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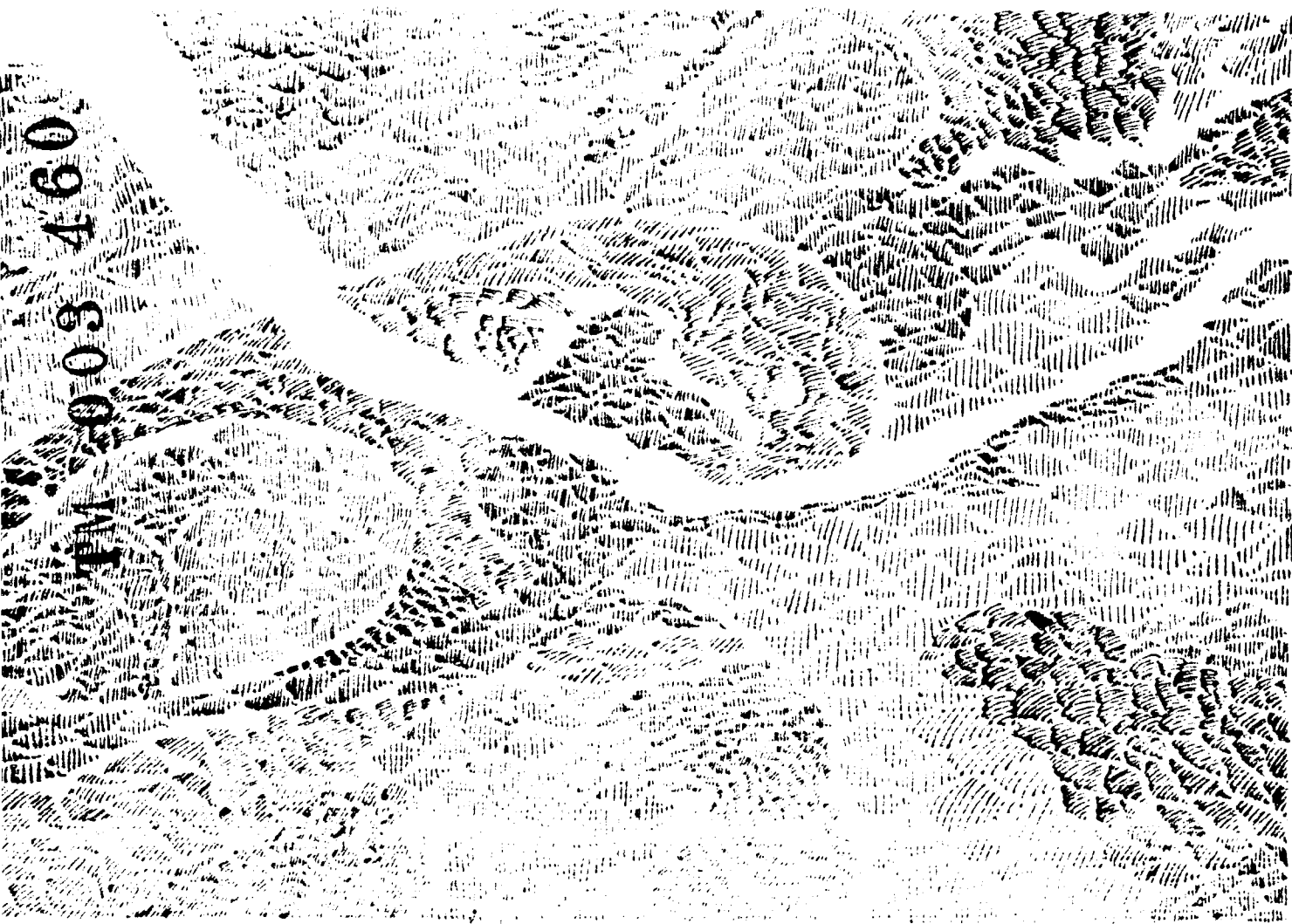
ABSTRACT

Fifty-one instruments obtained from eleven projects are listed in this handbook and categorized by: (a) the program for which the instrument was constructed (participant, program, and pupil evaluation); (b) the respondents for whom the instrument is intended (teacher, parent, pupil, participant, etc.); and (c) the behavioral domain which the instrument appears to measure (affective, cognitive, psychomotor). The handbook reports and describes these instruments constructed by project staff attempting to identify and disseminate evaluation instruments used to develop, assess, and change procedures for training educational personnel for the handicapped. These instruments are not subject to copyright restrictions. (RC)

Handbook of Evaluation Instruments for Preparing Educational Personnel For the Handicapped

Gary D. Borich

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Handbook of Evaluation Instruments for Preparing Educational
Personnel for the Handicapped

Gary D. Borich
Research and Development Center
for Teacher Education
The University of Texas at Austin

June, 1972

Prepared for the Special Education Leadership Training Institute, Bureau
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The opinions expressed herein do not necessarily reflect the position or
policy of the U.S. Office of Education and no official endorsement should
be inferred.

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Preface to the Handbook*

Day-to-day observations of an educational training project often reveal outcomes that are not suggested by stated goals and objectives. While formal objectives may specify affective and cognitive behavior of great value, they do not always identify the indirect effects of conducting a project.

The Special Education Leadership Training Institute recognized the importance of indirect outcomes when a study group was formed under its auspices to identify guidelines for assessing the institutional impact of training projects. The effort is noteworthy in that it represented the desire of many educators to become sensitive to a wide variety of outcomes, both planned and unplanned, that are so often engendered by projects that train educational personnel.

Given the complex school and university environments in which training takes place, it is particularly appropriate that project directors participating in the Leadership Training Institute (LTI) take time to observe and record project outcomes that may not result from formal goals and objectives. As did the LTI's early attempt to acknowledge and encourage the measurement of institutional impact, this Handbook is an attempt to register and report yet another indirect and equally significant aspect of projects that prepare educational personnel. The purpose of the Handbook is to report and describe evaluation instruments that have been constructed by project staff but which were not, in themselves, project objectives.

This Handbook is an effort that has spanned more than a year attempting to identify and disseminate evaluation instruments used to develop, assess, and change procedures for training educational personnel for the

*Portions of this project were completed at the Institute for Child Study, Indiana University.

handicapped. The Handbook is a result of the cooperation of many projects that responded to a request from the Special Education Leadership Training Institute to submit project-constructed instruments for compilation and description in a Handbook. A total of fifty-one instruments were received and categorized by: (a) the purpose for which the instrument was constructed (participant, program, and pupil evaluation), (b) the respondents for whom the instrument is intended (teacher, parent, pupil, participant, etc.), and (c) the behavioral domain which the instrument appears to measure (affective, cognitive, psychomotor). The instruments that appear in the Handbook represent those for which copyright restrictions do not apply and which fall within the scope of LTI projects. The table below presents a cross-tabulation of the fifty-one instruments that appear in the Handbook.

RESPONDENT	PARTICIPANT EVALUATION			PROGRAM EVALUATION			PUPIL EVALUATION				TOTAL
	A	C	A/C	A	C	A/C	A	C	A/C	A/C/P	
COOPERATING TEACHER	0	0	0	1	0	0	0	0	0	0	1
PARENT	0	0	0	1	0	0	0	0	0	0	1
PARTICIPANT	9	3	4	10*	0	1	0	0	2	1	30
PRINCIPAL	1	0	0	1	0	1	0	0	0	0	3
PUPIL/ CLIENT	1	0	0	4	0	0	0	0	0	0	5
PROJECT STAFF	2	2	2	0	2	2	0	0	0	1	11
ITEM TOTAL	13	5	6	17	2	4			2	2	51
SUB TOTAL			24			23				4	51
										GRAND TOTAL	51
*One form used for Principal											
**A=Affective, C=Cognitive, P=Psychomotor											

The tabulation suggests the scope of evaluations and the emphasis placed upon various project objectives. Few of the instruments, for example, fall within the area of pupil evaluation. For many projects, pupil change may follow a long sequence of intermediate program objectives and the filter-

ing down of project effects to the classroom may not have occurred at the time projects were asked to submit instruments. Although a diversity of respondents have been identified, it is clear that project participants were the major vehicle for data collection as opposed to teachers, parents, principals, pupils, or project staff.

For participant and program evaluation, many more affective than cognitive instruments were constructed while a few instruments sought to measure both affective and cognitive behaviors. Two instruments within the pupil evaluation category elicited psychomotor as well as affective and cognitive data.

The Handbook provides users with a brief description of each instrument by identifying: (a) its author, (b) the institution at which it was constructed, (c) the respondent, (d) the behavioral domain being measured, (e) its purpose, and (f) directions for its use as well as a reproduction of the content of the instrument.

The rationale for presenting project-constructed instruments is not to suggest they be used as they appear in the Handbook, but rather to provide a source of input to be used for the same purpose as a review of the literature that is conducted before one embarks on new research. It is hoped that by reviewing the instruments that have been constructed for a particular purpose readers will design instruments suited to their own purposes with increased clarity and precision. In many cases a particular instrument in the Handbook suggests a format for arranging responses or a question that is applicable to many projects.

An informal handbook is of most value in that it represents an open exchange between a community of practitioners without the restrictions often inherent in copyright regulations. It is hoped that the Handbook serves as framework for the continued sharing of present project outcomes and those that are yet to come.

PROJECTS PARTICIPATING IN THE HANDBOOK, LISTED BY INSTITUTION

Atlanta University

Improvement of Educational Opportunities for Handicapped Children

Dr. Stephen C. Herrman, Director

Department of Administration and Supervision

School of Education

Atlanta University

223 Chestnut St. S.W.

Atlanta, Georgia 30314

Education Service Center - Region XIII

Training of Educational Teams to Teach the Handicapped in the Regular Classroom

Mr. Joseph Parks, Co-Director

Dr. Charles Meisgeier, Co-Director

Region XIII Education Service Center

6405 Tracor Lane

Austin, Texas 78751

Maryland State Department of Education

Training of Regular Educators, Ancillary Personnel and Parents to Work with Handicapped Children

Dr. Roger Meehan, Director

Rockland Elementary School

8510 High Ridge Road

Ellicott City, Maryland 21043

University of Indiana

Effect Change in Training of Teacher Trainers Through the Model of Diagnostic Teaching

Dr. Nicholas Anastasiow, Director

Institute for Child Study

University Schools

University of Indiana

Bloomington, Indiana 47401

University of Louisville

Social Studies Teaching for Handicapped/Disadvantaged Youth

Dr. Jack C. Morgan, Director

Jacques H. Robinson, Coordinator

School of Education

Belknap Campus

University of Louisville

Louisville, Kentucky 40208

University of Miami

Training Experienced Regular Teachers in Learning Disabilities

Dr. Phillip Mann, Director

Department of Educational Psychology

Division of Special Education

Merrick 102B

University of Miami

Coral Gables, Florida 33124

Utah State University

A Program to Assist Educational Personnel to Teach Students of Wide
Variability in Regular Classrooms

Dr. Kenneth Farrer, Director

Department of Elementary Education

Education Building 206

Utah State University

Logan, Utah 84321

Western Michigan University

Project PRE-SET - A Summer Institute for Teachers of Indian Students and
Classroom Aides with Follow-Up Visitations

Dr. Joseph Eisenbach, Co-Director

Dr. Morvin Wirtz, Co-Director

Department of Special Education

3506 Sangren Hall

Western Michigan University

Kalamazoo, Michigan 49001

Ohio Department of Education

Leadership Training for Preschool Education in Poverty-Depressed Rural Areas

Mr. Eugene Wenger, Director

Division of Elementary and Secondary Education

Ohio Department of Education

65 South Front Street

Columbus, Ohio 43215

Rhode Island College

Planning Grant for Training Regular Classroom Teachers to Work with
Exceptional Children

Dr. Raymond Holden, Director

Department of Education

Rhode Island College

Providence, Rhode Island 02908

University of Connecticut

Understanding Handicapping Conditions Among Disadvantaged Children:
Detection, Prevention, Control and Remediation

Dr. John Cawley, Co-Director

Dr. A. J. Pappanikou, Co-Director

Department of Educational Psychology

University of Connecticut

Storrs, Connecticut 06268

PARTICIPANT EVALUATION

IA1

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Characteristics of Teaching

AUTHOR: Gary Borich

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant's attitude toward characteristics of teaching

DIRECTIONS: Sort one card for each blank, being sure to use all the cards. Place the number of the card with the most desirable characteristic under "9," and the number of the card with the least desirable characteristic under "1." Fill in the remaining blanks with the other 28 cards as you have sorted them.

FORM:

Biographical Information

Major: _____

Teaching Level (e.g., elementary): _____

Age: _____

Number of years teaching experience (if applicable): _____

least desirable _____ most desirable

:	:	:	:	:	:	:	:	:
—	—	—	—	—	—	—	—	—
	—	—	—	—	—	—	—	
		—	—	—	—	—		
			—	—	—			
				—	—			
					—			

IA1/2

(The following concepts appear on 3x5 index cards.)

1. Group interaction
2. Problem solving encouraged
3. Regard for student opinion
4. Open-minded leader
5. Challenging content
6. Discussion of new and problematic
7. Relaxed atmosphere
8. Sense of direction
9. Periodic summarization
10. Sense of accomplishment
11. Source material suggested
12. Individualized assignments
13. Language, clear and concise
14. Variety of content
15. Clearly stated goals
16. Restatement of ideas
17. Lack of outside resource people
18. Over-agreeable instructor
19. Intellectually over-powering
20. Insecure instructor
21. No apparent direction
22. Overburdening of ideas
23. Disorganized
24. Lack of demonstrations and illustrations
25. Lectured
26. Opinioned rather than reasoned
27. Rigid assignments
28. Irrelevant content
29. No opportunity for questions
30. Intimidating climate

IA2

INSTITUTION: Rhode Island College

INSTRUMENT TITLE: Client Evaluation

AUTHOR: R. H. Holden

RESPONDENT: Pupil/Client

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine client's general reaction to the counseling session

DIRECTIONS: Fill out after each session by checking the appropriate space.

FORM:

	Not At All	Somewhat	Very Much
1. Did the counselor seem interested in you and your problem?	_____	_____	_____
2. Did you feel understood?	_____	_____	_____
3. Did the counselor allow you to explore your problem?	_____	_____	_____
4. Did you feel the counselor valued you?	_____	_____	_____
5. Did you like the counselor as a person?	_____	_____	_____
6. Would you recommend the counselor for someone in your own family?	_____	_____	_____
7. Did you feel the counselor was being himself?	_____	_____	_____
8. General Comments:			

IA3

INSTITUTION: Rhode Island College

INSTRUMENT TITLE: Comprehensive Examination

AUTHOR: R. H. Holden

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Affective

PURPOSE: To evaluate counselor skills after contact with a client

DIRECTIONS: Circle "1" if your evaluation of the counselor is very poor and "5" if your evaluation is very favorable.

FORM:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Rapport established between client and counselor | 1 | 2 | 3 | 4 | 5 |
| 2. Counselor's empathetic responsiveness | 1 | 2 | 3 | 4 | 5 |
| 3. Counselor concreteness or specificity | 1 | 2 | 3 | 4 | 5 |
| 4. Counselor genuineness or congruence | 1 | 2 | 3 | 4 | 5 |
| 5. Counselor use of confrontation | 1 | 2 | 3 | 4 | 5 |
| 6. Counselor use of immediacy | 1 | 2 | 3 | 4 | 5 |
| 7. Overall counselor responsiveness | 1 | 2 | 3 | 4 | 5 |
| 8. Overall counselor initiative | 1 | 2 | 3 | 4 | 5 |
| 9. General Comments: | | | | | |

IA4

INSTITUTION: Rhode Island College
INSTRUMENT TITLE: Counselor's Evaluation
AUTHOR: R. H. Holden
RESPONDENT: Participant
BEHAVIORAL DOMAIN: Affective
PURPOSE: To determine counselor's general reaction to the
counselling session.
DIRECTIONS: Please complete immediately after your session.

FORM:

Name: _____

Date: _____

Time: _____

1. How did you feel about the session?

2. If you had to do the session over again, what might you do differently?

3. General Comments:

IA5

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Educational Opinion Survey

AUTHOR: Leslie Wehling and W. W. Charters, revised by
Nicholas Anastasiow

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine teacher beliefs about the teaching
process

DIRECTIONS: For each statement decide which answer best applies
to you. The possible answers are as follows:

1. Strongly agree 2. Agree 3. Mildly agree
4. Mildly disagree 5. Disagree 6. Strongly disagree

Mark the number of your answer in the appropriate
column on your IBM answer sheet.

