

In the search for new members for the Council, representative of community population groups, the Council co-chairmen requested the project director to contact school principals and P.T.O. presidents, to secure representation on the project Advisory Council. However, no significant new membership was obtained through this medium.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com.] [~~Com. Inv.~~] [OV]

Statement of Objective:

II.A.2.a. (5). The Community Council membership will set for itself goals which will establish its significant relationship to the Reading Project. These will include: (a) developing presentation materials designed to inform the community-at-large about the project; (b) creating an awareness in the community of reading needs and the project; (c) devising programs to help parents help their children to improve their reading; and (d) developing an ongoing program whereby appropriate books are provided to children and adults.

(6). The Community Council will organize into action committees which will carry on substantive activities, designed to attain Council objectives.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Community Council goals in four areas: (a) presentation materials (b) awareness, (c) programs, (d) books	Documentary records maintained on meeting logs; summary reports, etc.	a) Reading Center b) Project director c) Maintain logs d) After meetings, other events	Narrative description

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

Objective (5). Pursuant to sub-goal (a), the Council set for itself the goal of developing presentation materials to inform the community about the Project. As reported above, a multi-media slide-tape program was produced. A brief informative brochure was produced, also. However, the slide/tape program was presented only three times: (1) at a sparsely-attended Board of Education meeting; (2) at a P.T.O. meeting in one school; and (3) at the Children's Book Harvest.

Pursuant to sub-goals (b), (c), and (d), the Book Harvest special event was developed and delivered in November, 1972. Following the Book Harvest, the Council co-chairmen carried forward the idea of developing the event into a continuing community activity. Space was obtained eventually in the University City Public Library, a supply of books was secured, and a temporary chairman and staff were recruited.

The new project is called the Book Trading Post. It has been operating during the summer months on a small scale to refine the system. A grand opening is scheduled for mid-September, 1973. The Book Trading Post is expected to become a permanent community facility, continuing beyond the term of the reading project.

Objective (6). In January, 1972, the Council membership decided that the group would operate through ad hoc action committees. The Council was to meet as a whole once each quarter to hear committee reports, participate in policy decisions, chart new directions, and form additional committees. Between quarterly meetings, the Council co-chairmen and the project director were to coordinate committee activities. Project records indicate that a series of ten meetings was held, related to the Book Harvest.

During the second year of the project, the Community Advisory Council held only one meeting, on January 3, 1973. At that meeting, the co-chairmen expressed the desire to turn the chairmanship of the Council over to new leadership. No nominations were made, and the matter was tabled.

There was no official sub-committee activity during the rest of the year. The co-chairmen moved forward with the establishment of the Book Trading Post, which was an outgrowth of the Book Harvest.

There is no record of any communication between project management and the Council leadership from January through April, 1973. Following the re-establishment of communication between the project and the Council in April, 1973, the following measures were taken: (1) a newsletter summarizing events in the project was prepared by the new director and the co-chairmen, and it was mailed to the Council membership; (2) a meeting was held with the Superintendent and a list of significant Council activities was developed; (3) an idea from the Council co-chairmen for a community-education program was developed for implementation in Fall, 1973; and (4) substantial project support for the Book Trading Post was delivered.

Conclusion

All six objectives for the Community Involvement Component are considered together, for summative evaluation purposes. Taken together, the record indicates:

(1). A Community Council was established for the project. The group had a membership list but had never generated written statements concerning its duties or responsibilities. Furthermore, the membership fluctuated. Some persons attended one meeting and did not return; others came occasionally; approximately 13 persons attended regularly.

(2). Broadly-based community participation in the Council did not occur. Members representative of all school P.T.O.'s were sought as well as members representing interest groups, to be found in the community in 1971-72, but not in 1972-73.

(3). The Children's Book Harvest was a Council-developed program which holds promise for making a lasting contribution to the community.

(4). Communications between Council and project leadership appeared to have terminated from January through April, 1973, after which it was re-established.

(5). All Council-sponsored effort in 1972-73 was directed toward the Book Harvest first, and the Book Trading Post, later.

As originally conceptualized, the Community Advisory Council was to have formed a communications link, assuring the representation of the community's interests in the operation of the project. The spirit behind the objectives was in this direction. This congruence between project operation and the interests of the community cannot be said to have occurred, due primarily to the lack of representative membership on the Council, and the consequent lack of input from a variety of resource persons in the community.

The objectives are considered to have been met thus far, to the most limited extent. The success claimed for the Community Involvement Component thus far rests with the development of special programs: the Book Harvest and the Trading Post.

