DOCUMENT RESUME

ED 088 872 SP 007 845

AUTHOR	Eve, Arthur W.; And Others
TITLE	An Evaluation of the Washington, D.C. Urban Staff Development Laboratory.
INSTITUTION	Massachusetts Univ., Amherst. Inst. for Governmental Services.
SPONS AGENCY	Model Cities Program (HUD), Washington, D.C.
PUB DATE	Aug 73
NOTE	230p.
EDRS PRICE	MF-$0.75 HC-$11.40
DESCRIPTORS	Community Involvement; *Inservice Teacher Education; Staff Improvement; Teacher Education; *Teacher Improvement; *Urban Education; *Urban Teaching
IDENTIFIERS	Model Cities Program

ABSTRACT

This evaluation of the Urban Staff Development Laboratory Graduate Program consists of seven sections: a) background of the project, b) program description, c) presentation of program objectives and assessment of their accomplishment, d) achievement data on students enrolled in the program, e) psychological education as it relates to the socioemotional learning environment, f) report of community involvement in the program, and g) a summary. The ultimate objective of the project was to provide quality education for youth living in the Model Cities Neighborhood in the nation's capital, by upgrading the competency of elementary and secondary level teachers in the area. The eight specific objectives of the graduate program are a) to increase ability to deal effectively with children and adults in the urban area, b) to create a classroom environment that facilitates individual learning, c) to improve students' skills in reading and math, d) to help Black children develop a positive self-concept, e) to develop research skills in the participants, f) to help teachers assist other teachers with the development of their instructional programs, g) to increase area residents' knowledge of teaching techniques, and h) to understand community and environmental conditions and their effect on learning. (HMD)

AN EVALUATION OF THE WASHINGTON, D. C. URBAN STAFF DEVELOPMENT LABORATORY

Directed by

Arthur W. Eve, Associate Director
Institute for Governmental Services
University of Massachusetts

EVALUATION TASK FORCE

Joseph F. Brunner
Kathleen H. Davis
Arthur W. Eve
Donald L. Greene
Leon Jones
Roger H. Peck
Jacqueline T. Robertson

Prepared Under Contract #180-0X-9957-233
Model Cities Program
Washington, D. C.

August, 1973

TABLE OF CONTENTS

Acknowledgements

This study could not have been completed without the assistance of many persons who were affiliated in various ways with the Urban Staff Development Laboratory. The Project Director gratefully acknowledges the individual and collective contributions of the following people and their cooperating agencies.

(a) U. S. D. L. Administrative Staff

(1) Annie W. Neal - Director

(2) Kathleen H. Davis - Assistant to Director

(3) LaVerne M. Hill - Administrative Secretary

(4) Mildred O. Johnson - Secretary/Stenographer

(5) Sontha Kurian - Research Assistant - Winter, 1970, Summer, 1971

(b) Instructional Staff

(1) Full Time Faculty	Period of Involvement (Academic Quarters)
Lucy Ifill	Winter 1970 - Summer 1972
*Grace Raifman	Winter 1970 - Summer 1972
Ruth Ralph	Fall 1971 - Summer 1972
Bonnie Sillers	Winter 1970 - Spring 1972
*Jodellano Statom	Fall 1971 - Spring 1972
(2) Part Time Faculty	
Sylvia Auton	Spring 1972
*Howard Bolden	Winter 1970 - Spring 1971

*Indicates District of Columbia Teachers College faculty assigned to the Project.

Part Time Faculty continued

James Henkleman	Winter 1970 - Spring 197?
*John Scott	Winter 1970 - Summer 197?

(c) U. S. D. L. Advisory Board Members

Phyllis Beckwith - Principal
Dunbar High School

Edna Berry - Principal
Wilson Elementary School

Hazel Bussey - Parent
Webb Elementary School

Arthur W. Eve - Associate Director, Institute for Governmental Services
University of Massachusetts

Irvin Gordy - Ford Fellow
University of Massachusetts

Clark Green - Cycle I Teacher
Garrison Elementary School

Valerie Green - Assistant Principal
Garnet Patterson Junior H.S.

James Guines - Associate Superintendent, Instructional Service Unit
D. C. Public Schools

Shirley Hill - P.T.A. President
Logan Elementary School

Clara Jackson - Parent
J. F. Cooke Elementary School

Thomas John, Chairman, Graduate Teacher Education
Federal City College

Doretha Jones - P.T.A. Vice President
Goding & Madison Elementary Schools

Booker T. Kennerly - P.T.A. President
Harrison Elementary School

Della McKeiver - Parent
J. F. Cooke Elementary School

*Indicates District of Columbia Teachers College faculty assigned to the Project.

U. S. D. L. Advisory Board Members continued

Oscar Mims, Chief Education Advisor
H.U.D., Model Cities

Anne Pitts, Director
Title I, D. C. Public Schools

William Simon, President
D. C. Teachers Union

Robert E. Williams
School of Education
D. C. Teachers College

Thomas Wooden, Social Planner
Model Cities

(d) Cycle I Participants

Vivian Archer, Walker Jones

George Averette, Cleveland

Chastine Bailey, Simmons

Jewel Best, Seaton

Annie Blair, Walker Jones

Sandra Braxton, Cleveland

Salome Burton, Goding

Alma Calclough, Webb

Thelma Caster, J. F. Cooke

Joyce Collins, Wilson

Samuel Covington, Bundy

Dorothy Craig, Cooke

Brenda Cureton, Montgomery

Francine Eccles, Perry-Simmons

Erma Fields, Wilson

Gloria Gaffney, Goding

Dorothy Gray, Logan

Clark Green, Garrison

Corliss Grimes, Garrison

Edward Harris, Terrell

Vermille Harris, Seaton

Alveta Haxton, Wilson

Vivian Hayes, Wheatley

Shirley Holloway, Harrison

Leah Humphrey, Goding

McClay Ivey, Blair-Ludlow-Taylor

Julia Jackson, Shaw

Muriel Jenkins, Goding

Costella Johnson, Bundy

Ethel Johnson, Seaton

Evelyn McCall, Hamilton

Alice McNeil, Webb

Gwendolyn Means, Stuart

Lavonne Montgomery, Garnet Patterson

Eola Parrish, Brent

Genesta Robinson

Virginia Saxton, Terrell

Rowan Sharpe, Webb

Rosa Simpkins, Perry Simmons

Theresa Snuggs, Seaton

Alice Soard, Montgomery

Audrey Spence, Grimke

Elizabeth Stewart, Perry Simmons

Doris Thorne, Webb

Barbara Walker, Wilson

Shirley Washington, Seaton

Theresa Washington, Keene

Teretha Watkins, Shaw

Geneva Williams, Webb

(e) Cooperating Institutions

Federal City College

District of Columbia Teachers College

Model Cities

University of Massachusetts

Washington, D. C. Public School Administrators, Principals, Teachers, and Department of Research and Evaluation

Washington Innovation Team

Washington Teachers Union

C H A P T E R I

INTRODUCTION AND BACKGROUND

A. Introduction

The social consciousness of the sixties dealt with issues that have direct implications for the structure of education in the seventies. Michael Harrington's The Other America, and other similar descriptions of large numbers of Americans not sharing in the American Dream were typical of an era that resulted in the design of new social welfare programs in the sixties under the Kennedy and Johnson administrations. Throughout this period, the Civil Rights movement continued in its quest for equality, and the fact that there existed large groups of Americans who were not getting an equal educational opportunity was borne out in several nationally commissioned studies.[1] These studies emphasized the existence of large groups of children who although they came to school to learn, were leaving the schooling process more "disadvantaged" than when they entered. Partially

---

[1] E.g., see James Coleman, et. al. Equality of Educational Opportunity, Study by the National Center for Educational Statistics, U.S. Office of Education. Washington, D.C., 1966; and Urban School Crisis: The Problems and Solutions, Final Report of the Task Force on Urban Education of the Department of Health, Education and Welfare, U.S. Government Printing Office, 1970.

as a result of the information provided by these national studies, but also in reaction to large city school system reports of test results which showed that urban students were falling further behind as measured by standardized achievement tests the longer they stayed in school, the emphasis in urban school systems increasingly focussed upon the acquisition of basic skills.

Today there still exists a number of persistent questions which need to be answered in relation to the education of urban students. Children in urban schools are still scoring one or two years below national norms on reading tests.[1] How can this trend be reversed? Are the teachers who work with inner-city children being adequately trained? If not, can a viable success-model be created for adequately training teachers in urban settings? And if so, what are the components of such a model? Furthermore, contrary to present evidence, is it possible to create effective learning environments, especially schools and classrooms, that do make a difference in the lives of children?

The 1960 census classified 70% of the 180 million Americans as urban residents. By 1980 these figures will increase to more than 80% and 241 million residents.[2]

---

[1]Annie Stein, "Strategies for Failure," Harvard Educational Review, XLI, No. 2 (May, 1971) pp. 158-204.

[2]Roald F. Campbell, Lucy Ann Marx and Raphael Nystrand, Education and Urban Renaissance, John Wiley & Sons, Inc., New York, 1969, p. 2.

Large numbers of children with serious educational deficiencies are concentrated in the cities. The shortage of "good" teachers who are able to help alleviate the problems of these children is still of major concern. The image of the "ghetto," the difficult conditions under which inner-city teaching takes place, and the socio-economic difficulties inherent within the urban setting make the problems much more difficult to resolve.

The weaknesses in the inner-city child are further highlighted by inadequately prepared teachers and their prevailing attitudes. Deficiencies in children's backgrounds are still equated with an inability to learn and the consequences are demeaning educational practices. Kenneth Clark has said "...the traditional approach to teacher preparation has not only failed to provide teachers with the necessary know-how to develop the individual; it has prepared them in such a way as to add to the denial of the inner-city student."[1] The student gets denied basically because the larger society has failed to acknowledge the existence of Black people and subsequently trains teachers and constructs curriculum and materials for a

---

[1]Kenneth Clark, "Stimulation of Radically Disadvantaged Children," in Education in Depressed Areas, ed. by Harry Passow, (New York Teachers College, 1963), p. 149.

presumably monolithic white middle class society.[1] Such treatment of teachers leads to restrictive, oppressive behavior which filters down to the children being taught.

The process of schooling is a microcosm of a social system which includes teaching, learning, classrooms, administrators, textbooks, holidays, systems of rewards and punishment, etc., where the attitudes of society are often reflected in the attitudes of the teacher and students. Education is a never-ending process and one of the basic purposes of schools should be to develop students into independent learners. Education should help them to understand the process of learning while accomplishing their required tasks. However, many students have been screened out of education because of the traditionally restrictive processes used. Effective education recognizes the special needs of children and tailors its program around those needs. Teachers need to know and utilize a variety of methods and teaching patterns. Flanders found that teachers did in fact demonstrate different patterns in teaching. Teachers need a repertory of methods to use so they can better meet the needs of all children, adjusting the patterns until one method or a combination of methods is found to meet

---

[1] Donald Smith, "Preparation of Teachers for the Central City," in Teacher Education Issues and Innovations, The American Association of Colleges for Teacher Education, Washington, D. C., 1968, p. 50.

the needs of various children in a given class.[1] This demands flexibility, an awareness of a variety of patterns of instruction, and a structure with sufficient latitude to adjust to specific needs.

Some teachers who have been successful with urban students have demonstrated the usefulness of approaches that are less authoritarian, less dogmatic, and less rigid than those typically used by many urban educators. The teacher's positive self-concept, self-understanding, and feelings of adequacy to meet his own needs and those of his students form the basis from which he can function effectively as a teacher and must be taken into consideration in any program for teacher preparation. A teacher's behavior not only determines his success or failure, happiness or unhappiness, but also affects his students. Good teachers are unique in that they use resources effectively and efficiently to further their classroom goals.[2]

B. Washington, D. C. -- Scene of Urban Reform

The Washington, D. C. School System prior to 1964 has been characterized by several educational reformers as outmoded.[3] According to Thomas and Jones, standard

---

[1]Ned Flanders, Teacher Influence: An Interaction Analysis, USOE Cooperative Research Project No. 397, Minneapolis: University of Minnesota, 1960.

[2]Vernon Haubrich, Teachers for Big City Schools, Teachers College Press, New York, 1970.

[3]George Thomas and James Jones, Innovation Teams: Operating Principles, TDR Associates, Inc. Newton, Massachusetts: USOE, 1971, p. 81.

operating procedures within the School District undercut the status of the teacher, inhibited the verbal development of children, and limited the participation of the non-middle-class adult in education related activities and discussions. It was simpler for all teachers to use the same supplies ordered at the same time than to order supplies uniquely appropriate for each classroom due to the abundance of forms and red tape involved in the acquisition of materials. The apparent lack of flexibility that characterized the Washington D.C. schools was seen as inhibiting learning; consequently, undesirable attitudes were being reinforced.

Systematic change with an emphasis on the eradication of organizational poverty was instituted in Washington, D.C. in the summer of 1965 in an area of the city designated as the Model School Division (MSD). Approximately three hundred teachers began a six-week retraining process that focussed on major cognitive areas. Consultants from various parts of the country provided teachers with skills in mathematics (e.g., Madison Project, SMSG), social studies (e.g., Senesh and African Culture), and science (e.g., Elementary School Science Materials). Each participant also received a two hundred dollar allotment for ordering materials. These same consultants provided follow-up service to the teachers during the next school year while continuing Saturday workshop input sessions.

In the summer of 1966 the efforts of the previous summer were repeated with emphasis being given to classroom teachers who had made concerted efforts to implement projects and improve their own teaching skills in the classroom. Advanced training and leadership development of participants was also implemented. Teachers' skills were improved, classrooms began to look different, and additional innovations were introduced into the classrooms. Examples of these innovations include Man: A Course of Study, improvisational music and dance, a variety of reading materials and approaches, instructional television, and cardboard carpentry.

C. The Washington, D.C. Innovation Team

The Innovation Team, a group of helping teachers charged with in-service teacher training, follow-up assistance in the classroom, and supply procurement and delivery, evolved in 1967 in the Model School Division, Washington, D.C. Two needs precipitated their formation. First, since its inception in 1964, the Model School Division had introduced a number of new curricula, methods of classroom organization, and auxiliary personnel in an attempt to improve the quality of instruction as part of its commission as a model subsystem. A support system was needed for the expansion of these changes to additional schools and classrooms within the subsystem. In addition,

there was a short term immediate demand for continuing support at various levels of the system for teachers who had already been trained in and were operating innovative programs.[1]

Initial functions of the Washington Innovation Team as decided by the group were:

1. To help teachers view themselves as potential instruments for initiating change in their own behavior;

2. To help teachers improve instruction in the classroom to the level that teaching and learning were both pleasant activities;

3. To increase the power of teachers in decision-making in the school, especially in the area of curriculum;

4. To provide a coordinating function for services, resources, and school programs that would assist teachers in viewing the classroom unit as a whole;

5. To provide a channel for experts, specialists, and people from many walks of life to enter the school system at a level which affects teaching and learning.

D. The Washington D.C. Model Cities Area

In his study of the Federal Model Cities Program, Mims included recommendations that called for further

---

[1]Russell Cort, An Evaluation of the Washington Innovation Team, Washington School of Psychiatry, 1970, p. 9.

investigation into the validity and reliability of the operational definition of a comprehensive urban educational plan, and further recommended that efforts be made to increase significantly the utilization of university and college resources within the Model Cities program.[1] These recommendations were based in part on the 1966 Congressional report which stated that improving the quality of urban life is the most critical domestic problem facing the United States. The persistence of widespread urban slums and blight, the concentration of persons of low income in older urban areas and the unmet needs for additional housing and community facilities as well as services arising from rapid expansion of our urban population have resulted in a marked deterioration in the quality of the environment and the lives of numbers of our people, while the nation as a whole prospers.[2] Both the recommendations of Mims and the plight of the Model Cities area under consideration formed the base upon which the Urban Staff Development Laboratory was established. Universities and colleges are potential Model Cities resources which appear

---

[1] Oscar Mims, "A Case Study of the Federal Response to the Education Component in the Model Cities Program," unpublished Ed.D. dissertation, The University of Massachusetts, 1971.

[2] U.S. Department of Housing and Urban Development, Improving the Quality of Urban Life: A Program Guide to Model Neighborhoods in Demonstration Cities, Department of Housing and Urban Development, Washington D.C. (December, 1967).

to be underutilized. Mims stated that up to this point, there had been minimal university involvement in the Model City area, and that had been spread over a limited number of predominantly white universities and colleges.[1]

The major problem in the Washington D.C. Model Neighborhood is the lack of sufficient income to maintain a healthy, independent life. In a recent report, the following description was provided:

> "The MN median family income in 1970 was $6,292, which meant that at least half of the families in the area were forced to exist on nearly $1,000 less than the $7,242 identified by the Bureau of Labor Statistics as the amount needed for a family to live at even a "low average" level in Washington that year.
>
> In spring, 1972, the BLS estimated the amount needed for a family to live at a "low average" level in Washington at $7,500, but the CDA Resident Survey (completed in February) found that 84 percent of Model Neighborhood households had less annual income than that. The median MN household income was $5,220. In personal terms, these figures mean that a significant majority of MN residents must somehow get along with less than even barely adequate food, housing, clothing, medical care and other necessities of life. Lack of income is the basic reason why many residents come to the area in the first place. The average monthly rent there is $97, the lowest in any of the city's nine service areas, and the condition of the housing makes it obvious why the rents are so low."[2]

---

[1] Mims, Op. Cit.

[2] Washington D.C. Model Cities Program: 1972 Mid Year Planning Statement, (July, 1972) Unpublished Manuscript. p. 14 - 15.

This lack of individual income within the Model Neighborhood has also resulted in the unavailability of financial support in the development of new businesses and other types of improvements that are often sponsored by residents in many suburban middle class neighborhoods. Families within the Model Neighborhood are forced to utilize their energies in basic survival activities and few outsiders have demonstrated any long term interest in the improvement of living conditions within the Model Neighborhood.

Most businesses in the Model Neighborhood that are black owned are small retail stores or outlets that provide limited services to the Model Neighborhood. For example, beauty schools and shops account for the largest type of black owned service provided in the Model Neighborhood. As a result of the limited scope of resident owned businesses, residents are forced to spend their limited financial resources in stores that are either located outside of the Model Neighborhood or owned by non-Model Neighborhood residents. The investment of a significant amount of equity capital, managerial skill, technical assistance, and public support, will be necessary to modify the prevailing underdeveloped industrial potential within the Washington Model Neighborhood. According to 1970 census data, there are 29,377 housing units in the Model Neighborhood.

Of these, 19.5% are overcrowded, the highest rate for any of the housing areas within Washington. In addition, within the Model Neighborhood, housing units with incomplete plumbing account for 6.2% of the total. Blacks occupied 83.8% of the housing units within the Model Neighborhood in 1970, and 21.9% of these housing units were classified as overcrowded while 6.7% were categorized as having incomplete plumbing.

The per pupil expenditure by the Washington D.C. Public School System for elementary schools in the Model Neighborhood is the second highest of the nine areas within the city (Northwest Washington receives the greatest per pupil expenditure). In spite of this relatively greater investment of funds, the academic achievement of elementary students within the Model Neighborhood is the lowest of all of the areas in Washington. The following table compares the reading and math scores for third and sixth grade students within the Model Neighborhood to those of students within the larger D.C. Public School System.

TABLE I

Median Mathematics and Reading Scores for Model Neighborhood and D.C. Public Schools, September, 1970

Category	Model Neighborhood	D.C.
Mathematics		
Grade 3	1.9	2.1
Grade 6	4.6	5.1
Reading		
Grade 3	1.8	2.1
Grade 6	4.5	5.2

When these low achievement scores for Model Neighborhood students are viewed within the context of the relatively high per-pupil expenditure, it is apparent that the school system within the Model Neighborhood has been less than successful in serving the areas youth.

E. The Urban Staff Development Laboratory

It was within this context that the Urban Staff Development Laboratory (USDL) was conceived. The USDL was designed in response to the specific educational and community problems within the poorest section of our nation's capitol as a program that would provide on the job training for Model Neighborhood teachers. The program was designed in such a way that it would not only benefit teachers and students, by upgrading teacher performance, but would also prove beneficial to the Model Neighborhood Community. In Chapter II, this report will describe the operation of the Urban Staff Development Laboratory in greater detail.

C H A P T E R I I

THE URBAN STAFF DEVELOPMENT PROGRAM

A. Program Description

The Urban Staff Development Laboratory Graduate Degree Program is an on-the-job teacher-training program designed to enable candidates to become more effective classroom teachers and to prepare them for assigrment as resource teachers or supervisors. Emphasis is upon the basic skills of reading and mathematics. Graduates of the program receive a Master of Education (M. Ed.) degree in Urban Staff Development. The ultimate objective of the Urban Staff Development program is to provide a quality education for youth living in the Model Cities Neighborhood, by upgrading the professional competencies of their teachers at the elementary and secondary level.

The Urban Staff Development Laboratory Graduate Degree program is geared toward alleviating the educational problems which, will hopefully ameliorate some of the other social and economic troubles of the Model Neighborhood area. Few authorities would question the importance of educating our youth so that they can rise above the throes of severe socio-economic and cultural deprivation

and political exclusion. If current trends in education of children attending urban schools are to be reversed, we must begin with the re-education of their teachers.

The USDL program is administered through Graduate Department of Teacher Education, Federal City College in collaboration with the District of Columbia Teachers' College and the D.C. School System. Two full time instructors are provided by the District of Columbia Teachers' College to work with four other instructors from Federal City College. The D.C. School System provides space for the operation of the program while Model Cities provide the funds for its operation.

A consortium consisting of personnel from Federal City College and members of the Washington Innovation Team were the chief initiators of the Urban Staff Development Laboratory. The consortium of designers was subsequently expanded to include representatives from the Washington Teachers Union and from parent groups in the Model Cities area. The consortium monitored the initial negotiations and operations of the Urban Staff Development Laboratory and as the Lab progressed, the consortium became the Advisory Board which subsequently met periodically to perform the following functions:

1. To serve as a liaison between the cooperating entities and the community;

2. To serve as an "outreach arm" to collect and disseminate ideas and information that would help the program focus clearly on the problems of the total community, especially the Model Cities area;

3. To serve as a coordinator of the Urban Staff Development Laboratory with other Model Cities programs in order to achieve maximum coverage and effectiveness.

Program participants are provided with a multi-faceted program including modern teaching techniques, curriculum design and construction, psychological theories of learning, supervision, interpersonal relationships and urban sociology. Participants are provided with the skills and knowledge to enable them to promote effective learning for their pupils through their own classroom performance. The program is designed in order that practical on-the-job use can be made of new techniques and insights learned in the USDL program. Participants attack problems through action-oriented research projects, supported by the analysis of educational theories and prior experiments, leading to a major research report. Through this research method, candidates collect new data, make new discoveries, learn to correct their own errors and omissions in instruction, and bring to light both new problems and their solutions. The research report serves as a unifying mechanism through which the

participants can channel much of the information they get from separate courses into a culminating experience that demonstrates their new levels of insights, competencies, and skills.

The components of a "competency-based" teacher training program have been used in developing the USDL program. This means that the competencies to be acquired by the participants and the criteria to be used in assessing the attainment of these skill levels are made explicit, and the participant is held accountable for them. The specific competencies are those understandings, skills, behaviors, and attitudes that will facilitate the social, emotional, and intellectual growth of both the participants and their pupils.

The Urban Staff Development Laboratory Graduate Degree Program provides opportunities for the candidates to:

- -focus on solutions of problems within their school and community,
- -learn how to adapt intelligently, flexibly, and creatively to new problem situations that may arise in the future,
- -provide for their continuing involvement, contribution and responsibility within the school and community after graduation.

B. Selection of Participants

As a result of a series of meetings attended by members of the USDL Consortium, initial criteria were

developed for soliciting teacher applications. In addition, these meetings resulted in the development of a process for making acceptance decisions about those teachers who had applied to the new program. For an applicant to qualify for the Staff Development Laboratory Graduate Degree Program, he/she must have met the following criteria:

1. Must have been a classroom teacher in Model Cities Schools;

2. Must have been interested in further professional growth and development in the areas of reading and mathematics;

3. Must have been aware of problems in the Model Cities Area and sensitive to the needs and learning styles of its children;

4. Must have been highly responsive to human interaction between the teacher and the child, the teacher and other staff members, and the teacher and the parents;

5. Must have been willing to

   --promote meaningful home-school and school-community relations,

   --evaluate and be evaluated in an on-going feedback system,

   --remain in the program until its completion;

6. Must have exhibited an awareness of the changing role of teachers geared toward education for the 70's;

7. Must have been willing to participate in all phases of the academic program; and,

8. Must remain in a Model Cities School a minimum of one year after the completion of the program.

Selection of the participants was conducted in two phases. At the school level, a panel consisting of principals, teachers, parents, and students was involved in the selection process. Interested teachers submitted their names to the school panel for review. Following selection of possible participants at the building level, their names were submitted to the USDL Project Director and consortium representatives for review. The final decisions and selections were made on the basis of participant ratings in the following three categories: 1) personal interview; 2) a written response to specific inquiries; and, 3) classroom observation.

Classroom observations were accomplished by six teams of two people each. The schools in the Model Cities area were arranged in clusters of six with one team assigned to each cluster. Puckett's Symbols and the Flanders Interaction System[1] were used for classroom observations. Puckett's scheme, was an elaboration of an earlier attempt by the Washington Innovation Team to measure pupil participation in the classroom. When a student responded, for example,

---

[1]Both Puckett's Symbols and the Flanders Interaction System are described in Nathanial Gage, ed. Handbook of Research on Teaching Chicago: Rand McNally, 1963.

a mark indicating the category of response was recorded (e.g., a pupil raised hand, was called upon by the teacher, and made a single response). If one or more hands were raised, one or more dots were recorded.

Flanders Categories for Interaction Analysis[1] is considered by many educators to be the most sophisticated of the systems. Using the system of ten categories, the observor recorded in three second intervals the category that best represented the transmitting behavior; he then recorded the number of that category while simultaneously observing the next three second interval.

Both observations were intended to record the way teachers interacted with groups of students or with individual students. A teacher training component that focuses upon the participant's behavior recognizes that desired behaviors should have positive effects on the affective and cognitive behavior of students in those classrooms.

A second basis for selection purposes was the candidate's written responses to two specific questions. At the interview, the candidate was to present in writing his response to the following two questions:

1. What would you like to see changed within the school system, your school, or your classroom? What strategies would you use to make these changes?

---

[1]Ned Flanders, Interaction Analysis in the Classroom: A Manual for Observors Ann Arbor, Michigan, Univ. of Michigan School of Education, 1966.

2. If you had X amount of dollars (any amount you wished) to design, initiate, implement, and sustain a viable educational program in your school and feeder schools, i.e., elementary, junior high and senior high schools, what type of program would you develop and how?