FORM A:

1. Teaching of specific skills is the most important function of the school.
2. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.
3. There is too great an emphasis on keeping order in the classroom.
4. Pupils learn best when permitted to set their own pace in doing the work.
5. To be an effective teacher, one must maintain proper "professional distance" between the pupils and himself.
6. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.
7. Learning is enhanced when teachers praise generously the accomplishments of pupils.
8. Pupils respect teachers who expect them to work hard in school.
9. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

10. Changes are occurring so rapidly in the schools that it is very difficult for the classroom teacher to keep pace.
11. With all the changes in education, the classroom teacher needs more help from subject specialists, curriculum developers, school psychologists, etc.
12. Significant improvements in teaching could result if teachers were given more opportunity to observe and constructively criticize each other.
13. Teaching of factual subject matter is the most important function of the school.
14. The development of social and emotional security for pupils is the most important function of the school.
15. Children should be given considerable freedom in the classroom.
16. A firm hand by the teacher promotes emotional security for pupils.
17. Pupils are induced to greater motivation when the teacher remains somewhat aloof from the interpersonal affairs of the class.
18. Students who misbehave are generally children who need more love.
19. The pupil's impression of the teacher's personality greatly influences what he learns.
20. Lessons presented in the form of problems to be solved are the best means of motivating pupils.
21. Teachers must make definite provisions to show pupils the relationships between their subject and the overall goal of education.
22. Too many innovations are being accepted in the schools without having been sufficiently tested.
23. Since the teacher is in the "front lines" of education, initiative for change should come from her rather than from the administration.
24. Team-teaching gives each teacher a chance to benefit from the ideas of others.
25. The most important portion of curriculum consists of subject matter to be learned and skills to be acquired.
26. The individuality of pupils is sustained when teachers make allowances in assignments for the varying interests pupils have.
27. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.
28. Pupils do their best work when they know exactly what to expect from day to day.

29. His effectiveness is seriously impaired when the teacher permits himself to become emotionally involved in the personal problems of pupils.
30. Students who do not learn are generally children who need more love.
31. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.
32. Pupils learn self direction by having opportunities to set their own goals for learning.
33. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.
34. Programmed learning materials enable the teacher to proceed in an organized fashion.
35. The teacher who attempts to teach values in the classroom is going against the rights of both the pupils and their parents.
36. The major advantage of "modern" as opposed to traditional mathematics is that it provides opportunity for greater understanding of principles.
37. The backbone of school curriculum is subject matter.
38. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.
39. Pupils frequently learn much more under their own initiative than they do under teacher direction.
40. Pupils will get into trouble unless they're kept busy.
41. Children learn best in an atmosphere filled with love and emotional support.
42. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.
43. Pupils respect teachers who stand firm on their convictions.
44. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.
45. Programmed learning materials are a powerful means of supplying for the needs of the more gifted children.
46. The major determinant of the goals of education should be the needs and interests of the pupils.
47. The course most needed in the teacher-education programs is a good course in techniques for handling discipline problems.

48. Mastery of subject matter should be the primary criterion for pupil promotion.
49. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.
50. General school policy imposes a consistency in classroom procedure which tends to restrict important avenues for learning.
51. Children need and should have a great deal of supervision and discipline.
52. Good rapport with pupils is maintained by the teacher who takes time to help individuals with special problems.
53. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.
54. The completion of any worthwhile task in education requires hard work on the part of the pupils.
55. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.
56. Programmed learning removes the warmth and personal touch from the classrooms.
57. An effective way to change the child's behavior is for the teacher to change her own behavior.
58. The most serious problems in the classroom today are reading problems.
59. Education usually suffers when teachers depart substantially from the district's course of study.
60. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.
61. Pupils are motivated to do better work when they feel free to move around the room while the class is in session.
62. A well established classroom routine enhances the emotional stability of pupils.
63. The use of sarcasm by the teacher usually accomplishes nothing but emotional harm for the pupil.
64. Optimum learning takes place when the classroom setting is completely free of distractions.
65. Pupils gain more satisfaction from doing a difficult task well than any other achievement.
66. In planning their work, teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.

67. The benefits of having pupils progress at their own pace outweighs the difficulties of a non-graded curriculum.
68. Many school psychologists could increase their effectiveness if they would spend more time observing in the classroom.
69. Programmed materials are likely to be the solution to the problem of providing for individual differences in the classroom.
70. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.
71. The attitudes learned by a student are most often the most important result of a lesson or unit.
72. Seldom does anything capture students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.
73. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.
74. Under ideal conditions pupils would view each teacher as a "specialist" in the subject taught.
75. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world
76. The pupil's knowledge is best developed when teachers interrelate facts from many different subject fields.
77. Pupils learn almost exactly the same things through "modern" mathematics as they did in the more traditional approach.
78. A great deal of benefit could result from teachers' discussing their classroom problems in small group meetings with the school psychologist.

FORM B:

1. Other techniques such as group discussions must be used in conjunction with programmed materials.
2. Learning is essentially a process of increasing one's store of information about various fields of knowledge.
3. Pupils' contrasting personalities, skills and interests are used to best advantage in small group work.
4. When given a choice of activity, pupils generally select what is best for them.
5. The effective teacher has complete control of the learning situation at all times.

6. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.
7. The deep interest which pupils develop in one subject will be of minimum value to them unless teachers succeed in broadening their perspectives across subject matter boundaries.
8. Teachers need more opportunities to experiment or "try things out" in their own classroom.
9. The majority of the school psychologists' time should be spent in working with problem children rather than in service training for teachers.
10. Most teachers have little opportunity to improve their teaching skills because of inadequate or no supervision.
11. In teaching it is quite essential to cover the material in the course of study.
12. Teachers should usually encourage pupil initiation and participation in planning lessons.
13. Time to choose freely their own activity sometime during the school day is a must for pupil morale.
14. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.
15. The natural flow of events is enhanced by the teacher who manages to eliminate any disruptive pupil behavior.
16. The most important thing a teacher can do to set the stage for learning is to discover the interests of students.
17. A uniform curriculum throughout a school system puts too many constraints on the teacher.
18. The teacher and school psychologist should work as a team to solve classroom problems.
19. Most students prefer being given academic assignments to being left on their own to decide what to do.
20. The main reason for the curriculum guide is to provide the teacher with definite information regarding the material to be covered in the course.
21. The effectiveness of the teacher depends to a large degree on the amount of personal interest he can invest in the progress of each pupil.
22. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.
23. A good teacher will establish a routine and stick to it.

24. The teacher must avoid strict adherence to the sequence provided by a textbook series.
25. Generally the curriculum directives provided to teachers in the school system are too vague.
26. Pupils prefer having classroom standards made clear so they know where they stand.
27. The essential function of junior high school courses lies in their preparing pupils for later courses.
28. Most pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.
29. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.
30. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.
31. Team teaching brings with it so many difficulties as to make it useless or even harmful in practice.
32. Non-graded classrooms provide a more stimulating environment for the teacher.
33. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.
34. Nothing better stimulates a pupil to work harder than a warm, personal interest in his welfare.

IA6

INSTITUTION: University of Miami

INSTRUMENT TITLE: Follow-Up Evaluation for an Institute in Learning Disabilities

AUTHOR: Mrs. P. Suiter

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the extent to which participants were able to implement skills and techniques learned in a Learning Disabilities Institute

DIRECTIONS: Respond in your own words to the following questions.

FORM:

1. Has your attitude and behavior changed this year as relates to teaching children as a result of the training you received in this institute?
2. Has there been any change in your relationships with other teachers and other auxiliary personnel in your school this past year?
3. Has there been any change in your relationships with administrator, i.e., principal and supervisors, in your situation this past year as an effect of your experiences in this institute?
4. Has there been any other direct benefit to you in terms of funding or increased aid of any kind as a result of your work this past year?
5. Has your work this past year effected any change in other schools or in the overall educational system?

IA8

INSTITUTION: University of Connecticut

INSTRUMENT TITLE: General Attitude Inventory

AUTHOR: J. F. Cawley

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant attitudes toward juvenile delinquents, ghetto black, educable mentally retarded, Puerto Rican, suburban black and the white middle class. Attitudes are related to educational development, social development, and family status.

DIRECTIONS: This is a general attitude inventory that has been designed to provide you with an opportunity to reflect upon the educational development, social development, and the family status of children.

Try to consider each group of children in terms of your own background and experience. Place a check on the spot on each continuum that best represents your opinion of the status of the respective child.

FORM:

Concepts

1. Juvenile delinquents
2. Ghetto black
3. Educable mentally retarded
4. Puerto Rican
5. Suburban black
6. White middle class

Scale (for each concept)

A. Educational Development

good	_____	_____	_____	_____	_____	_____	_____	bad
simple	_____	_____	_____	_____	_____	_____	_____	complex
difficulty at learning	_____	_____	_____	_____	_____	_____	_____	easy at learning
language usage poor	_____	_____	_____	_____	_____	_____	_____	language usage excellent
concrete	_____	_____	_____	_____	_____	_____	_____	abstract
non-problem	_____	_____	_____	_____	_____	_____	_____	problem solving
solving oriented	_____	_____	_____	_____	_____	_____	_____	oriented

high achievement	—	—	—	—	—	—	low achievement
liked by teachers	—	—	—	—	—	—	disliked by teachers
taught by competent	—	—	—	—	—	—	taught by incompetent
teachers	—	—	—	—	—	—	teachers
school uses poor	—	—	—	—	—	—	school uses excellent
educational materials	—	—	—	—	—	—	educational materials

B. Social Development

vocationally limited	—	—	—	—	—	—	vocationally able
high peer relations	—	—	—	—	—	—	poor peer relations
socially	—	—	—	—	—	—	socially
sophisticated	—	—	—	—	—	—	unsophisticated
social life	—	—	—	—	—	—	social life is
is boring	—	—	—	—	—	—	interesting
high creativity	—	—	—	—	—	—	low creativity
trustworthy	—	—	—	—	—	—	untrustworthy

C. Family Status

parents highly	—	—	—	—	—	—	parents ineffective
effective	—	—	—	—	—	—	parents poorly
parents highly	—	—	—	—	—	—	educated
educated	—	—	—	—	—	—	house is dirty
house is clean	—	—	—	—	—	—	parents hate
parents love	—	—	—	—	—	—	children
children	—	—	—	—	—	—	parents separated
parents together	—	—	—	—	—	—	siblings are
siblings are	—	—	—	—	—	—	high achievers
low achievers	—	—	—	—	—	—	parents independent
parents on welfare	—	—	—	—	—	—	teachers never
teachers visit parents	—	—	—	—	—	—	visit parents
aspirations for	—	—	—	—	—	—	aspirations for
child low	—	—	—	—	—	—	child high
views father positively	—	—	—	—	—	—	views father negatively
views mother positively	—	—	—	—	—	—	views mother negatively
siblings frequently	—	—	—	—	—	—	siblings never in
in trouble	—	—	—	—	—	—	difficulty

A9

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Interview Schedule for Principals

AUTHOR: Thomas Finch and Roger Mehan

RESPONDENT: Principal

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the principal's attitude toward special education and its place in the school organization

DIRECTIONS: Responses should be verbal and unstructured

FORM:

1. What is your feeling about full time self-contained special education classes?
 - a. Do you feel this is the best type of placement for a child with a learning problem?
 - b. What do you feel is the best type of placement?
 - c. Do you feel there should be a special education component for special education in schools?
 - d. Do you feel the present manner whereby a child is selected and placed in special education is desirable?
 - e. What activities do you feel a child with a learning problem can or cannot do?

2. What do you feel are the responsibilities of the regular class teacher working with children who are suspected as having a mild to moderate learning problem in their classroom?
 - a. Should the regular class teacher give a percent of her time to working with handicapped children?
 - b. How many ability groupings should a regular class teacher have in her classroom?
 - c. Should the regular class teacher have to handle children suspected as having mild to moderate learning problems in her classroom?
 - d. How do you think teachers will react to having children with learning problems in their classrooms?

3. Administratively, which type of program will be easier to implement: special education classes, or stressing maintenance of the child in the regular classroom? Why?

- a. How will this new program effect record keeping, administratively or in the regular classroom?
- b. How will this program affect your involvement?
- c. How often do you visit special classes and the regular classes?
- d. What problems do you foresee as principal that may interfere with the philosophy of this study which focuses on the retention of children with mild to moderate learning problems in the regular classroom?

IA10

INSTITUTION: Utah State University

INSTRUMENT TITLE: Semantic Differential

AUTHOR: Bruce L. Arneklev

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant attitude toward six concepts related to educating exceptional children in the regular classroom

DIRECTIONS:

The purpose of this exercise is to measure the meanings of certain situations or concepts to various people by having them evaluate it against a series of descriptive scales. In completing this exercise, please make your judgments on the basis of what the situation or concept means to you.

For example: In rating a situation or concept:

If you feel that it seems only slightly related to one end of the scale (but is not really neutral), you should mark as follows:

pleasant ___ : ___ : ___ : ___ : X : ___ : ___ : ___ : ___ : ___ : ___ unpleasant

or

pleasant ___ : ___ : ___ : ___ : ___ : ___ : X : ___ : ___ : ___ : ___ unpleasant

If you feel that it is completely related to one end of the scale, you should mark as follows:

pleasant X : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ unpleasant

or

pleasant ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : X : ___ unpleasant

The intermediate spaces (between the center and the ends of the scales) are to indicate the degree to which you feel the situation or concept differs from neutral. Mark the center space if you consider the situation or concept to be completely neutral, or if the scale is completely irrelevant or unrelated. The direction toward or away from neutral which you mark, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you're judging.

On each page of this booklet you will find a different situation or concept to be judged and beneath it a set of scales. You are to rate each situation or concept on each of these scales in order.

IMPORTANT: Place your check marks in the middle of spaces, not on the boundaries:

This Not this

___ : ___ : X : ___ : ___ : ___ : ___ : ___ : ___ : X : ___



Be sure you check every scale for every concept. DO NOT OMIT ANY.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this exercise. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items that we want. On the other hand, please do not be care-lers, because we want your true impressions.

FCRM:

Concepts

1. EDUCATING EXCEPTIONAL CHILDREN IN THE REGULAR CLASSROOM IS
2. TEAM TEACHING IS
3. COMMUNITY CONTROL OF SCHOOLS IS
4. TEACHER AIDES ARE
5. CHANGES IN METHODS OF EDUCATION ARE
6. PARENTAL INVOLVEMENT IN THE CLASSROOM IS

Scale (for each concept)

Feasible	—	—	—	—	—	—	—	—	—	—	Unfeasible
Harmful	—	—	—	—	—	—	—	—	—	—	Beneficial
Successful	—	—	—	—	—	—	—	—	—	—	Unsuccessful
Impossible	—	—	—	—	—	—	—	—	—	—	Possible
Wise	—	—	—	—	—	—	—	—	—	—	Foolish
Awkward	—	—	—	—	—	—	—	—	—	—	Graceful
Potent	—	—	—	—	—	—	—	—	—	—	Impotent
Active	—	—	—	—	—	—	—	—	—	—	Passive
Bad	—	—	—	—	—	—	—	—	—	—	Good
Interesting	—	—	—	—	—	—	—	—	—	—	Boring
Probable	—	—	—	—	—	—	—	—	—	—	Improbable
Pleasant	—	—	—	—	—	—	—	—	—	—	Unpleasant
Unlikely	—	—	—	—	—	—	—	—	—	—	Likely
Valuable	—	—	—	—	—	—	—	—	—	—	Worthless

Neutral

IA11

INSTITUTION: Atlanta University

INSTRUMENT TITLE: Sentence Analysis of Journals

AUTHOR: Steve Herrman

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the extent to which participants focus on self, others, and content in their self-report journals

DIRECTIONS: Place in the appropriate boxes the number of positive, negative, and neutral sentences which refer to self, others, and content.

FORM: (See following page.)

PARTICIPANT	DAY	FOCUS ON SELF			FOCUS ON OTHERS			FOCUS ON CONTENT			TOFIC		VOCABULARY
		No. Positive	No. Negative	No. Neutral	No. Positive	No. Negative	No. Neutral	No. Positive	No. Negative	No. Neutral	Affective	Cognitive	No. of Different Words
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
	11												
	12												
	13												
	14												
	15												
	16												
	17												
	18												
	19												
	20												
	TOTAL												

IA12

INSTITUTION: University of Connecticut
 INSTRUMENT TITLE: Student Expectancy Inventory
 AUTHOR: J. F. Cawley
 RESPONDENT: Participant
 BEHAVIORAL DOMAIN: Affective
 PURPOSE: To identify the expectancies each participant has toward the program

DIRECTIONS: Mark the rating that best reflects your level of expectancy for each of the items listed. The standards listed below constitute the basis for your rating.

1. A rating of 1 indicates that this is among your highest priorities and expectancies for the program. If the item marked 1 was not realized you would be terribly disappointed.
2. A rating of 2 indicates that this has high priority for you. The program would be viewed as limited if this did not occur.
3. A rating of 3 indicates that this is a good item to be included as part of the total program. It is a relatively valuable expectancy but you'd be able to rate the program as satisfactory if this did not occur.
4. A rating of 4 indicates that this is a very low priority item. In some instances the program would be better off if it never occurred. Certainly, you wouldn't be disappointed if it never happened.