It still remains a task for the coming year: (1) to re-organize a Community Advisory Council, composed of persons representative of community interests and (2) to develop and implement a program of significant community involvement in the ongoing operation of the project.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] ~~[Com.]~~ [Com. Inv.] [OV]

Statement of Objectives:

II.A.2.a. (1). Clear and open lines of communication among project staff will be established and maintained.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Lists of meetings and agenda	On-site observation	Not Applicable	Narrative description

Status of Objective:

Met Fully	Met Partially	Not Met	Not Measured
5	4 3 2 1	0	

Presentation of Findings

During the summer, 1972, the Professional Growth program for the project was modified substantially. Similarly, the model for delivering programs in the home-base schools was revised, as well. The changes were consistent with recommendations made in the End of Year Evaluation Report (July, 1972).

These changes were not communicated to the project staff until school resumed in the Fall, 1972. Staff, however, did implement the changes, bringing about a successful series of workshops in the Fall. Staff worked intensively in the Reading Center during September, planning jointly the Fall workshops. In October and November, 1972, staff joined forces as system-wide teams to (1) deliver workshop sessions each week and to (2) deliver follow-up implementation each day in the classrooms of teachers attending the workshops. There was a great deal of inter-communication among staff during this period.

Following the Fall workshops, staff met less frequently, as a total group. There were few meetings of the entire staff to compare notes, share views, or communicate to the entire group.

Conclusion

No criterion, in terms of numbers of meetings for the purpose of communication, was set for this objective. As the program operated, there was much information sharing in the Fall. In the Spring, 1973 semester, important information, of interest to the whole staff, was given through memos, or at one or two meetings held during the year, primarily for other purposes (such as completion of evaluation instruments).

All matters considered, the objective is adjudged to have been met partially.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] ~~[Com.]~~ [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (2). Feedback from district staff to project staff will be developed and encouraged.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
On-site visits to every school by project director	Receipt of comments, suggestions, critiques, etc. recorded by project director	a) Reading Center b) Project director c) Direct contact d) Throughout the school year	Narrative description

Status of Objective:

Met Fully

5

Met Partially

4 3 2 ~~1~~

Not Met

0

Not Measured

Presentation of Findings

Formal feed-back meetings were held three times during the year at regularly scheduled meetings of the elementary principals. In September, 1972, the Fall workshop-delivery system was described. In November, 1972, a feed-back session on the Fall workshops was held. In April, 1973, the Wisconsin Design for Reading Skill Development was described.

The September meeting represented the first information the building administrators received concerning the program modifications made during the summer. Feed-back from principals was one of the factors in the decision not to involve the total staff in the development of a Spring workshop series, according to the director's statement in the Management Log.

The April meeting with elementary principals was described previously. It appeared that the group had not been informed of the deliberations of Committee L, or with the field test of the WDRSD in two schools.

The director reported in his log a meeting with the two junior-high school principals, which resulted in the development of a workshop in one junior high, "Reading in the Content Areas." This workshop was attended by nine teachers.

The director made on-site visits to every school during the year. However, instances of feed-back by teachers and principals was not recorded, nor was the disposition of any suggestions received recorded.

In the absence of any written or verbal information concerning the receipt of feed-back and the disposition made of it from building site-visits, evaluation of this objective consists of data from the three principals' meetings.

Conclusion

On the basis above, the objective is considered to have been met partially, to a limited extent.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] ~~[Com.]~~ [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (3). Communication between the project and the central office staff of the school system will be established.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
At least four meetings for communication during the year	Meeting logs maintained by director	a) Reading Center b) Evaluator c) Transmittal by director d) As meetings occur	Narrative description

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

Not Measured

Presentation of Findings

The meeting logs of the director record no meetings held with the central office to discuss the project and its progress. Several meetings were held with the Assistant Superintendent for Curriculum and Instruction, pursuant to the district system for administrator evaluation.

An example of the absence of communication with central office personnel is to be found in the development of the project Fall workshop series. Developed by the school system was a systematic procedure for school personnel professional growth. In this system, workshop planners submit a proposal for the workshop to the District Professional Growth Committee. Two types of professional growth credit may be assigned to the workshop, according to an established formula. The workshop is then listed in a catalogue published by the School for Continuing Education.

In the case of the three reading project workshops, their development was uncoordinated with the rest of the workshop offerings for the district. The proposals for securing professional growth credit were prepared after the initial catalogue was published. Publicity on the reading workshops was released separate from that of the other workshop offerings.