The final evaluation with respect to the written questions attempted to answer such questions as the following: was the question answered, or did the writer digress; were the strategies to be used stated; were real changes given or only modification of existing ones; were the changes directed toward providing better education benefits for children; and, was the program innovative?

The final phase of the selection process was the interviewing phase. The schools were divided into three clusters with four consortium representatives in each cluster. The questions asked by the interviewing teams were concerned with teacher expectations of the program. The team of interviewers used a self anchoring rating scale to assess participant's feelings about traditional and open classrooms. For example, the questions attempted to get the interviewee to describe an ideal classroom and conversely the worst classroom he or she could imagine. One interviewer then interacted with applicant utilizing probing questions while the other interviewer recorded the responses of the applicant.

The applicant was then handed a pictorial non-verbal scale and told that the ideal and worst classrooms described were at the ends of the scale. The applicant was then instructed to rate himself using this scale as a frame of reference. Each interview provided for a fifteen minute interaction time based upon a schedule previously arranged by the interview team.

After all of the data (classroom observations, written responses, and interviews) had been recorded, final selections were made. The following rating scale was used to score the applicants.

SCORE	SUMMATIVE STATEMENT
5	Program can help the person and person can offer help to the program
4	Program can help person, and probably person can give something to the program
3	Program can help the person
2	Program can probably help the person
1	Program cannot help the person

All applicants were rated in each of the categories. The rating scores were totaled and averaged. Applicants receiving a score of three or more were selected for the Staff Development Graduate Program.

C. Characteristics of Participant Population

After careful review of the 83 applicants' backgrounds, credentials, and selection ratings, 55 participants were enrolled in the Staff Development Laboratory Program. This group was drawn from most of the Model Neighborhood schools and of the 55 teachers initially enrolled, six subsequently left the program prior to completion because of personal or financial reasons.

Demographic data, including the participants' schools age, sex, public service experiences, types of teaching situations and years of involvement in the District of Columbia School System are presented. Data was acquired from a Teacher Interview Schedule[1] that was administered to participants during the early stages of the program.

[1]See Appendix for contents of the Teacher Interview Schedule.

TABLE 2

Model Cities Schools Represented and Number of Participants per School

School	Number of Participants
Cleveland	2
Webb	5
Terrell*	2
Grimke	2
Harrison	2
Simmons	4
Walker-Jones	2
Seaton	5
Wilson	3
Shaw*	2
Logan	1
Bundy	2
Wheatly	2
Garnet-Patterson*	1
J.F. Cook	2
Scott Montgomery	2
Blair-Ludlow-Taylor	2
Hamilton*	1
Garrison	2
Stuart	1
Goding	4
TOTALS	49

*Denotes secondary schools represented.

Forty-eight of the participants had taught in the same school the year prior to entering the program. This factor assured a marked degree of familiarity with the needs of the children and community.

TABLE 3

Grades Taught by Program Participants

Grades	Number of Participants	Approximate Percentage
Pre-School	2	4 %
Kindergarten	1	2 %
One	8	17 %
Two	5	10 %
Three	2	4 %
Four	5	10 %
Five	10	21 %
Six	4	8 %
Over Six	6	12 %
Other (2 Departmentalized, 3 Resource teachers, and 1 Special Education)[1]	6	12 %
TOTALS	49	100 %

[1]The Special Education Class was referred to as M.I.N.D. (Meeting Individual Needs Daily)

TABLE 4

Number of Children in Classrooms of Program Participants

Range of Class Size	Number of Participants	Approximate Percentage
15 - 20	5	10 %
21 - 25	15	31 %
26 - 30	19	39 %
31 - 35	3	6 %
36 - 40	1	2 %
41 and above	2	4 %
No Response	4	8 %
TOTALS	49	100

TABLE 5

Type of Teaching Situation

Teaching Situations	Number of Participants	Approximate Percentage
Self contained	43	88 %
Team Teaching	--	
Departmentalized	2	4 %
Special Education (M.I.N.D.)	1	2 %
Experimental or Demonstration	1	2 %
Other (Resource Teachers)	2	4 %
TOTALS	49	100 %

TABLE 6

Participants' Age and Sex

Age	Males	Females
20 - 25	-	7
26 - 30	1	7
31 - 35	2	13
36 - 40	1	11
41 - 45	1	4
46 - 60	-	1
TOTALS	5	44

TABLE 7

Public Service Experience of Program Participants

Public Service Experience	Number of Participants	Percentage
Headstart	13	27 %
Community Action	3	6 %
Urban Teacher Corp.	1	2 %
Career Development	2	4 %
No involvement indicated	30	61 %
Peace Corp	--	----
Vista	--	----
TOTALS	49	100 %

TABLE 8

Total Number of Years Teaching Experience

Years of Teaching Experience	Number of Participants	Percentage
1	2	4 %
2	1	2 %
3	2	4 %
4	3	6 %
5	4	8 %
6	1	2 %
7	6	13 %
8	2	4 %
9	2	4 %
10	8	16 %
11	2	4 %
12	6	13 %
13	3	6 %
14	3	6 %
15	-	----
16	1	2 %
17	1	2 %
18	-	----
19	1	2 %
20	1	2 %
TOTALS	49	100 %

Most of the teacher trainees, as indicated by the data had in many instances been teaching for a number of years; the greatest number falling in the category including seven to twelve years of teaching experience. One teacher had even been in the classroom for twenty years.

D. Teacher Needs

Orientation sessions were conducted almost immediately after final selections were made in order to allow the participants to meet one another. Since teacher perceived instructional needs and knowledge of community expectations are often accurate barometers for formulating reality - based teacher training programs, participants were asked to articulate their needs and expectations regarding the program to USDL instructors and staff members during one of the orientation sessions. The participants were divided into five groups to allow for individual expression and collaboration. Diversity of opinion and acquisition of new ideas were also fostered by that style of interaction. Each group contained a project staff member and an Innovation Team Member. Both persons helped the participants through their expressed concerns and needs related to the program. Each group subsequently submitted their concerns to the large group for consideration. Participant needs presented by groups were as follows:

GROUP A

1. improve school performance through use of pre-natal development, parental involvement, and the family unit as a guide;
2. try to understand peer group relations and other problems influencing learning;
3. investigate the ways learning takes place;
4. learn more ways to make the best use of time in the classroom;
5. discover ways to help children with special problems.

GROUP B

1. discover new ideas and methods used in working with children, especially slow learners;
2. discover different teaching strategies and techniques;
3. find ways to become involved in the community;
4. learn ways to individualize instruction;
5. help Parent Teacher Associations organize good programs;
6. begin intervisitations among teachers in building and between buildings;
7. learn ways of using supporting services and teaching aides;
8. find ways to make education relevant to the child and his community.

GROUP C

1. find ways to raise the performance levels of students;
2. apply theories directly in the classroom;
3. focus on the child in and out of school;
4. develop strategies for bringing parents into the school;
5. learn ways to incorporate outside learnings into the classroom;
6. define the role of the teacher, student, and parent;
7. find ways to introduce awareness of professions;
8. learn ways to individualize reading while relating to skills.

GROUP D

1. find ways to raise the performance levels of students;
2. discover ways to gain flexibility while improving curriculum;
3. learn methods for coping with and teaching the wide range of abilities in our classroom;
4. define the community/home influences on the behavior patterns and school performance levels;
5. gain familiarity with and use new hardware/software materials;
6. get follow-up and feedback from referral centers;
7. implement better ways to utilize para-professionals;
8. discover recommendations to be made to the testing department.

GROUP E

1. develop ways to humanize education (teacher, child, home, community);
2. provide experiences in self-awareness;
3. discuss and solve the problem of drug addiction as it affects pupils;
4. utilize communication skills (e.g., teacher-teacher, teacher-community);
5. learn ways to evaluate community resources;
6. include sex education;
7. re-evaluate present educational goals;
8. cross group sharing of concerns.

Further indicators of participant concerns were received from responses to a written survey, Indepth Teacher Survey[1], administered shortly after the small group interactive sessions. Participant expectations were grouped into the areas of Instruction, Community Participation and Involvement, Curriculum, and Other.

INSTRUCTION

1. knowledge applicable to realistic practical classroom situations;
2. newer methods for teaching four-year olds;
3. methods to strengthen techniques being used;

[1]See Appendix for contents of Indepth Teacher Survey

4. design cures for failings of children (2);
5. verbal interaction between course member and instructors;
6. need help in resolving problems;
7. gain better ideas on how to involve the community;
8. learn open classroom methods;
9. indepth study of current urban problems and issues and ways to cope with each;
10. techniques to increase reading levels of students in my classroom;
11. ways to help children after school hours;
12. develop broad based curriculum;
13. need for relevant, dynamic, and practical curriculum.

COMMUNITY PARTICIPATION AND INVOLVEMENT

1. realistic involvement, it can be continued after the training program is over;
2. know agencies and the services they provide;
3. the school is the community, how can it not be involved;
4. how to use para-professionals to our best advantage and at the same time maximize their skills;
5. how to begin community participation (3);
6. learn to make teaching of interest so parents will become involved;
7. parents, teachers, and community leaders should be involved in community relations (2);

8. ways to get community to help raise achievement levels of students (3);
9. ways to have meaningful communication;
10. to go into the community to find more about the students and how they live;
11. get parents to support activities (2);
12. more involvement (3);
13. find ways to educate parents as to their role and programs being used with individual children;
14. ways to involve a greater percentage of parents in the pre-kindergarten school program;
15. define procedures for identifying community needs and ways to help the community cope with each;
16. new and innovative ways to teach inner-city children (3);
17. development of effective techniques and methods;
18. improvement on techniques related to specific content areas;
19. improvement in presentation as a result of better understanding of the urban child;
20. ways to motivate the non-participant;

CURRICULUM

1. create, revise, develop, design specific curriculum for urban communities (10);
2. help develop meaningful aims and objectives;
3. need for assistance in implementing learnings;

4. Black History should be incorporated in all level K-12;
5. self-awareness, reading and math;
6. plan appealing curriculum;
7. answer major questions (What is a good curriculum; How does one mesh curriculum to needs?);
8. ways to diagnose curriculum needs of a given group (2);
9. re-evaluate behavioral and conceptual objectives;
10. find ways to educate parents as to their role and the programs being used with individual children;
11. ways to involve a greater percentage of parents in the pre-kindergarten school programs;
12. ways to identify community needs and ways to help the community cope with each;
13. facility in being able to change pace;
14. assist teachers in my department;
15. supplement my ideas with those of others;
16. instructional material as related to courses of study;
17. receive concrete instruction;
18. provide students with resources to meet their needs (not ours).

OTHER

1. to benefit from learnings of resource persons with new and workable ideas;
2. innovative techniques having a wide range of appeal for children from slow to gifted abilities;

3. to help children think critically.

E. Program Objectives

The combined data from the small group interactive sessions and the indepth teacher survey provided the training staff with information for the establishment of objectives, course content, and basic program design. A compilation of the learner's needs, staff input, and societal needs produced eight objectives. These objectives are as follows:

1. Each participant is to gain the competencies in human relations (interpersonal awareness), technical and managerial skills which will enable him to focus on his own roles and performance in relation to the children, peers and other adults. This includes:

   (a) increased self awareness

   (b) increased skills in observing, analyzing and describing interaction processes involving:

   teacher - teacher
   teacher - co-worker
   teacher - supervisor
   teacher - student
   teacher - parent
   teacher - (others in community)

2. Each participant is to gain the skills needed to create a classroom environment which facilitates children's growth in the cognitive, affective and psychomotor areas.

3. Each participant will be provided with the skills to improve reading and/or mathematics achievements of children. This involves:

   (a) developing a philosophy that stresses reading in all content areas.

   (b) the ability to diagnose reading and mathematics difficulties of children and to provide remediation.

   (c) developing and using a variety of instructional materials, approaches and techniques needed to teach reading and mathematical skills.

4. Each participant will be provided the skills to help socially and economically different children develop a positive self-concept, sense of identity, connectedness and power.

5. Each participant is to gain competency in research methodology. This includes:

   (a) the ability to seek out sources of information

   (b) the ability to read, analyze and report on the pertinent research studies

   (c) the ability to initiate small/large classroom experiments, formulate research questions and hypothesis, set up and conduct the study and evaluate its outcomes

   (d) developing a philosophy of teaching through research

   (e) gaining knowledge in both descriptive and inferential statistics

   (f) developing the ability to report the search orally and in written form

6. Each participant is to develop the skills needed:

   (a) to increase Community Residents' knowledge of techniques used in the schools instructional programs

   (b) to increase the Community's involvement in the decision making process related to their own schools

7. Each participant shall gain knowledge to understand the urban community and its environmental conditions and their impact on the processes of learning.

8. Each participant is to gain the knowledge and skills that will enable him/her to become a master teacher and resource-supervisor to assist other teachers in the classroom with their instructional program.

F. Requirements for a Masters Degree in Urban Staff Development

In addition to the selection criteria for the Urban Staff Development Laboratory, participants were required to meet admissions standards at the Graduate School of Federal City College.[1] Specific courses offered through the Staff Development Laboratory were geared toward providing the needed knowledge and skills to enable elementary and secondary teachers to be more effective in the urban setting. Secondary teachers, in fields not related to mathematics, were not required to take the mathematics courses. They could choose electives related to their

[1] For detailed information see the Graduate School Catalog, Federal City College.

area of interest. In order to receive a Masters Degree, a student was required to complete a minimum of 51 quarter hours (45 hours of regular coursework and 6 hours for research project report) with a "P" (equivalent to a "B") average or better. In addition, all participants were required to conduct an action-oriented research project for which six to nine hours of credit were given. Upon completion of the project a report was submitted relating all phases of activities and the finding of the study.

The following basic courses were required for all degrees in education within the Graduate Department of Teacher Education at Federal City College:

GT 510 Principals of Curriculum Design and Construction
GT 512 The Urban Child and His World
GT 518 Advanced Educational Psychology
GT 505 History of Education
GT 515 Philosophy of Education

The following courses emphasizing the teaching of basic skills were required as a part of the Urban Staff Development Laboratory Program:

GT 501 Contemporary Problems and Issues in Urban Education
AE 551 Psychology of the Ghetto
GT 551 Teaching Reading in the Elementary/Secondary Schools
GT 615 Teaching Mathematics in the Elementary/ Secondary Schools
GT 555b Developmental Reading II - Theories and Content of Teaching Reading
GC 512 Individual Development and Behavior

AE 575 Staff Development Seminar
GC 530 Statistical Methods and Techniques in Education
GT 609 Individual Study Project (6 hours)
GT 619 Mathematics Diagnosis and Remediation
GT 576 School Supervision

A maximum of nine (9) quarter hours (6 semester hours) completed at another educational institution could be transferred to Federal City College by participants provided such credits were part of or related to the participants' required courses for a Masters Degree in Education. Graduate credits below the grade of "B" were not considered eligible for transfer from another college. In addition, transfer credits must have been earned within the five-year period immediately preceding the student's admission to Federal City College.

G. Operational Format of Instructional Program

The Staff Development Laboratory was performance and competency based in that participants developed and evaluated their own achievement around specific skills that were incorporated into the program as they evolved. As the program continued over a period of time, more specific competencies were established in various areas. Table nine shows the courses that were offered during the initialphase of the program including electives.

The USDL was initially housed in the Learning Center or Innovation Team Center at 1292 Upshur Street, N.W.

[1]See Appendix for complete course outlines.

Washington, D.C. The building was an old furniture warehouse leased by the D.C. Public Schools for housing various components of the system including the Physical Education Department, the Reading Department, Science Supplies, the Innovation Team, and the Urban Staff Development Laboratory.

The physical plant facilitated the use of both a large group lecture format and a small group interaction format. The training sessions included a large group operation where the participants were divided into two groups. Each group had a near equal number of participants where the lecture-large group seminar teaching interactive approach was used. In addition, a small group operation was utilized where participants were divided into five groups of ten to eleven members each. For example, large group sessions might have been conducted on Monday after school where lectures/presentations were made by an instructor or a consultant. On Tuesday in small groups the concept was elaborated on as it applied to specific teachers in their classrooms. The need to keep inputs received by teachers relevant and applicable to their immediate teaching situations necessitated a great deal of flexibility in content presentation.

Sequence of Curricula Offerings

TABLE 9

Courses Offered Through the Urban Staff Development Laboratory

Winter 1970	Spring 1971
GT 501 Contemporary Problems and Issues GT 512 The Urban Child and His World GT 551 Teaching Reading in the Elem/Secon Schools GT 505 History of Education	GT 555b Developmental Reading Teaching Math in the Elem/Secon Schools GT 512 Individual Development and Behavior AE 551 Psychology of the Ghetto
Summer 1971	**Fall 1971**
GT 555b Developmental Reading II GT 615 Teaching Math in Elem/ Secondary Schools GT 525 Introduction to Educational Research AE 575 Staff Development Seminar	GT 619 Mathematics Diagnosis and Remediation GT 510 Principles of Curriculum Design and Construction GT 609a Individual Study Project
Winter 1972	**Spring 1972**
GT 576 School Supervision GT 518 Advanced Educational Psychology GT 609b Individual Study Project II	GT 505 History of Education GT 515 Philosophy of Education
Electives	
GT 609 Individual Study Project GT 616 Value Clarification GT 623 Childrens' Literature in Urban Education	

GT - Graduate Teacher

AE - Adult Education

Courses offered were in direct response to the expressed needs and concerns of participants. Initial emphasis was placed on content that dealt with the urban child and issues relevant to the childs' functioning in urban settings. Reading and mathematics improvement as the priority resulted in a variety of courses being offered in both of those content areas throughout the teacher training program.

H. Duties and Responsibilities of Instructors

The chairman of the Graduate Department of Teacher Education at Federal City College coordinated the Urban Staff Development program and its operations through the USDL Project Director. Faculty members worked closely with the Project Director in designing and implementing the program. Some of the major functions of these instructors were as follows:

1. to help plan and implement the program
2. to develop courses outlined in sequence and in cooperation with other faculty members
3. to provide individual assistance to participants in all the academic matters
4. to conduct demonstration classes for the Model Cities teachers
5. to direct a field practicum for participants
6. to make contacts with the local community to discover the ways by which the program could be more meaningful to them

7. to do research in their respective areas to provide maximum input into the planning, development and operation of the project

8. to conduct individualized instruction through small and large group interaction

9. to evaluate the program activities on a continuum

The faculty was also encouraged to write papers for publication wherever possible as an integral part of their program. In addition, the instructors made visitations to the classrooms of teacher participants for purposes of demonstration, observation, feedback and analysis. Innovation team members also served as instructional assistants in this clinical approach by assisting in the observation of room performance, providing feedback, to participants, and helping instructors and USDL staff personnel in a wide variety of additional tasks.

C H A P T E R I I I

ASSESSMENT OF THE EXTENT TO WHICH USDL PROGRAM OBJECTIVES HAVE BEEN ACCOMPLISHED

A. Introduction

This chapter concerns itself with an evaluation of the extent to which the program objectives during the first year of the project were accomplished. Interim and post surveys of both faculty and participants were conducted using a questionnaire specifically designed to measure all aspects of the program with regard to its objectives. A comparative analysis of the results is reported herein. The focus and content of this chapter holds particular relevance for educational administrators, planners, and evaluators who are interested in the use of evaluative procedures as a feedback mechanism to facilitate program development.

B. Purpose of the Survey

The primary aim of this questionnaire survey was to serve as one part of the project's overall evaluation design with emphasis placed upon the degree to which the project's objectives were accomplished. A secondary aim was to generate "in-house" feedback. In addition to the structured questionnaire items, a series of open-ended questions were used. Presumably, responses to these questions would provide the instructors with some insight

as to how the participants viewed them, their role, and their effectiveness. In addition, this information provided administrative staff with data regarding the effectiveness of their organizational and operational plan, strategies, and program requirements. In light of the primary and secondary aims of the survey, it seems reasonable to assert that the underlying purpose of this evaluation instrument was to facilitate the further development and implementation of the program as well as to provide guidelines for effective improvement and modification of specific program elements.

The premise upon which this questionnaire survey was created lies in the perceptions of the faculty and administrative staff regarding the intent of the program objectives. Moreover, this instrument was created to ascertain whether discrepancies existed between certain aspects of program operation and the specific objectives governing those aspects of the program. Finally, the survey was to be utilized as a means of providing the administrative staff with information about the program's strengths and weaknesses. This was particularly true with respect to the instructional phase of the program since such information would enable the instructors and administrative staff to re-evaluate and redesign unsatisfactory program elements, and to further extend or apply strong program elements.

C. Method, Procedure and Instrumentation

The data to be discussed in this chapter were gathered from two separate questionnaires, one administered to the faculty and one to the participants. A repeated measures design was used. The inital assessment, herein referred to as the "interim assessment," was conducted at the end of the second academic quarter of the program in June 1972. Data obtained from the interim assessment were analyzed, and provided the basis for implementing programmatic changes aimed at improving the program.

In like fashion, the data obtained from the post assessment were subjected to analysis and compared against the "interim" results to obtain an index of growth with respect to attainment of program objectives. Implications drawn from this data were then used to further develop the program's Cycle II Operation which is currently in progress.

The faculty questionnaire was designed to elicit faculty views regarding the extent to which the focus and intent of the overall program as well as the focus of specific curriculum content were in tune with the objectives of the Urban Staff Development Laboratory. The faculty questionnaire consisted of twenty statements regarding the program and its curricula to which the individual was instructed to respond in terms of five response categories - Almost Always (86 - 100%), Generally (66 - 85%), Frequently

(36 - 65%), Sometimes (16 - 35%), and Rarely (0 - 15%).[1]

Since the primary purpose of the questionnaire was to provide an instrument for evaluating the degree to which the program was accomplishing its objectives, each questionnaire item was designed to measure specific objectives as follows:

Items 1-6	were	designed	to	measure	Objective	I.
Items 7-8	"	"	"	"	"	"	II.
Items 9-13	"	"	"	"	"	"	III.
Items 14-15	"	"	"	"	"	"	IV.
Item 16	was	"	"	"	"	"	V.
Item 17	"	"	"	"	"	"	VI.
Item 18	"	"	"	"	"	"	VII.
Items 19-20	were	"	"	"	"	"	VIII.

The participant questionnaire was designed to measure the same areas as that of the faculty questionnaire - the extent to which the focus and intent of the overall program as well as the focus of specific curriculum content were in tune with the objectives the Urban Staff Development Laboratory. The statements used to elicit responses were presented at another level in the participant questionnaire however, since the participants were instructed to respond to each item as it applied to them and the frequency of their behavior.

---

[1]These response categories were defined and interpreted in terms of percentage values presented in the Questionnaire "Instructions" - See Faculty Questionnaire in Appendix.

The participant questionnaire consisted of twenty-eight items and employed the five response categories described above for the faculty.[1]

Using the same item design format as that of the faculty questionnaire, the following items were designed to provide a measure of the stated objectives:

Items 1-3	were	designed	to	measure	Objective	I
Items 4-8	"	"	"	"	"	"	II
Items 9-16	"	"	"	"	"	"	III
Items 20-21	"	"	"	"	"	"	IV
Item 22	was	"	"	"	"	"	V
Item 23	"	"	"	"	"	"	VI
Item 24	"	"	"	"	"	"	VII
Items 25-38	were	"	"	"	"	"	VIII

D. Questionnaire Results

As discussed previously, the items on both the faculty and participant questionnaires were designed primarily to provide a measure of the extent to which the program objectives have been met. However, for purposes of this presentation, the frequencies of choice were summed and the results presented in terms of the total number of choices for a response category. This was done separately for faculty and participant results and

[1]See Participant Questionnaire in Appendix.

separately for the pre-post results. However, all of the data on any one objective are reflected in the same graphic presentation to facilitate comparative analyses between faculty and participant responses and between pre-post results.

For clarity of presentation, the results of the questionnaire survey are discussed under eight headings which correspond to the eight program objectives. Within each area, the discussion is organized into the following three parts: (1) Statement of Objective, (2) Results, (a graphic presentation of the sum of responses made to items relating to the objective by the two populations), and (3) Findings and Observations. (A statement of implications drawn directly from the responses.)

OBJECTIVE I

TO INCREASE THE INTERPERSONAL AWARENESS NEEDED FOR DEALING EFFECTIVELY WITH CHILDREN AND ADULTS IN THE URBAN AREA. THE AIM IS TO PROVIDE TEACHERS WITH HUMAN RELATION SKILLS WHICH ENABLE THEM TO FOCUS ON THEIR ROLES AND ACTIONS, AND HOW THEY AFFECT CHILDREN AS LEARNERS.

TABLE 10

Percentages of Responses to Statements Related to Objective I on Interim and Post Assessments

FACULTY			CANDIDATES	
Interim	Post		Interim	Post
41%	39%	Almost Always	40%	35%
35%	22%	Generally	40%	41%
15%	26%	Frequently	8%	8%
9%	13%	Sometimes	11%	8%
--	--	Rarely	1%	8%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The overall response of faculty and participants to statements measuring objective I indicate strong agreement that this objective has been accomplished. 91 percent of the faculty responses at the time of the interim assessment in contrast with 87 percent of the faculty response to the post assessment denote strong agreement. 88 percent of the participants' interim responses in contrast with 84 percent of their post responses also denote agreement. This indicates a high degree of congruence both within and between groups in terms of their perceptions at the time of the interim and post assessments. A slight decrement in goal attainment is noted in the 4 percent decrease in faculty and participants' perceptions between the interim and post assessments. This reflects a shift in emphasis toward the end of the program. Although courses related to this objective were offered throughout this humanistically-oriented program, a primary focus as the program drew to a close was related to the completion of action research projects in partial fulfillment of the master's degree[1].

[1]See Sequence of Curricular Offerings, Table 9

OBJECTIVE II

TO CREATE A CLASSROOM ENVIRONMENT WHICH FACILITATES INDIVIDUAL STUDENT LEARNING:

A. TO ORGANIZE CLASSROOMS FOR INDIVIDUAL LEARNING.

B. TO UNDERSTAND AND APPLY THEORIES OF CHILD GROWTH AND DEVELOPMENT, AND THEORIES OF LEARNING AS THEY APPLY TO CLASSROOM INSTRUCTION.

TABLE II

Percentages of Responses to Statements Related to Objective II on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
33%	43%	Almost Always	24%	33%
25%	43%	Generally	43%	42%
17%	14%	Frequently	18%	8%
17%	---	Sometimes	7%	14%
8%	---	Rarely	8%	3%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The overall results of faculty and candidates indicate strong agreement that objective II has been met. However, the faculty responses indicate a higher degree of total satisfaction, (100 percent) an increase of 25 percent over the interim responses, as opposed to 83 percent response from the participants. While the 25 percent increased agreement on the part of faculty indicates fulfillment of the objective as the program progressed, the participants report a 2 percent decrease in goal satisfaction suggesting some difficulty in terms of theory utilization as it applies to classroom instruction. The reason for this difficulty is not clear, as faculty provided direct assistance and support in the classrooms demonstrating the application of theory.