FORM:

- | | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
|---|----------|----------|----------|----------|
| 1. I expect to develop skills that will enable me to <u>distinguish between</u> handicapped and non-handicapped students in the inner city. | _____ | _____ | _____ | _____ |
| 2. I expect to be able to administer <u>selected</u> measures of developmental status. | _____ | _____ | _____ | _____ |

- | | | | | | |
|-----|---|-------|-------|-------|-------|
| 3. | I expect to <u>conduct</u> behavioral modification practices. | _____ | _____ | _____ | _____ |
| 4. | I expect to <u>obtain</u> specific concepts and facts about mentally retarded children; emotionally disturbed children and children with learning disabilities. | _____ | _____ | _____ | _____ |
| 5. | I expect to <u>share</u> my knowledge, expertise and experience with undergraduate students. | _____ | _____ | _____ | _____ |
| 6. | I expect to <u>meet</u> with children and parents, on a positive basis, a sufficient number of times so that we can get to know one another. | _____ | _____ | _____ | _____ |
| 7. | I expect the faculty advisor of any academic program to <u>visit</u> my practicum site at least twice during the year. | _____ | _____ | _____ | _____ |
| 8. | I expect to <u>make a specific</u> contribution to a community agency. | _____ | _____ | _____ | _____ |
| 9. | I expect to get to know the staff well enough to have a casual cup of coffee, when the opportunities permit. | _____ | _____ | _____ | _____ |
| 10. | I expect the administrative aspects of the project to be normally efficient. | _____ | _____ | _____ | _____ |
| 11. | I expect that the occasional need for flexibility will not be confused with chaos. | _____ | _____ | _____ | _____ |
| 12. | I expect to <u>assist</u> the host school (faculty partner, etc.) in some specific manner. | _____ | _____ | _____ | _____ |
| 13. | I expect to have opportunities to <u>hear</u> lectures and <u>participate</u> in discussions with authorities in the education of handicapped children and related areas. | _____ | _____ | _____ | _____ |
| 14. | I expect undergraduate and graduate students in special education to <u>know</u> more about handicapped children than I might. | _____ | _____ | _____ | _____ |
| 15. | I expect coursework in the field of Education to <u>include reasonable</u> reference to the inner city, although not specifically to this project. | _____ | _____ | _____ | _____ |
| 16. | I expect coursework in Education to <u>include</u> reasonable positive reference to handicapped children. | _____ | _____ | _____ | _____ |
| 17. | I expect to have a range of experiences with handicapped children that will broaden the scope of my concept of human variability. | _____ | _____ | _____ | _____ |

18. I expect to meet and have dialogue with the membership, not necessarily the power structure, of the community. _____
19. I expect to find the facilities of the host school to be quite good (i.e., space for me to work, etc.) _____
20. I expect fellow interns will be more interested in their pay checks than in the children, teachers and community in which they will be working. _____
21. I expect to observe the faculty of the School of Education demonstrating a desire to accentuate programming in the inner city. _____
22. I expect to take tests, and to write reports as one approach to demonstrate my knowledge of handicapped children. _____
23. I expect the administrative aspects of the program to be confusing and the leadership and hierarchy unclear. _____
24. I expect children and teachers to be helped by my actions in the host school. _____
25. I expect to prepare specific behavioral objectives. _____
26. I expect to acquire specific facts and information about the community outside the school. _____
27. I expect to work as a member of a team that focuses upon handicapped children in the regular classroom. _____
28. I expect to work with new and innovative instructional materials. _____
29. I expect to work with a competent faculty team with each member possessing a set of skills complementary to the others. _____
30. I expect to acquire more information relative to the community (home, living conditions, political structure) and economic disadvantages. _____
31. I expect to have a reasonable number of opportunities (at least one per month) to present my thoughts on the growth of the program. _____
32. I expect children (a child) to be significantly aided by me and I expect to learn to measure the effects of this assistance. _____

33. I expect to acquire specific skills that will improve my professional status. _____
34. I expect to experience consistent and expert supervision of any work in the school. _____
35. I expect that fellow interns will share their knowledge and expertise with me and I with them. _____
36. I expect to find a variety of departments in the School of Education participating in this project. _____
37. I expect an opportunity to prepare a proposal for some unique and innovative idea and to have some opportunity to complete this. _____
38. I expect the faculty and staff of the host school will show its cooperative efforts on my behalf. _____
39. I expect to contribute to the status (i.e., improve an academic skill) of the children with whom I work. _____
40. I expect to find a lazy faculty, not particularly skillful and knowledgeable about handicapped children. _____
41. I expect that the program will change the manner in which I observe children. _____
42. In 1969, about 40% of the students expressed a positive relationship between the field work and campus courses. I expect the current group of interns will express a substantially higher rating. _____
43. I expect coursework in Education to include reasonable generalization (from the specific topic of the course) to an overall relationship to human variability. _____
44. I expect to have opportunities to learn about the cultural perspectives of special education as seen by the Black and Puerto Rican. _____
45. By the end of the first semester I expect to know more about handicapped children than the typical elementary graduate or elementary or administrative graduate student. _____
46. I expect more good days than bad days, although I realize nothing is perfect. _____

47. I expect to know about specific approaches to educational diagnosis (i.e., Illinois Test of Psycholinguistic Abilities). _____
48. I expect the program will demonstrate that a variety of behaviors - other than academic - can be focused on and dealt with in the classroom. _____
49. I expect the community activity will provide me with contacts, hence dialogue, with the community. _____
50. I expect to compare different community opportunities and to make some reasonable match between their role and my interests for the community day. _____
51. I expect to ask questions that are not easily answered. _____
52. I expect to observe considerable friction among staff and among interns. _____
53. I expect matters of attendance and tardiness on the part of fellow interns to be treated haphazardly by the staff. _____
54. I expect the faculty to inform me of my progress in this program (preferably at least bi-weekly). _____
55. I expect to prepare a proposal and conduct a project that will be a significant contribution to the host school or to a community agency. _____
56. I expect to demonstrate a capability to help my fellow interns to understand racial and cultural problems. _____
57. I expect to find my fellow students more interested in their own degrees and financial aid than they are in handicapped children and the problem of the inner city. _____
58. I expect to find the School of Education only minimally involved in inner city training, research and demonstration programs. _____
59. I expect to acquire some knowledge relating to: 1) race relations, 2) ethnic and cultural differences, 3) issues among minority/majority segments of the community. _____
60. I expect to have opportunities to develop instructional materials. _____

61. I expect the faculty to provide honest appraisals of my progress. _____
62. I expect supervision in the community and school to be of the highest quality. _____
63. I expect to share my knowledge, expertise and experience with the personnel of the community agency to which I am assigned. _____
64. I expect to share my knowledge, expertise and experience with the members of the faculty of the school in which I am assigned to work. _____
65. I expect to attend a community meeting or activity, other than my regularly scheduled assignment, at least once each month. _____

IA13

INSTITUTION: Utah State University

INSTRUMENT TITLE: Teaching Checklist

AUTHOR: Bruce L. Arneklev

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant's attitude toward teaching procedures related to special education.

DIRECTIONS: Check the response that applies to you.

FORM:

- 1. My image of the "ideal product" is the same for all students. Yes ()
No ()
- 2. My activities as an educator are primarily rational in nature, focused on concepts, explanations, reasoning, and generalizing. Yes ()
No ()
- 3. Cooperative projects, involving two or more students, play a significant role in the activities of my students. No ()
Yes ()
- 4. I am particularly concerned with communication between each student and classmates. No ()
Yes ()
- 5. Lecturing plays a significant and continuous role in my behavior. Yes ()
No ()
- 6. I find group pressures to be useful in motivating individuals. No ()
Yes ()
- 7. I am satisfied with the testing/grading system. Yes ()
No ()
- 8. The hoped-for direction of change is the same for all of my students. Yes ()
No ()
- 9. Students in my class often initiate the activities during class. No ()
Yes ()
- 10. While teaching, I serve as an example for the learning process. No ()
Yes ()
- 11. My educational activity is directed mainly to the development of cognitive (rational) knowledge -- or gives significant attention to affective (emotional) growth. Cognitive ()
Both ()

12. Decisions on the organization of my classes are made completely by the teacher -- or give responsibility to students.

Instructor Alone ()
Students Included ()

13. The focus of my behavior is mainly on knowledge as product, or is also concerned with knowledge as process.

Product ()
Both ()

IB1

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Case Study

AUTHOR: Thomas Finch and Roger Meehan

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Cognitive

PURPOSE: To measure the degree of skill a teacher has attained as a result of training and experience.

DIRECTIONS: Choose the extent of agreement or disagreement and place that number beside the statement.

1 Disagree strongly	4 Agree mildly
2 Disagree mildly	5 Agree strongly
3 Can't say	

FORM: Part I

3rd grade boy

Jimmy is healthy and normal in all physical respects; he is happy and well adjusted most of the time although he becomes depressed during reading sessions. He can't seem to sit still for any length of time, but will make an attempt to do so when told. He is polite even though he can't concentrate very long. He plays games well and is a leader in this respect although he sometimes mixes his lefts and rights. He can bat and kick with either side, is good at science experiments and art, poor at reading and writing. His spelling is very poor also and he dislikes this as much as reading. He does very well when given any material orally and he is eager and accurate when responding to this type of material. When called upon to read he constantly loses his place, thus he is unable to follow the theme of the story.

- ___ There is indication of a learning problem.
- ___ Jimmy would be likely to grow out of his present difficulty.
- ___ There is strong indication of emotional disturbance.
- ___ Jimmy exhibits the characteristics of a typical mentally retarded child.
- ___ It would be best to refer Jimmy for a psychiatric exam.
- ___ Depression could be due to poor performance.
- ___ Jimmy just needs extra homework.
- ___ Indications are that Jimmy may have visual problems.
- ___ There is no need for ancillary help.

- _____ Attempt to use phonic approach to reading.
- _____ An I.C. test would be a very important help in planning for him.
- _____ It would be best not to have Jimmy read orally in class.
- _____ An optometrist or ophthalmologist should check Jimmy's ocular control.
- _____ Jimmy should be referred for special class placement.
- _____ Jimmy's inability to keep his place could indicate a figure-ground problem.

Part II

1. What remedial procedures would you use in this case? A ten-year-old boy is failing in reading and spelling. Test results reveal the following data:

C.A. - 10 yr. 6 mo.	grade 5
M.A. - 11 yr. 2 mo.	reading level - 3.5

His specific difficulties are:

1. Low sight vocabulary
2. Unable to apply phonics to unknown words
3. Has not mastered vowel sounds (phonovisual)
4. Oral Reading
 - a. Word-by-word
 - b. No phrasing
5. Comprehension good if material is read to him
6. Feels insecure and is afraid to attempt difficult material
7. Outside of school -- a good athlete (baseball and football) and likes to make ship models

Please answer the following questions in view of the above case study:

- a. What they would do for this child
- b. Who they would make the initial referral to
- c. What action to be taken by that person
- d. What other personnel along the Continuum would they like to help them meet the child's needs
- e. What kinds of supportive help they will need % of time
- f. Comment on placement for the child
- g. What they would expect of the child who returns to the regular classroom
- h. What materials if any could they expect from diagnostic-prescriptive teachers
1. State own philosophy about placing children in regular classes or special education classes

IB2

INSTITUTION: Western Michigan University

INSTRUMENT TITLE: Observation Report

AUTHOR: L. L. Ashbough and Joseph J. Eisenbach

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Cognitive

PURPOSE: To determine the participant's classroom observation skills

DIRECTIONS: Respond by filling-in or checking the appropriate blanks

FORM:

1. Time: _____ Date: _____
2. What is the major handicapping condition that the children in this class exhibit? _____
3. On what evidence are you basing your response to question two?

4. Briefly describe the activities taking place in this class.

5. Briefly describe the formal and/or informal evaluation procedures employed in this classroom. _____

6. Respond to the following 15 items using the following evaluation procedure:
- 1 - Excellent
 - 2 - Good
 - 3 - Fair
 - 4 - Poor

- | | | | | |
|--|-------------|-------------|-------------|-------------|
| 1. PUPILS' LEARNING TASKS ARE PURPOSEFUL AND FUNCTIONAL IN NATURE. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 2. TEACHER SHOWS AN AWARENESS AND UNDERSTANDING OF INDIVIDUAL DIFFERENCES. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 3. PUPILS APPEAR ATTENTIVE AND READY TO TAKE PART IN CLASSROOM ACTIVITIES. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 4. TEACHER SHOWS AWARENESS OF PUPILS PERSONAL EMOTIONAL PROBLEMS AND NEEDS, IS PATIENT AND TOLERANT OF ERROR. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 5. PLANS ARE ADAPTED TO MEET CHANGING NEEDS AND CIRCUMSTANCES | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 6. OPPORTUNITIES ARE PROVIDED FOR PRACTICE IN THE USE OF THE COMMON INTEGRATING KNOWLEDGE AND SKILLS. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 7. TEACHER SHOWS AN UNDERSTANDING OF DIFFERENT LEVELS OF SOCIAL, EMOTIONAL, AND MENTAL GROWTH PATTERNS AND OF VARYING INTERESTS OF HANDICAPPED CHILDREN. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 8. TEACHER SHOWS SKILL IN GENERAL CLASSROOM MANAGEMENT AND CONTROL. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 9. TEACHER BEHAVIOR | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 10. EVALUATES CHILDREN'S ACCOMPLISHMENT ACCORDING TO ABILITIES AND KEEPS COMPLETE AND ACCURATE PROGRESS RECORDS. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 11. THE TEACHER EXHIBITS DESIRABLE PERSONAL TRAITS AND QUALITIES. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 12. THE TEACHER'S EXPLANATIONS ARE CLEAR AND ADEQUATE. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 13. THE TEACHER EXHIBITS A GENERAL UNDERSTANDING OF THE CHARACTERISTICS OF THE HANDICAPPED CHILD AND HIS PLACE IN SOCIETY. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 14. TEACHER DEMONSTRATES ABILITY IN SELECTING AND ORGANIZING MATERIAL IN MEANINGFUL SEQUENCE. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| 15. TEACHER SHOWS ORIGINALITY, UNIQUENESS, AND IMAGINATION IN DEVELOPING PRESENTATION AND IN USE OF INSTRUCTIONAL MATERIALS. | <u> </u> | <u> </u> | <u> </u> | <u> </u> |

SUMMARY AND COMMENTS:

Your Name

IB3

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Role Perception Questionnaire

AUTHOR: Thomas Finch

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Cognitive

PURPOSE: To determine the behavior of principals, regular class teachers, ancillary personnel, diagnostic/ prescriptive teachers, and resource teachers prior to and following implementation of a new organizational pattern in the school

DIRECTIONS: Check those items which pertain to the participant under observation.

FORM:

1. Provides leadership within the organization of his school
2. Observes and refers children who are suspected as having a learning problem
3. Administers and interprets individual psychometric tests
4. Counsels the students in a crisis situation who have been referred by the regular class teacher
5. Helps to locate and solve problems of adjustment among school pupils and works with children absent illegally from school
6. Counsels with individual parents regarding problems of their child
7. Gathers medical and health information about pupils receiving services under the continuum design
8. Evaluates children educationally referred by the regular classroom teacher, psychologist, or other personnel in the continuum design
9. Identifies the nature and extent of visual loss to the regular classroom teachers
10. Identifies children with deviant speech and hearing behavior as a result of observation, screenings, teacher referral, and other referrals
11. Groups one to five children each period according to learning needs as indicated on learning profiles
12. Works with children who are unable to function in a regular class, or a resource room, even for a short period of time
13. Observes and works with children under the supervision of the teacher

14. Helps teachers appraise the social development of pupils
15. Assists the regular classroom teacher in preferential seating arrangements
16. Coordinates available resources and agencies outside the school to help meet the needs of the pupil
17. Coordinates curriculum development
18. Implements educational program prescribed by the diagnostic-prescriptive teacher
19. Prepares anecdotal records on each child (in duplicate) so that the regular classroom teacher may have an up-to-date record
20. Identifies pupils who use medical excuses to avoid classwork and gain attention and/or sympathy
21. Diagnoses, through teaching, to determine the academic strengths and weaknesses of the child
22. Sees that the child is examined by an eye specialist and that glasses are kept in good condition
23. Records experience stories
24. Focusses upon training in self-help skills, language development, readiness in academic skills, readiness in social and emotional skills, and remedial assistance
25. Assesses all pupils suspected of having speech problems by conducting examinations of the speech mechanism, performing speech and language evaluations, arranging for audiometric evaluations, securing speech, hearing and medical histories
26. Administers tests to substantiate her own beliefs or hunches, corroborating present behavior
27. Assigns peripheral duties to his staff (lunch and bus duty, etc.)
28. Gathers psychological information through observation of behaviors and interviews about child suspected as having a learning, emotional, or social problem
29. Conducts child study groups for parents
30. Provides individual or small group counseling for pupils identified as needing this type of service
31. Knows and interprets the services of the public and private agencies, to the local school
32. Works cooperatively with the members of the education team coordinating additional medical services for a child if needed
33. Acquaints teachers with the kinds of instructional materials needed to supplement the regular educational program
34. Provides "home base" for a child in crisis
35. Follows through with development of motor skills
36. Helps teachers understand the social and family factors relevant to the behavior of particular pupils