Conclusion

The objective was not met.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (4). Project staff will engage in communication dissemination activities intended to achieve community interest and support.

Criterion	Data	Collection a) Place b) By Whom c) How d) When	Analysis
Presentation of information in re: project at at least 20 community meetings	Record of community contacts	a) Reading Center b) Evaluator c) Transmittal by program staff d) As presentations are made	Narrative description

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

Not Measured

Presentation of Findings

This objective relates to the production of a descriptive brochure and a slide-tape media show regarding the project. It was the intention of the project management and the Community Advisory Council leadership that the media presentation and the brochure be disseminated at meetings throughout the community.

As reported previously, the media presentation was shown before the public on only three occasions.

Conclusion

The objective was not met.

PROJECT OBJECTIVES SUMMARY SHEET

Component: [F] [PD] [IS] [CI] ~~[Com.]~~ [Com. Inv.] [OV]

Statement of Objective:

II.A.2.a. (6). Details of the major workshops developed by the project staff and the program delivery system will be communicated to classroom teachers, building principals, and central office administrators.

Criterion	Data	Collection a) Place b) By whom c) How d) When	Analysis
Meetings with teachers in all schools; pamphlets; meetings with principals, central adms.	Documentary records	Not Applicable	Narrative summary

Status of Objective:

Met Fully

5

Met Partially

4 3 2 1

Not Met

0

Not Measured

Presentation of Findings

During the fall, 1972 semester, the broad outlines for the major workshops were presented to principals at one of their regularly scheduled principals' meetings and to classroom teachers in the various schools. As the plans for the workshops and the system for delivering them to teachers throughout the schools were made firm, the details were communicated to teachers.

The fact that 135 classroom teachers enrolled in and completed the workshops offered through the reading project despite the fact that they were not listed in the Professional Growth Catalogue is indicative of the quality of the communication about them.

Plans for the Spring workshops were specified sufficiently in advance to permit their listing in the District catalogue. However, as the director indicated in his log, the plans were modified. The modifications were communicated to teachers.

Furthermore, a workshop on the WDRSD was held for district staff in June, 1973, and details were communicated through District channels. The enrollment for this workshop was 26.

Conclusion

The objective is considered to have been met partially.

C. Conclusions and Recommendations.

The purpose for this section is to present conclusions drawn from the evaluative findings and to propose recommendations for future program improvement.

Conclusions

Professional Development.

The professional growth of program staff and their development as effective reading consultants is the cornerstone for the attainment of program objectives. The trends described by the evaluative data are encouraging.

The program staff training model shifted from the first year's reliance upon a program provided by a single trainer-consultant (supplemented by training from the project director) to a model wherein staff shared knowledge with one another and grew professionally through personal investigation and study related to delivery of workshops, district-wide. Short-term consultant training programs were delivered on an as-and-when-needed basis.

Furthermore, second-year emphasis in the formal training sessions seemed to center around (1) basic knowledge regarding the reading process and (2) the variety of skills needed by reading consultants. This appeared to contrast with the first year's training program which appeared to emphasize intensive analysis of standardized tests and diagnostic instruments, as well as applying readability formulas and the diagnosis of visual and hearing problems.

In short, staff training in the first year appeared to emphasize the clinical diagnosis aspect of the reading teachers' role, and formal testing procedures. The second year emphasis seemed to accentuate the consultant aspect of the staff's role: program development, delivering training in instructional models and strategies, and informal "problem solving."

This change in emphasis appeared to reduce to zero two observed concomitants of the first year's training program: (1) expressed confusion over the role definition of project reading teacher and (2) perceived incongruity between training given and within-schools job requirements.

The data revealed that there was a substantial increase in the number of classroom teachers who received training through the project. Furthermore, program staff provided direct training experiences to more teachers than they had in the first year of the project. There was an observable amount of carry-over into the teaching practice of teachers who had attended the Fall workshop series.

Instructional System Design.

The adoption of the already-developed components of the WDRSD for implementation in the schools solved simultaneously those programmatic problems related to the conception and the feasibility of this component. Also, this action has implications for the professional development component activities.

Since program staff do not have to "re-invent the wheel" by designing a reading system (which has been undergoing development at the R & D Center of a large university for the past several years), a number of objectives can be eliminated, the accomplishment of which would have taken an immense amount of staff effort away from consultant work with teachers, in the schools. This effort can be directed to implementing an already well-developed system into the schools. The likelihood of the project effecting significant changes in the schools has thereby been increased substantially.

Classroom Implementation.