OBJECTIVE III

TO IMPROVE READING AND MATH SKILLS OF STUDENTS.

A. TO DIAGNOSE READING AND MATHEMATICS DIFFICULTIES OF PUPILS AND PROVIDE REMEDIATION.

B. TO DEVELOP, USE, AND DISSEMINATE A VARIETY OF MATERIALS APPROACHES, AND TECHNIQUES NEEDED TO TEACH READING AND MATH SKILLS.

C. TO DEVELOP A PHILOSOPHY TOWARD READING IN ORDER TO INCORPORATE READING INTO THE TOTAL CURRICULUM.

TABLE 12

Percentage of Responses to Statements Related to Objective III on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
46%	50%	Almost Always	31%	38%
26%	35%	Generally	28%	36%
---	10%	Frequently	14%	15%
5%	5%	Sometimes	13%	6%
23%	---	Rarely	14%	5%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The results of Table 12 indicate that 95 percent of the faculty and 89 percent of the participants agree that this objective has been met. This denotes a high degree of congruency in the perceptions of both groups. Further, an overall increment in goal attainment as the program progressed is evidenced in a 23 percent increase on the part of faculty and 16 percent increased participant agreement on the post assessment. These increases reflect the major emphasis of the program to develop in teachers a basic philosophy toward "reading in the total curriculum," and to increase the ability of teachers to diagnose and remediate.

OBJECTIVE IV

TO HELP BLACK CHILDREN DEVELOP A POSITIVE SELF CONCEPT AND SENSE OF IDENTITY

TABLE 13

Percentages of Responses to Statements Related to Objective IV on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
55%	29%	Almost Always	38%	42%
18%	42%	Generally	35%	36%
18%	29%	Frequently	10%	13%
9%	---	Sometimes	11%	6%
---	---	Rarely	6%	3%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The overall responses of faculty and participants to statements measuring this objective indicate strong agreement that this objective has been accomplished. 100 percent of the faculty, reflecting an increase of 9 percent on the post assessment, in contrast with 91 percent of the participants reflecting a 9 percent increase, denote agreement thus indicating congruence of perceptions between the two populations, and increased goal attainment. However, participant responses to open-ended questions were more critical, indicating a need to incorporate more Black Studies into the curriculum, as well as specific knowledge and skill related to improving the self concept of Black children.

OBJECTIVE V

TO DEVELOP COMPETENCY IN RESEARCH SKILLS AND METHODOLOGY

TABLE 14

Percentage of Responses to STatements Related to Objective V on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
---	25%	Almost Always	22%	28%
20%	50%	Generally	23%	43%
---	25%	Frequently	21%	12%
40%	---	Sometimes	11%	12%
40%	---	Rarely	23%	5%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The responses of faculty and participants to statements measuring Objective V indicate a significant upward trend denoting goal attainment. Responses at the time of the interim assessment indicated an inverse relationship between the perceptions of the two groups. Although the distribution of participant responses is uniformly scattered denoting a divergence of opinion, 66 percent agreed that the objective had been met, in contrast with 80 percent of the faculty responses indicating general disagreement. In marked contrast to these findings, the post assessment indicates 100 percent of the faculty and 83 percent of the participants are in agreement that this objective has been met. This indicates increased perceptions of goal attainment of 80 percent and 26 percent, respectively. This trend is in the expected direction, reflecting the program's sequence of course offerings. Prior to the interim assessment the extent of participant exposure to research involved locating, reading and abstracting theoretical and empirical research data. However, during the last three quarters of the program, four courses were offered requiring participants to design and conduct research projects geared toward the alleviation of learning difficulties in their classrooms. This activity enabled them to attain a degree of competency with regard to using the scientific method as a problem-solving approach, which subsequently could have accounted for the increased agreement that this objective was met.

Generally, the increased focus on research and the addition of several research-oriented faculty members to the staff may also account for the sharp increase in faculty agreement related to this objective.

OBJECTIVE VI

TO BECOME A RESOURCE TEACHER TO ASSIST OTHER TEACHERS IN THE CLASSROOM WITH THEIR INSTRUCTIONAL PROGRAM

TABLE 15

Percentages of Responses to Statements Related to Objective VI on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
---	---	Almost Always	26%	24%
66%	50%	Generally	25%	32%
17%%	50%	Frequently	15%	15%
---	---	Sometimes	23%	9%
17%	---	Rarely	11%	20%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The responses of faculty to statements measuring Objective VI indicate strong agreement that this objective has been satisfied. 100 percent of the faculty responses on the post assessment denotes strong agreement with an increase of 17 percent in goal attainment as the program progressed. However, the participants' distribution of responses is somewhat scattered, denoting a divergence of opinion, although there is an increased trend toward agreement. This is reflected in 71 percent of the participants' responses, and increase of 5 percent, indicating a trend toward agreement that this objective has been met. The discrepancy between faculty and participants' perceptions of Objective VI may be related to several factors. The fact that 73 percent of the participants operated in self-contained classrooms, and viewed the role of the resource teacher traditionally, as operating outside the confine of the classroom, may account for difficulties in perceiving oneself as a resource teacher. Additionally, the program was designed primarily to assist teachers in becoming more effective in their classrooms. However, teachers were encouraged to serve as resources and change agents within their school buildings and the system. In retrospect, the difficulty involved in teaching peers that which one is simultaneously learning renders this objective rather long range. Therefore, it is anticipated that after completion of the program, teachers will be in a better position to attain this goal.

OBJECTIVE VII

TO INCREASE MODEL NEIGHBORHOOD RESIDENTS' KNOWLEDGE OF TECHNIQUES FOR TEACHING READING AND MATH, ENVIRONMENTAL CONTROL, CHILD GROWTH AND DEVELOPMENT, DRUG ABUSE, AND STRATEGIES FOR THE SELF INVOLVEMENT IN MAKING DECISIONS RELEVANT TO THEIR NEIGHBORHOOD SCHOOLS

TABLE 16

Percentages of Responses to Statements Related to Objective VII on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
33%	25%	Almost Always	37%	25%
50%	25%	Generally	31%	34%
---	25%	Frequently	13%	11%
---	25%	Sometimes	15%	22%
17%	---	Rarely	4%	8%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The results of Table 16 indicate general agreement on the part of both faculty and participants that Object VII has been met. 75 percent of the faculty responses in contrast with 70 percent participant responses denote agreement. However, there is a decrement in perception of goal attainment on the part of both groups, with the participant responses being somewhat scattered, denoting a divergence of opinion. The 11 percent decrease in agreement and the divergence of opinion on the part of participant would appear to be related to the following. During the first 2-3 quarters of the program, each participant was required to design and conduct a community involvement project which addressed the assessed needs of their school community, and was related to Objective VII. Although the program requirements for such projects was discontinued when the classroom-based action research projects were initiated, participants were encouraged to continue their involvement, and some elected to use their community projects as the basis for their research. Thus, there are variations in the degree of intensity with which participants continued their involvement as evidenced in Table 16. Further, this explains the decrease in faculty responses, as the major extent of their involvement was via the participants' projects. However, community involvement at the staff level was continued by the Project Director who conducted a series of workshops designed to (1) foster involvement in educational decision making; (2) focus on resolution of community problems; (3) extend the teaching/learning process into the home through increasing parent knowledge and skills related to assisting children at home.

OBJECTIVE VIII

TO UNDERSTAND COMMUNITY AND ENVIRONMENTAL CONDITIONS AND THEIR EFFECT ON LEARNING

TABLE 17

Percentages of Responses to Statements Related to Objective VIII on Interim and Post Assessments

FACULTY			CANDIDATES	
INTERIM	POST		INTERIM	POST
42%	33%	Almost Always	53%	46%
50%	50%	Generally	30%	34%
---	---	Frequently	11%	8%
---	17%	Sometimes	4%	10%
8%	---	Rarely	2%	2%
100%	100%		100%	100%

FINDINGS AND OBSERVATIONS

The results of Table 17 indicate strong agreement on the part of both faculty and participants that this objective has been accomplished. Although there is a slight decrement on the post assessment in the perception of both groups, the responses do indicate agreement in 88 percent of the participants and 83 percent of the faculty. This indicates a high degree of congruence in the perceptions of both populations relative to their understanding of how community and environmental factors affect learning.

E. Other Indicators of Program Success

To evaluate other aspects of the Urban Staff Development Laboratory, participant and faculty responses were elicited on the Post Assessment regarding the extent to which they were satisfied with the program's leadership,curriculum operational format, instruction and materials, and supportive services rendered by program evaluation. These data are reported below.

1. To what extent were you satisfied with the following aspects of the Staff Development Laboratory Program?

TABLE 18(a)

Percentages of Faculty Responses

Areas	Very Satisfied	Moderately Satisfied	Not Satisfied
Leadership	60%	40%	
Curriculum	25%	75%	
Program Operation	25%	75%	
Instruction	25%	75%	
Materials	25%	50%	25%

Percentages of Candidate Responses

Areas	Very Satisfied	Moderately Satisfied	Not Satisfied
Leadership	26%	48%	26%
Curriculum	40%	40%	20%
Program Operation	18%	61%	21%
Instruction	29%	66%	5%
Materials	43%	51%	6%

The result of Table 18 indicates a wide range of differences between the participants and faculty in terms of their degree of satisfaction with various program elements, with the participants tending to be more critical in their responses. The faculty rated leadership as the area of

greatest satisfaction in contrast with the participants who rated leadership as the least satisfying area. Participants responses indicate their greatest satisfaction occured with instruction and materials. However, as certain terms require defninition (i.e., leadership and instruction), and none was provided prior to the assessment, one is not sure how these terms were interpreted by both faculty and participants. Although the intent was for leadership to connote the program administrators' effectiveness, and for instruction to reflect faculty effectiveness, it is indeed nebulous as to whether, in fact, these terms were so perceived by faculty and participants.

2. To what extent did you (provide/receive) Supportive Services?

TABLE 19

Percentages of Faculty Responses Related to Providing Supportive Servic

	A Great Deal	Some	NONE	
			None Requested	Request None receive
Direct Assistance	25%	75%	---	---
Class Supervision	---	75%	25%	---
Ind. Conferences	75%	25%	---	---
Demonstrations	---	100%	---	---
Acquisition of needed materials	50%	50%	---	---
Other Support	33%	67%	---	---

Percentages of Participant Responses Related to Receiving Supportive Services

	A Great Deal	Some	NONE	
			None Requested	Requested None Received
Direct Assistance	51%	49%	---	---
Class Supervision	36%	45%	19%	---
Ind. Conferences	47%	47%	6%	---
Demonstrations	12%	58%	24%	6%
Acquisition of needed materials	33%	64%	37%	---
Other Support	22%	63%	8%	7%

The responses of Faculty reported in Table 19 indicate 100 percent agreement in every category indicating that where support was requested, some or a great deal was provided to the participants by the faculty. These findings are confirmed by the participants' responses. 100 percent of the participants received some or a great deal of direct assistance in the classroom, 81 percent received classroom supervision and 94 percent received support through individual conferences. In addition, 70 percent of the participants received support in terms of classroom demonstrations in contrast with 6 percent who requested but did not receive support in this area. 97 percent received needed materials, and 85 percent received support in areas other than those mentioned above.

These findings are in the expected direction, and reflect the program's basic philosophy of providing on site support in terms of direct assistance, classroom demonstration,

provision of materials and individual counseling. This concept was adopted from the operation of the Washington Innovation Team, where supportive services were found to be a vital element in the successful training of teachers.

3. What is your overall evaluation of the program?

TABLE 20

Percentages of Responses Related to Overall Evaluation of the Program

	EXCELLENT			GOOD			FAIR			POOR			TOTAL
	12	11	10	9	8	7	6	5	4	3	2	1	
FACULTY				67%	33%								100%
PARTICIPANTS	3%	3%	26%	20%	11%	11%	3%	11%	6%	3%	---	3%	100%

The overall responses of faculty and participants to the program as a whole indicate general agreement that the program was successful. 100 percent of the faculty rated the program as "good" with 67 percent of their responses falling within the upper range of the good category, thus indicating a high level of congruence on the part of faculty. However, the participants' distribution of responses was somewhat scattered indicating a divergence of opinion, although 72 percent rated the program as "good" to "excellent", with 32 percent of those responses falling within the excellent category.

F. Summary

Pre-post Responses of faculty and participants to open-ended questions regarding the strengths and weaknesses

of the program, as well as recommendations were elicited. Analysis of these responses revealed six general areas in which the responses tended to cluster: (a) Materials; (b) Leadership; (c) Curriculum; (d) Program Elements; (e) Operation of Training Sessions; and (f) Instructional Method's and techniques. A summary of these results follows.

Materials were the only area in which the staff of the Urban Staff Development Laboratory were not completely satisfied. The system for acquiring the distributing materials for the USDL was not refined as had been the case with the Innovation Team. It took much longer for materials to be ordered and distributed through the laboratory. Conceivably, this might have been the reason that faculty members expressed greater dissatisfaction with this category than all others.

One-hundred percent of the staff reported that they were "moderately or very satisfied" with the leadership of the project director. Participants of the USDL, however, were not as unanimous in their opinions about the faculty. Twenty-seven percent of their responses fell in the "not satisfied" category. The responses about the faculty leadership was none-the-less positive with seventy-three percent of the responses falling in the "very to moderately satisfied" category.

Although participants reported that the program faculty were qualified, provided dynamic leadership and demonstrated a sincere desire to impart knowledge, there were some concerns related to a lack of communication among staff as well as a lack of direction, and unity which led to dissatisfaction with some instructors. At the post-assessment, participants reported a high opinion of some faculty indicating good leadership and professional problem-solving techniques.

The broad spectrum of ideas, learning experiences, and instructional patterns with a focus on self-improvement of not only the teacher but the child with a refined final product was overwhelmingly supported. Some teachers, however, had problems applying learned patterns in the classroom and this suggests that more provisions needed to be made for follow-up support at the classroom level. Some of the teachers also indicated that certain courses lacked depth, specifically those in the area of Black Studies. However, responses at the post-assessment were generally positive since most participants supported the focus and the content of the courses.

Participants felt that certain innovative concepts encompassed in the program structure were both helpful and satisfied. Specifically, the humanistic approach and the cooperative program planning involving both staff and

students, institutions and agencies.

The elements that were viewed as a source of dissatisfaction, primarily centered around the problems involved in designing and operating a program simultaneously. Those issues of greatest concern to the participants related to unanticipated changes in degree requirements and the absence of a well defined structured operational format for the academic aspects of the program.

Participant responses at the post-assessment indicated that the program progressed as well as could be expected given the varied background experiences of the participants; that the program should be encouraged and promoted, and that the basic design was good. The faculty responded that as the program progressed, drastic improvements took place. Since this is one of the goals of any new project, the Urban Staff Development Laboratoy can be characterized as emerging from a hectic frustrating embryonic stage to a dynamic on-going vital program.

The organizational patterns utilized by the Laboratory was viewed by the participants as satisfactory. The organizational patterns were considered structured by some and unstructured by others. Continuous assessment of needs in terms of participants'work schedules were considered. For instance, prior to the establishment of summer courses, the teachers were polled and it was found that some had been

working in various summer programs and there was a need to stagger classes in order to fit their different schedules.

Those instructional methods found to be most satisfying by participants focused on the small group discussions and interaction, experiential methods, individualized instruction, pertinent instructional materials and content, and the use of resource consultants.

Areas of dissatisfaction on the part of participants centered around some individuals who dominated large group seminar discussions and the use of final exams (in some cases) as a means of evaluating learning.

In the post-assessment, participants stated they had not only learned many techniques to take back to their classrooms, but the process used also helped them in many personal ways. Most also felt that the program should be more widely advertised.

C H A P T E R I V

ACHIEVEMENT DATA ON STUDENTS WITHIN THE URBAN STAFF DEVELOPMENT LABORATORY

The overall evaluation design of the academic outcomes of the Urban Staff Development Laboratory Cycle encompassed pre and post standardized tests administered by the D.C. Public Schools. The pre-tests were administered in the fall of 1971. Unfortunately the post-tests were cancelled by the D.C. public schools and we were therefore unable to make an evaluation of the effect of the program on the reading and mathematics skills of children taught by USDL participants using a uniform evaluation tool.

Therefore, in an effort to utilize valuable pre-test data, it was decided to approach the evaluation task in the following manner. The first method presents and analyzes entrance level achievement data as reflected in pre-test results. The second method involved the use of research projects that were designed and carried by USDL participants. In developing their research project, participants were encouraged to give attention not only to cognitive variables but also to affective ones. Even though a substantial amount of supportive evidence had been accumulated from school administrators, other teachers and parents to

substantiate the accomplishments of the USDL program in relation to its stated goals, it was felt that these results would be significantly strengthened by some measure of the gain made by the students who were taught by USDL participants.

A. Background on D.C. Testing Program: A Focus on Results

The tests utilized in the District of Columbia's Public Schools fell into two categories, readiness tests and achievement tests. The readiness test employed was the Metropolitan Readiness Test (MRT). According to the test manual, "Metropolitan Readiness Tests were devised to measure the extent to which several skills and abilities contribute to readiness for first grade instruction."[1] The MRT was also designed to help classroom teachers organize the instructional program more efficiently by providing an easy, quick, and dependable basis for classification of students.

There are six sub-tests in the MRT. Those tests are: word meaning, listening, matching, alphabet knowledge, knowledge of numbers, and copying (a combination visual and motor test). There is also an optional test called Draw-a-Man. Theoretically, the Draw-a-Man test provides an index of general intellectual maturity. However, the Draw-a-Man test is not reported in this paper.

---

[1] Metropolitan Readiness Tests, Manual of Directions, 1965, p. 2.

The MRT was standardized on approximately 12,000 students in the following states: Vermont, Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Delaware, North Carolina, Michigan, Wisconsin, Kansas, and California. There is also ample data on the "type of environment" the sample was chosen from. For example, the median population of the community in which the students lived was 35,000. The median number of years of the adult's education in the student's community was 11.6. There was also an analysis of the number of students in the normative classes. (Median equals 28) Finally, the standardized data included a report of the amount of school attendance (Kindergarten, Pre-Kindergarten, Nursery) prior to first-grade testing.

The data reveal that approximately 74 percent of the sample (6,964 students) attended the equivalent of one year of half-day sessions in a formal pre-school program. This suggests that prior to the current emphasis on early childhood education, almost three-fourths of this group had early experiences that may have affected their "readiness" scores.

A second category of tests that were used in Washington, D.C. was the "achievement" type test. These tests were administered to grades two through nine; however, the data reported herein includes only grades two through seven.

There were two types of achievement batteries administered. The first of these was the California Achievement Tests (CAT), administered to second grade students, and the second test battery was the Comprehensive Test of Basic Skills (CTBS), administered to grades three through nine. The CTBS will be discussed first.

This battery includes a series of tests that measure skills in reading, language, arithmetic, and study skills from grade 2.5 through 12. The CTBS was not devised to measure achievement in specific courses, but its aim was to measure "those skills common to all curriculum and needed for success in using language and number skills in any school in which the students of our mobile population find themselves."[1]

Each of the general test categories are further broken down into the following areas: reading (vocabulary and comprehension); language (mechanics, expression, spelling); arithmetic (computation, concepts, applications); study skills (using reference materials, using graphic materials). For the purposes of this report only the two areas of reading and arithmetic are pertinent.

In the reading vocabulary test the student is to select the word that has the "best" meaning from a choice of four. (The key word in the stimulus item is underlined.) For example, item number nine reads, "important incident,"

[1](CTBS, Examiner's Manual, 1968, p. 5.

the student is to choose from the following which has the "best" meaning:

a. trip
b. evidence
c. event
d. accident

In the reading comprehension section the student is required to select main ideas, draw conclusions, and make inferences. The computational section of the arithmetic test requires the student to be familiar with the "four fundamental operations" of addition, subtraction, multiplication, and division. In both the concepts section and the applications section, the student is asked to make conceptual generalizations, transformations, and apply problem-solving techniques. All test items in the total battery are of a multiple-choice type.

With this discussion of the testing instruments aside, the major purposes of the following section of this report are to present an analysis of entrance level skills of Washington, D.C. school children assigned to U.S.D.L. participant teachers as reflected by MRT results (grade 1), CAT results (grade 2) and CTBS results (grades 3 through 7).

The test data are reported in both quantitative and qualitative terms. As this study attempted to answer some critical questions about entrance achievement levels of groups of children in the USDL program, no individual

High Normal (64-76) - Good prospects for success in first-grade provided other indications, such as health, emotional factors, etc., are consistent.

Average (45-63) - Likely to succeed in first-grade work. Careful study should be made of the specific strengths and weaknesses of pupils in this group and their instruction planned accordingly.

Low Normal (24-44) - Likely to have difficulty in first-grade work. Should be assigned to slow section and given more individualized help.

Low (below 24) - Chances of difficulty high under ordinary instructional conditions. Further readiness work, assignment to slow sections, or individualized work is essential.[1]

In order to present a further breakdown of the specific sub-tests within the total battery, Figure I was devised.

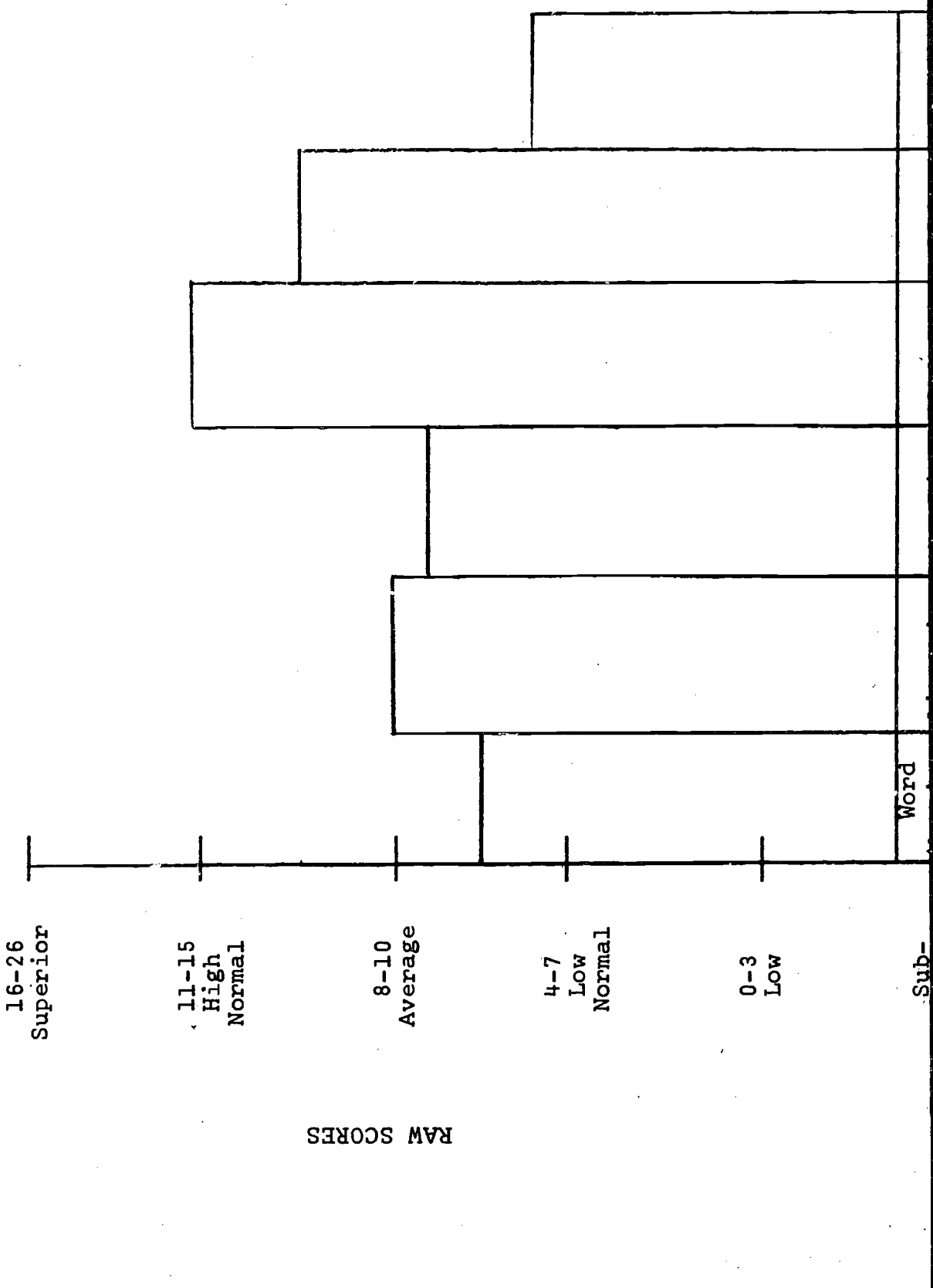
---

[1]Metropolitan Readiness Tests, Manual of Directions 1965, p. 11.

FIGURE I

Metropolitan Readiness Sub-Test Profile

1st Grade



The data in Table I indicate that as a group, the Staff Development Laboratory children had a mean score of 49.71, which yields a rating of "average" according to the test manual, these scores indicate that as a group this population is "likely to succeed in first grade work," but, "careful study should be made of specific strengths and weaknesses... and then instruction planned..."[1]

The data represented in Figure 1 attempt to uncover some of those aspects of reading readiness that are important for "success" in the first grade. The children in the test population scored "high-normal" in their knowledge of the alphabet, while scoring "low-normal" in the sub-categories of "word-meaning," "matching," and "copying." In the subtests called "listening" and "numbers," the first grade children scored near the average for the normative group.

C. Discussion of Reading Readiness Results

The concept of reading readiness has received much attention in the literature. The one outstanding feature of this plethora of research in the area of readiness is the amount of redundancy reported in various studies.

The data that do provide some usefulness for the daily instructional program of these children are found in Figure I. The rankings of scores in the subcategories if looked at more closely are both informative and useful. For example, based on the information contained in Figure I,

[1]M.R.T. Manual of Directions. 1965, p. 11.

the children in this sample should experience success in beginning reading. The rationale for this conclusion is based on research that indicates that the best prediction of success in beginning reading is knowledge of the alphabet. However, this is not to suggest that the teaching of mere letter name knowledge will result in success in beginning reading. Also, studies that have looked at the relationship between letter knowledge and success in beginning reading have been correlational in nature and too often causation has mistakenly been imputed to these studies. Although there is disagreement in the literature regarding the relationship between letter knowledge and success in beginning reading, it should be noted that there is agreement regarding the skills involved in identification of the letters of the alphabet. Children must be able to visually and auditorally discriminate one letter from another in order to properly identify it when it is named in a series. The Metropolitan Readiness Test requires the child to perform these tasks.