37. Dispenses medication to pupils when necessary (for an epileptic child)
38. Provides therapeutic services for the pupils with speech and hearing problems by scheduling pupils for group and/or individual therapy, arranging conferences with parents and school personnel, participating in interdisciplinary services
39. Works closely with the regular classroom teacher to appraise them of special needs of children assigned to her classroom
40. Confers with other personnel in the continuum design as a member of the educational team when a child has been referred or placed in a self-contained special class
41. Assigns professional duties and teacher responsibilities
42. Gathers information about children for counseling purposes not available from other services
43. Knows the purpose and program of the various residential schools which offers services to pupils
44. Assists in securing glasses, shoes, etc. for needy pupils
45. Evaluates the academic performance, physical development and social acceptability of pupils in the regular classroom
46. Provides psychological counseling for the individual child or small groups of children
47. Cooperates with education team members, as a team member, in suggesting prescribed program for the child
48. Promotes good public relations about the continuum of services
49. Communicates with principals concerning her activities in the continuum of services
50. Develops a prescription for teaching the child (whether regular classroom, resource room, etc.)
51. Provides tutorial and/or remedial support to the visually impaired child when this is necessary to supplement the child's program in the regular classroom
52. Evaluates pupil progress through periodic retesting and follow-up and establishing criteria for termination and dismissal for each case
53. Confers with others on the educational team
54. Meets with groups of teachers to explain counseling procedures and techniques
55. Communicates with other members of the school team, gathering information which may assist him in interpreting results of psychological evaluations
56. Provides information about the pupils to the education team
57. Coordinates purchasing, having encumbered funds for his school
58. Works as a member of the educational team, cooperating with others to implement suggested prescriptions for the child
59. Maintains a central file of relevant data on each pupil that is accessible to all teachers

60. Redirects children after completion of task
61. Communicates with principals regarding activities (educational prescriptions) taking place in the regular classroom
62. Cooperates, as a member of the educational team, with other staff members in suggesting a prescribed program for the pupil
63. Assists teachers in the preparation and interpretation of anecdotal records
64. Participates in making retention decisions
65. Communicates with principals regarding what additional health or medical services are needed for the pupil
66. Recommends placement for the child in regular classroom, resource room or special education class with recommended teaching techniques, methods and materials, in advance of team approval
67. Provides special (large type) textbooks and instructional materials and aids required according to the nature of child's limitation
68. Keeps adequate records for the evaluation of the program by developing individual records for children receiving speech and hearing services
69. Assigns her aide to assume classroom responsibility, either regular class or resource room, so that the resource room and regular classroom teacher may observe the child
70. Prepares (or assigns her aide) suggested examples of materials to be utilized by the regular classroom teacher
71. Provides braille and mobility instruction in addition to tutorial or remedial support
72. Acts as a member of the educational team providing information to services in the continuum
73. Works with her aide to prepare materials for the resource room or for distribution back to the regular classroom
74. Confers with parents
75. Applies various teaching strategies to motivate the child and to reinforce his learning
76. Oversees building maintenance and school modifications
77. Communicates with principals as to what additional services or materials necessary for the pupil in the regular classroom
78. Communicates with principal to inform him of what psychological services have been provided the student (ex: how many times the pupil has been seen, for what purposes, and treatment administered directly to the pupil or directly to his regular class teacher)
79. Holds conferences with teachers about special pupil problems
80. Serves as a referral source for truancy cases
81. Demonstrates the use of suggested materials to the regular classroom teacher
82. Acts as a member of the educational team when necessary

83. Works with classroom teachers to correlate speech therapy and language development by helping teachers recognize speech and language problems, informing teachers of activities in therapy sessions, suggesting ways by which the work of the therapist can be carried over to classroom situations, suggesting ways of integrating speech and language objectives in regular classroom teaching and acting as a consultant for speech improvement.
84. Provides intensive tutorial and remedial services to children
85. Confers with diagnostic-prescriptive teachers, regular class teachers, and other personnel in the continuum design to evaluate the program
86. Assigns her aide to take the regular classroom teacher's class for a designated period of time so that the regular class teacher can observe the diagnostic-prescriptive teacher working with a child or children from the regular class
87. Works with classroom teachers to help them implement prescribed program (demonstrates, describes, and prepares materials)
88. Cooperates with the regular classroom teacher in supplementing the regular curriculum
89. Relates to external publics (parents, community groups, and civic activities)
90. Assumes peripheral duties assigned to her by the principal
91. Serves as a consultant to teachers, principals, psychologists, and diagnostic-prescriptive teachers for the improvement of instruction
92. Assists with discussions concerning pupil suspension from school
93. Visits the home of pupils presenting special needs
94. Coordinates ancillary services and schedules pupils for these ancillary services
95. Discusses future educational and vocational plans with pupils
96. Exercises leadership in the form of professional and sometimes personal guidance
97. Assists with decisions concerning cases beyond boundary lines for school districts
98. Designates assignments for her aide to do while the diagnostic-prescriptive teacher observes and works with the regular classroom teacher in the regular class
99. Helps pupils improve study skills
100. Assists in locating children enrolled in June who have not reported in September
101. Conduct case studies and/or case conferences on pupils presenting special learning or adjustment problems
102. Plans strategies with the psychologists and speech and hearing therapists relative to those portions of assessment and evaluation
103. Establishes policies keeping within the directives of the State and local education agencies, regarding the continuum of services
104. Participates in planning for new curriculum

105. Reports back to teachers on pupils that have been referred to her
106. Works closely with counselors and principals to determine causes of dropout
107. Communicates with principal to inform him of her activities with children referred by regular classroom teachers
108. Provides service to the educational team, acting as a team leader
109. Helps pupils assess their values in relation to education and social
110. Assists administrators in determining when a child can no longer profit from school program
111. Communicates with parents in the home or the school in regard to:
 - a) the nature of the pupil's health problem
 - b) the school's role in correcting the problem
 - c) recommending certain services the parent may wish to consult to rectify the problem
112. Participates in team conferences
113. Communicates with principals as to what additional services are needed for the pupil
114. Provides a totally modified curriculum for the child, allowing ample opportunities for successful experiences
115. Picks up and returns children to regular classroom
116. Supervises the staff in his school
117. Confers with the parents of the children receiving various services in the continuum
118. Works individually or in small groups with pupils having social or behavioral problems
119. Keeps individual records of all diagnostic information, prescriptions, and other pertinent information for each child referred
120. Observes pupil behavior in the classroom
121. Communicates with regular classroom teachers to establish a schedule for the child
122. Makes referrals to sources outside the school to appropriate agencies in seeking help for the pupil
123. Contributes and participates as a member of the educational team
124. Communicates with parents as to what activities are taking place in the regular classroom which will benefit their child
125. Communicates with parents regarding:
 - a. The nature of the pupil's learning problems as explained to her by the diagnostic-prescriptive teacher
 - b. The school's role in correcting or remediating the pupil's problems
 - c. The parents' role in assisting their child in the home
126. Communicates with principals to inform them of what counseling services have been provided the pupil (how often, what type, and future recommendations)

127. Communicates with parents in their home in regards to:
 - a) What the child's problem is
 - b) What the school will do to correct the problem
 - c) What the parents may do to assist the school and their child
128. Communicates with principals as to what additional services the pupil needs
129. Communicates with parents regarding additional services (outside the school) the child needs
130. Communicates with the parents of children with mild to severe emotional problems in order to:
 - a) Explain the nature and extent of their child's problems
 - b) Explain what the school is and will do to correct or remediate the problem
 - c) Explain what the parents may do in the home to assist their child
 - d) Gather information about the home to foster a more accurate diagnosis and prescription for the child
131. Gathers additional information about the child from discussions with parents which may supplement suspicions held by the diagnostic-prescriptive teacher which would lead to a more accurate diagnosis and prescription for the child
132. Communicates with parents in regard to:
 - a) The nature of the pupil's problem
 - b) The school role in correcting the problem
 - c) The parents' role in assisting the school and their child in the home
133. Gathers additional information about the home relevant to accurate diagnosis and prescription
134. Communicates with parents in regard to:
 - a) The nature of the child's learning problem
 - b) What is being done in the school for the child
 - c) What the parent may do in the home to assist the prescribed school program
135. Organizes activities with the cooperation of the diagnostic-prescriptive teacher or the resource room teacher when a child is being placed out of the special class
136. Provides general evaluation of the program
137. Gathers additional information about the home relevant to a more accurate diagnosis and prescription
138. Gathers information about the home relevant to a more accurate diagnosis and prescription
139. Makes intensive case studies of pupils requiring medical attention and participates in educational team conferences
140. Provides security, love and interesting experiences for her children
141. Relieves the diagnostic-prescriptive teacher, resource room teacher or the regular classroom teacher
142. Helps pupils make the transition from home to school and from one grade to another, through group activities

IB4.

INSTITUTION: Utah State University

INSTRUMENT TITLE: Student Centeredness Checklist

AUTHOR: Bruce L. Arneklev

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Cognitive

PURPOSE: To identify the extent to which a teacher is student-centered and to identify areas of needed instruction

DIRECTIONS: Circle the response which applies to the learning environment as it was observed during a school day.

FORM:

Ratee _____ Date _____

Rater _____ Location (school) _____

- | | | |
|---|-----|----|
| 1. The teacher utilized strategies which were designed to involve all students in classroom activities in various ways. (All students were expected to participate in various ways.) | Yes | No |
| 2. The teacher utilized strategies which were designed to produce the same level (quantity) of performance in all students. (A minimum acceptable level of performance was established by the teacher.) | Yes | No |
| 3. Cooperative activities involving two or more students played a significant role in the activities of the students. | Yes | No |
| 4. Lecture played a major role in teacher behavior. | Yes | No |
| 5. Opportunities were provided for the improvement of communication between each student and his/her classmates. | Yes | No |
| 6. Evaluation (e.g. grades or testing) was used as an end rather than a means. | Yes | No |
| 7. Group pressures were used as a positive force in motivating individuals. | Yes | No |
| 8. Students in the class often initiated the activities during class. | Yes | No |
| 9. The ideal image was the same for all students. | Yes | No |
| 10. The educational aide was involved as a participant in planning for instructional activities. | Yes | No |
| 11. The educational aide worked directly with children in a role commensurate with experience and training. | Yes | No |

- | | | |
|---|-----|-----|
| 12. Demands on children were commensurate with their ability in order to provide challenge while insuring a high degree of success. | Yes | No |
| 13. The setting of goals and evaluation in terms of these goals was accomplished with student participation. | Yes | No |
| 14. Each child assisted in keeping records of his/her own achievements. | Yes | No |
| 15. Educational activities -- were directed to the development of cognitive functioning (a) -- or gave significant attention to affective growth while promoting cognitive functioning (b). | (a) | (b) |
| 16. Children were expected to adapt to the curriculum (a) -- or the curriculum was tailored to the child (b). | (a) | (b) |
| 17. Decisions on the organization of the class -- were made completely by the teacher (a) -- were made with the help of students at least once during the day (b). | (a) | (b) |
| 18. The focus of teacher behavior was -- mainly on knowledge as a product (a) -- or was also obviously concerned with knowledge as a process (b). | (a) | (b) |

IB5

INSTITUTION: Western Michigan University
INSTRUMENT TITLE: Teaching Report
AUTHOR: L. L. Ashbough and Joseph J. Eisenbach
RESPONDENT: Participant
BEHAVIORAL DOMAIN: Cognitive
PURPOSE: To determine the content and organization of lessons prepared by project participants
DIRECTIONS: Respond by filling-in the appropriate spaces

FORM:

Subject: _____ Date: _____

Unit: _____ Class: _____

Topic: _____ Time: _____

Objectives: _____

Outcome: _____

Instructional Materials: _____

Procedures:

A. Outline of methods and material to be covered

B. Student activities

Evaluation: _____

IC1

INSTITUTION: Atlanta University
 INSTRUMENT TITLE: Classroom Observation Record
 AUTHOR: David Ryans revised by Steve Herrman
 RESPONDENT: Project Staff
 BEHAVIORAL DOMAIN: Affective/Cognitive
 PURPOSE: To determine classroom environment and teaching effectiveness for project participants
 DIRECTIONS: Circle the number that is most appropriate.

FORM:

Teacher _____ Subject or Class _____ Date _____
 School _____ Observer _____ Time _____
 Activity at time of observation _____ No. _____

1. PUPIL BEHAVIOR

Inattentive 1 2 3 4 5 6 7 N Interested

2. TEACHER ATTITUDES TOWARD CHILDREN

Harsh 1 2 3 4 5 6 7 N Kindly

3. TEACHER APPROACH TO THE TEACHING TASK

Disorganized 1 2 3 4 5 6 7 N Systematic

4. TEACHER APPROACH TO INDIVIDUALIZING INSTRUCTION

Insensitive to Individual Differences 1 2 3 4 5 6 7 N Strong Sensitivity to Individual Differences

5. TEACHER USE OF INSTRUCTIONAL MATERIALS

Very little Use 1 2 3 4 5 6 7 N Uses a great Variety

Further Comment: _____

IC2

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Field Experience Questionnaire

AUTHOR: Gary Borich

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine participant progress in identifying and resolving educational problems related to the disadvantaged

DIRECTIONS: Respond by checking and filling-in the appropriate blanks.

FORM:

1. In your field experience this semester what was (or is) the one greatest stumbling block in helping the school identify a problem to work on?

2. List other stumbling blocks that you may have encountered in your field work:
 - 1.
 - 2.
 - 3.

3. If you feel that resources could be more adequate in helping you work effectively on your problem(s), indicate with a check the resources that should be made more available. List others that may be appropriate.
 - an evaluation design consultant
 - a test construction consultant
 - standardized instruments
 - printed classroom materials
 - audiovisual materials
 - computer and/or calculator
 - topical workshops. Name the topics:

Other resources:

4. Fill in the table below according to the approximate percent of time you have spent with context, input, process, and/or product evaluation while working in the field. Estimate percentages for those categories that will apply to this month's work. Leave blank those categories that have not and will not be utilized.

FEBRUARY	MARCH	APRIL	MAY
___% context	___% context	___% context	___% context
___% input	___% input	___% input	___% input
___% process	___% process	___% process	___% process
___% product	___% product	___% product	___% product

5. What percent of time devoted to working on your problem(s) was spent in developing behavioral objectives? Estimate this percentage for each month you have been in the field, including a projection for May.

___% February
 ___% March
 ___% April
 ___% May

6. Complete the following only if objectives (either written or verbal) were apparent at the time you began your field work.

Classroom Objectives

(constructed by the teacher with whom you have worked the most)

Clear	___	___	___	___	___	___	Unclear
Formally Stated	___	___	___	___	___	___	Informally Stated
Operationally Stated	___	___	___	___	___	___	Not Operationally Stated
Used with Current Instruction	___	___	___	___	___	___	Not Used with Current Instruction
Relevant to Current Instruction	___	___	___	___	___	___	Irrelevant to Current Instruction

If applicable, complete the following for:

School Objectives

(constructed by the administration and/or school board)

Clear	___	___	___	___	___	___	Unclear
Formally Stated	___	___	___	___	___	___	Informally Stated
Operationally Stated	___	___	___	___	___	___	Not Operationally Stated

Used with Current Instruction _____	Not Used with Current Instruction _____
Relevant to Current Instruction _____	Irrelevant to Current Instruction _____

7. Indicate below the problem(s) you have been working on in your school and the instruments (including interviews) used to collect information in regard to this problem. Include in your description the purpose of your data gathering technique. For example:

Problem	Instrument and Purpose
Failure of the seventh grade class to do satisfactory work in reading.	Semantic differential to determine student attitude toward the reading text.

IC3

INSTITUTION: Western Michigan University

INSTRUMENT TITLE: Final Evaluation for Project Practicum

AUTHOR: L. L. Ashbough and Joseph J. Eisenbach

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To evaluate participants' communication skills, personality, professional attitude, subject matter knowledge, and teaching skills

DIRECTIONS: Respond by checking the appropriate blanks.

FORM:

Student's Name

I. Communication Skills - Written Language

- Unable to express ideas clearly - ungrammatical
- Has difficulty expressing himself. Sometimes ungrammatical.
- Usually expresses himself clearly and correctly -- has some difficulty with more complex items.
- Well organized and able to express himself clearly and concisely on most matters.
- Outstanding ability to organize and communicate ideas of varying complexities.
- Communication Skills - Oral Language
- Poor pronunciation. Poor voice quality. Ungrammatical. Limited vocabulary.
- Often mispronounces. Slurs speech. Does not project voice. Sometimes ungrammatical.
- Acceptable speech pattern.
- Uses effective oral language in all situations. Has good vocabulary.
- Outstanding ability to express himself fluently in all situations.

II. Personality

- Does not get along with others.
- Has difficulty in getting along with others.
- Has an understanding of good personal relations and satisfactorily achieves a workable relationship with others.

___ Relates well and has above average ability to achieve good working relations with others.

___ Outstanding ability to cooperate and obtain cooperation from others.

III. Professional Attitude

___ Shows no interest in the profession. Makes no attempt to meet minimum standards.

___ Shows little interest in the profession. Has difficulty achieving minimum standards. Is defensive when criticized.

___ Has some interest in the profession. Achieves minimum standards consistently. Accepts criticism.

___ Shows a definite interest in the profession. Will work beyond minimum requirements. Accepts criticism graciously.

___ Has a keen and sustaining interest in the profession. Eager to work beyond requirements. Invites criticism and accepts it gratefully.