Data reported previously suggested that classroom teachers were exhibiting greater skill in interpreting the results from diagnostic measures and increased ability to design appropriate programs than was the case toward the end of the first year of the project. Furthermore, teachers who had attended the Fall workshops seemed to adopt ~~new practices~~ and to continue workshop-related activities in the classroom over a period of time. There appeared to be a less impressive amount of adoption and perseverance with respect to the activities from the workshop, Classroom Diagnosis. The Spache Scales, in particular, appeared not to have been adopted readily by classroom teachers.

Community Involvement.

While a significant achievement can be claimed in holding the Book Harvest and developing the Trading Post, and a substantial contribution was made, this activity did not place the Community Council membership in direct, ongoing contact with the daily activity of project staff, and it did not provide community input into directions taken in the project. Furthermore, activities related to these important special projects were conducted by a number of residents who were avowedly not Council members.

Communication between the project and Council leadership faltered after the impressive beginning made in the Fall. It has only begun to be re-established.

Communication/Dissemination.

Communications activities in the project appeared intermittent and uncoordinated. The flow of information was primarily informal.

District central office administrators appeared not to have received information about the project plans or directions in advance of their announcement. In a most significant area, the adoption of the WDRSD as the instructional system for the project, district administrators appeared to have lacked information concerning project intentions.

No project-produced newsletters were released, nor was there publicity concerning the project in district newspapers or other media. Communication to the larger educational community was not apparent, either.

Recommendations

Professional Development:

1. Project staff training should continue to emphasize the role of the project staff as reading consultants, and those skills necessary to fill this role should be prominent in next year's training.
2. Information from the Diagnosis-Prescription Log indicates that further work is needed by staff in prescribing for students with reading difficulties, and that attention should be given to follow-up on the remedial measures prescribed. The completion of the Resource Files for the WDRSD should help considerably in this.
3. Project-sponsored workshops should continue to provide for follow-up in-class implementation; the findings suggest that this model resulted in a substantial amount of carry-over into classroom instruction provided to students.
4. Program staff should continue to work together in ad hoc teams on a system-wide basis. They should work together particularly in helping to implement the WDRSD in the schools.

5. The preponderance of staff effort should be directed toward the elementary schools. Comparatively less effort should be given to the junior high schools. Staff activity in the high schools should be limited to situation-specific consultations and opportunity to attend workshop training programs.

Instructional System.

1. The highest priority should be given to installing the WDRSD in every elementary school in the community. Needed materials, in-building training workshops, in-class assistance, as well as system-wide training programs should be delivered to the maximum extent possible.

2. Specific objectives and accountability (in the form of mutual project-school responsibilities) should be established for each school served by the project as early as possible in the year.

Classroom Implementation.

1. Within each school, specific objectives should be set for: (a) classroom teacher application of diagnostic-prescriptive techniques; (b) classroom teacher application of principles of individualized reading; and (c) classroom teacher use of models for organizing the classroom for individual and small group instruction in reading.

2. Attention should be given to aspects of the reading program other than skills development. In particular, programs emphasizing motivation to read and the enjoyment of reading should be cultivated.

Community Involvement.

1. Broad-scale community involvement in the project should be secured. The Advisory Council should be revitalized, and a membership representative of the various interests in the community should be secured.

2. A specific action program should be developed with the Advisory Council. Objectives should be set for at least the following kinds of activities:

- a. Involvement in planning for the reading program after Federal funding for the project terminates;
- b. Assistance with establishing priorities among needs in the reading program;
- c. Monitoring the project in the schools; and
- d. Assistance with communication between the project and the community.

3. Specific objectives, each with a measurable criterion, should be set for the Community Involvement Component.

Communication/Dissemination.

1. The specific services to be provided to each school by program staff should be planned realistically, and all parties to the plan should have a clear understanding of the conditions of mutual accountability, pertaining to program delivery.

2. Channels of formal communication should be used. Newsletters for school personnel and for the community should be produced according to a schedule specified by a set of goals.

3. Effort should be directed toward communicating through District newspapers.

4. Effort should be made to communicate about the project to the educational community through professional journals.

5. Central office staff, building administrators, as well as teachers should receive accurate, current information on the project through specified informal as well as formal channels.

6. Specific objectives, each with a measurable criterion, should be set for the project communication/dissemination component.

Part II. Independent Educational Accomplishment Audit Report

The final audit report for the budget period will be submitted separately, on or before August 30, 1973.

Part III. Expenditure Report

The final expenditure report for the budget period will be submitted separately, on or before August 30, 1973.