The children in the Urban Staff Development Program had a mean score of 11.86 in this category. (High normal)

The data in Figure I also suggest that the children in the test sample scored "average" or higher (mean 8.47) in the"listening" section of the test. As most learning in schools is dependent on well-developed auditory skills (listening to stories, following directions, discerning

differences in and between sounds), this category is also important for classroom teachers to understand.

A number of other important questions need to be considered when discussing readiness testing. The first of these rests in the concept of readiness itself. The question of readiness for reading ignores some very important facts. First, reading is a process, and therefore is continuous. A child cannot be ready for reading today who was not ready yesterday. The major issue then, if the child is in school to learn, what and how can teachers best accomodate him? On the other hand, what is to be gained by answering the question, "Is Johnny Ready to Read?"

Readiness scores such as those reported here also ignore the methods and materials being used in a particular school, or by a particular teacher. For example, using the sub-test score of alphabet knowledge and predicting success for these children might be correct if teachers in the program stress a reading approach utilizing alphabet components as its major input. On the other hand, utilizing a "non-word meaning" approach (e.g., linguistic) would prove more successful for this group because of their relatively low scores (mean=6.28) in the word meaning section of the MRT.

Also, the "word meaning" section seems to be one of the most biased sections of the test. It seems likely that

children would score higher if this section reflected experiences (both visual and linguistic) that had meaning to the children. For example, one item on the "word meaning" section of the readiness battery asks the child to, "mark the spectacles." The child is to choose the picture that represents "spectacles." It is highly unlikely that children in today's society have had much experience with the word "spectacles." What's wrong with the word "glasses" as an alternative? On another "word meaning" item the children were to mark "the collie." (A picture of three dogs was presented.) Most, if not all of these "word meaning" items are (a) presumptuous about the nature of experiences children have; (b) ignorant of regional differences in language (mark the spectacles); (c) irrelevant to urban children (mark the collie); not to imply that urban children aren't familiar with certain animals, but why a collie?(d) not "word meaning" items, but items that require children to identify pictorial representations for words (visual discrimination), identify words that are similar in sound (child is to choose from a picture of a stove, glove, and glove, the "globe") and process a series of directions that require auditory acuity, short-term memory and information retrieval skills. All of these skills are simply labelled "word meaning."

The preceding discussion presented the findings of the readiness tests given to 48 first-grade children in the Urban Staff Development Laboratory Program in the Fall of 1971. Other important questions concerning the nature of reading readiness and readiness testing were also explored.

C. Achievement Test Results. Grades 2-7

In an attempt to show the results of the achievement tests, it was decided that two strategies would be employed. The first of these strategies involved reporting the results in a quantitative manner (grade level rankings, comparisons between test sample and normative groups, and sub-skill scores). The second strategy was designed to demonstrate qualitative representations for the test results. These qualitative data reflect a "growth rate index" between various tests and sub tests. Growth rate indices were computed for the total population, yielding growth rates for skill areas between grade levels as well as growth rates for skill areas within the same grade.

The total sample included 498 children in grades two through seven with some small variation in N due to incomplete test sections or absenteeism the day of a certain sub-test. These variations in the total were not significant enough to affect the descriptive purposes of

this report. The achievement batteries used were the California Achievement Test, Grade 2, and the Comprehensive Test of Basic Skills, Grades 3-7.

The first set of data presented in Table 22 represent the mean scores and standard deviations for the entire population in grades 2-7.

TABLE 22

Mean and Standard Deviations for Entrance Skill Levels

Grades 2-7 on Achievement Batteries (N = 498)

GRADE	Sub-Test	Reading		Total Read	Arithmetic			Total Arith
		Vocab	Comp		Comput	Concept	Appl	
2	M	1.42	1.33	1.29	1.22	1.79	not given	1.45
	Sd	.665	.627	.644	.623	.762	not given	.608
3	M	1.90	2.12	2.07	2.87	2.25	2.25	2.62
	Sd	1.661	.861	.797	.600	1.051	.777	.685
4	M	3.23	3.35	3.23	3.24	2.70	3.08	2.78
	Sd	1.180	1.208	1.084	.884	1.403	1.320	1.162
5	M	4.37	4.40	4.38	4.31	4.35	4.14	4.24
	Sd	1.157	1.348	1.126	.982	1.550	1.467	1.168
6	M	5.07	5.34	5.20	5.60	5.37	5.21	5.47
	Sd	1.615	1.682	1.448	1.274	1.473	1.507	1.189
7	M	5.94	6.21	6.15	6.02	6.24	5.91	6.02
	Sd	1.250	1.710	1.027	1.067	1.028	1.209	.851

Grade	N
2	76
3	49
4	106
5	181
6	56
7	30

1. Report on Data

In the areas of reading and arithmetic the data reveal similar trends. Both the total reading scores and the total arithmetic scores indicate that the children in this group have similar entrance skills at the second grade (reading 1.29, arithmetic 1.45) and remarkably similar exit skills at the seventh grade (reading 6.15, arithmetic 6.02) as measured by these standardized tests. Furthermore, these children are not suffering from the so-called "cumulative deficit" theory that is widely accepted and expected in inner-city schools. Basically, proponents who hold to this theory argue that children who are "disadvantaged" do not profit from schooling in the long run. In all achievement areas, it is argued that the longer a disadvantaged child remains in school, the further he falls behind on achievement test results. Whether the holders of this belief interpret the cause for this "cumulative deficit" as constitutional (nature) or environmental (nurture) is not important as far as this report is concerned. Those educators with "genetic leanings" believe that children cannot learn, those educators with "environmental leanings" believe that children don't want to learn. The end result is the same: teachers do not teach; children are exploited and blamed for their failure; and racism is perpetuated.

Once again, this "cumulative deficit" was not found to be the case in this report. In reading, for example, the population had a mean score of 6.15 in the Fall of seventh grade, in arithmetic, 6.02. These scores represent only a slight deviation from the norm. According to the popular notion of the "cumulative deficit" theory, these children should be two or more years behind grade level. In no respect was this so.

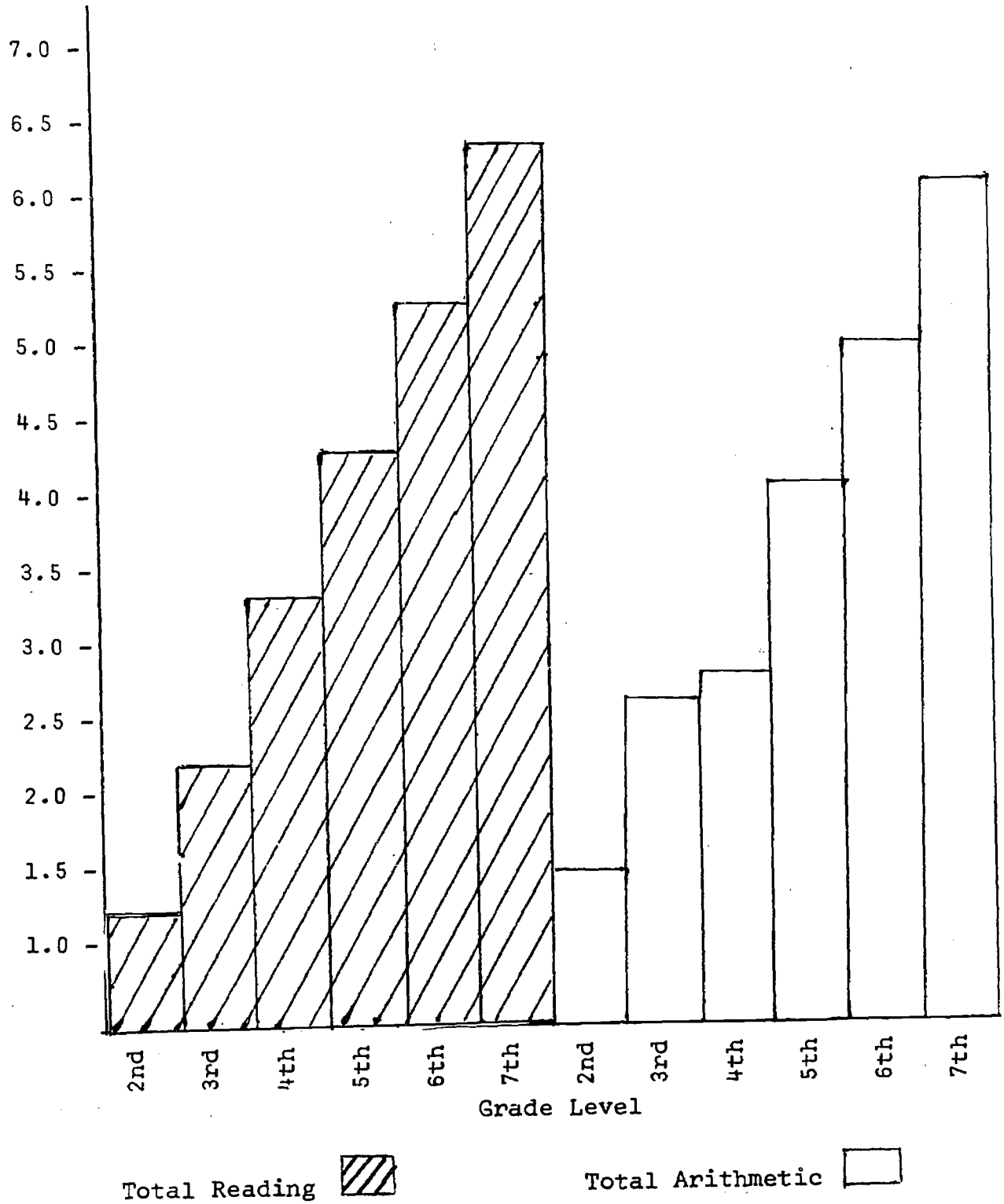
In order to make comparisons between this population and a normative group, the following Figure (2) was used.

FIGURE 2

Entrance Level Mean Achievement Scores

Compared to Expected Norms

Grades 2-7 N=498



The test results for each achievement battery are reported in terms of total reading and total arithmetic scores. The scores reported in Figure 2 support the initial conclusion made by the writer based on the summary data in Table 22. Although there existed certain skill deficiencies within this group of children, their total scores were near the expected norms. In grade two, the scores on the concept test of the arithmetic battery are only .21 below what would be considered average.[1] In grade two using the same criterion, the reading vocabulary scores are only .58 below expectation. This suggests that as children progress in school, their skill areas also progress. In the sixth grade for example, these children scored 5.60 on the computation sub-test of the arithmetic battery, and 5.34 on the reading comprehension test. With minor exceptions, similar trends are reported in the data as summarized in both Table 22 and Figure 2.

The general conclusions reported by the writers as they relate to the major purposes of this report are:

(a) According to the test data on this population of children, the results indicate that the entrance level skills on standardized tests were near national norms.

---

[1]Average here denotes a ratio of expectation between years of instruction (grade two) and achievement level. Hence 2.00-1.79 = -.21.

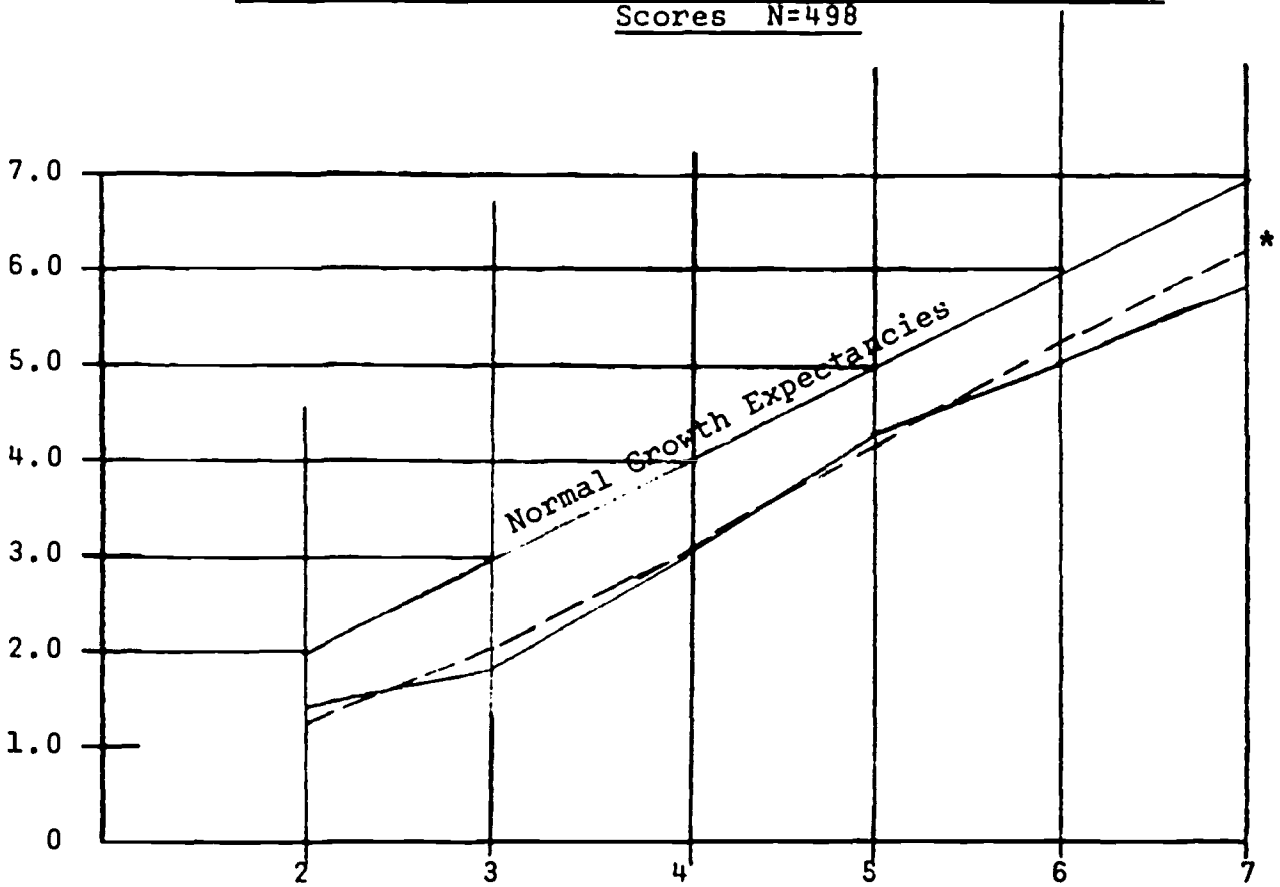
(b) The test findings also suggest a discrepancy between this report and the District's Summary Test Report. It is suggested that this discrepancy should be investigated further.

2. Reading Sub-Test Analysis

For purposes of further analysis of the test data, trends in specific sub-test categories needed to be reported. The amount of growth between Grades 2-7 in reading vocabulary and reading comprehension is demonstrated in Figure 3.

FIGURE 3

Entrance Levels Mean Vocabulary and Comprehension Scores N=498



Grade Placement

_ _ _ _ _ Comprehension _____Vocabulary

*no grade level extrapolations are intended beyond 7th grade.

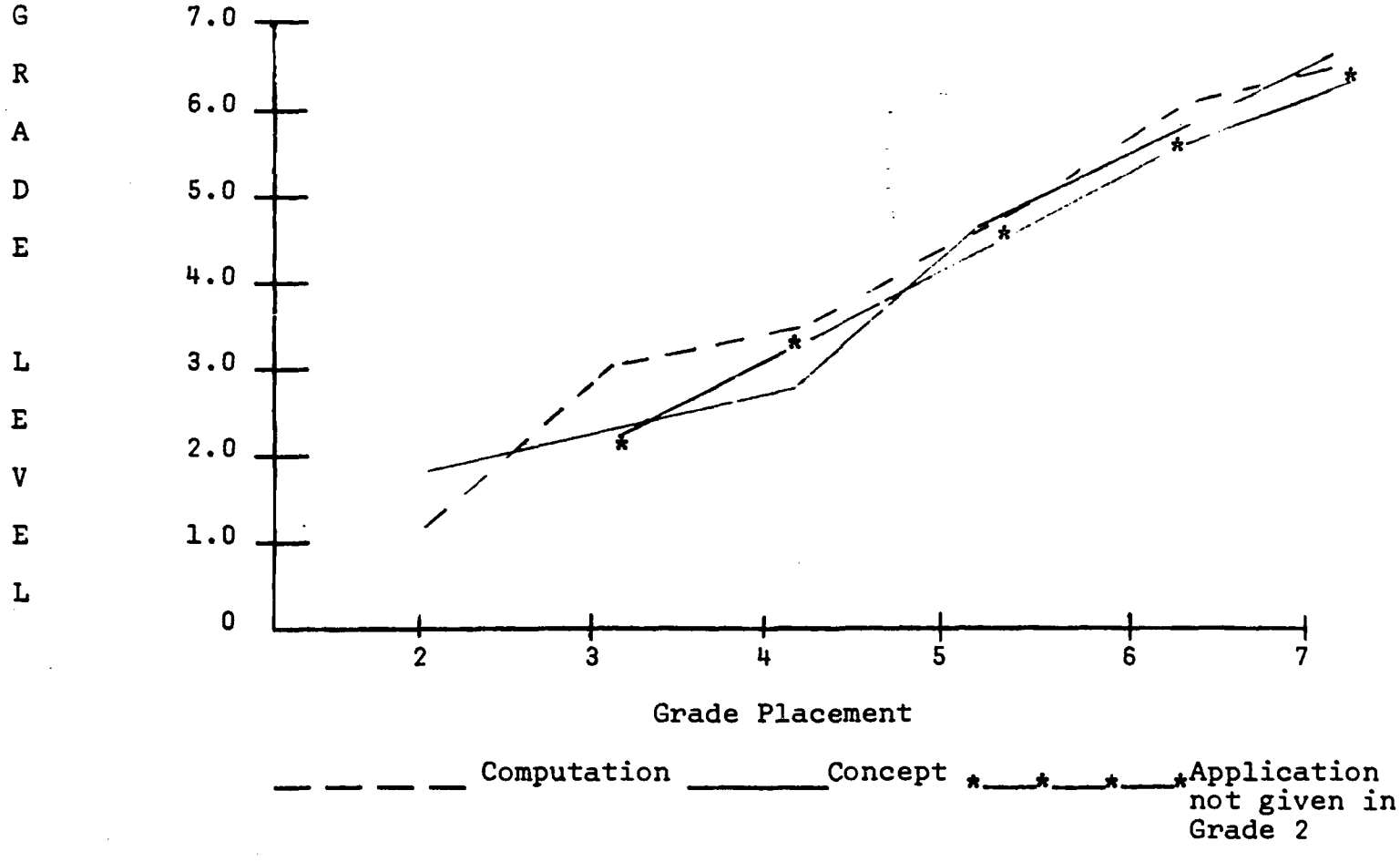
The growth curve in vocabulary and comprehension demonstrate the increasingly positive effects of schooling. In both vocabulary and comprehension the data reveal that there were large increases in skill performances between Grades 3 and 6 in vocabulary and between Grades 3 and 7 in comprehension.

3. Arithmetic Sub-test Analysis

Similar trends have been reported in the arithmetic sub-test categories. In Figure 4 all areas of arithmetic development are affected positively by the amount of time spent in school. On the sub-test of arithmetic concepts children showed large spurts in their scores between the fourth and sixth grades. In the arithmetic computation section, children had relatively low entrance skills, but the effects of teaching basic computation skills is evident in the rapid skill development shown between Grades 2 and 5.

FIGURE 4

Entrance Levels Mean Arith Sub-Test Scores N=435

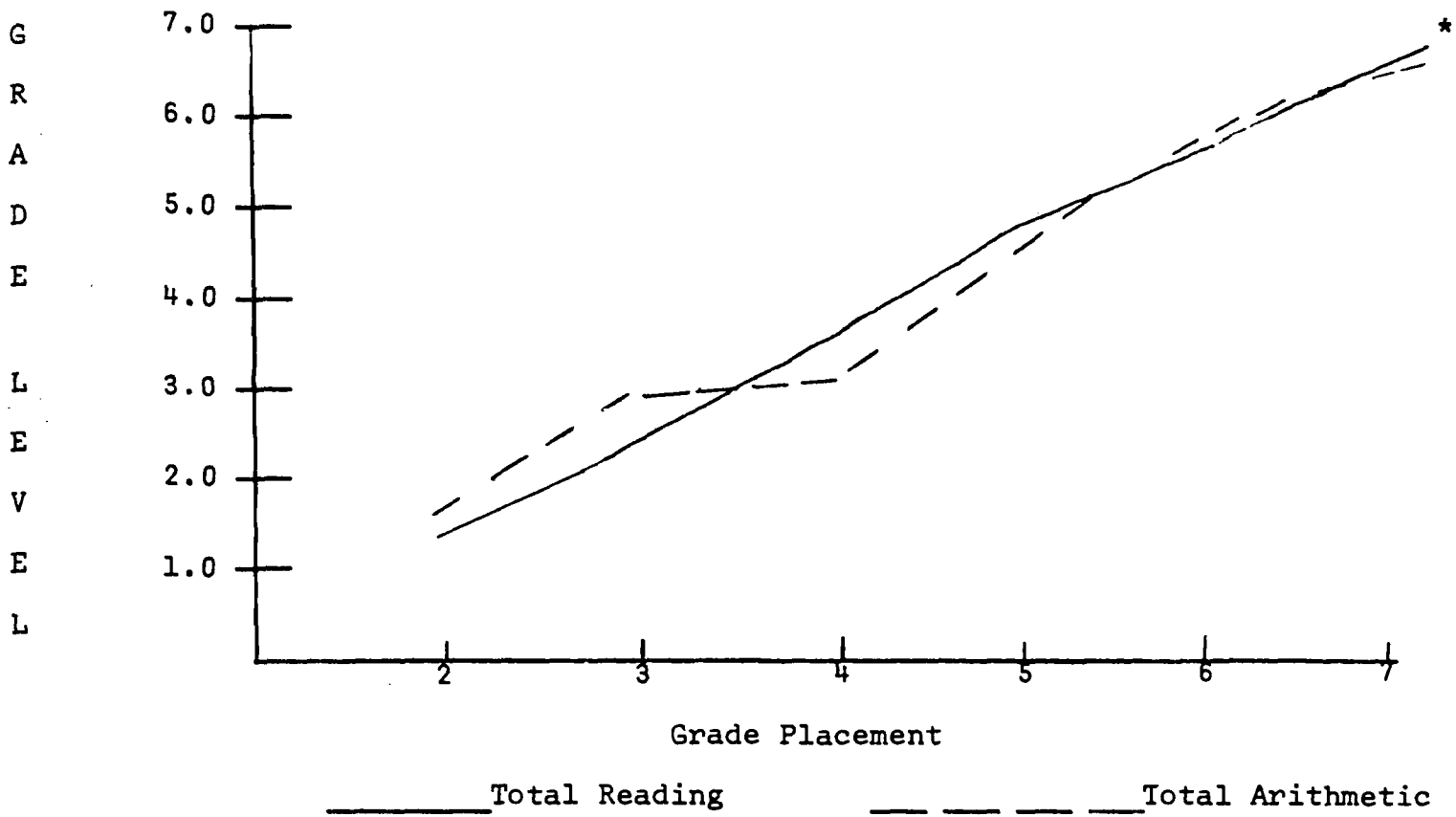


no grade level extrapolations are intended beyond 7th Grade

When both total arithmetic scores and total reading scores were analyzed in the same fashion as the specific sub-test categories (Figure 5) the initial conclusions by the writers were again reinforced. The data in Figure 5 depicted the entrance level skills of USDL children in relationship to grade level expectations.

FIGURE 5

Entrance Level Skills Mean Scores Total Arith and Total Read N=498



*no grade level extrapolations are intended beyond 7th grade

Once again, the data point out the steady and continuous growth in arithmetic and reading. The greatest growth period also appears to occur somewhere between the third and sixth grades. This growth was also reported in the various analyses made by the writers.

D. Growth Rate Analysis

The various sub-skills tend to fall in grade clusters, with the greatest amount of growth occuring in the middle years of the elementary grades (3 and 5). These trends in both total achievement scores and sub-test achievement scores became important enough to warrant further analysis and representation. A Growth Rate Index (GRI) was created and used for the purposes of accounting for those trends in qualitative terms. The GRI was arrived at by subtracting the raw score differences in each skill within a grade level and between grade levels. For example, the mean score for second grade on the vocabulary test was 1.42; for third grade, 1.90; the Growth Rate Index was therefore .48 or the amount of growth which occurred in the vocabulary skill area between second and third grade. The index was an economical way of representing rates of growth between the critical age and grade levels.

In the area of reading proficiency Table 23 was used for the purposes of showing this growth phenomenon.

TABLE 23

Entrance Level Growth Rate Index
(Reading Sub-Tests)

Grade	Vocabulary	Comprehension	Total Reading	Grade Index (Growth)
2-3	.48	.79	.78	.68
4-5	1.14	1.05	1.15	1.11
5-6	.70	.94	.82	.82
6-7	.87	.87	.95	.82
Skill Index	.90	.97	.97	

The greatest period of growth as measured by the growth rate index occurred between third and fifth grades. Regardless of the skill area, this phenomenon held true.

In terms of actual grade level scores this meant that in total reading for example, the children in this study progressed from 2.07 in the third grade to 3.23 in the fourth grade; from 3.23 in the fourth grade to 4.38 in the fifth grade. In vocabulary scores, the increases were even greater. The mean score for this population in the third grade was 1.90; in the fourth grade, 3.23; in the fifth grade, 4.37.

The importance of those middle elementary grades in relation to the development of certain cognitive skills cannot be overemphasized.

The GRI for the arithmetic tests in the following table showed similar results as those depicted in the area of reading.

TABLE 24

Entrance Skill Level Growth Rate Index
(Arithmetic Sub-Tests)

Grade	Comp	Concept	Appl	Total Arith	Grade Index (Growth
2 - 3	1.65	.46	No test	1.17	1.09
3 - 4	.37	.45	.83	.16	.45
4 - 5	.97	1.65	1.06	1.46	1.29
5 - 6	1.29	1.02	1.07	1.23	1.15
6 - 7	.42	.87	.70	.55	.64
Skill Index	.94	.89	.92	.91	

In terms of actual grade level scores, the second grade children in this study progressed from a mean score of 1.22 in arithmetic computation to a mean score of 2.87 in the third grade. The differences between these scores represent a GRI of 1.65 between second and third grade. Although the entrance mean scores were higher in arithmetic concepts (1.79), the rate of growth between the same grades was less (.46). The greatest growth rate in arithmetic concepts occurred between grades 4 and 5 (1.65) and between grades 5 and 6 (1.02). Grade level scores for these growth indices were equivalent to an increase from a

mean of 3.24 in the fourth grade, to a mean of 4.31 in the fifth, to a mean of 5.60 in the sixth grade. These grade level scores represented more than one year's growth for one year in school.