IV. Subject Matter Knowledge

___ Lacks subject knowledge.

___ Has minimum knowledge of subject matter.

___ Has attained satisfactory level of subject knowledge.

___ Understands most complex items of subject matter.

___ Has a full understanding of all phases of subject matter.

V. Teaching Skills

___ Lacks understanding of methodology and teaching techniques. Has many discipline problems.

___ Has minimum understanding of methodology and classroom procedures, has frequent discipline problems.

___ Usually uses appropriate methodology and teaching techniques -- Has occasional discipline problems. Shows evidence of resourcefulness.

___ Outstanding -- Has achieved a level of performance rarely seen in student teachers.

Other Comments:

IC4

INSTITUTION: University of Miami

INSTRUMENT TITLE: Follow-up Evaluation of a Summer Institute for
Regular Teachers in Learning Disabilities

AUTHOR: Mrs. P. Suiter

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine the extent to which participants were
able to implement skills and techniques learned in
a summer institute for regular teachers in learning
disabilities

DIRECTIONS: Answer each question by supplying a number and
comment.

FORM:

Student Progress

(_____ students in program)

READING

	<u>Number</u>	<u>Comment</u>
1. How many children did you bring up to grade level?	_____	
2. How many children progressed in reading to your satisfaction?	_____	
3. How many children progressed very little and you felt you did not really reach them?	_____	
4. How many children did not progress at all based on ability level?	_____	

WRITING

	<u>Number</u>	<u>Comments</u>
1. How many children have progressed to legible writing?	_____	}
2. How many children have progressed to your satisfaction on pre-writing skills?	_____	
3. How many children have done very little handwriting?	_____	
4. How many children have made no progress?	_____	

ARITHMETIC

	<u>Number</u>	<u>Comments</u>
1. How many children progressed to grade level expectancy in arithmetic?	_____	}
2. How many students progressed to your satisfaction?	_____	
3. How many students progressed very little this year?	_____	
4. No progress at all?	_____	

SELF-CONCEPT

	<u>Number</u>	<u>Comments</u>
1. How many students come to you with poor self-concepts?	_____	
2. From the poor self-concept students, how many are now well adjusted?	_____	
fairly well adjusted?	_____	
still poor self-image?	_____	
worse than when you got them?	_____	
3. How many students with good self-concepts got worse in your class?	_____	

IC5

INSTITUTION: Atlanta University

INSTRUMENT TITLE: Rating of Classroom Observer

AUTHOR: Betty Strickland

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To assess the zeal, intellectual ability, initiative, integrity and leadership of classroom observers as judged by Project Staff

DIRECTIONS: Circle the number that is most appropriate.

FORM:

DATE _____

SCHOOL _____

OBSERVER _____

- I. ZEAL
- | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|-----------|
| Apathetic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Energetic |
|-----------|---|---|---|---|---|---|---|-----------|
- II. INTELLECTUAL ABILITY (alertness, cleverness, power to assimilate)
- | | | | | | | | | |
|------|---|---|---|---|---|---|---|------|
| Dull | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Keen |
|------|---|---|---|---|---|---|---|------|
- III. INITIATIVE (ability to generate ideas for creative activities, resourcefulness)
- | | | | | | | | | |
|---------|---|---|---|---|---|---|---|--------|
| Passive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Active |
|---------|---|---|---|---|---|---|---|--------|
- IV. INTEGRITY (trustworthiness, faithfulness, reliability, loyalty, honesty)
- | | | | | | | | | |
|------------|---|---|---|---|---|---|---|----------------------------|
| Unreliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Merits complete Confidence |
|------------|---|---|---|---|---|---|---|----------------------------|
- V. LEADERSHIP (ability to inspire or command the confidence, affection, good will and loyalty of others; ability to secure a following)
- | | | | | | | | | |
|----------|---|---|---|---|---|---|---|------|
| Not able | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Able |
|----------|---|---|---|---|---|---|---|------|

Further Comment: _____

IC6

INSTITUTION: University of Connecticut

INSTRUMENT TITLE: Teaching Difficulty Inventory

AUTHOR: J. F. Cawley

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine the participants' knowledge and scope in recognizing learning difficulties in pupils

DIRECTIONS: (See Instrument)

FORM:

For items 1 through 5, rank the order in which you believe teachers refer children for special class placement or some other form of removal from the regular class. 1 (2,3,4,5) is the most serious.

1. _____ the mentally retarded
2. _____ the emotionally disturbed
3. _____ the learning disability
4. _____ the blind
5. _____ the cerebral palsied

For items 6 through 10, rank the order in which you believe the members of the current EPDA group would seek an alternative for regular class placement. 1 (2,3,4,5) is the most serious.

6. _____ the emotionally disturbed
7. _____ the learning disability
8. _____ the blind
9. _____ the mentally retarded
10. _____ the cerebral palsied

Think of yourself as a teacher in the regular classroom in suburbia. Rank the difficulty that you believe regular class involvement presents for the following. 1 (2,3,4,5) is the most difficult.

11. _____ the mentally retarded
12. _____ the emotionally disturbed
13. _____ the blind
14. _____ the cerebral palsied
15. _____ the learning disability

Think of yourself as a teacher in a regular classroom in an inner city school. Rank the difficulty that you believe regular class involvement represents for the following. 1 (2,3,4,5) is the most difficult.

16. _____ the blind
17. _____ the cerebral palsied
18. _____ the emotionally disturbed
19. _____ the learning disability
20. _____ the mentally retarded

For items 21 through 25, rank the difficulty you believe regular elementary education provides the least amount of training and knowledge for the following. 1 (2,3,4,5) represents the area least covered.

21. _____ cerebral palsied
22. _____ mentally retarded
23. _____ learning disability
24. _____ emotionally disturbed
25. _____ average, well-balanced

For items 26 through 32, rank the options you would take if you had to select one as a teaching assignment. 1 (2,3,4,5) is the one you would select first.

26. _____ emotionally disturbed
27. _____ ghetto child
28. _____ mentally retarded
29. _____ blind
30. _____ learning disability
31. _____ cerebral palsied
32. _____ Appalachian poor

Listed below are brief statements of case study data on children. Rank each of these cases in terms of their seriousness in the educational setting (e.g., rank 1 as the most serious problem, and so forth).

33. _____ There is an eleven year old child. The child has a measured IQ of 73 and an estimated mental age of eight years and one month. The child is reading at the 3.3 grade level which is considered good for the level of mental development. The child is a pleasant youngster and believes has good social relations with his peers.
34. _____ The child is an eleven year old child. The child has a measured IQ of 106 and an estimated mental age of eleven years and eight months. The child is reading at the 3.3 grade level, which is considered very poor for his level of mental development. This is a cooperative youngster, tries hard and is easy to get along with.

35. _____ The child is an eleven year old child. The youngster has a measured IQ of 73 and an estimated mental age of eight years and one month. The child has not begun to read and is considered to be about 3.3 years below the level at which the youngster should be reading. As yet, the child has not become a behavior problem, and the youngster is also easy to get along with.
36. _____ This child is an eleven year old. The youngster has a measured IQ of 101 and an estimated mental age of eleven years and one month. The youngster reads at the sixth grade level and this is considered quite adequate for the age. The child is referred to in the teacher's room as a "pain in the ass." He continuously disrupts class, teases other youngsters, and, on at least one occasion, told his teacher to go "shit in her hat."
37. _____ This youngster, eleven years of age, has a measured IQ of 73 and an estimated mental age of eight years and one month. The child reads at the 3.3 grade level, which is adequate for his level of development. He is frequently referred to the principal because of his inappropriate classroom behavior. This behavior includes foul language, which has indicated "screw you." The youngster will not follow directions.
38. _____ This child is eleven years old. The youngster has a measured IQ of 106 and a mental age of eleven years and eight months. The child is reading at the third grade level which is about four years below expectancy. The child is an agitator, mildly abusive and capable of expressing a few inappropriate phrases.
39. _____ This child is also eleven years old. As a youngster with an IQ of 101 and a mental age of eleven years and one month, this child reads at the sixth grade level. This is quite good. The child is cheerful, well-liked and does his work, although this youngster is not a rigid conformist.

PROGRAM EVALUATION

IIA1

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Affective Reaction to the EPDA Workshop

AUTHOR: Gary Borich

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant attitudes toward a workshop design to explain project goals and strategies

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

FORM:

- | | | | | | |
|---|----|---|---|---|----|
| 1. As a result of this workshop, I have a greater knowledge of evaluation. | SA | A | U | D | SD |
| 2. When I hear the phrase, "Evaluation", I have a feeling of dislike. | SA | A | U | D | SD |
| 3. Members of the workshop staff were competent in their activities. | SA | A | U | D | SD |
| 4. There was too much lecture and too little interaction in the small groups. | SA | A | U | D | SD |
| 5. Competence in Evaluation skills would probably facilitate improved instruction. | SA | A | U | D | SD |
| 6. Developing objectives is essential for effective teaching. | SA | A | U | D | SD |
| 7. As a result of this workshop, I have more knowledge of developing objectives. | SA | A | U | D | SD |
| 8. As a result of this workshop, I would probably work more effectively with my team. | SA | A | U | D | SD |
| 9. Generally speaking, this workshop provided me with what I came for. | SA | A | U | D | SD |
| 10. I like the format of the workshop. | SA | A | U | D | SD |
| 11. I found the session on observing a group working on a school problem and the accompanying film the most valuable. | SA | A | U | D | SD |

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 12. | The small group meetings in this workshop were very informative. | SA | A | U | D | SD |
| 13. | I feel that I will personally be able to utilize some of the information presented at the workshop. | SA | A | U | D | SD |
| 14. | In general terms, I could discuss the CIPP model with my colleagues. | SA | A | U | D | SD |
| 15. | This workshop has built rapport and communication between me and my team members. | SA | A | U | D | SD |
| 16. | As a result of this workshop I feel I know how to go about applying the CIPP model to realistic problems. | SA | A | U | D | SD |
| 17. | This workshop has pointed out Local, State, and National Resources that were unknown to me. | SA | A | U | D | SD |
| 18. | I found ample opportunity to explain local needs to my team members. | SA | A | U | D | SD |
| 19. | As a result of this workshop, I am confident I know the goals of the I.U. EPDA project. | SA | A | U | D | SD |
| 20. | I feel the goals of the project are consistent with my own goals for my school. | SA | A | U | D | SD |

IIA2

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: Cross Cultural Attitude Inventory

AUTHOR: Steve Jackson and Ron Klínger

RESPONDENT: Pupil

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the attitudes of pupils toward Mexican and American concepts

DIRECTIONS: Check the face that represents how you feel toward the picture.

FORM:

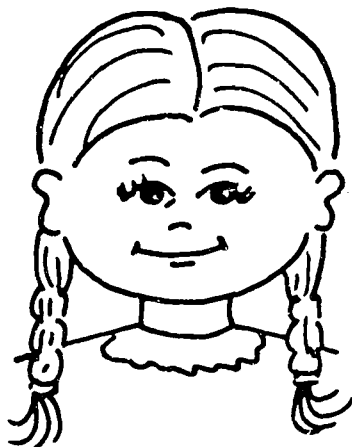
NAME _____

BIRTHDATE ____ / ____ / ____ GRADE ____ SEX BOY ____ GIRL ____

CITY _____ SCHOOL _____

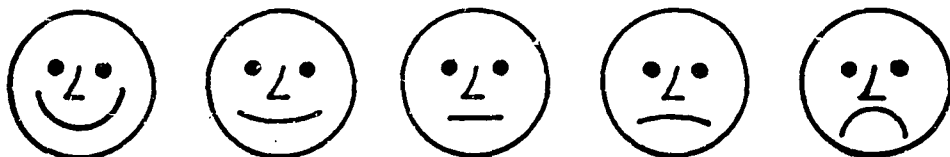
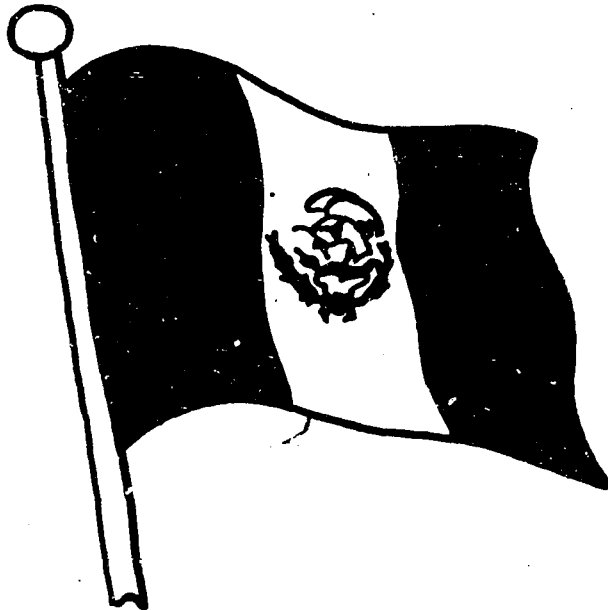
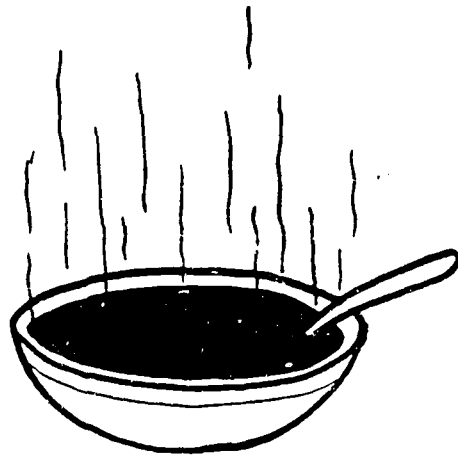
TEACHER _____ DATE ____ / ____ / ____

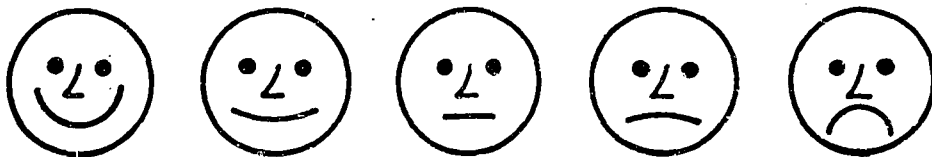
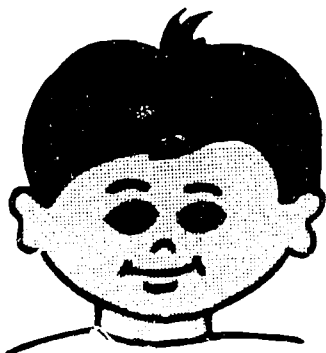
T _____ M _____ A _____

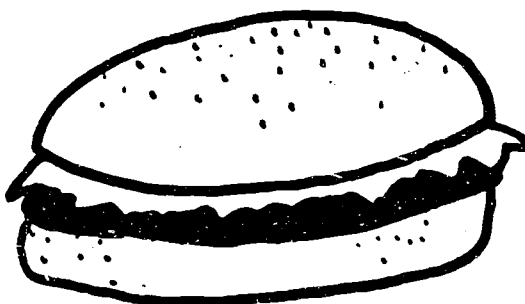
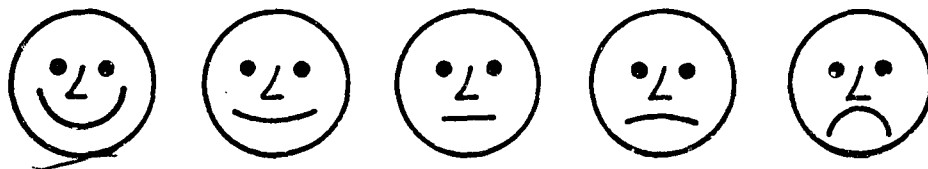


YES

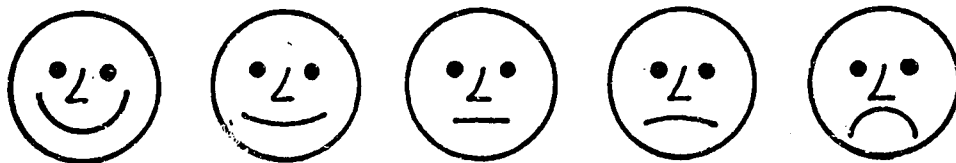


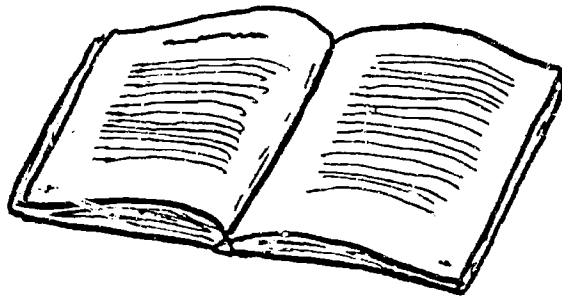
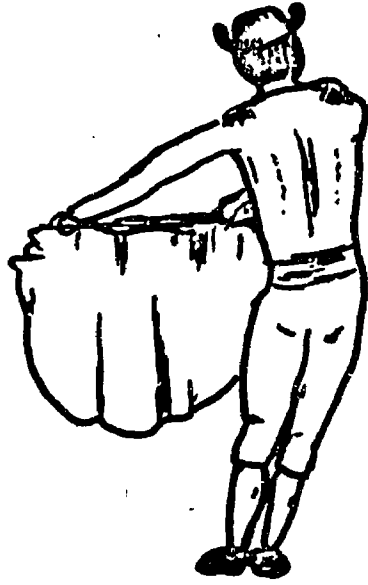


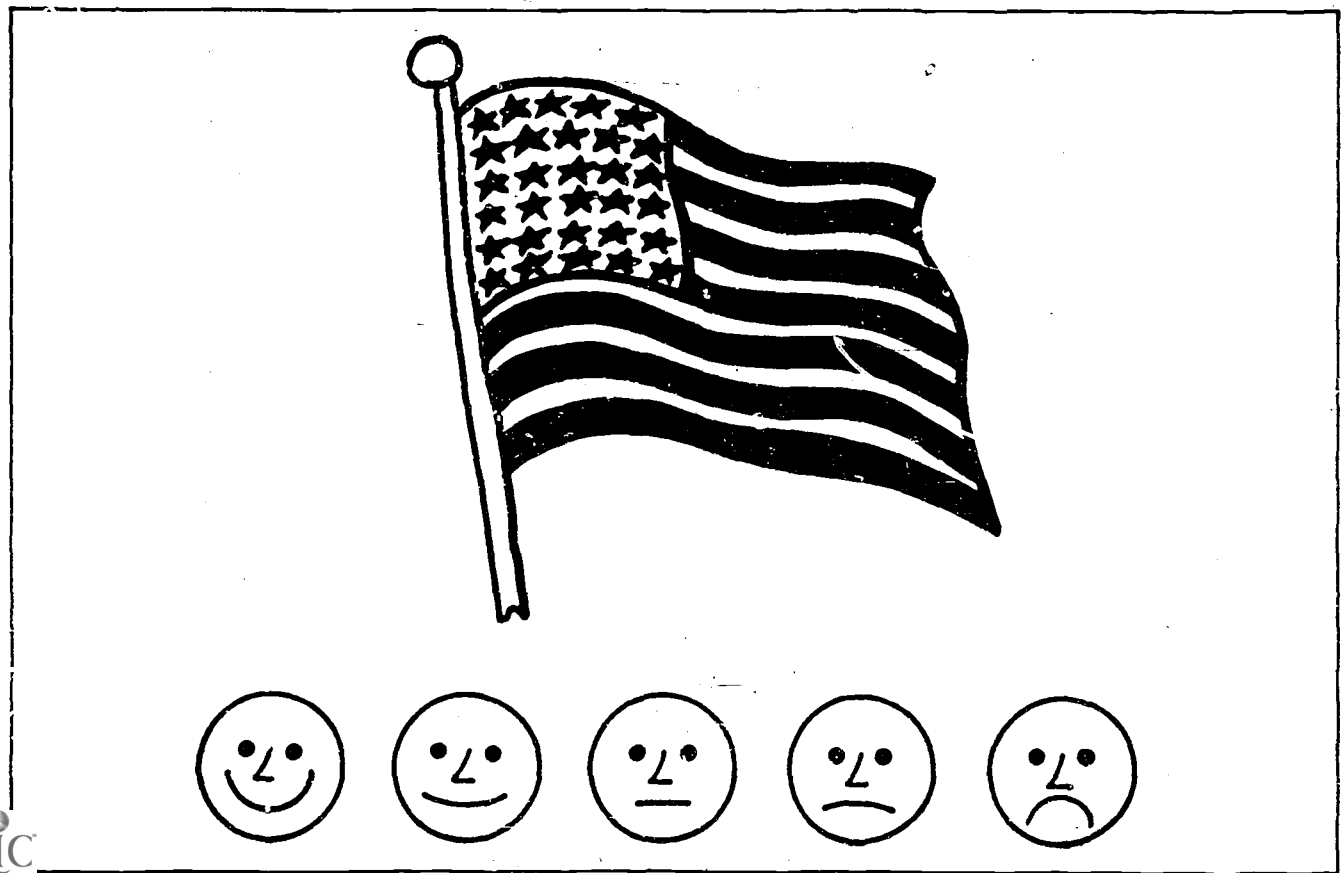
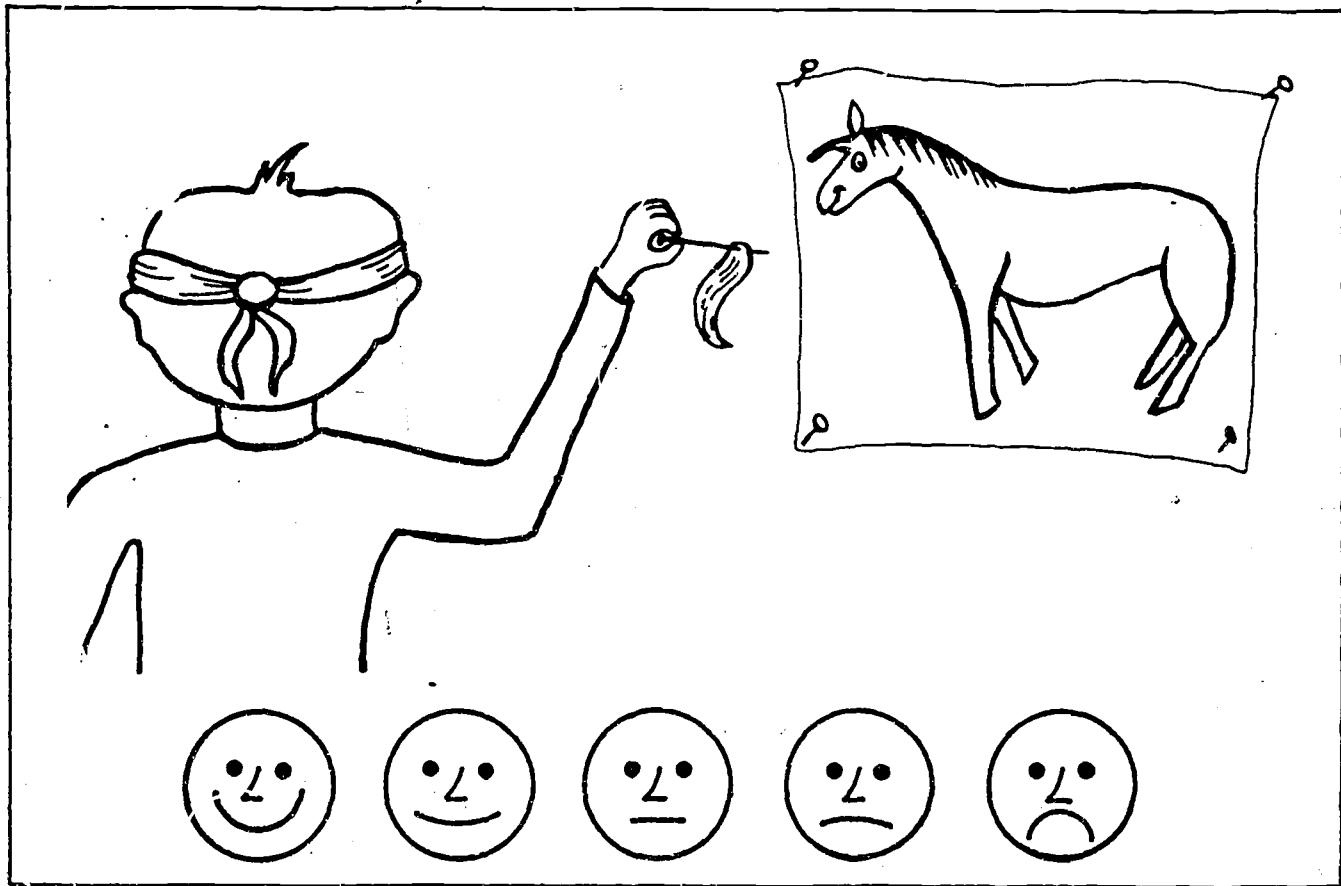


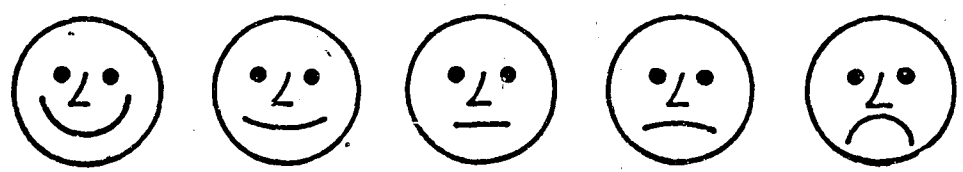
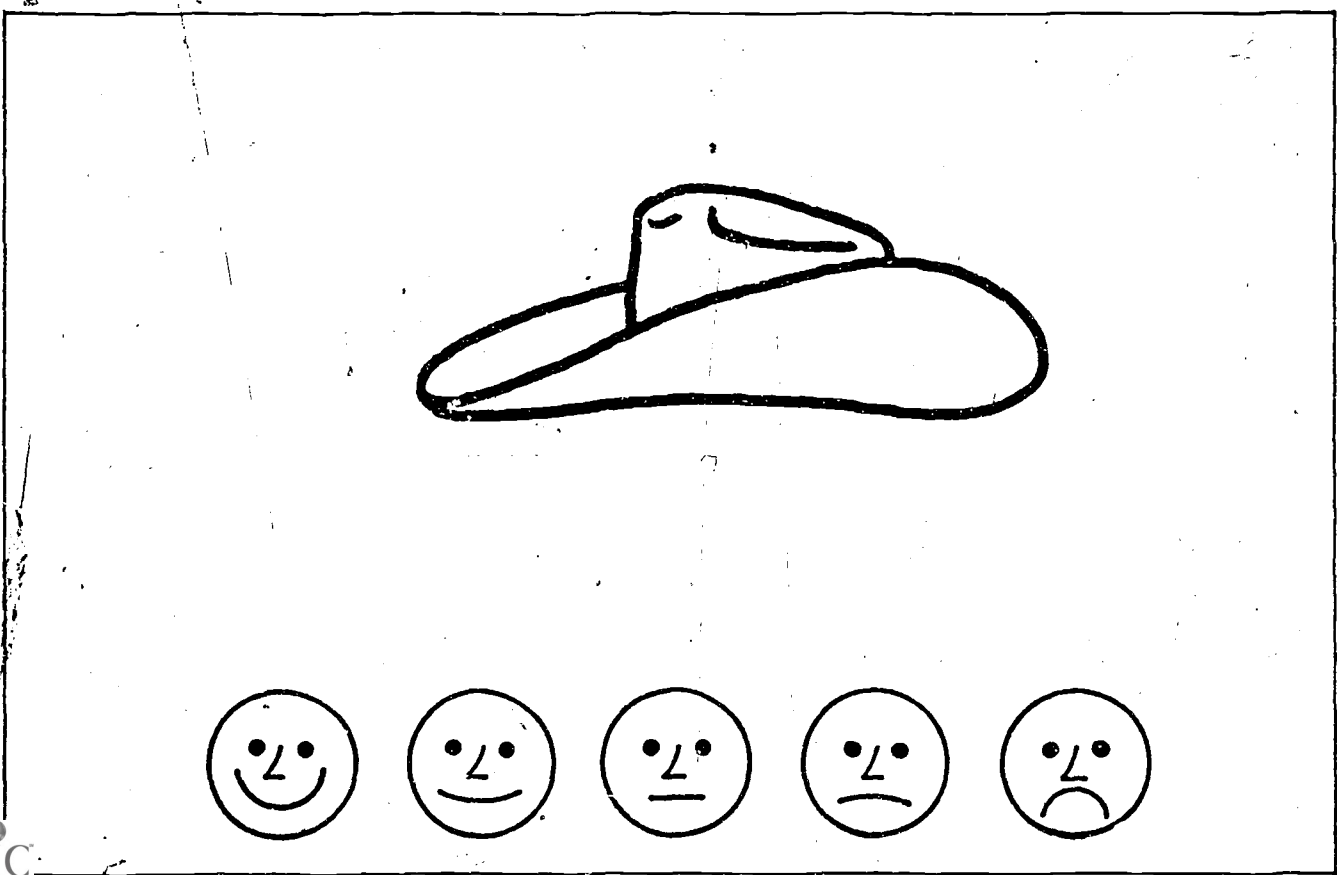
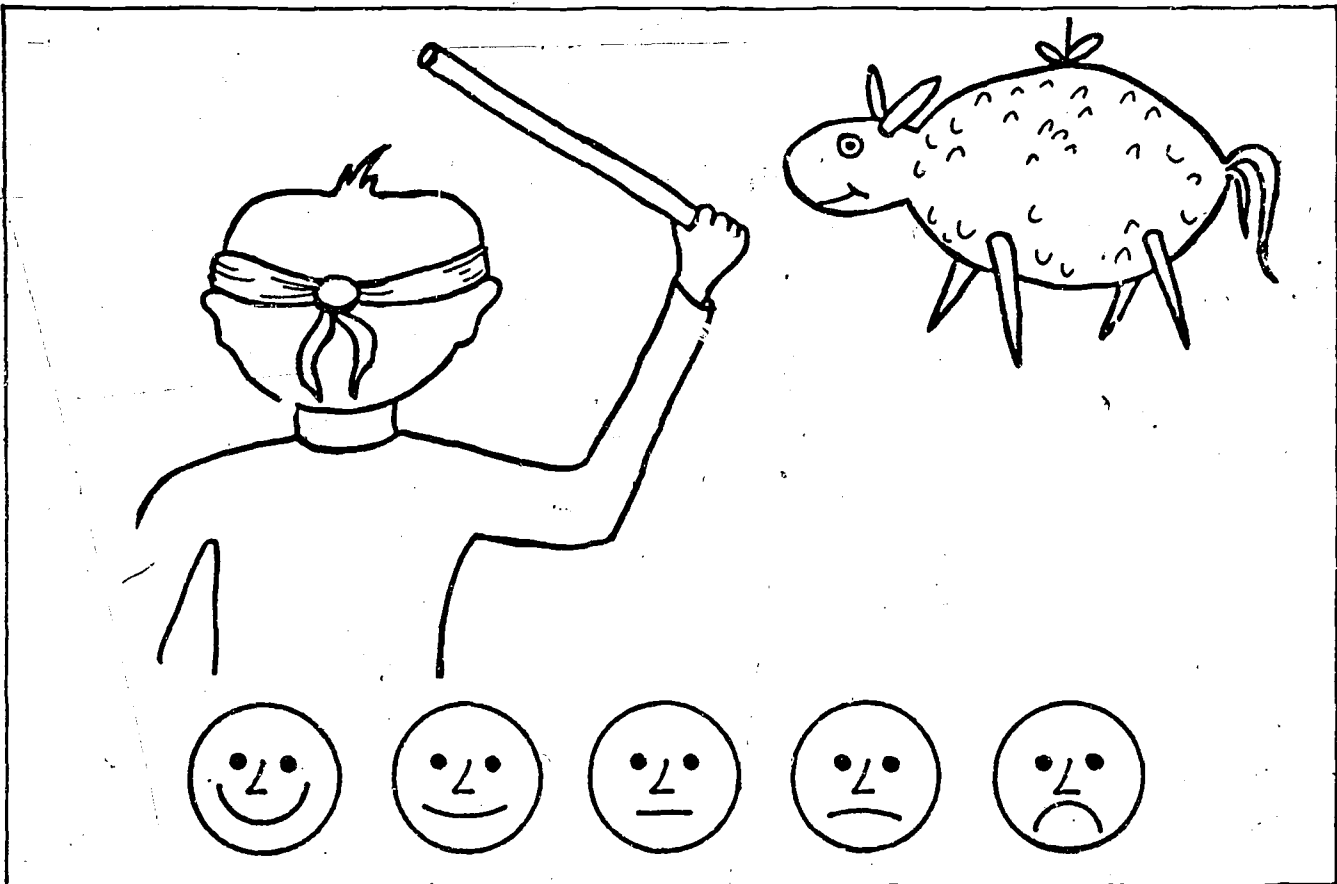