E. Summary of Findings on Entrance levels of children

With minor exceptions the major findings of this report on the entrance skill levels of children entering the USDL program indicate:

1. that in terms of readiness results, these first graders scored relatively high on the alphabet section of the MRT; and that this sub-test has high predictive validity for success in beginning reading.
2. that this group of first graders scored "average" readiness as reported in the MRT manual.
3. that at the incipient stages of the USDL program the children entering the program had relatively high skills in both reading and arithmetic at all grade levels 2-7.
4. that children within the USDL classrooms had been positively affected by school, and this positive affect became cumulative the longer children remained in school.

5. that this group of children were achieving near or at grade level in both total arithmetic and total reading at the fourth, fifth and sixth grades.
6. that spurts in achievement scores were evidenced at the beginning of the third grade and continuing until the end of the sixth grade.
7. that arithmetic computation skills (adding, subtracting, dividing) were learned early in the elementary grades.
8. that arithmetic skills such as conceptualization and application were not mastered until the middle years of the elementary school.
9. that data indicates that children showed greater growth rates in vocabulary between third and fifth grades as measured with these standardized tests.
10. achievement data at sixth and seventh grades in both reading and mathematics indicates discrepancy between this report and the Districts Summary Test results.

F. Individual USDL Research Projects

As stated earlier the second method employed to present evaluative data was the use of individual research project results conducted by USDL participants. For the

purposes of organizational format, results will be presented by grade level, beginning with pre-Kindergarten through eighth grade. (No research projects were reported for third grade) .

Two specific research projects reported the results of pre-Kindergarten and Kindergarten. The first of these reported the results of workshops with parents of pre-Kindergarten children. For three months, a series of workshops demonstrated games and materials that parents could use at home with their children. These workshops were conducted by USDL particpants. Achievement checklists were used for evaluating children's performance by parents and teachers. Results of this workshop indicated progress in concept development and sensory development for the parents' children. In addition, parents were more able to use these materials with their children and support the teaching-learning process in their homes.

The second project aimed at improving reading readiness of Kindergarten children lasted for five months. The Walker Test for Disadvantaged Pre-school children and an adapted teacher observation schedule indicated that reading readiness was improved significantly for these groups of children.

Two research projects at the second grade level were carried out. The first attempted to improve Black

Self Image and thereby improve reading achievement. For nine months emphasis was placed upon the use of teacher made materials and commercial activities designed to reinforce Black History and enhance Black self image. The Cooperative Primary Test, Reading and Listening Forms were used to assess reading improvement. A teacher made sentence completion test entitled, "All About Me: Who Am I," was used to assess student self image. Test results showed improvement of three months in both reading and listening. Results from the self-image test also indicated positive growth in self-concept.

Another project at the second grade level used the Language Experience Approach to reading during a four month program. Results of the California Achievement Test in this case indicated a gain of nine months more than the control group.

Three individual research projects were conducted by USDL participants. The first of these focused on the improvement of math skills using remediation techniques. For a period of four months, manipulative and pictorial devices and material were used to teach skills that were shown to be deficient by pre-tests. The Washington D.C. Mathematics Department MIL test was given to measure growth in math skills. Post-tests indicated improvement in math skills and in addition, students exhibited greater

interest in mathematics at the end of the four month period.

The second of the individual research projects evaluated the effects of curriculum involving visual perception activities on reading. After six months of instruction the Comprehensive Test of Basic Skills showed a two months gain in favor of the experimental group.

The final individual research project utilized reward incentives for improving reading skills and attitudes toward reading. The program, which lasted for five months, yielded an average gain of 3.5 months in reading over the control group as measured by the CTBS. A teacher made self-concept questionnaire indicated that the students exhibited a marked increase in self-confidence in reading and a more favorable attitude toward reading.

At the fifth grade level two individual projects were carried out by USDL particpants. One of these projects dealt with the influence of self-concept and academic achievement. For five months, photographic displays showing members of the class on a bulletin board with the caption, "I am in charge of the rest of my life," silhouettes strung across the cieling, projects-About Me, and role-playing were used. The PAT Children's Personality Questionnaire indicated a positive improvement in the experimental group over the control group. The CTBS results indicated the experimental group gained seven months more than the

control group.

Another project involved a group of fifth and sixth grade average students who were selected as tutors while another group of first and second grade children were selected as tutees (one tutor per tutee). The tutors and tutees were matched on the basis of observed behavioral similarities. The tutors were excused from thir classrooms to meet with their tutees individually for half an hour to one hour daily. Tutors were encouraged to develop their own exercises and teaching devices. This project was evaluated utilizing the Comprehensive Test of Basic Skills Form A - Reading and Mathematics Sub-Tests; a teacher questionnaire filled by parents and administrators; and evaluation of personality adjustment by the teacher. There was an average gain of about 6 months in reading for both tutors and tutees and about 7 months in math for both groups. These gains were better than average in the school from which this sample was drawn and particularly better for the children involved, all of whom had experienced academic retardation of some degree which led to their being selected for the program. In addition, there was an overwhelming positive change in self-image and social behavior particularly on the part of tutors who, recognizing their own attitudes reflected in their tutees, worked to improve themselves as well as their pupils.

At the seventh grade level one research project evaluated the effects of parent-teacher interviews on parent participation in the schools. As a result of this seven month project, the teacher noted an increased rapport with students. In addition, the program stimulated a group of parents to become the nucleus of a parent participation group at the school.

Two research projects at the eighth grade were conducted. One of these dealt with the discovery method of teaching Business reading skills and knowledge of Business. After six months the CTBS reading scores and the General Business Achievement Test showed gains on the average of seven months in both reading skills and knowledge of general business.

In summary, these individual research projects conducted by classroom teachers in the program demonstrated two significant facts. First, children in the program experienced achievement gains in reading and mathematics when given a carefully planned program of instruction. Although some gains surpassed others, it is important to note that the overwhelming conclusion to be drawn from the results of the research projects is that these children did in fact learn to read and perform arithmetical tasks as a result of being taught by USDL teachers. Second, regardless of the amount of increase in achievement levels,

classroom teachers consistently reported positive affective results in children's feelings, perceptions, and behaviors as a result of their instructional efforts.

C H A P T E R V

PSYCHOLOGICAL EDUCATION AS IT RELATES TO THE SOCIO-EMOTIONAL LEARNING ENVIRONMENT

A. Introduction and Background

Traditionally, edcuators have devoted almost exclusive attention to the effective development of intellectual and cognitive processes as the primary approach to the teaching/learning situation. Questions of the relationship between feelings and intellectual behavior have been largely ignored for a myriad of reasons. The entire area of feelings and emotions in the educational process has been shrouded in a lack of understanding, fear, and embarrassment. However, men like Carl Rogers, Abraham Maslow and Arthur Combs have been talking about the role of feelings and emotions in learning and how their development can be fostered effectively. We have heard them say that, for learning to take place, a teacher must be accepting of children, must be understanding, and must be open and transparent in relationships with children.

These ideas are hardly new. Research dating back to the late 1930's supports the idea that feelings and emotions play a critical role in blocking and in enhancing learning.[1]

---

[1]D.A. Prescott, Emotion and the Educative Process. Washington, D.C.: American Council on Education. 1938.

What is new, however, is the emergence of professional literature of education that explores the problem of "educating the emotions." Contemporary terminology in this area includes euphemisms like "affective education," "humanistic education," "psychological education," and "confluent education."

The Urban Staff Development Laboratory incorporated the basic tenets of psychological education into its curriculum and operational format. For example, emphasis was placed on the following techniques: role play, simulation games, small group experiencing, individual and small group counseling, developing and exploring the individual's emotional responses to the world, focusing on the "here and now," activities to promote self actualization, value clarification, and interpersonal sensitivity. Particular importance was placed on simultaneously fostering self growth on the part of the teacher, and providing the teacher with specific skills and techniques to enable immediate applicational transfer of these approaches to the classroom setting. It was anticipated that the outcomes of this approach to "educating the emotions" would manifest themselves in the following: (1) teachers would see children differently and their expectations for them would change; (2) teachers would place greater emphasis on personal valuing of experiences; (3) teachers who become sensitive to their

own feelings and emotions would be able to encourage children to explore the conflicts which they feel; and (4) children who experience such a teacher would themselves increase their self understanding and ability to make choices which were beneficial to their own development.

In summation, classrooms themselves would take on more positive emotional tones. The climate of the classroom is something about which we have much to learn, but it is basically the feelings created in the children by the teacher. Based on this defninition, the Urban Staff Development Laboratory hypothesized that an increased awareness of and concern for feelings created through a program of psychological education should result in a positive classroom climate which is conducive to learning.

To test this hypothesis, the Urban Staff Development Laboratory Program personnel decided on an instrument designed to measure the perceived learning climates of individual classrooms. This decision was based on the assumption that since most formal education takes place within a group, then an understanding of those groups' feelings in classrooms could do much to increase our understanding of affective factors that may effect pupil performance in school. Furthermore, knowledge of classroom climate can be used to provide feedback to teachers, to evaluate certain affective components, and to make inferences about the effects of

these components on pupil learning within the classroom. With this in mind, the My Class Inventory[1] was chosen for the purposes of assessing classroom climate in the classrooms of Urban Staff Development Laboratory teachers.

The My Class Inventory was designed to measure the socio-emotional dimensions of the learning environment as perceived by the students. This instrument, consisting of 45 items with 9 items per scale, taps five dimensions of the classroom climate thought to be important to learning: Satisfaction, Friction, Competitiveness, Difficulty, and Cohesiveness. Designed for use with 8-12 year olds, the instrument requires students to agree or disagree with each item on a two-point scale. Individual scale reliabilities based on data from 655 subjects, range from .77 to .54. The construction of this instrument is based upon the main elements and relations between elements in Getzels and Thelen's socio-psychological theory concerning the class as a unique social system. Classroom social climate as used in the work of Walberg and Anderson includes specific class group properties such as interpersonal relationships among pupils, relationships between pupils and their teacher, relationships between pupils' perceptions of the structural characteristics of the class, and relationships between pupils and

[1]Developed at Harvard University by Gary Anderson and Herbert Walberg, 1968.

[2]Jacob Getzels and Herbert Thelen, "The Classroom as a Unique Social System." National Society for the Study of Education Yearbook, 1960, 59 , 53-81.

both the subject studied and the method of learning. The five inventory scales - Satisfaction, Friction, Competitiveness, Difficulty, and Cohesiveness, were constructed to tap dimensions of these class group properties. The following examples of the My Class Inventory Scales are presented to facilitate interpretation:

1. Satisfaction connotes happiness. Some attributes of satisfaction include the thought that pupils enjoy schoolwork, are pleased with the class, are happy in class and view the class as fun.
2. Competition connotes achievement motive in relation to others. Some attributes include striving to do better than and racing to finish first.
3. Difficulty connotes challenge or efforts aimed toward accomplishment of purpose. Some attributes include the feeling that schoolwork is hard to do, only the smart pupils can do their work, and most children cannot do their work without help.
4. Cohesive connotes "groupiness" or esprit de corps. Some attributes of cohesiveness include friendliness, working together, and playing together, and cliques.

A series of research studies have been conducted testing the Getzels-Thelen theory of the classroom as a social system. These studies have found a correlation between teacher personality and classroom climate, and between

classroom climate and individual pupil learning. For example, Walberg's study[1] supported his hypothesis that the personality of the teacher - his needs, attitudes and values, predict the climate of his class. Cayne[2] reported similar findings using the My Class Inventory. He found that teachers described as being troubled, nervous, and tense had classes containing friction, competition and difficulty. Self sufficient, self assured and independent teachers had classes high in satisfaction and intimacy. Studying the relationship between individual pupil perceptions of their class and their individual learning, Walberg and Anderson[3] found support for their hypothesis that individual perceptions of class climate predict cognitive, affective and behavioral learning. Subsequent studies in this area, using the My Class Inventory, confirm these findings.[4]

---

[1]Herbert Walberg, "Teacher Personality and Classroom Climate." Psychology in the Schools, 1968, 5, 163-169.

[2]Robert Cayne, "Relationships of Teacher Personality To Classroom Social Climate." AERA Abstracts, 1970, 40.

[3]Herbert Walberg and G.J. Anderson, "Classroom Climate and Individual Learning," Journal of Educational Psychology, 1968, 59, 414-419.

[4]Gary Anderson, "Effects of Classroom Social Climate on Individual Learning." AERA, Mar. 1970, 7, 2, 135-152; and Herbert Walberg and A. Ahlgren, "Predictors of The Social Environment of Learning," American Education Research Journal, 1970, 7, 153-168.

B. Method and Procedure

The My Class Inventory was administered by a team from the Staff Development Laboratory consisting of five faculty members and one staff person. Each person administering the instrument explained the importance of answering each question to the pupils. There were no time constraints. Any pupil who did not understand a question was encouraged to seek clarification from the respective team person administering the instrument.

For the purposes of this report a population consisting of 280 pupils in USDL participants' classrooms, grades 3 through 7, has been reported on. One of the primary reasons for this was an attempt to utilize the same grade levels where achievement data was being collected so that the data from those grade levels might be compared.

Each grade level section was identified by respective home-room teachers (a letter code was assigned) to facilitate the collection and processing of data. A table of random numbers was used to select respective sample populations. The instrument was administered to students in the respective schools.

The instrument was administered by grade level and by section. For instance, each administrator distributed the instrument to the individual pupils of a section. Each pupil then responded to the set of questions on the inventory.

As the pupils completed their instruments, the administrator collected them. Each administrator gave the completed inventory to the staff person of the team. The staff person coordinated and tabulated these data with respect to class means (Table 25)[1]. The group means then formed the basis for the overall analysis of the data.

TABLE 25

GROUP MEANS ON MY CLASS INVENTORY

Grades 3-7 N = 280

Grade Level	N	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiness
3	20	19.6	21.4	20.3	18.6	23.9
4	70	20.4	20.4	20.7	16.5	22.4
5	90	20.1	20.6	22.1	15.8	21.8
6	70	20.9	19.1	20.8	15.3	22.1
7	30	20.4	18.3	19.9	15.0	20.2

C. Presentation and Discussion of Results

In Figure 6 below the data reflect an upward trend in students' perceptions of "Satisfaction" as measured on the My Class Inventory. In other words, the longer students stayed in school, the more favorable they rated their classrooms with attributes such as enjoying schoolwork, being

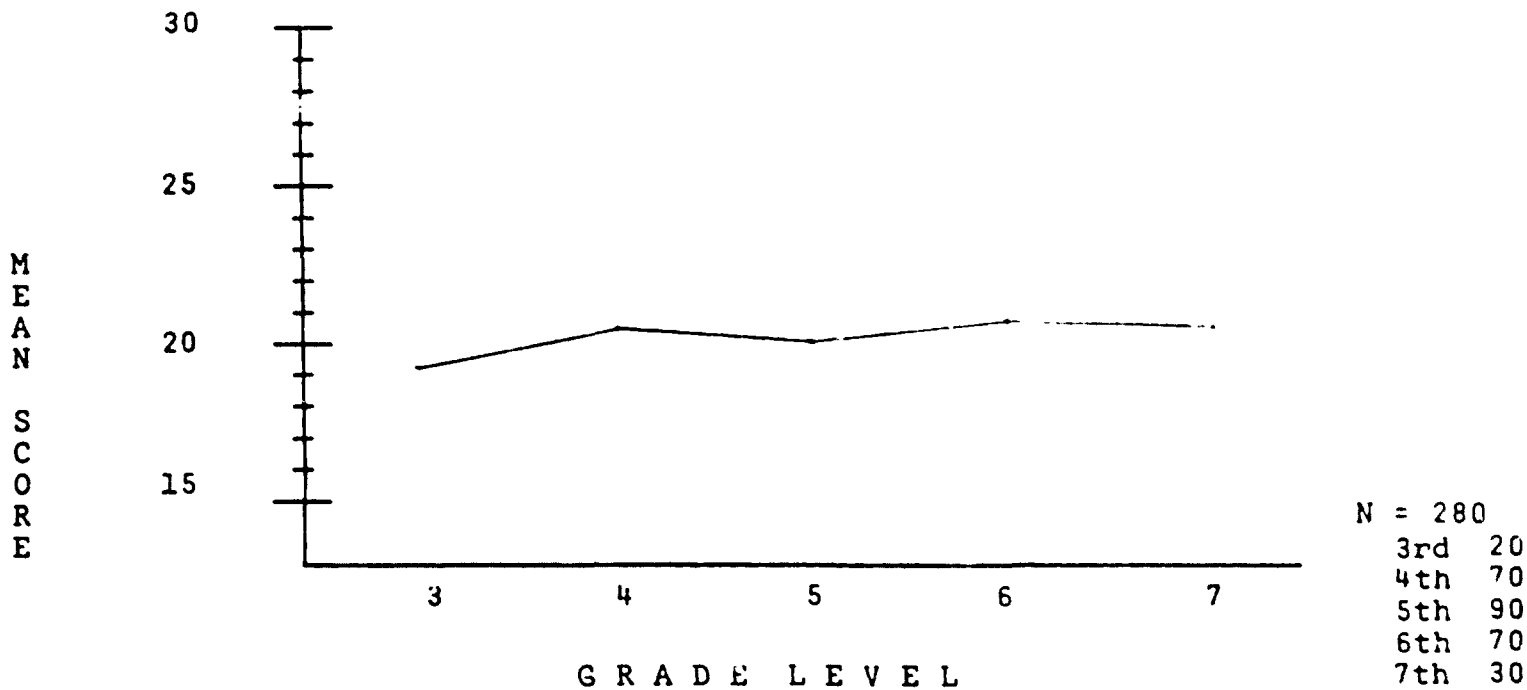
[1] A more technical report of the results of this inventory is also available from Staff Development Laboratory.

pleased with the class, being happy in class and viewing the class as fun.

This finding is unique, for historically, research results that used the My Class Inventory suggested a downward trend in all categories of the scale. In other words, the higher a student progressed in school grade-wise, the less interesting and "fun-oriented" he rated school. The fact that Staff Development Laboratory students' ratings contradicted this national trend is extremely interesting. However, caution must be excercised in attempting to interpret this finding for the following reason. Previous research findings using the My Class Inventory were based on an atypical sample of middle class, Caucasian students with an average I.Q. of 124.

FIGURE 6

SATISFACTION SCALE MEAN SCORES
GRADES 3 - 7



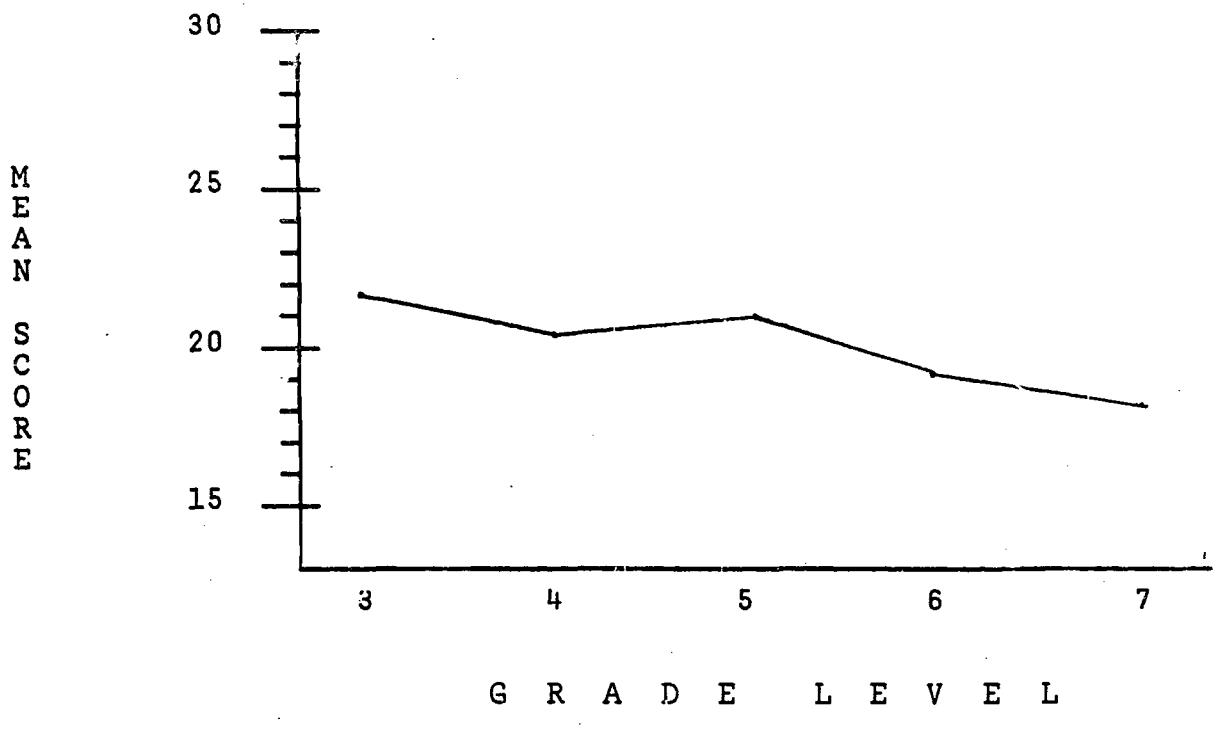
In Figure 7 the data reflect a negative trend in the students perception of "Friction" within a classroom. That is, the longer this population remained in school, the less likely they were to perceive such attributes as "hostility," "unfriendliness," "selfishness," and "fighting" within their classrooms. This negative trend is a desireable quality however, and when related to the achievement data reported earlier it assumes even greater signifigance.

The literature in this area does suggest a negative correlation between friction in the classroom and pupil achievement. This appears to be a typical finding because energy expended in conflict cannot be channelled in other directions, and the emotional upset resulting from extensive or continued conflict can be expected to impair learning. Therefore, the presence of high satisfaction and low friction levels in the classrooms of USDL teachers can be interpreted as positive factors contributing to higher achievement gains in their classrooms in contrast to the control groups. It is further felt that these positive elements in the classroom climate reflect the benefits of training received by participants in psychological education.

FIGURE 7

FRICTION SCALE MEAN SCORE

GRADES 3-7



N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

The data in Figure 8 reflect a trend in the perceptions of USDL students on the "Competitiveness" scale. The category competition connotes attributes which include competing, striving to do better than, and racing to finish first. The data reflect a mixture of feelings and trends. For example, students in the 3rd grade have similar feelings on the scale as students in the 7th grade. The important variance in trends seemed to occur between the middle of the 3rd grade and the beginning of the 5th grade. The writers feel that this trend is significant because similar trends in achievement levels, presumably resulting from the cumulative effects of schooling, were also found at these grade levels.

For example, the achievement Growth Rate Indices reported earlier demonstrated that between the 3rd and 4th, and 4th and 5th grades, students in USDL had the highest entrance skill levels. What this means in terms of cause and effect remains somewhat nebulous, however. It may suggest that a certain amount of competition is not only necessary, but desireable in order to effect the learning of certain cognitive skills.

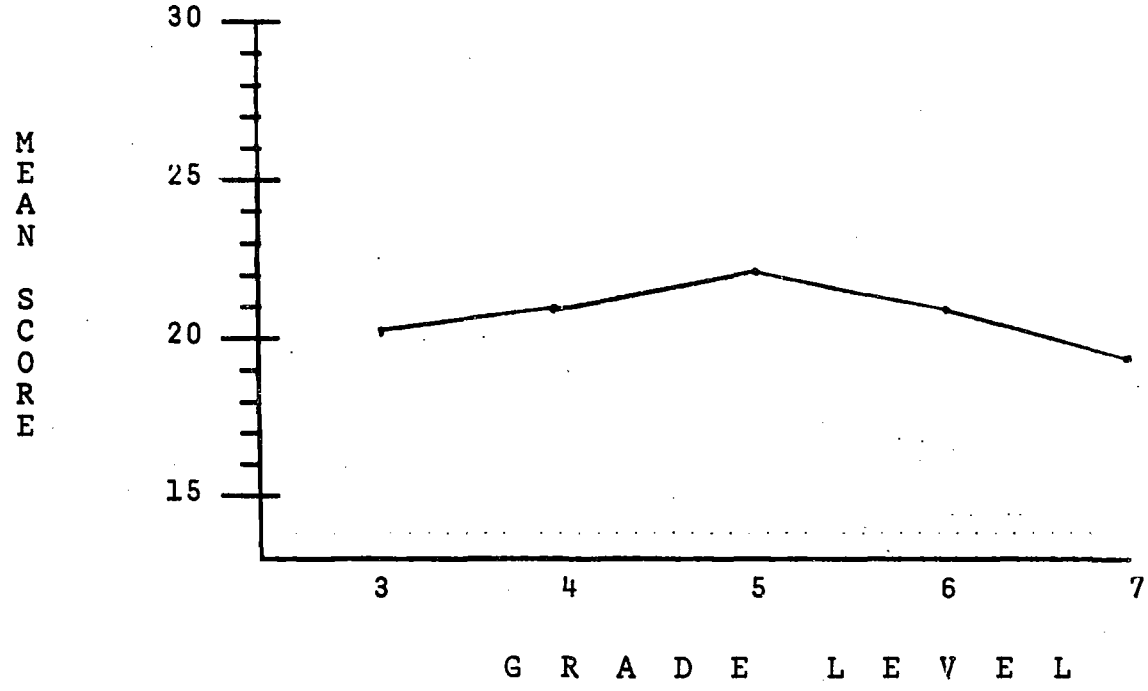
Students who feel good about themselves and school (as reflected in the "Satisfaction" category) on the one hand, while perceiving less frustration and hostility

(as reflected in the "Friction" scale) may view certain kinds of competition as positive and motivating in terms of school work. At any rate, specific guided competition between groups of students seemed to result in both better attitudes and higher achievement in the middle grades as reflected in this data.

FIGURE 8

COMPETITION SCALE MEAN SCORES

GRADES 3 - 7



N = 280

3rd	20
4th	70
5th	90
6th	70
7th	30

Figures 9 and 10 reflect the students perceptions of "Difficulty" and "Cohesiveness" in their classrooms as measured by the My Class Inventory. Again, according to previous research with this instrument the downward trends are typical of students assessments as they progressed in school.

Some major attributes of "Difficulty" include, the feeling that school work is hard to do, most children do not know how to do their work and need help, and only the smart pupils can do their work. The perceptions of students at the 3rd grade reflected a "yes" attitude toward this category with a steady decline in perceived difficulty as they progressed in school. One important reason for this may relate again to the general achievement trends of this population. The reader will remember that USDL students showed a steady increase in achievement scores as reported earlier. This increase in skill proficiency was accomplished by the students view of school work as being "less hard."

It seems quite natural that as students gain in particular cognitive skills they will be motivated to achieve more, while concommitantly view the achievement of a higher level skill as more easily attainable due to prior mastery of a more basic set of skills. Again when viewing this data one is struck by the rate of decline on the

"Difficult" scale, and the rate of increase on achievement scores especially between the 3rd and 5th grades.

The final category for analysis was the "Cohesiveness" scale. Although Figure 10 shows a negative trend (except at the 6th grade level), it should be pointed out that the students ratings of this category were on the average higher than the other four categories.

The category "Cohesiveness" connotes "groupiness" or esprit de corps. Among the attributes used to describe this category are "playing together," "working together," "friendliness," and "cliques." Students in USDL assessed this "togetherness" aspect as being very high at the 3rd, 4th, 5th, and 6th grades (means = 23.9, 22.4, 21.8, and 22.1 respectively). However, students at the seventh grade level perceived a somewhat lower level of Cohesiveness. This undoubtedly reflects the changes that occur when one leaves the familiar setting of lower elementary school and enters junior high. The changes in physical environment, class rotation system, and adjustment problems in forming new interpersonal relationships are significant variables facing the new junior high student.[1]

---

[1]An examination of the City-wide Achievement Test Results for Washington, D.C. in 1971 reveals a sharp decrement in achievement at 7th grade level. This fact may suggest the need for extensive counseling, coordination and orientation activities for 6th and 7th grade students to facilitate this transition. It may also suggest the need to eliminate junior high schools all together, so that instead of two periods of interruption in the primary through secondary educational process, there is just one, occurring at the transitional period from elementary to high school. The sharp decrement in achievement at 7th grade may also mean that the conscious teaching of reading should not terminate after 6th grade, which is usually the case. The USDL program recognized this and included a component that emphasized the teaching of reading in all content areas regardless of grade level.

For the 3rd - 6th and 8th grades, this "getting along" and "working together" seems to support the general findings on both the achievement data and the other four categories of the My Class Inventory. The upward trend on the "competitiveness" (as reflected in the "Competitiveness" scale) was working towards a positive end. The effects of this group work and the resultant attitudes of the children seems to have had a positive influence on their achievement.

Finally, both the Friction scale ratings and the Difficulty scale ratings lend more credence to this interpretation. Students perceived the group work in class as being less difficult, causing less frustration, while at the same time promoting sufficient competition and cohesiveness which resulted in measurable cognitive gains on achievement test batteries.

FIGURE 9

DIFFICULTY SCALE MEAN SCORES

GRADES 3 - 7

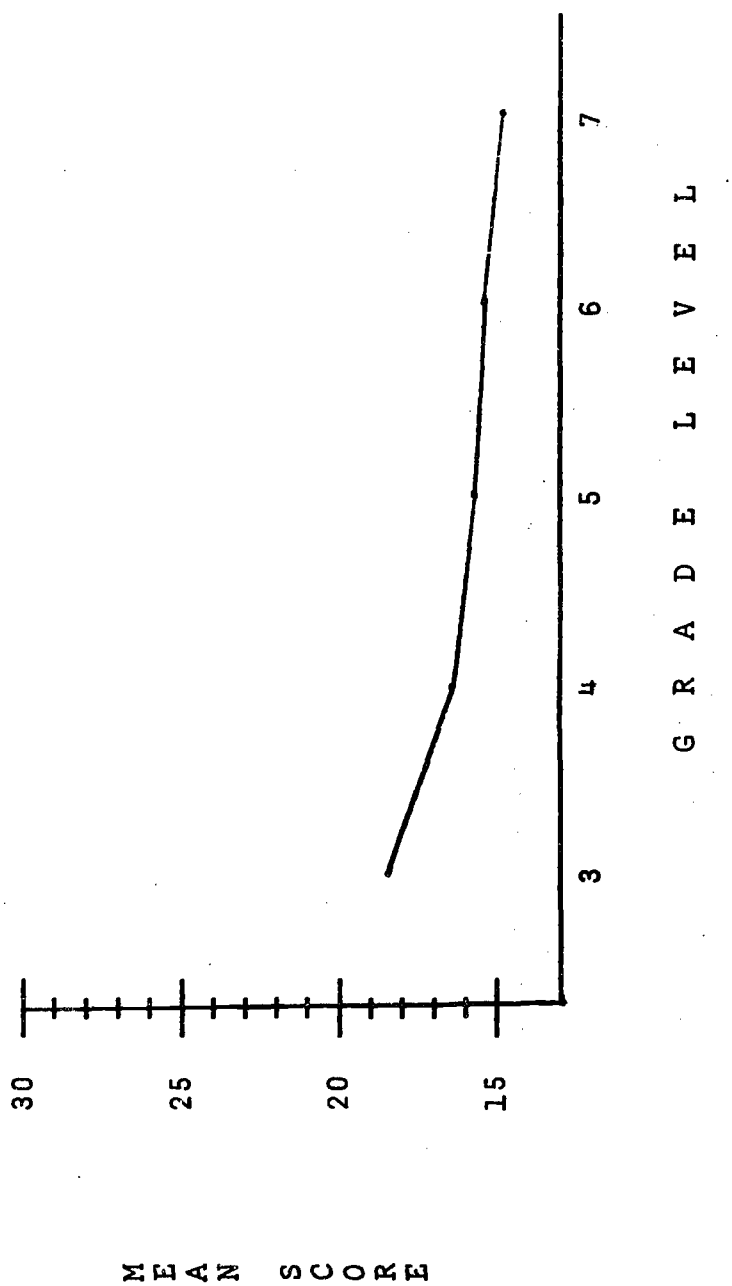
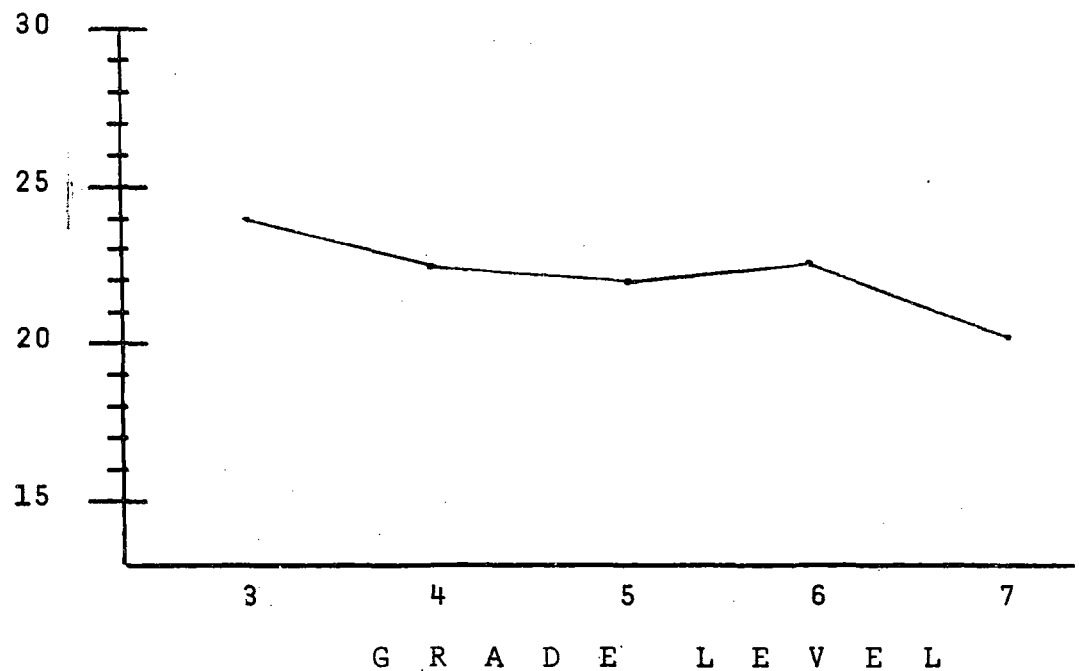


FIGURE 10

COHESIVENESS SCALE MEAN SCORES

GRADES 3 - 7



N = 280
3rd 20
4th 70
5th 90
6th 70
7th 30

D. Summary and Conclusions

Since the worth of any educational enterprise is often measured by the amount of growth in particular skills areas, and since educators have historically assumed that these cognitive gains are often influenced by, and even dependent on the affective component of instruction, this chapter has attempted to illuminate some of those relationships. A sincere attempt was made to present some of the statistical findings in a non-technical manner.

Generally speaking what emerged from both the achievement data reported in Chapter IV and the analysis of the "affective" data in this chapter was a clear trend in linking the two dimensions of instruction in an inferential way. That is to state that no cause and effect relationships are implied; however, a number of important factual trends became evident.

The first of these was that USDL students achieved at or near grade level on all achievement indices as reported in Chapter IV. In addition, there appeared to be an optimal growth period which occurred between the 3rd- 5th grades as reported in the Growth Rate Indices tabulated in Chapter IV. Finally, in terms of overall achievement, the schools and classrooms in which USDL children were taught had a positive cumulative effect on their learning as measured by test results.

The second series of facts which became evident related to the "affective" component of learning. USDL students perceived the classrooms in which they were instructed as being high in satisfaction. This assessment was contrary to previous findings which showed an inverse relationship between years in school and satisfaction. Also, this population of students viewed their classrooms as highly cohesive, somewhat competitive and less difficult the more time they spent in school.

The question explored in this chapter addressed the proposition that: increased teacher awareness of and concern for feelings created through a program of psychological education should result in the creation of a positive classroom climate which is conducive to learning. It is felt that the findings reported above tend to be supportive of this position as a new direction for teacher education programs. Although no definitive statements can be made without the use of a control group, repeated measures design, etc., it is certainly felt that these findings suggest the need for more rigorous experimentation in the area of psychological education as it relates to classroom learning environment and academic achievement.

C H A P T E R V I

COMMUNITY INVOLVEMENT

Recent educational changes and trends have made it necessary for parents and other community personnel to become more involved in the educational process of children. The inequality of educational opportunity, newer instructional methods utilized by teachers, critically low achievement levels, and greater awareness of parents to changing schools are just a few indicators of the need for educators and community residents to enter into collaborative relationships that will assist in upgrading student performance. Under the traditional educational system, parents were typically not included in the educational process. This fact becomes crucial in light of contemporary problems and issues facing inner-city Black communities as they grapple with the need for increased awareness of and control over the education of Black youth. Today, many teacher-training programs and school systems which are concerned with the development of the total child are including community involvement as a necessary dimension.

The concepts of community involvement and community service take on additional significance for the Urban Staff Development Laboratory when one considers its origin and operational base. Funded by Model Cities and administered through Federal City College, the Urban Staff Development Laboratory espouses the basic philosophy of both institutions which stresses community development, involvement, service and advocacy.

In response to the need for increased community participation and involvement in the educational process, the Urban Staff Development Laboratory, a Model Cities funded teacher-training program, established two objectives directly related to community concerns and futuristic directions. These objectives are:

1. To increase Model Neighborhood residents' knowledge of techniques used to teach reading and mathematics, environmental control, child growth and development, drug abuse, and strategies for their own involvement in making decisions relevant to neighborhood schools.

2. To understand the community and its environmental conditions and their input on learning.

The challenge of providing a viable approach to community involvement and participation in the Urban Staff Development Laboratory led to the design and implementation of a "Community Involvement Program." This program represented a continuous on-going approach to involvement having

the following major components: (1) an advisory board, (2) seminars and workshops, (3) community projects by USDL participants. Each of these components will be described briefly.

A. Advisory Board

The Advisory Board of the Urban Staff Development Laboratory functions in the following capacity: (1) to provide liaison between the cooperating entities and the community, (2) to coordinate this program with other Model Cities Programs in order to avoid duplication of services and to achieve maximum results within the program, and (3) to serve a planning and monitoring function in terms of program design and operation. Model Neighborhood (MN) residents hold six seats on the twenty member Board. Residents are nominated and elected through a democratic group process. Specifically, one MN resident from each of five cluster school groupings within the Model Neighborhood is elected to the Advisory Board by the members of each respective group.

B. Seminars and Workshops for Model Neighborhood Residents

Based in part upon the recommendations of Advisory Board members and partly upon the established community objectives of USDL as stated above, regular meetings were held in the community with MN residents for the purpose of:

(1) extending the educational process into the home through the provision of knowledge and skills needed to augment student performance; (2) enhancing career development; and (3) augmenting knowledge of decision-making processes in education and the politics of control and power.

These community involvement sessions were conducted in each of five (5) cluster school groupings in the Model Cities area. The cluster school grouping concept was used to facilitate and promote a high level of participation at the sessions. The sessions were conducted primarily by the Project Director with assistance from project staff. At the initial meetings in each cluster school group, Staff Development personnel informed the Model Neighborhood residents of the new Urban Staff Development Laboratory Program and interacted with the groups concerning their feelings toward their school and community. Another top priority was to ascertain how staff members could help community personnel become more knowledgeable about the schools as well as developing approaches whereby community personnel could help themselves and their children to attain better educational opporutnities. Most groups requested workshops in such areas as reading, math, child development and drugs. One group was primarily concerned with improving environmental conditions.

Follow-up meetings were designed and conducted to address the assessed needs of Model Neighborhood residents. For example, in the area of Reading, workshops were held wherein parents and residents were instructed in some of the newest instructional techniques and methods being used to teach children to read. Feedback from the workshop participants suggests that this approach was a very beneficial one, in that parents were able to extend the educational process into their homes and, as a result, were better equipped to assist their children in the learning process. However, staff members soon realized that they could not provide all the services that community residents wanted or needed. It was necessary to locate and communicate information to residents about other agencies within the Model Neighborhood that could provide needed information and services (e.g., the Sanitation Department, the Northwest Settlement House, and area Drug Abuse Centers.)

As a result of these initial community meetings and the resultant assessment of resident needs, it became apparent that in order to effect a significant impact in the area of addressing community needs, a plan which involved a larger administrative staff had to be designed. Since the seminar-workshops represented a vital part of the program's overall community involvement effort, they were integrated

into a framework which provided for maximum dissemination of services and/or information to Model Neighborhood residents. With the idea of utilizing available Urban Staff Development Laboratory resources, a plan was developed to channel the expertise of participating teacher through the use of on-going community involvement projects as a vehicle for meeting the needs of community residents. This plan has proven to be quite effective in disseminating information and addressing the needs of a significant number of Model Neighborhood residents. A more detailed explanation of these projects is presented in the following section on Community Projects.

C. Community Projects

One of the practicum requirements built into the curriculum design of the training program focussed upon the design, implementation and evaluation of a community project by each of the fifty-three (53) teachers participating in the program. Each of the participants, under the supervision of their instructors, conceived of and implemented a community project. The projects involved anywhere from 8 to 1,200 Model Neighborhood residents, parents and children. In general, the community projects focussed upon the provision of information and/or needed services to Model Neighborhood residents as well as the involvement

of Model Neighborhood parents directly in the schools as aides or as problem-solving/decision-making agents.

The scope and benefits of the projects can be measured in part by the types of projects and the number of people served. For example, eight teachers from three schools provided twelve hundred residents of the Trinidad and Ivy City communities with educational programs on drug abuse. One teacher provided pre-job training experiences to two hundred youth through the Neighborhood Planning Council #11. Another teacher working with ninety-five residents was a team leader and liaison in the Career Opportunity Program, while seven teachers provided approximately seventy-seven residents with skills in the cognitive areas of reading and mathematics. Two teachers applied their evaluative and research skills to an assessment of the program objectives and operation of the Harrison Community School which served 300 students during the winter and six hundred students during the summer.

D. Analysis of Community Involvement Projects

The following analysis of the individual projects initiated by the teacher-trainees provides specific examples of the scope and significance of this component of the community involvement program. The analysis concerned itself with such elements as the purpose and focus of the

project, and the number of participant beneficiaries involved. Analysis of the projects revealed three general areas into which the projects seemed to cluster: (1) awareness of and involvement in school operation; (2) awareness of and involvement in the Community; and (3) tutorial services. While it is expected that there exists some commonality of purpose and, in some cases, a degree of overlap across areas, for the sake of clarity, a descriptive statement of the individual projects is presented within the context of these three areas.

Awareness of and Involvement in School Operations

Within this area, the focus of Model Neighborhood resident involvement has three dimensions which encompass awareness of school operations, evaluation of school operations, and employment in schools.

	PURPOSE	SCHOOL & # TEACHER-TRAINEES SPONSORING PROJECT	# MN RESIDENTS INVOLVED
1.	To increase awareness of teacher and community regarding their responsibilities in the school's operation.	Seaton (1)	22
2.	To involve parents in school activities which increase awareness of school and classroom operations.	Seaton (1)	40
3.	To increase knowledge and stimulate interest of parents regarding school operations and activities.	(2)	15

	PURPOSE	SCHOOLS & # TEACHER-TRAINEES SPONSORING PROJECT	# MN RESIDENTS INVOLVED
4.	To provide for parent occupation in the school program where parents are utilized on the basis of their assessed talents.	Grimke (2)	12
5.	To employ parents in school to work with pupils.	Perry Simmons (1)	12
6.	To assess the objectives and effectiveness of operation at Harrison Community School.	Harrison (2)	29
7.	Involvement of Teachers (32) and Title I parents (60) in the design and Evaluation of proposals for Title I Summer Programs which focus upon enrichment of education for disadvantaged children.	Goding (1)	92

2. Awareness of and Involvement in Community

Many of the projects in this area focus upon community problems, such as drug abuse, vandalism, and traffic safety. Others address the need to establish a better rapport between residents and segments of the business community, churches, etc., while still others focus upon the provision of volunteer services to local service agencies.

8.	To involve teachers, students, parents and residents of the Triniday, Ivy City Communities in educational programs on Drug Abuse.	Crummel (1) Webb (6) Wheatley (1)	1,200

	PURPOSE	SCHOOLS & # TEACHER-TRAINEES SPONSORING PROJECT	# MN RESIDENTS INVOLVED
9.	To increase parents and 8th & grade student's knowledge and awareness of drug problems.	9th Shaw (2)	80
10.	To improve traffic safety with focus upon kindergarten children and their parents.	Cleveland (1)	33
11.	To bring together various segments of the community -- public and private businesses, schools, churches and youth groups -- to focus upon methods of dealing with vandalism.	Cooke (1)	
12.	To establish rapport between merchants and consumers.	Garrison (1)	
13.	To stimulate teacher participation in awareness sessions regarding community problems.	Simmons (2)	75
14.	To provide counseling services to young men in residence at a Half-Way House.	Garrison (1)	16
15.	To encourage parents to provide volunteer services at N.W. Settlement House.	Simmons (1)	68
16.	To conduct a Community Survey of early childhood experiences of pre Kindergarten and Kindergarten children for the purpose of increasing teacher awareness and making the curriculum more relevant.	Walker Jones (2)	
17.	Involvement in Neighborhood Planning Council #11 providing pre-job training for youths asking Summer employment.	Terrell (1)	200

PURPOSE	SCHOOLS & # TEACHER-TRAINEES SPONSORING PROJECT	# MN RESIDENTS INVOLVED
18. Involvement in CIC as Trainer, Planner, tutor.	Goding (2)	
19. Involvement in Hospitality House, Truency Prevention in counseling capacity.	Stuart (1)	14
20. Participation in Career Opportunity Program as team leader and liaison.	Goding (1)	95

3. Tutorial Services

Within this area, the focus is primarily upon the provision of tutorial services, with particular emphasis on Reading and Mathematics. Additionally, the greatest number of projects are clustered within this area. The provision of tutorial services included the following:

21. to parents and children in remedial math and reading at the Salvation Army Community Center.	Bundy (1)	18
22. to children at the Teeney Boppers Center	Garnet Patterson (1)	
23. to children and adults at the Community Involvement Corporation - Education Division.	Goding (1)	
24. through the Tutorial Program at Blair	Blair (1)	
25. to adults and children in the area of mathematics.	Garrison (1)	20
26. To parents in ways to foster the teaching/learning process of their children at home.	Ludlow Taylor (1)	2

	PURPOSE	SCHOOLS & # TEACHER-TRAINEES SPONSORING PROJECT	# MN RESIDENTS INVOLVED
27.	to increase parent knowledge of methods of teaching reading math.	Montgomery Morse (2)	10
28.	to increase parent knowledge of methods used to teach reading.	Grimke (1)	8
29.	to involve parents in Learning and Teaching of reading methods used in the classroom.	Perry-Simmons (1)	8
30.	to involve parents in the learning-teaching process as it relates to the Pre Kindergarten program.	Logan (1)	6
31.	to stimulate the self-teaching/learning processess in the pupil outside the classroom with particular focus being placed upon the proper utilization of library resources.	Seaton (1)	24
32.	to provide parents of kindergarten through 2nd grade children with knowledge of methods, materials and information related to fostering the teaching/learning process at home.		

D. Project Summary Reports

As a means of illustrating the purpose and scope of these community projects, three sample project reports (one from each of the major areas) have been included here. The three sample project reports include the following topics: (1) How Some of My Parents Became Involved In Our Reading Program, (2) Education is Power, and (3) Parents Enhancing Educational Readiness (PEER). These sample reports have

been included here in their original format as a means of further illustrating their breadth of content, scope and presentation format.

PROJECT REPORT A

HOW SOME OF MY PARENTS BECAME INVOLVED IN OUR READING PROGRAM

Chastine Bailey
April 3, 1971

As the second semester of this school year began, I became more and more concerned about the children in my slowest moving reading group. I had to admit that the goals that I had planned to reach by this time had not been reached. When I considered their lack of interest and poor enthusiasm for reading I felt doubtful as to whether they were likely to be reached this school year. One morning when this group was looking everywhere except where they needed to look, and calling words everything except what they really were, I stopped everything, had the children return to their seats and vowed to get busy. This I did.

I. Studying the Problem

A. The first step taken to solve our problem consisted of reviewing the children's credentials. Here are some of the facts noted:

1. Six of the ten children in this group had been retained at least once. This made it inadvisable to retain them in second grade again because of age.

2. Three of the ten children had severe emotional problems.

3. Two of the ten children had severe absentee problems.

4. Only one of the children had very low learning potential.

B. Next I studied the results of the California Achievement Test that nine of the pupils had taken in October, 1970. From this source I discovered the following:

1. Six of the ten students had total reading scores of 0.06.

2. Three of the ten students had total reading scores of 0.09.

3. Areas in which pupils need help most were word recognition, word form, and words in context.

II Solving the Problem

A. The first step taken was a discussion with our principal and our counselor and we agreed that involving our parents would be one of the best ways to help solve our problem.

1. This idea was introduced to the parents concerned at our P.T.A. Meeting.

2. We selected a date for a meeting and I sent letters to the other parents.

3. Only two parents attended the meeting and they came at different times. So what was planned as a meeting turned out to be individualized conferences.

4. A second letter was sent to parents, followed by a phone call. To date I have seen five parents and two older sisters.

B. The main purpose of the meeting planned with the parents was to plan and share ways to help the children who needed help.

1. Skills that parents could develop at home had been listed.

2. Activities that parents and children can do together were collected.

3. A list that included names of good but inexpensive books, words, and responsibilities for parents were made available. (See Examples of activities on last pages.)

My parents have definitely become involved in the role of helping their children achieve in school work. Many of them cannot get to work in the classroom, but they are turning the home, and the community into classrooms and this might be best after all.

Future Plans

I hope to see this program grow, and grow, and grow, until children who cannot read will be simply a bad dream rather than a reality.

Some Things Parents Can Do At Home to Increase Child's Learning

* First Rule: Make it impossible for the child to fail at any task you're asking him to do.

* Be patient with your child and try to guide him one step at a time, one direction at a time, and offer praise for a job well done.

* Make every place a classroom. Every area in the home can be a classroom.

A. The kitchen will serve as a wonderful classroom because it offers opportunities for:

1. reading labels

2. counting
3. reading directions
4. reading temperatures, timing meals and reading weights and measures

We can also develop concepts for such words as:

1. dicing
2. chopping
3. slicing
4. beating
5. stirring
6. hot and cold etc.

Such sounds as: frying, simmering and boiling may be heard.

Be sure to point out the different smells and the many things to taste.

B. The supermarket offers another excellent classroom.

1. Check sizes, shapes, prices, kinds, materials, temperatures.

2. Read labels prices, directions.

3. Let child feel, handle any object that is not breakable.

4. Always talk to him and listen to what he has to say.

C. Provide responsibilities children can master.

1. Cleaning rooms
2. Caring for clothes
3. Helping with younger children

D. Provide time to be together.

1. Provide a time when you and the child can talk, read or tell stories.

2. Spend a few minutes doing something for just one child, like sewing on buttons, combing the hair etc., or playing games.

Enjoy your child and don't fail to let him know it.

E. Encourage your child to become more curious about everyday environment, and to learn more about it. Ask questions about what he has seen that day. Take him places, and discuss things with him.

F. Recognize birthdates and other factors dealing with time.

G. Be sure to discuss seasons, months, weather conditions, and news items.

H. Discuss other places where relatives live. Say the name of a place. Avoid saying "down the country."

RESPONSIBILITIES FOR PARENTS

Our Parents were asked:

1. To be responsible for books children would be bringing home.

2. To plan a time when the child could read and do a few items of review work.

3. To review with child the follow-up skills that they bring home.

4. To ask the child about assignments and report to teacher when the child mentions not having any.

5. To keep children in school each day.

6. See that children received food at home and/or at school.

7. To see that the child gets rest and sleep at home.

8. Remind child to bring glasses and other necessary working aids to school.

9. Try to dress the child properly for the temperature and the weather.

(Boehm): For Practice at Home Basic space, quantity, time miscellaneous concepts;

1. bottom
2. under
3. beside
4. in front
5. toward
6. away
7. up-down
8. big-small
9. tall - short
10. long - short
11. wide, fat - narrow, thin
12. round
13. flat
14. straight
15. line
16. follow
17. join
18. change
19. moving - still
20. deep - shadow
21. fast - slow
22. now
23. early - late
24. past
25. start, begin - stop, fini
26. open - closed
27. soft - hard
28. easy - hard
29. dark - light
30. loud
31. light - heavy
32. any
33. every - none
34. all - none
35. enough
36. other
37. with - without

PROJECT REPORT B

EDUCATION IS POWER

Purpose: To educate and to totally involve teachers, students, parents and residents of the Trinidad and Ivy-City Communities in an educational program on Drug Abuse.