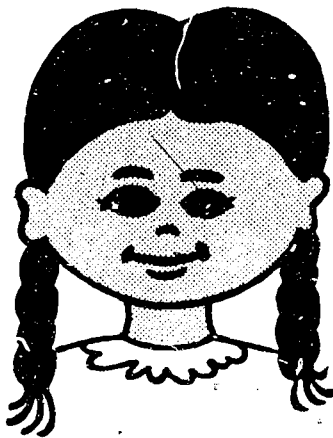
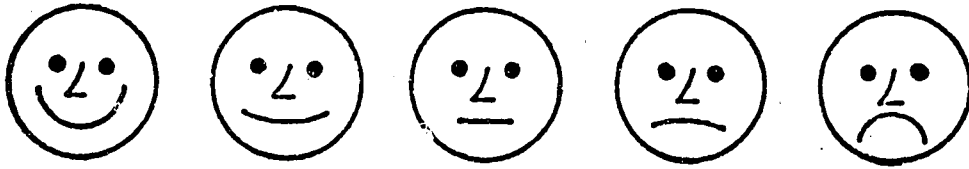
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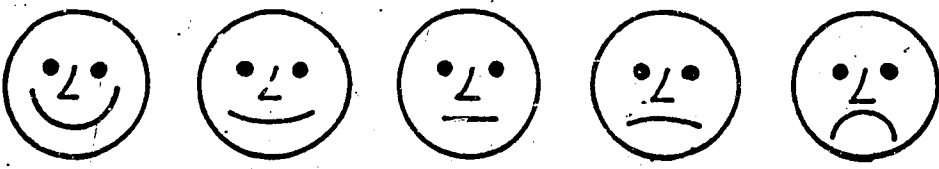
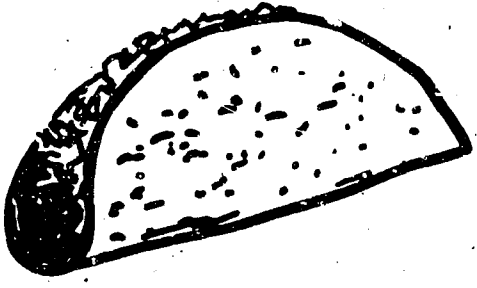
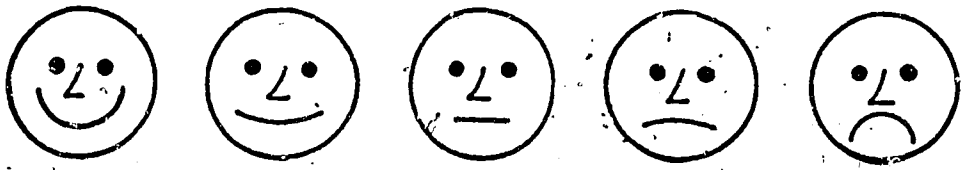
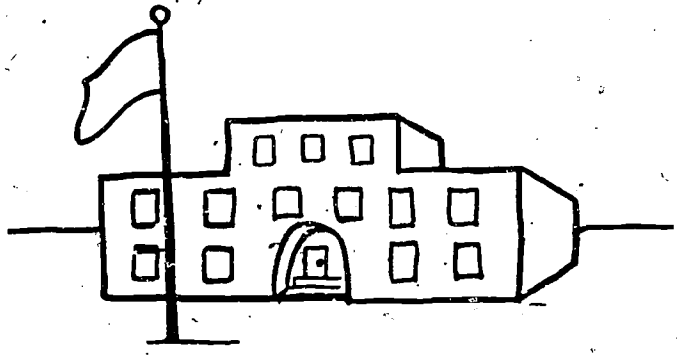


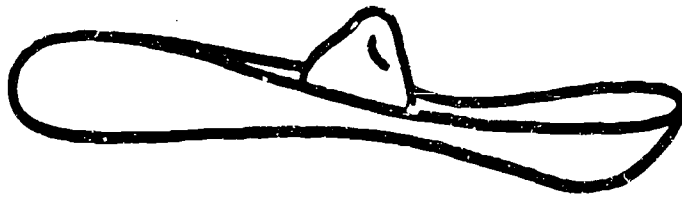
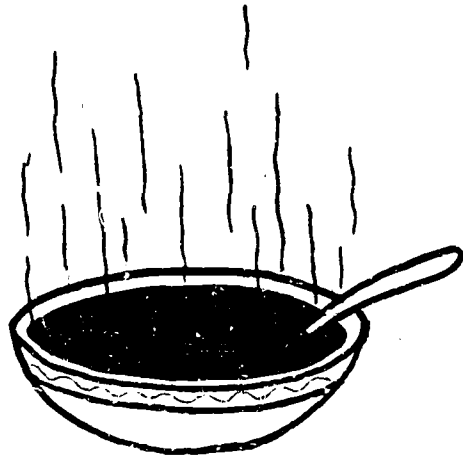


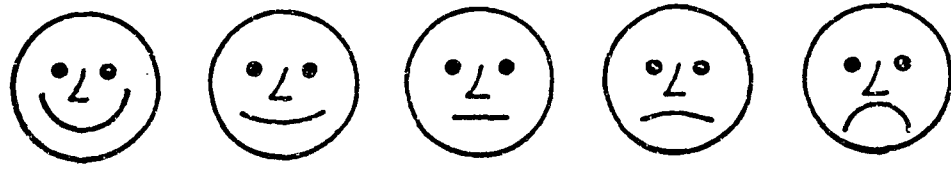
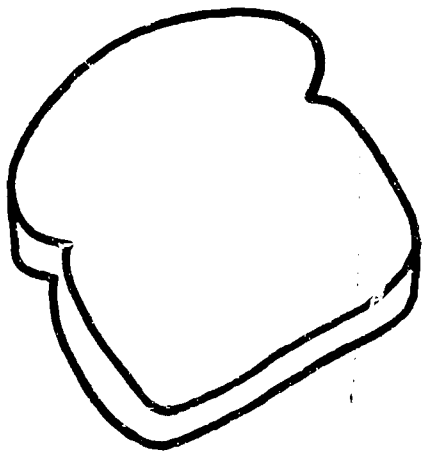












IIA3

INSTITUTION: Ohio State Department of Education

INSTRUMENT TITLE: Early Childhood Education Conference Questionnaire

AUTHOR: Gene Wenger

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine areas of concern with reference to the conference and with issues in early childhood education

DIRECTIONS: In completing the following questionnaire, please:
 (1) Think carefully about each item, (2) be specific,
 (3) state your answer briefly.

FORM:

1. In what ways have your ideas about early childhood education changed?
 (Please be specific.)

2. List 3 activities you found most useful during the Early Childhood Education Conference:
 - (1)
 - (2)
 - (3)

3. What aspects of the presentation were most helpful?

4. What concepts, ideas, programs, etc., with which you have been presented here do you think should be questioned or rejected?

5. OVER-ALL VALUE OF THE CONFERENCE (check your rating)

Highly Valuable	Somewhat Valuable	Of Limited Value	No Value
_____	_____	_____	_____

6. Future early childhood education conferences should be planned to run:

ONE WEEK	TWO WEEKS	THREE WEEKS	OTHER (specify)
_____	_____	_____	

7. Please note any additional comments here:

8. As you see it, what are the 3 most pressing problems in your school with regard to early childhood education (4 - 8 year olds)?
 - 1.
 - 2.
 - 3.

9. List 2 or 3 kinds of help you feel we might provide you or your school this coming year:
 - 1.
 - 2.
 - 3.

10. In what ways do you feel you can influence other members of your faculty to improve your school with regard to early childhood education?

IIA4

INSTITUTION University of Miami

INSTRUMENT TITLE: Final Evaluation of Institute

AUTHOR: Mrs. P. Suiter

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine how participants would rate various aspects of a six week summer institute on a scale from low to high

DIRECTIONS: Indicate in the space provided next to each area to be rated the value, 1 - 5, as you feel it deserves Explain why you feel such a rating is deserved. If you should rate an area with a rating of 5, please elaborate why. If you should rate an area below 5, please give your reactions on where, how and why it might be improved.

FORM:

- ___ 1. Field trips to practicum sites
- ___ 2. Selection of participants (caliber, interest, participation)
- ___ 3. Overall schedule of rotation and time as set up in the model
- ___ 4. Participant-instructor ratio
- ___ 5. Availability of materials (tests, books, other materials)
- ___ 6. Effectiveness of practicum with children
- ___ 7. Organization of content material
- ___ 8. Sequence of content material
- ___ 9. Adequate overall content coverage
- ___ 10. Anticipated value to you in your work
- ___ 11. Content related to goals of institute
- ___ 12. Depth of content

- 13. Effectiveness of leadership of staff
- 14. Effectiveness of leadership of project director
- 15. Process of selection of participants
- 16. Adequate number of visiting lecturers
- 17. Quality of visiting lecturers
- 18. Interaction among institute participants
- 19. Rapport between entire staff and participants
- 20. Meetings to establish positive relations between public school personnel (administrators, psychologists, etc.) and institute participants

Final Comments:

IIA5

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: How I Feel

AUTHOR: Ron Klinger

RESPONDENT: Pupil

BEHAVIORAL DOMAIN: Affective

PURPOSE: To measure pupil attitude toward classroom peers.

DIRECTIONS: One of the jobs of a teacher is to know how her students think and feel about their classmates. All of us like or admire some people, dislike others, and some people we neither like or dislike. This form will help me to find out how you feel. There are no right or wrong answers. If I know how you really feel about the other members of our class, then I may be able to plan things so that you will enjoy them more.

FORM:

1. When the teacher says that she is proud of someone or that someone has done something very well, whose name does she say most of the time?
Name 3 people.

1. _____

2. _____

3. _____

2. When the teacher has to scold or punish someone which 3 people does she punish most of the time?

1. _____

2. _____

3. _____

3. Which 3 persons do you like most?

1. _____

2. _____

3. _____

4. Which 3 persons do you like least?

1. _____

2. _____

3. _____

IIA6

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: My Class (also available in Spanish)

AUTHOR: Ron Klinger

RESPONDENT: Pupil

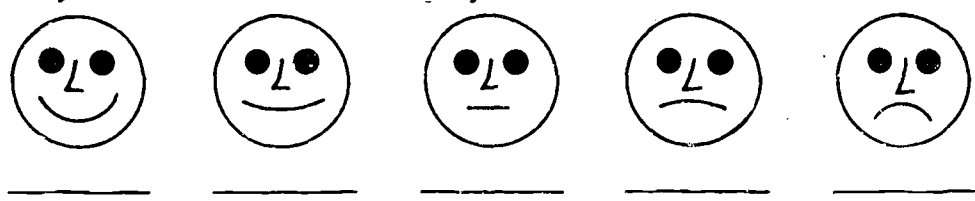
BEHAVIORAL DOMAIN: Affective

PURPOSE: To measure pupil attitude toward classroom instruction

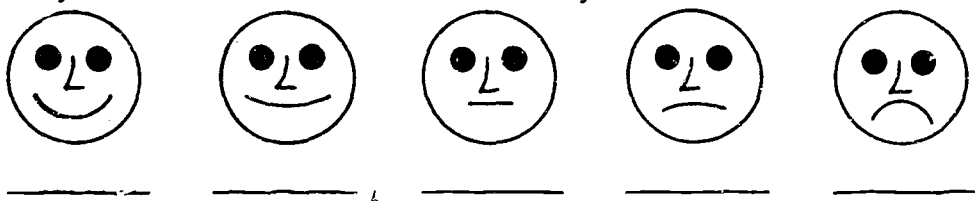
DIRECTIONS: Here are some questions about how you get along in your class. All of us do better at jobs and games that we enjoy. This form will tell us if you enjoy most of this done in this class. There are no right or wrong answers. Check the face that best shows the answer.

FORM:

1. How do you feel about the things you do in this classroom?



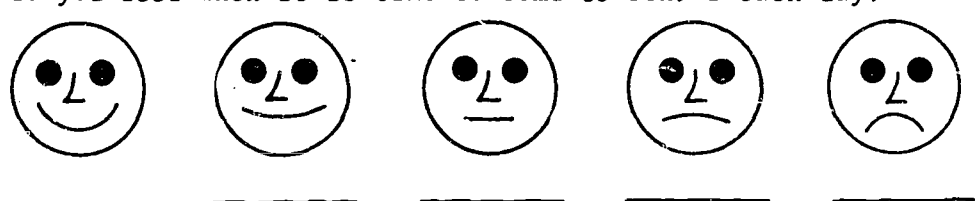
2. How do you feel when the teacher checks your class work?



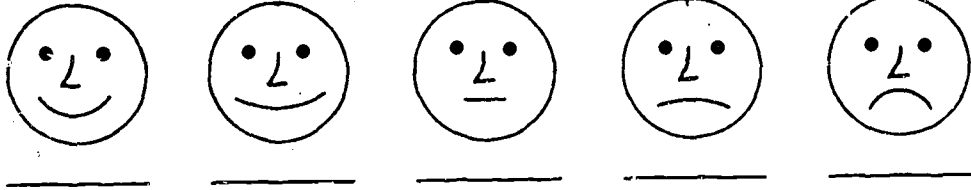
3. How does the teacher usually look at you?



4. How do you feel when it is time to come to school each day?



5. How do you feel when you look in the mirror?



6. When you want to tell the teacher something important, how does she look at you?



IIA7

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: My Classmates (also available in Spanish)

AUTHOR: Ron Klinger

RESPONDENT: Pupil

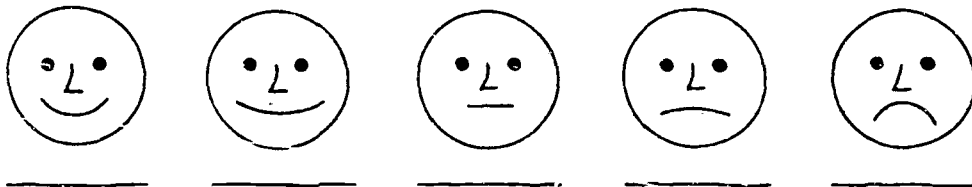
BEHAVIORAL DOMAIN: Affective

PURPOSE: To measure pupil attitude toward peer interaction

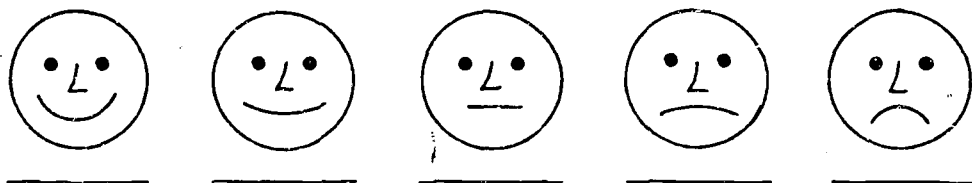
DIRECTIONS: Everyone knows someone he likes and someone he does not like very much. Some of us have many friends, while others of us have one or two friends. I am interested in learning how each of you feel about all your classmates. Here are some questions; check or mark the face that best shows the answer. There are no right or wrong answers. The way you see things is what counts.

FORM:

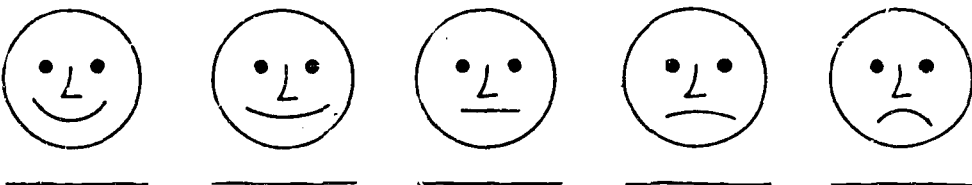
1. How do most of the other children in this class look when they talk to you?



2. How do you feel about most of the other children in this class?



3. When you are asked to play with a group of classmates, how do they treat you?



4. When you have a story to tell your classmates, how do they look at you?



IIA8

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Parent Opinionnaire

AUTHOR: R. Meehan and T. Finch

RESPONDENT: Parent

BEHAVIORAL DOMAIN: Affective

PURPOSE: To gain insights into parents' attitudes toward school activities, educational practices, and child behavior

DIRECTIONS: Choose the extent of agreement or disagreement and place the number beside the statement.

Disagree	Disagree	Can't	Agree	Agree
Strongly	Mildly	Say	Mildly	Strongly
1	2	3	4	5

FORM:

- ___ 1. ~~Parent-teacher~~ conferences are useful to parents.
- ___ 2. P.T.A. meetings are useful to parents.
- ___ 3. The school does make every effort to inform parents of its programs.
- ___ 4. It is necessary for parents to understand the programs of the school.
- ___ 5. The new program initiated in the school has been explained to your satisfaction.
- ___ 6. School personnel should visit the homes of students when necessary.
- ___ 7. The school attempts to help parents understand how their children are doing.
- ___ 8. Most teachers have a good understanding of their students' behavior.
- ___ 9. Most parents have a good understanding of their children's learning problems.
- ___ 10. Most teachers are able to meet new and changing conditions.
- ___ 11. The school does give attention to individual needs.
- ___ 12. The school provides personnel and facilities to individualize instruction for children suspected of having a learning problem.
- ___ 13. Teachers have been trained to work with children having all types of learning problems.

- ___ 14. Schools should have counselors.
- ___ 15. Education helps students succeed in life.
- ___ 16. The school should encourage maintaining children with learning problems in regular classes.
- ___ 17. The school should encourage children with learning problems to be assigned to special classes.
- ___ 18. Children with physical handicaps or emotional problems should be excluded from regular classes.
- ___ 19. The school has the responsibility to educate all children within the district regardless of handicaps to learning.
- ___ 20. Teachers are accountable for educating all children assigned to them.
- ___ 21. Children with observable handicapping conditions should receive different treatment than those that do not.
- ___ 22. The teacher this year is more understanding of your child's problem and willing to provide individual help.
- ___ 23. The school system has an obligation to establish special schools for children with identifiable learning problems.
- ___ 24. The school should correct students for bad behavior.
- ___ 25. Children who are disruptive should be excluded from attending school.
- ___ 26. Parents have an obligation to initiate activities recommended by teachers and other school personnel.
- ___ 27. Children with learning problems provide behavior problems in school.
- ___ 28. It is possible to change a child's behavior through conscious effort at home.
- ___ 29. It is the school's responsibility, rather than the parents', to change poor behavior.
- ___ 30. A child usually has a learning problem because he doesn't apply himself.