PROJECT SPONSORS

1. Alma Colclough
2. Marlene Crew
3. Ann Derricotte
4. Vivian Hayes
5. Alice McNeil
6. Rowan Sharpe
7. Doris Thorne
8. Geneva Williams

OBJECTIVES	METHODOLOGY:
I. Awareness	Meaningful Facts - By Means Of: Films, Speakers, Literature, Discussion groups, and access to additional information.
II. Sensitivity:	To see people as persons - To establish communication - By means of Psycho-Drama
III. Early Identification:	Know and recognize symptoms of potential users and users - (through inventories and observation)
IV. Prevention:	Help students to cope with reality - Social, Employment, and Education.
V. Referral:	Agencies-Voluntary: (any agency) Resistant: (Blackman's Development Center, Bonabond)

In our Community Involvement Project, we reached approximately 1200 persons. Our inital step involved sending out Questionnaires to teachers and staff, parents and residents of the Crummell, Webb and Wheatly School areas to find needs and desires for involvement programs. Secondly, two different assemblies were planned. The first was with the combined P.T.A.'s of the three schools. Mr. Virgil Keels was our guest speaker. Mr. Keels is Program Consultant with the National Coordinating Council on Drug Abuse. The second assembly was in the form of a workshop with film,

displays, and guest speakers. Main features were Detective Walter Milam, Narcotics Liaison Officer between the Metropolitan Police Department and the D.C. Schools with a display of soft and hard drugs. The other being three former addicts connected with the South east Settlement House on Drug Control. These speakers were Mr. James Bellany, Mr. Costello Tobias, alias "Squirt," and Mr. Samuel Powell. They gave us a wealth of information. Many participants have expressed how meaningful and informative each session has been and the desire for more drug abuse education.

We plan to end the school year with an assembly prepared by students, and parents in the form of skits showing some of the information gained as to the dangers of drugs when and if they are abused.

PROJECT REPORT C

PARENTS ENHANCING EDUCATIONAL READINESS (PEER)

Population served: 20 Parents
20 Pre School children
in our immediate area

Leah S. Humphrey
Goding Elementary School
Group D - Masters Degree Program

Peer is a continuing Project in which I have been involved since September 1970. Since the majority of my teaching experience has been in Kindergarten through Second grade, this project was an opportunity for me to do something about the ways parents in my school area work with their own preschooler at home.

Even though this group was originated by psychologist's teams in Title I schools, the parents have become so interested and capable, that they have chosen their own spokesmen and are planning activities under the incorporated name of Parents for PEER.

Parents are shown how to make simple learning games to enhance the developmental readiness of their children. Pupil personnel workers and aides visit these homes weekly to present concepts and learning techniques and subsequent follow up. They utilize ordinary household items for games and toys. This program ties in with the Infant Education Project that has been in operation for five years. The follow-up indicates that the relationship of the involvement of the parents in the learning process of their children prepares the child for academic achievement.

My Role: I have served as a member of the planning committee with the Pupil Personnel Team in my building in conducting the following activities:

(1) Helping Personnel Aides attain adequate materials for tutoring pre-schoolers. Planning the making of materials in workshops.

(2) Planning discussion groups for parents on an understandable overview of childrens' abilities at different ages (prenatal - age 5).

(3) Workshops on helping parents to make and use materials to train their own pre-schoolers.

(4) Planning and executing the situations which require more parental tact through role playing and discussion.

(5) Attending meetings at the Douglas Memorial Church with parents and aides.

(6) Serving as an advisor to the Parents for Peer Group which is planning money raising activities to buy more tutorial materials and aides for the children. The most recent project of the Parents for Peer Group includes the planning of a Theater Party involving the Back Alley Theater to be given at the Ira Aldrich Theater.

The following pages are copies of the communications which the PEER Program uses to summarize each activity Phase of it's development. The activities are self-explanatory.

PEER...What is it?

PEER IS A LOT OF THINGS. It's a word that means "equals." It's the first letters of a program. Parents Enhancing Educational Readiness. It means fun, learning, exploring new things and new ideas, making toys and saving money, using a small buying service to get books for your children that cost from 15¢ to 75¢ because we get a discount. It means a place where you can come Wednesday mornings and bring your children...a place to which we will bring you.

PEER grew out of a tiny program started at Edmond School two years ago. Dr. Morton Davis, an Optometrist who does a lot of work with the children, volunteered his services and on Wednesday mornings he worked with a small group of mothers and children playing games that helped the chilren learn. We were not lucky enough to have mothers and fathers bang on the door to get in, but children did and they loved it. They learned the kinds of things that helped them in class. They learned to balance themselves, to count, which was left, right, up, down. Many children do not know these things, and they matter.

We decided to spread out and make this available to all the Title I Schools. There are parents and Pupil Personnel Staff from more than 15 schools involved. Parents

are invited to come. Ask your Pupil Personnel Worker.

We've had two Toy Workshops, making toys for Christmas. We've taken orders for toys and books. After the meeting on December 16, 1970 we are having our Christmas vacation. Then we start again on January 6, 1971, from 10:00 A.M. to 12:00 P.M., at Douglas Memorial Methodist Church at 11th and H Streets, N.E. Bring the children... we'll take care of them. Cookies, milk, coffee, people, information. We will be learning things together.

March 5, 1971

PEER...Progress Report

PEER is embarked on Phase four...that of sending tutors, called "Peries," into the homes of parents of pre-school children to work with both mothers and pre-schoolers so that the mothers become better "teacher-mothers" and the children are stimulated and encouraged to develop to their full potentials. There are seventeen (17) Peries from twelve different schools and two (2) from Youth Serving Youth. They will be working with thirty-one families. Most Peries work with families they have recruited themselves, but three families from schools (Edmonds, Immaculate Conception, and Stuart Jr. High School) which do not have staff involved in Phase four are also being served.

Peries will visit each family twice weekly, for a maximum of an hour each time. They will talk with parents, talk and play with the children, modeling behavior for the parent and focussing on increasing the parents' awareness of her great importance as her youngsters' first and most important teacher.

The Peri will bring some equipment with her when she visits the home, and will help and encourage the mother to use the things she has around the house as she continues with her children what has been going on in the tutoring visits.

We have used the name "Peri" for the tutor, as we do not wish to use "tutor," since some families may respond to having a "tutor" by feeling that teaching responsibility is hers only. We see her as a peer of the parents...she, they and the children are a working unit..working with the excitement and pleasure of learning as their goal...a very new one for many parents.

Regular PEER meetings are continuing at Douglas Memorial Church. The next one is on Wednesday, March 17, at 10 A.M.

C H A P T E R V I I

SUMMARY

A. Introduction

The Urban Staff Development Laboratory Graduate Degree Program is an on-the-job teacher-training program designed in response to the specific educational and community problems within the poorest section of our nation's capitol. Program emphasis is upon the basic skills of reading and mathematics and graduates of the program receive a Master of Education (M. Ed.) degree in Urban Staff Development from Federal City College.

A Consortium consisting of personnel from Federal City College, the University of Massachusetts, and members of the Washington Innovation Team were the chief initiators of the Urban Staff Development Laboratory. The Consortium of designers was subsequently expanded to include representatives from the District of Columbia Teachers College, the Washington Teachers Union, and from parent groups in the Model Cities area. In its Advisory Board capacity, the Consortium served as a liaison between the cooperating entities and the community, as an "outreach arm" to collect and disseminate ideas and information that would help the program focus clearly on the problems of the community, and as a

coordinator of the Urban Staff Development Laboratory with other Model Cities programs.

The components of a "competency-based" teacher training program have been used in developing the USDL program. This means that the competencies to be acquired by the participants and the criteria to be used in assessing the attainment of these skill levels are made explicit, and the participant is held accountable for them. The specific competencies are those understandings, skills, behaviors, and attitudes that will facilitate the social, emotional, and intellectual growth of both the participants and their pupils.

Selection of program participants was conducted in two phases. At the school level, a panel consisting of principals, teachers, parents, and students was involved in the selection process. Interested teachers submitted their names to the school panel for review. Following selection of possible participants at the building level, their names were submitted to the USDL Project Director and Consortium representatives for review. The final decisions and selections were made on the basis of participant ratings in the following three categories: 1) personal interview; 2) a written response to specific inquiries; and, 3) classroom observation.

Of the 55 participants that initially enrolled in

the program, six subsequently left prior to completion because of personal or financial reasons. Forty-three of the remaining participants taught in the elementary grades while six participants taught at the secondary school level. Five participants were male, forty-four were female, and eighty-eight percent of the participants worked in self-contained classroom settings. Twenty-seven of the participants were between thirty-one and forty years of age and seventy-five percent of them had been teaching for seven years or more.

Orientation sessions were conducted almost immediately after final participant selection was made in order to allow the participants to meet one another. During one of these orientation sessions, the participants were asked to articulate their needs and expectations regarding the program to USDL instructors and staff members.

The combined data from these small group interactive sessions and a subsequent indepth teacher survey provided the training staff with information for the establishment of objectives, course content, and basic program design. A compilation of the learner's needs, staff input, and societal needs produced eight objectives. Examples of the resultant program objective areas included human relations, classroom climate, reading and mathematics, research methodology, positive self-concept, the urban

community, and the skills needed to become a master teacher.

The USDL was initially housed in the Learning Center or Innovation Team Center at 1292 Upshur Street, N. W., Washington, D. C. The physical plant facilitated the use of both a large group lecture format and a small group interaction format. Training sessions typically included a large group operation where the participants were divided into two groups. Each group had a near equal number of participants where the lecture-large group seminar teaching interactive approach was used. In addition, a small group operation was utilized where participants were divided into five groups of ten to eleven members each.

Courses offered were in direct response to the expressed needs and concerns of participants. Initial emphasis was placed on content that dealt with the urban child and issues relevant to the childs' functioning in urban settings. Reading and mathematics improvement as the priority resulted in a variety of courses being offered in both of those content areas throughout the teacher training program.

B. Assessment of Program Objectives

Interim and post surveys of both faculty and participants were conducted using a questionnaire specifically designed to measure all aspects of the program objectives. In addition to the structured questionnaire

items, a series of open-ended questions were used. Presumably, responses to these questions would provide the instructors with some insight as to how the participants view them, their role, and their effectiveness. In addition, this information provided administrative staff with data regarding the effectiveness of their organizational and operational plan, strategies, and program requirements.

The premise upon which this questionnaire survey was created lies in the perceptions of the faculty and administrative staff regarding the intent of the program objectives. Moreover, this instrument was created to ascertain whether discrepancies exist between certain aspects of program operation and the specific objectives governing that aspect of the program. Finally, the survey was to be utilized as a means of providing the administrative staff with information about the program's strengths and weaknesses.

The faculty questionnaire was designed to elicit faculty views regarding the extent to which the focus and intent of the overall program as well as the focus of specific curriculum content were in tune with the objectives of the Urban Staff Development Laboratory. The faculty questionnaire consisted of twenty statements regarding the program and its curricula to which the individual was instructed to respond in terms of five response categories. The participant questionnaire was designed to measure the

same areas as that of the faculty questionnaire. However, the statements used to elicit responses were presented at another level in the participant questionnaire since the participants were instructed to respond to each item as it applied to them and the frequency of their behavior. The information obtained from these faculty and participant questionnaires was synthesized and reported for each of the eight project objectives.

Objective I (To increase the interpersonal awareness needed for dealing effectively with children and adults in the urban area.) The overall response of faculty and participants to statements measuring objective I indicate strong agreement that this objective has been accomplished. 91 percent of the faculty responses at the time of the interim assessment in contrast with 87 percent of the faculty response to the past assessment denote strong agreement. 88 percent of the participants' interim responses in contrast with 84 percent of their post responses also denote agreement. This indicates a high degree of congruence both within and between groups in terms of their perceptions at the time of the interim and post assessments. A slight decrement in goal attainment is noted in the 4 percent decrease in faculty and participants' perceptions between the interim and post assessments. This reflects a shift in emphasis toward the end of the program.

Objective II (To create a classroom environment which facilitates individual student learning.) The overall results of faculty and candidates indicate strong agreement that objective II has been met. However, the faculty responses indicate a higher degree of total satisfaction, (100 percent - an increase of 25 percent over the interim responses) as opposed to 83 percent response from the participants. While the 25 percent increased agreement on the part of faculty indicates fulfillment of the objective as the program progressed, the participants report a 2 percent decrease in goal satisfaction suggesting some difficulty in terms of theory utilization as it applies to classroom instruction. The reasons for this difficulty are not clear, as faculty provide direct assistance and support in the classrooms demonstrating the application of theory.

Objective III (To improve reading and math skills of students.) 95 percent of the faculty and 89 percent of the participants agree that this objective has been met. This denotes a high degree of congruency in the perceptions of both groups. Further, an overall increment in goal attainment as the program progressed is evidenced in a 23 percent increase on the part of faculty and 16 percent increased participant agreement on the post assessment. These increases reflect the major emphasis of the program to develop in teachers a basic philosophy toward "reading in the total curriculum," and to increase the ability of

teachers to diagnose and remediate.

Objective IV (To help Black children develop a positive self-concept and sense of identity.) The overall responses of faculty and participants to statements measuring this objective indicate strong agreement that this objective has been accomplished. 100 percent of the faculty, reflecting an increase of 9 percent on the post assessment, in contrast with 91 percent of the participants reflecting a 9 percent increase, denote agreement thus indicating congruence of perceptions between the two populations, and increased goal attainment. However, participant responses to open-ended questions were more critical, indicating a need to incorporate more Black Studies into the curriculum, as well as specific knowledge and skill related to improving the self-concept of Black children.

Objective V (To develop competency in research skills and methodology.) The responses of faculty and participants to statements measuring Objective V indicate a significant upward trend denoting goal attainment. Responses at the time of the interim assessment indicated an inverse relationship between the perceptions of the two groups. Although the distribution of participant responses is uniformly scattered denoting a divergence of opinion, 66 percent agreed that the objective had been met, in contrast with 80 percent of the faculty responses

indicating general disagreement. In marked contrast to these findings, the post assessment indicates 100 percent of the faculty and 83 percent of the participants are in agreement that this objective has been met. This indicates increased perceptions of goal attainment of 80 percent and 26 percent, respectively. This trend is in the expected direction, reflecting the program's sequence of course offerings. Prior to the interim assessment the extent of participant exposure to research involved locating, reading and abstracting theoretical and empirical research data. However, during the last three quarters of the program, four courses were offered requiring participants to design and conduct research projects geared toward the alleviation of learning difficulties in their classrooms. This activity enabled them to attain a degree of competency with regard to using the scientific method as a problem-solving approach, which subsequently could have accounted for the increased agreement that this objective was met. Generally, the increased focus on research and the addition of several research-oriented faculty members to the staff may also account for the sharp increase in faculty agreement related to this objective.

Objective VI (To become a resource teacher to assist other teachers in the classroom with their instructional program.) The responses of faculty to statements measuring Objective VI indicate strong agreement that this

objective has been satisfied. 100 percent of the faculty responses on the post assessment denotes strong agreement with an increase of 17 percent in goal attainment as the program progressed. However, the participants' distribution of responses is somewhat scattered, denoting a divergence of opinion, although there is an increased trend toward agreement. This is reflected in 71 percent of the participants' responses, an increase of 5 percent, indicating a trend toward agreement that this objective has been met. The discrepancy between faculty and participants' perceptions of Objective VI may be related to several factors. The fact that 73 percent of the participants operated in self-contained classrooms, and viewed the role of the resource teacher traditionally, as operating outside the confines of the classroom, may account for difficulties in perceiving oneself as a resource teacher. Additionally, the program was designed primarily to assist teachers in becoming more effective in their classrooms. However, teachers were encouraged to serve as resources and change agents within their school buildings and the system. In retrospect, the difficulty involved in teaching peers that which one is simultaneously learning renders this objective rather long range. Therefore, it is anticipated that after completion of the program, teachers will be in a better position to attain this goal.

Objective VII (To increase Model Neighborhood Residents' knowledge of techniques for teaching reading and math, environmental control, child growth and development, drug abuse, and strategies for the self-involvement in making decisions relevant to their neighborhood schools.) The results indicate general agreement on the part of both faculty and participants that Object VII has been met. 75 percent of the faculty responses in contrast with 70 percent participant responses denote agreement. However, there is a decrement in perception of goal attainment on the part of both groups, with the participant responses being somewhat scattered, denoting a divergence of opinion. The 11 percent decrease in agreement and the divergence of opinion on the part of participants would appear to be related to the following. During the first 2-3 quarters of the program, each participant was required to design and conduct a community involvement project which addressed the assessed needs of their school community, and was related to Objective VII. Although the program requirements for such projects were discontinued when the classroom-based action research projects were initiated, participants were encouraged to continue their involvement, and some elected to use their community projects as the basis for their research. Thus, there are variations in the degree of intensity with which participants continued their involvement. Further, this explains the decrease in

faculty responses, as the major extent of their involvement was via the participants' projects. However, community involvement at the staff level was continued by the Project Director who conducted a series of workshops designed to (1) foster involvement in educational decision making; (2) focus on resolution of community problems; and (3) extend the teaching/learning process into the home through increasing parent knowledge and skills related to assisting children at home.

Objective VIII (To understand community and environmental conditions and their effect on learning.) The results indicate strong agreement on the part of both faculty and participants that this objective has been accomplished. Although there is a slight decrement on the post assessment in the perception of both groups, the responses do indicate agreement in 88 percent of the participants and 83 percent of the faculty. This indicates a high degree of congruence in the perceptions of both populations relative to their understanding of how community and environmental factors affect learning.

C. Achievement Data on USDL Students

More often than not, comprehensive analyses of achievement data which show that children are making positive gains in certain cognitive areas serves as the most cogent argument for the continuation of an educational

innovation. To achieve this analysis, various research designs have been used. As stated previously in Chapter 4, the intent of this evaluation effort was to use a "pretest-post test-control" design. Specific data covering pretest-post test analyses of Metropolitan Readiness Batteries (grade 1); California Achievement Tests (grade 2); and Comprehensive Test of Basic Skills (grades 3-7), were to be used. However, the reader will recall that this particular research model was impossible to implement due to the cancellation of post tests by the D. C. School system. Therefore, rather than "waste" valuable achievement data, it was decided that the pretests would be analyzed for the purpose of providing entrance achievement levels with this group of children. In addition, since certain achievement data which did adhere to the pre-post-control design had been accumulated by Staff Development Laboratory Teachers, the decision was made to also include these data in the report.

With these limitations and restrictions placed on the evaluation efforts of these writers, the major purposes in analyzing student achievement data were essentially twofold. First, the pretest achievement data on grades 1-7 were reported and analyzed in the hope that Staff Development Laboratory Teachers would gain some insight into the skill proficiencies of the children as they entered the project. With this in mind, sub-test profiles

were reported and discussed for reading readiness, reading comprehension, reading vocabulary, arithmetical concepts, application, and computation.

In addition to this quantitative analysis which sought an answer to major questions of "how much children learned" vis-a-vis similar groups (e.g., grade level scores compared to normative data); the writers felt that it was important to seek answers to such questions as "when do children seem to learn certain skills", (e.g., rate of growth in and between grades). Hence, a qualitative index referred to as a "Growth Rate Index" reflecting spurts in achievement was developed.

The second major purpose in analyzing student achievement data was to report on related results within individual research projects which had been carried out by Staff Development Laboratory Teachers. Many of these projects were of the pre-post-control design type which, as a result of the last minute modification in the testing procedures utilized by the D. C. Public Schools, were lacking in the first set of achievement data. There also existed evaluations of certain affective dimensions which were important to the total evaluation of this project. A summary discussion of the first set of achievement data follows.

The results of the Metropolitan Readiness Test for grade 1 revealed that as a group these children scored

"average" on the total readiness battery. Furthermore, the children taking this readiness test scored from "high normal", to "superior" on the alphabet sub-test. A detailed discussion of the importance and implications relative to each sub-test score has been presented in Chapter IV. A key question was raised as to the linguistic, cultural, and semantic relevancy of certain test items to Black urban children. Lastly, because of this and other factors discussed in relation to the validity and desirability of this type of readiness evaluation, it was suggested that any future considerations regarding the use of the Metropolitan Readiness Test be questioned.

The achievement data for grades 2-7 (CAT-CTBS) pointed to one very important trend. Simply stated, this group of children did not manifest "cumulative deficits" in achievement that are so often attributed to urban youngsters. In both total reading and total arithmetic this group scored at or near grade level as measured with these standardized instruments. In contemplating these results, it must be remembered that a pre-post-control design was impossible to achieve. At the same time, these test results were at considerable variance with the other test results reported by the D. C. Test Bureau, and it was suggested that this discrepancy be looked into further.

Finally, the specific sub-tests and growth rate indices reported on in Chapter IV provided suggestive

evidence that their existed an optimal time for growth in certain achievement areas. For example, in reading vocabulary the test results showed that students grew at a rate index of 1.14 between 4th and 5th grades as compared to .48 between 2nd and 3rd grades. In reading comprehension the growth rate was 1.05 between grades 4th and 5th, as compared to .79 between 2nd and 3rd grades.

In arithmetic achievement the test data revealed growth rates of 1.65 in arithmetical concepts between 4th and 5th grades as compared to .45 between the 3rd and 4th grades. In arithmetical application the growth rates were 1.06 and 1.07 for 4th through 6th grades, as compared to .83 between grades three and four. Hence, this data provided suggestive evidence that the middle elementary grades seemed to be optimal for growth in both reading achievement and arithmetic as measured on the standardized tests; and that the schooling process had a positive cumulative effect. For this reason, it was concluded that the "cumulative deficit" phenomenon was not evinced here.

In total, twelve individual research projects conducted by USDL teachers were used in this report. These research projects ranged from pre-kindergarten through grade eight, with the exception of grade three where no project was available. At the pre-kindergarten and kindergarten level the results of the projects suggested that programs with parents on specific readiness skills enhanced

their children's learning in the area of concept development and sensory development. In addition, these project results suggested that reading readiness can be significantly improved as a result of a readiness program.

Second grade research results showed that a program dealing with Black self-image had a positive effect in both reading achievement and self-concept; furthermore one project reported a nine month gain over the control group in just four months utilizing the Language Experience Approach to reading instruction.

At the fourth and fifth grade level a total of five research projects were carried out. The fourth grade results indicated significant gains in both reading and arithmetic. The most significant gain was in a program that utilized reward incentives to improve both reading scores and attitudes toward reading. In just five months time, the average gain for the experimental group was 3.5 months in reading over the control group. Also, the results of a teacher-made self-concept questionnaire revealed a marked increase in the children's self-confidence and attitude toward reading. This relationship between achievement and attitude was reinforced as a result of the research projects carried out in the fifth grade.

A project which focused on what would happen if children were used to teach children demonstrated that both tutor and tutee gained an average of 6 months in

reading and 7 months in arithmetic. This was significant in that these scores were better than the average scores of other children from which the sample was drawn. In addition, favorable affective changes were reported in both tutor and tutee as a result of this program.

The focus of this summary has been to provide in a capsule form some of the most significant facts which evolved out of the achievement data analyzed in Chapter IV. Because the summary is in capsulated form, the writers hope that it has achieved its purpose of highlighting what we perceived to be "most significant", while recognizing that a more in-depth understanding of the data can only come after a careful reading and studying of the contents of Chapter IV.

D. Psychological Education As It Relates To The Socio-Emotional Learning Environment

Historically, educators have assumed that children's achievement is often enhanced or impeded by certain "intangibles" generically referred to as the "affective" domain. However, too often schools either ignored this psychological component of learning or chose a foci that was limited in relating this affective domain to learning. Examples of the kinds of affective data which were collected and analyzed dealt with individual personality dimensions of children. Most of these evaluations looked "inside" the child for psychological traits that related

to achievement. These intra-personality dimensions were limited because they ignored the total milieu in which the child operates, and because teachers often felt as though these intra-psychic traits were apriori truths which could not be altered. Because they were perceived as being beyond the power of the teacher to affect, few attempts were made to interpret them vis-a-vis children's learning environments.

Unlike this emphasis, the Urban Staff Development Laboratory Program decided upon an approach to examining this "affective-psychological" dimension of learning which assumed two things: first, it was assumed that since a majority of the child's day is spent in a classroom with group activities, the manner in which the child perceives that classroom often influences his achievement; second, it was also assumed that both operational definitions and evaluational instruments could be used to measure the affective climate of a classroom.

The major difference then between those views which looked at the child "intra-psychologically", and the views shared by the USDL Staff were in focus and in bias. Moving away from an evaluation of individual personality traits and toward an assessment of classroom climate represented a shift from a "micro-model" of evaluation to a "macro-model". It was felt that the latter focus on assessment was more valid and reliable, while at the same time any

findings could be readily interpreted to classroom teachers.

To this end, the My Classroom Inventory developed at Harvard University by Anderson and Walberg was chosen to be the instrument used in assessing classroom climate. This instrument consisted of 45 items with 9 items per scale measuring five dimensions of classroom climate: Satisfaction, Friction, Competition, Difficulty and Cohesiveness. One reason for the choice of this instrument was that several research studies testing the theory of classroom climate had been conducted. These studies found correlations between teacher personality and class climate, and between classroom climate and pupil learning. Other studies, especially those carried out by Walberg and Anderson, have been discussed in greater detail in Chapter V. The My Classroom Inventory was administered by a team from USDL. Results were reported and analyzed for those grades corresponding to the data on achievement, i.e., grades 3-7.

Essentially, the data revealed that children's perceptions on the "Satisfaction" scale improved the longer they remained in school. This finding was unique, for historically this category has yielded a negative trend the longer children remain in school. As reported in greater detail in Chapter V, a negative trend was indicated on the "Friction" scale. This low perception of "Friction" on the one hand, and high perception of

"Satisfaction" on the other was discussed in relationship to the achievement data reported in Chapter IV. Generally speaking, it was felt that the training in "psychological education" received by USDL teachers was one of the factors contributing to these desirable trends.

The categories of "Competition", "Difficulty", and "Cohesiveness", as elements of classroom climate were also reported on within this study. The responses to these scales revealed that students in this sample perceived high competition at the middle elementary grades. Major discussion in Chapter V centered on the implications of perceived competition to the "growth" spurts reflected in the achievement data; students perceived school related tasks (work) as being less difficult as they progressed in school. Interpretations regarding the significance of this trend were again made focusing in on its relationship to achievement gains; students rated the category of "Cohesiveness" the highest of all the categories, with a falling-off at the 7th grade. Interpretations relating the structural organization of the schools to the "Cohesive" scale were offered in this chapter.

As a result of the data analyzed in Chapter V, it seems plausible that specific salient aspects of "affective" education can be defined operationally, and assessed quantitatively, especially as those aspects relate to children's perceptions. Furthermore, these "affective"

variables when related to achievement provide suggestive evidence that children's achievement is influenced by the context in which that achievement is to take place, i.e. the classroom. Chapters IV and V of this report attempted to show that this was indeed the case.

E. Community Involvement

Recent educational changes and trends have made it necessary for parents and other community personnel to become more involved in the educational process of children. The inequality of educational opportunity, newer instructional methods utilized by teachers, critically low achievement levels, and greater awareness of parents to changing schools are just a few indicators of the need for educators and community residents to enter into collaborative relationships that will assist in upgrading student performance. Under the traditional educational system, parents were typically not included in the educational process. This fact becomes crucial in light of contemporary problems and issues facing inner-city Black communities as they grapple with the need for increased awareness of and control over the education of Black youth. Today, many teacher-training programs and school systems which are concerned with the development of the total child are including community involvement as a necessary dimension.

The challenge of providing a viable approach to

community involvement and participation in the Urban Staff Development Laboratory led to the design and implementation of a "Community Involvement Program." This program represented a continuous on-going approach to involvement having the following major components: (1) an advisory board, (2) seminars and workshops, (3) community projects by USDL participants.

The Advisory Board of the Urban Staff Development Laboratory functions in the following capacity: (1) to provide liaison between the cooperating entities and the community, (2) to coordinate this program with other Model Cities Programs in order to avoid duplication of services and to achieve maximum results within the program, and (3) to serve a planning and monitoring function in terms of program design and operation. Model Neighborhood residents hold six seats on the twenty member Board. Residents are nominated and elected through a democratic group process. Specifically, one resident from each of five cluster school groupings within the Model Neighborhood is elected to the Advisory Board by the members of each respective group.

Based in part upon the recommendations of Advisory Board members and partly upon the established community objectives of USDL as stated above, seminars and workshops were held in the community with residents for the purpose of extending the educational process into the home through

the provision of knowledge and skills needed to augment student performance, enhancing career development, and augmenting knowledge of decision-making processes in education and the politics of control and power.

Follow-up meetings were designed and conducted to address the assessed needs of Model Neighborhood residents. Feedback from the workshop participants suggested that this approach was a very beneficial one, in that parents were able to extend the educational process into their homes and, as a result, were better equipped to assist their children in the learning process. It was also necessary to locate and communicate information to residents about other Model Neighborhood Agencies that could provide needed information and services. With the idea of utilizing available Urban Staff Development Laboratory resources, a plan was also developed to channel the expertise of participating teachers through the use of on-going community involvement projects as a vehicle for meeting the needs of community residents. This plan has proven to be quite effective in disseminating information and addressing the needs of a significant number of Model Neighborhood residents.

One of the practicum requirements built into the curriculum design of the training program focused upon the design, implementation and evaluation of a community project by each of the fifty-three (53) teachers participating

in the program. Each of the participants, under the supervision of their instructors, conceived of and implemented a community project. The projects involved anywhere from 8 to 1,200 Model Neighborhood residents, parents and children. In general, the community projects focused upon the provision of information and/or needed services to Model Neighborhood residents as well as the involvement of parents directly in the schools as aides or as problem-solving/decision-making agents. Analysis of these projects revealed three general areas into which the projects seemed to cluster: (1) awareness of and involvement in school operation; (2) awareness of and involvement in the Community; and (3) tutorial services. As a means of illustrating the purpose and scope of these community projects, three sample project reports (one from each of the major areas) were included in Chapter VI. The three sample project reports included the following topics: (1) How Some of My Parents Became Involved In Our Reading Program, (2) Education is Power, and (3) Parents Enhancing Educational Readiness (PEER). These sample reports were included in their original format as a means of further illustrating their breadth of content, scope and presentation format.

A P P E N D I C E S

A. In Depth Survey of Teachers

B. Teacher Interview Schedule

C. Summary of Categories for Interaction Analysis

D. Pucketts Symbols

E. Faculty Questionnaire

F. Participant Questionnaire

APPENDIX A

IN DEPTH SURVEY OF TEACHERS

1. What are your expectations of this training program in the following areas?

   a. Instruction

   b. Curriculum

   c. Community participation and involvement

   d. Other (specify)

2. Are your expectations of this training program consistent with what you see as being current need areas within the Model Cities schools?

   ____Yes

   ____No

3. There is increasing discussion and debate in and out of educational circles about traditional versus open classrooms.

   a. Do you see these concepts as two ends of a continuum? (That is, as opposites?)

      ____1. Yes

      ____2. No

   b. What do you think people generally mean by traditional classrooms? What seem to be the characteristics people have in mind by this concept?

   c. What do you think people generally mean by open classrooms? What seem to be the characteristics people have in mind by this concept?

   d. In general, which concept (traditional or open) do you think most likely applies to most classrooms at this time

	OPEN	TRADITIONAL
1. In most elementary schools in America	_____	_____
2. In suburban Washington elementary schools	_____	_____
3. In Washington elementary schools	_____	_____
4. In this school	_____	_____

   e. Which concept would you say best describes your classroom?

      _____Open _____Traditional

4. a. What do you think are the most pressing school problems in Washington at this time?

b. Each school, of course, is in some ways unique. Do you think these problems are the one of central concern to most teachers here at _____School?

_____1. Yes

_____2. No

If no, what would you say are the problems generally of most concern to most teachers in this building?

c. Are these also the problems of most concern to parents in this community?

_____1. Yes

_____2. No

_____3. I don't know

If no, what are the problems of most concern to parents?

d. If you were to hazard a guess, who or what do you think could be most influential in resolving each of these problems of concern to teachers at this school?

5. Everyone would like to think of their school as being like a magnet, attracting the pride and interest of teachers, students, parents, community groups and others.

a. Do you think this school is like a magnet?

_____1. Yes If so, what do you think are the reasons. (If more than one reason, ask if any one is particularly significant or crucial. Underline it.)

_____2. No (Why not?)

_____3. Not sure (Why not?)

b. What percentage of teachers in this school do you think would like to see parents have a stronger influence with respect to hiring Staff at this school?

1._____% of teachers

With respect to determining the educational program at this school?

2._____% of teachers

c. What percentage of teachers in this school do you think would like to see community groups other than parents have a bigger role in hiring Staff?

1._____% of teachers

Determining the educational program?

2._____% of teachers

6. During the past two weeks, approximately how many different times have you had occasion to speak about school matters with:

____a. A teacher or teachers from another building

____b. A teacher or teachers in this building

____c. A parent or parents of children in your classroom

____d. A parent or parents other than of children in your particular classroom

____e. Resource personnel other than supervisors or administration personnel

____f. Representatives of community groups other than parents

7. All things considered, how do you find your job this year?

____a. Very satisfying

____b. Fairly satisfying

____c. Not very satisfying

____d. Not satisfying

a. Why do you find it so?

8. Overall, how much do you think most of your students like school this year?

____a. Very much

____b. Quite a bit

____c. Somewhat

____d. Not much

____e. Not at all

9. Have you tried using any new instructional techniques since June?

   a. Since June?

      ____1. Yes
      How did you learn of them?

      ____2. No
      Why not?

   b. Before June?

      ____1. Yes
      How did you learn of them

      ____2. No
      Why not?

10. Have you tried any new ways of organizing your classroom since June?

   a. Since June?

      ____No

      ____Yes

         1) If yes, are you satisfied with results?
         ____Yes; ____No; ____Not sure.

   b. Before June?

      ____No

      ____Yes

         1) If yes, are you still using the new technique?
         ____Yes; ____No; ____To some extent.

11. Are you a member of any teachers association?

____a. No

____b. Yes, an officer

____c. Yes, an active worker

____d. Yes, a member but not an active worker

12. During the past month, did you visit the home of any students?

____No

____Yes (If yes, about how many visits did you make?)_____

13. What has been your main source of ideas for innovations in the classroom this year?

____	College Courses	____	Principal/Assistant Principal
____	Professional Reading	____	Parents
____	Consultants from outside the system	____	Community Groups other than parents
____	National Professional Conventions	____	Other teachers
____	State or regional conferences	____	Students
____	Local workshops	____	Self
____	Central Office	____	Other (specify)_____

_____

14. Generally, how would you describe the morale of teachers in this school over the past month?

____Extremely high

____Fairly high

____Average

____Rather low

____Extremely low

15. Teachers sometimes find that the teaching environment has changed and they must modify their approach to teaching in order to remain effective.

a. Have there been any changes during the past two years that have influenced your approach to teaching?

____No

____Yes (If yes, what were they and how have they influenced you?)

16. Do you anticipate changes during the coming two years that may influence your approach to teaching?

____No

____Yes (If yes, what might they be?)

17. Some organizations use the group approach to solving common problems within the school. Is this approach of all school staff working together encouraged at your school?

____1. Yes, typically
In what ways?

____2. Sometimes
Should it be expanded?

____3. Seldom
Should it be expanded?

____4. Never
Would you like to see it tried more often?

18. a. Do you make written lesson plans?

____1. Yes

____2. No

b. Do you involve students in planning lessons?

____1. Yes
In what ways?

____2. No
Why not?

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
19. I feel that I can stimulate maximum learning of academic subjects in just about all of my students.	____	____	____	____
20. I feel that I can strongly influence the personal and emotional development of just about all my students.	____	____	____	____
21. I feel that I can have a positive influence on the lives of all the children in my class.	____	____	____	____

22. In education generally there is increasing discussion and debate about the responsiveness of "the system" to the needs and interests of students, parents, community, and so on.

a. How do you see the system in relation to your instructional needs and goals.

____1. Generally supportive

____2. Hard to say
Why is it difficult to say?

____3. Generally not supportive
In what way?

____4. No relationship
Why not?

b. Do you believe the system could be more responsive to the educational needs of children in this school?

____1. Yes
How?

____2. No
Why not?

In Questions 23-29 indicate, using the codes 1-6 below, the degree of satisfaction you feel.

1 = Very Satisfied

2 = Moderately Satisfied

3 = Slightly Satisfied

4 = Slightly Dissatisfied

5 = Moderately Dissatisfied

6 = Very Dissatisfied

23.	The method employed in this school for making decisions on curriculum matters.	1	2	3	4	5	6
24.	The method employed in this school for making decisions on pupil discipline matters	1	2	3	4	5	6
25.	The manner in which the teachers and the administrative staff work together.	1	2	3	4	5	6
26.	The cooperation and help which I receive from my superiors.	1	2	3	4	5	6
27.	The educational philosophy which seems to prevail in this school.	1	2	3	4	5	6
28.	The evaluation process which my superiors use to judge my effectiveness as a teacher.	1	2	3	4	5	6
29.	The extent to which I am informed by my superiors about school matters affecting me.	1	2	3	4	5	6

In Questions 30-37 indicate, in the right hand column, a percentage figure based on your opinion.

Of the teachers in your school, what percent

30. Enjoy working in the school? ____%

31. Work cooperatively with their fellow teachers? ____%

32. Display a sense of pride in the school? ____%

33. Try new teaching methods in their classrooms? ____%

34. Do everything possible to motivate their students? ____%

35. Maintain effective discipline in their classes? ____%

36. Do "textbook teaching" only?

37. Usually "drag their feet" when new ideas are introduced into the school program?

APPENDIX B

TEACHER INTERVIEW SCHEDULE

(1-9) 1. Social Security Number_____

1a. Position Title_____

2. School

(10-12) a. Name of school_____(Code #_____)
Office use only

(13-14) b. Grade Taught (please check one)

____1. Pre-School
____2. Kindergarten
____3. First grade
____4. Second grade
____5. Third grade
____6. Fourth grade
____7. Fifth grade
____8. Sixth grade
____9. Ungraded primary
___10. Ungraded primary 1
___11. Ungraded primary 2
___12. Ungraded primary 3
___13. Ungraded primary elementary
___14. Other (please describe):

_____

(15-17) c. Classroom Number_____

(18-19) d. Number of Children in class_____

(20) 3. Type of teaching situation at this time:

____1. Self contained class
____2. Team teaching
____3. Departmentalized
____4. Special Education
____5. Experimental or Demonstration classroom
____6. Other (please describe)_____

_____

(21) 4. Teaching experience:

a. Did you teach in this school last year?

____1. Yes

____2. No

(22-23) b. If yes, what grade did you teach?

_____(use appropriate number from 2b above)

(24) c. If no, did you teach somewhere else last year?

____0. Not Applicable

____1. Yes

____2. No

(25-31) d. If yes, where did you teach?

_____School and locatio
(state and city)

_____Grade (use appropriate number from 2b above

(32-33) e. Total number of years teaching experience as of June of this year:_____

(34-43) 1) Total number of years teaching experience at each of the following grade levels:

____1. Pre-School

____2. Kindergarten

____3. First through Third Grade

____4. Fourth through Sixth Grade

____5. Over Sixth Grade

(44-45) f. Total number of years teaching experience in the D.C. Public School System as of June of this year:_____

(46) 5. Position in the D.C. Public School system:

____1. Permanent
____2. Probationary
____3. Temporary
____4. Substitute
____5. Other (specify) _____

(47-52) 6. Education (check all applicable):

____1. AA
____2. Bachelor's Degree
____3. MAT
____4. Other Master's Degree
____5. Master's plus 30 hours
____6. Other (specify)_____

(53-58) 7. Public Service Education Experience (check all applicable):

____1. Peace Corps
____2. Urban Teacher Corps
____3. Vista
____4. Head Start
____5. Community Action Program
____6. Other (please specify)_____

(59) 8. Sex:

____1. Male
____2. Female

(60-61) 9. Age as of 1 January, 1970:

____1. Under 20
____2. 20-25
____6. 41-45
____7. 46-50

____3. 26-30

____4. 31-35

____5. 36-40

____8. 51-55

____9. 56-60

___10. 61 or over

(62) 10. Ethnic Identification:

____1. Black

____2. Indian

____3. Oriental

____4. White

____5. Other

APPENDIX C

SUMMARY OF CATEGORIES FOR INTERACTION ANALYSIS

TEACHER TALK	INDIRECT INFLUENCE	1. *ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feeling is included. 2. *PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um him?" or "go on" are included. 3. *ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5. 4. *ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. *LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions. 6. *GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply. 7. *CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
STUDENT TALK		8. *STUDENT TALK - RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. *STUDENT TALK - INITIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observor must decide whether student wanted to talk. If he did, use this category.
		10. *SILENCE OF CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observor.

*There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position scale.

APPENDIX D

PUCKETT'S SYMBOLS

Child raised hand

" " " was called on

" " " " " " gave single word response

Child raised hand was called on gave fair response

" " " " " " " good "

" " " " " " " very good "

" called on did not raise hand

" " " " " " gave single "

" " " " " " " good "

" " " " " " " fair "

" " " without raising hand

gave a very good response.

Child called on did not raise hand. did not respond.

Pupil ask teacher question

Student speaks without being addressed.

*Remember to place symbol in appropriate place.

ATTEMPTS TO MEASURE CLASSROOM BEHAVIOR

Early Attempts to Measure Pupil Participation

The earliest attempts to obtain objective measurements of classroom behavior seem to have come, naturally enough, from supervisors. A need for objective measures to replace global ratings appears to have been felt before World War I, when Horn (1914) proposed that a small circle be recorded by the classroom visitor in the appropriate space on a seating chart for "each recitation or request for recitation," and a square for each time a pupil responds by doing something. The purpose was to ascertain the distribution of participation by pupils in the lesson. In 1928, Puckett elaborated on the scheme by developing the following set of symbols:


Pupil raised hand.


Pupil raised hand and was called on by teacher.


Pupil raised hand, was called on by teacher, and made a single-word response.


Pupil raised hand, was called on by teacher, and made a fair response.


Pupil raised hand, was called on by teacher, and made a good response.


Pupil raised hand, was called on by teacher, and made a very good response.


Pupil called on when he did not have hand raised.


Pupil called on when he did not have hand raised; made a single-word response.


Pupil called on when he did not have hand raised; made a fair response.


Pupil called on when he did not have hand raised; made a good response.


Pupil called on when he did not have hand raised; made a very good response.


Pupil called on when he did not have hand raised; made no response.

> Pupil asked a question

| Pupil spoke without being addressed by teacher. (Puckett, 1928, p/ 210).

Symbols were recorded in squares on a conventional seating plan to indicate which pupil exhibited the behavior.

The plan could be used today, adapted, perhaps, to some other system for classifying pupil contributions to class discussion than the simple quality rating proposed. The recording scheme is particularly ingenious, since each mark made refers to a single behavior aspect of behavior. When one or more hands go up, one or more dots are recorded. When a pupil is called on, the dot is encircled if the hand was up; if not, a square is drawn. When the pupil responds, the mark indicating the category of response is added. It should be very easy to learn and to use such a system.

Scoring could be done by a clerk, who would count the number of each type of symbol on a chart, the number in each position, the number of seats with no marks, and so on. The counts could be combined and weighted according to whatever plan was desired. This pioneer study illustrates well how convenient a system for recording can be when the recording process is largely divorced from the scoring process. However, it should be noted that, in requiring the recorder to quantify the merit of the pupil's response, the scheme departs from our definition of an ideal observational technique.

Contrast this simple system with one proposed for a similar purpose a few years later by Wrightstone (1934), who used the following code, together with a seating chart:

Directions for use: This code is to be used to denote teacher responses and stimulations arising from the interaction of class or individual pupil personalities with the teacher personality. The activities of the teacher, as they are defined in this code, are to be entered against the name of the pupil who manifestly causes the teacher response or who is the particular recipient of teacher stimulation. If the class group is the recipient of teacher stimulation or response, such activities should be coded in a separate row and that row designated "Class" on the observational record.

Allows pupil to make a voluntary contribution (5a). Enter the code 5a against the name of any pupil whom the teacher, or leader of discussion, allows to volunteer a contribution to the discussion. Regardless of the stimulation that elicits the pupil response or the correctness of response, if the pupil has volunteered a contribution and is allowed to make it, he should receive a code for each such specific contribution he makes during the periods of observation.

Encourages pupil to make a contribution (5b). Enter the code 5b against the name of any pupil whom the teacher, or leader of discussion, encourages to make a contribution to the discussion. The teacher may encourage a pupil by naming him, pointing to him, or otherwise designating him. He should receive a code for each specific time he is encouraged during observational periods.

Proposes a question or thesis for pupil or class (5c). This type of teacher activitiy is entered in code in a manner as are previous pupil-teacher interactions. The teacher definitely proposes a question or statement for the reaction of a particular pupil or the class.

Refers pupil or pupils to sources of data or information (5d). Enter in code the same as previous items. This item may be defined as referring of a pupil to any sources of information or data.

Suggests (explains) means, methods, activity, or solution (5e). Enter in code the same as previous items. It may be defined as teacher suggestion of means, methods, activities or solutions of a problem or situation. This teacher conduct is often stimulated by pupil questions or statements.

Discourages or prohibits a pupil contribution (5f). Enter in code the same as previous items against particular pupil.

Recalls pupil's attention by direct word, look or gesture (5g). Enter in code the same as previous items against particular pupil.

Assignment by teacher of a specific subject-matter or tasks (5h) Enter in code the same as previous items against particular pupil.

Question and answer on assigned textbook subject-matter (5i). Enter in code the same as previous items against particular pupil. This code is used when the recitation is definitely a question and answer on assigned textbook matter. If the response of the pupil is stimulated by a question on assigned textbook matter, code the stimulation 5i, disregarding whether the pupil volunteers or is encouraged to make a contribution. Apply code 5i only to such situations (Wrightstone, 1934, pp. 455 - 456).

Every time the teacher interacts with a pupil, the observor records the appropriate letter on a class roster opposite the name of the pupil involved. Wrightstone suggested that a seating chart with pupils' names in it be referred to by the observer. Since it is unclear how the observer could find time to do this, it seems much better to follow Puckett's lead and record on a blank seating chart, adding pupils' names later, if necessary.

This system of recording would be somewhat more difficult to learn than Puckett's since there is less system to the symbols. Also, it would be more difficult to use as described, since the pupil must be identified and the behavior categorized at the same time. It ought to be possible to combine Wrightstone's more sophisticated categories with Puckett's smoother recording technique so as to get the best of both.

Unlike the study by Puckett, who was not interested in scoring his records, Wrightstone's had the avowed intention of measuring teacher conduct of class discussion. For scoring his record, he suggested a number of possibilities which seem somewhat relevant to his purpose. When it came to estimating reliability, the score he used was the total number of codes of all types recorded after a pupil's name, a separate score being obtained for each pupil in a class.

An estimate of the stability of the records was obtained by dividing each record into two halves (obtained "so far as possible" on different days), correlating the half scores, and then applying the Spearman-Brown formula to estimate the stability of the total record based on about 180 minutes of observation. In 12 classes averaging 35 students each, the coefficients so obtained ranged from .51 to .91, with a median of .83. If these correlations seem high, it should be remembered that they reflect the accuracy of the counts of the total number of interactions observed, not the accuracy with which they were classified in the nine categories used.

When the system was used by Wrightstone to compare schools using "newer practices" with schools not using them, counts of Items 5a through 5c were added together to give a score called "Orientation"; counts of Items 5f and 5g were combined to give a score called "Prohibition"; and 5h and 5i a score called "Assignment-Quiz." No information is given as to the reliability of any of these scores. Since these scores were used to compare teachers in different rooms, the reliability coefficients given above, which apply to pupils in the same room, seem totally irrelevant.

Wrightstone developed a similar set of categories for recording pupil responses in group situations, which yielded three scores called "Initiative," "Other Items," and "Memory," as follows:

INITIATIVE

Initiative in prepared voluntary report or exhibit.....3a

Credit each pupil who participates in the preparation or presentation of a voluntary report or exhibit. Examples are: Pupils who voluntarily and independently, either as individuals or as committees, look up information, seek solutions, and make oral or written report to class; or pupils who construct exhibits, models, etc.; who secure pictures, books,samples, and the like.

Initiative in extemporaneous contribution from real experience

APPENDIX E

FACULTY QUESTIONNAIRE

Estimate for Assessing

The Level of Achievement of Program Objectives

(Adopted by Dr. Leon Jones)

Please fill in the blanks below as appropriate. (You may leave the space for your name blank if you wish.)

NAME: _____

DATE: _____

FACULTY: ☐ TEACHER TRAINEE: ☐

DIRECTIONS

The following is a list of statements about the focus of both the Staff Development Laboratory Graduate Degree Program and its participants - faculty and teachers. This focus reflects the intent of the objectives of the Staff Development Laboratory.

Each statement should be responded to in terms of the focus of specific curriculum content as well as the focus and intent of the overall program operation. Place a check mark ( ) after each statement with reference to the response indicated in the listing at the right.

These responses will be interpreted in the following manner:

Rarely	implies	0% to 15%	of the time
Sometimes	"	16% to 35%	" " "
Frequently	"	36% to 65%	" " "
Generally	"	66% to 85%	" " "
Almost Always	"	86% to 100%	" " "

This estimate will be used solely to provide information for evaluation and effective improvement and modification. Your responses will in no way jeopardize you as a participant or faculty member.

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
1. Provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with children in the urban area.					
2. Provide a curricula aimed at increasing the interpersonal awareness needed for dealing effectively with adults in the urban area.					
3. Use interaction process of small group operation to enhance human relations skills.					
4. Use large group interaction process to enhance human relations skills.					
5. Offer a multifaceted exposure aimed at enhancing human relations skills, i.e., visual aids, microteaching situation, consultants, etc.					
6. Use classroom observation to facilitate increase of interpersonal awareness.					
7. Demonstrate the skill to organize classrooms for individual learning.					

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
8. Provide a curricula aimed at facilitating individual learning.					
9. Use a variety of materials to teach reading skills.					
10. Develop a variety of materials to teach reading skills.					
11. Use a variety of procedures to teach math skills.					
12. Use a variety of materials to teach math skills.					
13. Develop a variety of materials to teach math skills.					
14. Offer a multifaceted exposure aimed at promoting a positive self concept.					
15. Offer a multifaceted exposure aimed at promoting a sense of identity.					
16. Offer knowledge of how to use research methodology.					

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
17. Use multifaceted approach to foster development as a resource teacher to assist other teachers in the classroom with their instructional program.					
18. Provide a curricula to stimulate ongoing involvement in increasing MN residents' knowledge of techniques for teaching reading and math, awareness of and involvement in school operation, and awareness of and involvement in community.					
19. Provide a curricula which focuses upon the effect of community conditions on learning.					
20. Provide a curricula which focuses upon the effect of environmental conditons on learning.					

APPENDIX F

PARTICIPANT QUESTIONNAIRE

Estimate for Assessing

The Level of Achievement of Program Objectives

(Adopted by Dr. Leon Jones)

Please fill in the blanks below as appropriate. (You may leave the space for your name blank if you wish.)

NAME: _____

DATE: _____

FACULTY: ☐ TEACHER TRAINEE: ☐

DIRECTIONS:

The following is a list of statements about the focus of both the Staff Development Laboratory Graduate Degree Program and its participants - faculty and teachers. This focus reflects the intent of the objectives of the Staff Development Laboratory.

Each statement should be responded to as it applies to you. Place a checkmark ( ) after each statement in the box that best describes the frequency of your behavior.

These responses will be interpreted in the following manner:

Rarely	implies	0% to 15%	of the	time
Sometimes	"	16% to 35%	" "	"
Frequently	"	36% to 65%	" "	"
Generally	"	66% to 85%	" "	"
Almost Always	"	86% to 100%	" "	"

This estimate will be used solely to provide information for evaluation and effective improvement and modification. Your responses will in no way jeopardize you as a participant or faculty member.

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
1. Possess increased interpersonal awareness needed for dealing with children in the urban area.					
2. Possess increased interpersonal awareness needed for dealing with adults in the urban area.					
3. Possess improved human relations skills needed to focus on my role and actions as a teacher and how I affect children as learners					
4. Demonstrate the skill to organize classrooms for individual learning.					
5. Apply theories of learning as they apply to classroom instruction.					
6. Apply theories of child development as they apply to classroom instruction.					
7. Understand theories of child growth and development as they apply to classroom learning.					
8. Understand theories of learning as they apply to classroom instruction.					

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
9. Demonstrate the ability to diagnose reading difficulties of pupils.					
10. Demonstrate the ability to provide remediation in reading.					
11. Use a variety of material to teach reading skills.					
12. Develop a variety of materials to teach reading skills.					
13. Develop a philosophy towards reading in order to more effectively incorporate reading into the total curriculum.					
14. Appraise standardized reading tests in terms of its relevancy to classroom instruction.					
15. Demonstrate the ability to diagnose math difficulties of pupils.					
16. Demonstrate the ability to provide remediation in reading.					
17. Use a variety of procedures to teach math skills.					

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
18. Use a variety of materials to teach math skills.					
19. Develop a variety of materials to teach math skills.					
20. Offer a multifaceted exposure aimed at promoting a sense of identity.					
21. Offer a multifaceted exposure aimed at promoting a sense of identity.					
22. Demonstrate a knowledge of research methodology.					
23. Serve as a resource teacher to assist other teachers in the classroom with their instructional program.					
24. Use Community Involvement projects to increase MN residents' knowledge of: technique for teaching reading and math; school operations; community problems, i.e., drug abuse; strategies for involving parents in the operation and decision making of the schools; and strategies for involving themselves in the operation and decision making of the community and local service agencies. (indicate <u>combined</u> frequency of involvement in anyone or more of the areas set forth.)					

	ALMOST ALWAYS	GENERALLY	FREQUENTLY	SOMETIMES	RARELY
25. Determine how community conditions effect learning.					
26. Possess awareness of the changing role of the teacher as it affects the teaching/ learning environment.					
27. Determine how environmental conditions effect learning.					
28. Possess awareness of changing values as relative to self.					