IIA9

INSTITUTION: Ohio State Department of Education

INSTRUMENT TITLE: Participant Survey to Continue in Project

AUTHOR: Gene Wenger

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participants' desires, plans, and recommendations for the on-going project

DIRECTIONS: In attempting to program the project for the 1971-72 school year, the following criteria seems appropriate:

- A. Participants should have an opportunity to work in areas in which they have an interest and are enthusiastic.
- B. Programs should be initiated and directed locally.
- C. School districts should make some commitment to local projects:
 - Public relations support
 - Release time for participants (one day per month)
 - Organizational arrangements
 - Space
 - Transportation
 - Program structure
- D. Technical assistance should be available to help localities design and implement projects.

Given these project aims, please respond to the following.

FORM:

Name,

Position

School District

County

_____ Yes, I want to continue as a participant in the Early Childhood Education Project.

_____ No, I do not wish to continue as a participant in the Early Childhood Education Project.

PARTICIPANT COMMITMENT

(Please indicate some areas of interest you would be willing to work on as part of this project)

JUSTIFICATION

(Please indicate how the previous suggestions might directly or indirectly serve the needs of rural children)

EXTENSION

(In your opinion are there other members of your staff or community personnel who might be interested in participating in the project? Please list.)

IIA10

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Project Evaluation Form

AUTHOR: Roger Meehan

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the degree to which the participants have found their training helpful.

DIRECTIONS: Respond by checking or filling-in the appropriate blanks.

FORM:

Course Work:

Do you think the course work was helpful to you in your daily work with children?

Yes _____ No _____ Somewhat _____

Do you feel the course work has changed your perception of your role as a teacher?

Yes _____ No _____ Somewhat _____

Do you feel that you are more effective in your role as a result of the course work?

Yes _____ No _____ Somewhat _____

Which aspect of the course do you feel was the most beneficial?

lectures _____ demonstration teaching _____
 videotapes _____ group discussions _____
 other (explain) _____

What would you recommend to change the course work in the future?

Inservice:

Do you think the inservice meetings were worthwhile?

Yes _____ No _____ Somewhat _____

Do you think the informal discussions of the school programs, problems, etc., are valuable?

Yes _____ No _____ Somewhat _____

The frequency of the inservice meetings for the EPDA personnel should be:

more _____ less _____ the same _____

Should school staff other than EPDA personnel attend meetings?

Yes _____ No _____

What are your recommendations as to the content of the inservice meetings in the future?

Supervision:

Do you feel there has been adequate supervision by the project staff?

Yes _____ No _____

Would you feel comfortable if the project director or course instructor would critique your teaching technique twice a year?

Yes _____ No _____

Do you feel that videotaping your classroom in action could aid you in improving your teaching?

Yes _____ No _____

Would you object to using these tapes as class discussion?

Yes _____ No _____

Has the project staff provided you with adequate support during the year?

Yes _____ No _____

What recommendations do you have regarding the role and effectiveness of the project director and/or the course instructor for next year?

Program Cooperation:

Do you feel there has been adequate cooperation between the resource persons (diagnostic-prescriptive and resource teachers) and the school staff?

Yes _____ No _____

Have you or your pupils received any direct benefits as a result of the program?

Yes _____ No _____

Have you received instructional materials for your pupils from the resource persons?

Yes _____ No _____

Extent: Little _____ Some _____ Substantial _____

Have you had individual conferences with the resource persons regarding specific pupils?

Yes _____ No _____

How many conferences? Diagnostic-prescriptive teacher _____

Resource room teacher _____

What specific recommendations do you have to improve the effectiveness of the program in your school?

General Comments:

IIA11

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Seminar Evaluation

AUTHOR: Gary Borich

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine participant attitude toward project-related coursework

DIRECTIONS: Circle the number that best represents your feeling toward the project seminar.

FORM:

- | | | |
|---|---------------|-----------------------------------|
| 1.....Seminar lacks purpose | 1 2 3 4 5 6 7 | Meaningful seminar.....1 |
| 2.....Factual information | 1 2 3 4 5 6 7 | Conceptual information.....2 |
| 3.....Easy | 1 2 3 4 5 6 7 | Difficult.....3 |
| 4.....Inefficient instruction | 1 2 3 4 5 6 7 | Efficient instruction.....4 |
| 5.....Seminar is poor | 1 2 3 4 5 6 7 | Seminar among the best.....5 |
| 6.....Simple comprehension | 1 2 3 4 5 6 7 | High level comprehension....6 |
| 7.....Easier than expected | 1 2 3 4 5 6 7 | Harder than expected.....7 |
| 8.....Routine instruction | 1 2 3 4 5 6 7 | Scholarly instruction.....8 |
| 9.....Dull | 1 2 3 4 5 6 7 | Thought provoking.....9 |
| 10.....Rote memory | 1 2 3 4 5 6 7 | Reflective consideration....10 |
| 11.....Minimal mental demands | 1 2 3 4 5 6 7 | Mental effort demanded.....11 |
| 12.....Unimpressive instructor | 1 2 3 4 5 6 7 | Stimulating instructor.....12 |
| 13.....Inferior course | 1 2 3 4 5 6 7 | Worthwhile course.....13 |
| 14.....Retention of facts | 1 2 3 4 5 6 7 | Mastery of ideas.....14 |
| 15.....Little work required | 1 2 3 4 5 6 7 | Much work required.....15 |
| 16....Unimaginative instructor | 1 2 3 4 5 6 7 | Creative instructor.....16 |
| 17.....Little application to daily life | 1 2 3 4 5 6 7 | Pertinent to everyday life.....17 |
| 18.....Memorizing concepts | 1 2 3 4 5 6 7 | Evolving complex concepts...18 |
| 19.....Leisurely seminar | 1 2 3 4 5 6 7 | Strenuous seminar.....19 |
| 20....Seminar poorly conducted | 1 2 3 4 5 6 7 | Seminar well conducted.....20 |
| 21.....Unimportant | 1 2 3 4 5 6 7 | Significant.....21 |

Emphasis on		General principles	
22.....specific facts	1 2 3 4 5 6 7	emphasized.....	22
23.....My easiest course	1 2 3 4 5 6 7	My toughest course.....	23
24.....Low quality discussion	1 2 3 4 5 6 7	High quality discussion.....	24
25.....Have had enough	1 2 3 4 5 6 7	Eager for more.....	25
26.....Details important	1 2 3 4 5 6 7	Understanding principles....	26
27.....Minimal study	1 2 3 4 5 6 7	Time consuming.....	27
28.....Routine discussion	1 2 3 4 5 6 7	Thoughtful discussion.....	28
29....Vague seminar objectives	1 2 3 4 5 6 7	Clear seminar objectives....	29
30.....Exams emphasized memory	1 2 3 4 5 6 7	Exams emphasized thinking...30	
31...Limited exchange of ideas	1 2 3 4 5 6 7	Extensive exchange of ideas.31	
32....Sorry I attended seminar	1 2 3 4 5 6 7	Glad I attended seminar.....	32
33.....Stress on memorizing	1 2 3 4 5 6 7	Stress on understanding.....	33
34....Easier than most courses	1 2 3 4 5 6 7	Harder than most courses....	34
35.....Poor instructor	1 2 3 4 5 6 7	Excellent instructor.....	35
36.....Will not recommend	1 2 3 4 5 6 7	Recommend to others.....	36
37.....Routine learning	1 2 3 4 5 6 7	Critical thinking.....	37
38....Less studying than usual	1 2 3 4 5 6 7	More studying than usual....	38
39.....Boring instructor	1 2 3 4 5 6 7	Interesting instructor.....	39
40.....Waste of time	1 2 3 4 5 6 7	Worth taking.....	40
41.....Ordinary retention	1 2 3 4 5 6 7	Logical reasoning.....	41
42.....Little effort required	1 2 3 4 5 6 7	Extra effort required.....	42
43....Instructor below average	1 2 3 4 5 6 7	Instructor above average....	43
44.....Worthless	1 2 3 4 5 6 7	Valuable.....	44
45.....Memory emphasized	1 2 3 4 5 6 7	Reasoning deemphasized.....	45
46.....Relaxing	1 2 3 4 5 6 7	Exhausting.....	46
47.....Routine lectures	1 2 3 4 5 6 7	Challenging lectures.....	47
48.....Nonproductive course	1 2 3 4 5 6 7	Productive course.....	48
49.....Unhurried	1 2 3 4 5 6 7	Laborious.....	49
50.....Reasoning deemphasized	1 2 3 4 5 6 7	Reasoning emphasized.....	50

IIA12

INSTITUTION: University of Louisville

INSTRUMENT TITLE: Student Instructional Rating Form

AUTHOR: Jack Morgan and Barbara Johnson

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine student attitudes toward course instruction related to project goals

DIRECTIONS: One way in which a teacher can improve this class is through thoughtful student reactions. This questionnaire is designed for that purpose. The instructor hopes to use your response for self-examination and self-improvement. Please give frank and sincere responses. There is no need to identify yourself

Circle the number which most nearly indicates your response. (1 = High, 3 = Middle, 5 = Low) If your response is best indicated between the verbal descriptions given, circle number 2 or 4.

FORM:

1. Have the major objectives been made clear?

1	2	3	4	5
Absolutely clear and definite		Somewhat clear		Not clear at all
2. How much agreement was there between objectives and assignment?

1	2	3	4	5
Very close agree- ment		Some agreement		Very little agree- ment
3. How would you describe the organization of class presentations?

1	2	3	4	5
Well organized		Moderately well organized		Poorly planned
4. Have clear explanations been made of the important ideas?

1	2	3	4	5
All of the impor- tant ideas have been clearly explained		Some of the im- portant ideas have been clearly ex- plained		Very few of the important ideas have been clearly explained

5. Did this instructor encourage you to seek his help when necessary?
- | | | | | |
|-----------------------------|---|------------------------------|---|------------------------|
| 1 | 2 | 3 | 4 | 5 |
| I felt welcome to seek help | | I felt hesitant to seek help | | I avoided seeking help |
6. How well was class time used?
- | | | | | |
|------------------|---|----------------|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very effectively | | Satisfactorily | | Unsatisfactory at times |
7. How does this instructor regard student viewpoints different from his own?
- | | | | | |
|-----------------------------------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Welcomes differences in viewpoint | | Exhibits some bias, but usually is tolerant | | Allows no contradictions, is intolerant |
8. Does this instructor have speaking mannerisms or personal traits that interfere with your learning?
- | | | | | |
|-------------------------|---|-----------------------------|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Non-annoying mannerisms | | Some distracting mannerisms | | Constantly exhibits distracting mannerisms |
9. How would you describe the attitude of fellow class members toward this instructor?
- | | | | | |
|-----------|---|-------------------------|---|----------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Attentive | | Passive and indifferent | | Inattentive or even antagonistic |
10. How much time and effort did you put into this class compared to classes of equal credit?
- | | | | | |
|-------------------|---|----------------|---|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Considerably more | | About the same | | Much less |
11. How stimulating have these classes been?
- | | | | | |
|------------------|---|--------------------|---|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Very stimulating | | Fairly stimulating | | Usually dull |
12. What has been your class attendance?
- | | | | | |
|--------------------------------|---|--|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 100% attendance or close to it | | I have cut between 10-25% of the class | | I have cut over one-third of the class time |
13. Have you been receiving fair grades in this class?
- | | | | | |
|-----------------|---|---------------------------|---|------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Absolutely fair | | Some fair, others less so | | Unfair and undeserved grades |

14. In comparison to all other instructors you have had, how would you rate this instructor?
- | | | | | |
|-----------------|---|--------------------------------|---|--------------------|
| 1 | 2 | 3 | 4 | 5 |
| One of the best | | Satisfactory,
about average | | One of the poorest |
15. How much agreement was there between the course title or description and the actual course content?
- | | | | | |
|---------------------------|---|----------------|---|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very close agree-
ment | | Some agreement | | Very little agreement |
16. To what extent does this course relate to the school practicum?
- | | | | | |
|-------------------|---|-----------------------|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very much related | | Moderately
related | | Poorly related |
17. Have you gained ideas, procedures, and techniques from the course to aid you in your teaching career?
- | | | | | |
|------------|---|----------|---|------------|
| 1 | 2 | 3 | 4 | 5 |
| Absolutely | | Somewhat | | Not at all |
18. Are the instructor's objectives consonant with the objectives of the program?
- | | | | | |
|--------------|---|-----------------------|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very related | | Moderately
related | | Poorly related |

IIA13

INSTITUTION: Ohio State Department of Education

INSTRUMENT TITLE: Teachers' Evaluation of the Early Childhood Education Project

AUTHOR: Gene Wenger

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective

PURPOSE: To receive feedback from participants concerning changes and innovations resulting from the Early Childhood Education Project

DIRECTIONS: We are interested in learning in what ways and to what extent this Project has been helpful in assisting you, your school, and your community in the task of educating children. We also want to know how we might be more effective in the future. Your thoughtful answer to the items below will help us. Please state your answers clearly and briefly.

FORM:

1. Have you tried any new method, technique, etc., in your class?

Describe: _____

Results: _____

Suggestions: _____

2. Have you used any new materials?

Describe: _____

Results: _____

Suggestions: _____

3. Have you improved your teaching skill?

Describe: _____

Results: _____

Suggestions: _____

4. Have you changed your attitude toward children, teaching, parents, administration, etc.?

Describe: _____

Results: _____

Suggestions: _____

5. Have you changed your goals, objectives, etc.?
Describe: _____
Results: _____
Suggestions: _____
6. Has your knowledge about children and teaching increased?
Describe: _____
Results: _____
7. Has your school made any special changes?
Describe: _____
Results: _____
Suggestions: _____
8. In what ways has the community - especially the parents - been helpful?
Describe: _____
Results: _____
Suggestions: _____
9. Have you been able to influence others - your colleagues or parents - in any ways?
Describe: _____
Results: _____
Suggestions: _____
10. Have you felt better about your job, the children, the administration, or the parents this year?
Describe: _____
Results: _____
Suggestions: _____

5. Do you feel you are able to meet the individual needs of each exceptional child or adolescent in your classroom or dormitory?

Yes No No Opinion

6. Do you feel it is important for children to know what specific behavior they are expected to learn or accomplish?

Yes No No Opinion

WHY?

7. Please check the response that most closely represents your opinion about the following:

	Of No Value	Of Little Value	Some- what Valu- able	Valu- able	Very Valu- able	Does not apply to my area
a. Things that I learned about teacher-made materials in individualizing instruction in my class or dormitory are	_____	_____	_____	_____	_____	_____
b. The behavior management techniques that were discussed in regard to discipline problems in the school or dormitory are	_____	_____	_____	_____	_____	_____
c. The evaluation materials (Tests) discussed in regard to better understanding the children I work with are	_____	_____	_____	_____	_____	_____

8. In your opinion, what professional assistance (such as: psychologists, social workers, supervisors of Special Education, Special Class teachers) is required to increase the competency of dormitory personnel, classroom teachers, administrative and auxiliary personnel?

9. If this professional help were available, how do you see it being used to most effectively provide for Indian children?

10. How valuable do you think it is to do all the things (testing, preparing teacher-made materials, using behavior management techniques) suggested today in working with Indian children?

- Very valuable
- Valuable
- Of little value
- Of no value

WHY?

11. What one thing was discussed in this workshop that you feel will be most helpful to you in your work? (Be specific)
12. What one thing was discussed in this workshop that you feel will be least helpful to you in your work? (Be specific)
13. If you had the opportunity to spend seven weeks doing the same kinds of things as were done during this workshop, but in greater detail, would you see this as a valuable experience that you would like to take part in?
- ___ Yes ___ No
- WHY?
14. Was too much or too little time spent in the various activities during this workshop?
- Large group discussions: ___ Too much ___ Too little ___ About right
- Small group discussions: ___ Too much ___ Too little ___ About right
15. Which of the following represents your feelings about the amount of material covered in this workshop?
- ___ Too much was covered in this workshop to be meaningful. The workshop should have been ___ days in length for me to get anything from it.
- ___ The right amount of material was presented in a meaningful way.
- ___ Too little was covered. I was bored.
16. What topics or problems would you see as being important to you that you would like to have discussed if a similar workshop were to be held? Please be specific.

IIA15

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Year-end Evaluation by the Principal

AUTHOR: Thomas Finch

RESPONDENT: Principal

BEHAVIORAL DOMAIN: Affective

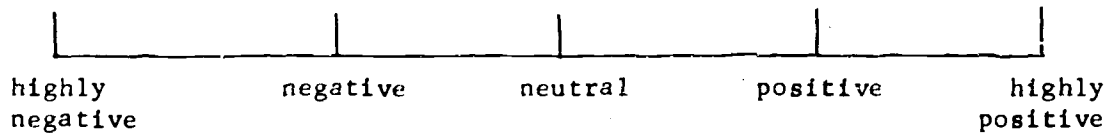
PURPOSE: To determine the impact of the EPDA program within the school

DIRECTIONS: Respond by filling-in or checking the appropriate spaces.

FORM:

1. Assuming that you have one authorized position in your school for a specialist(s) in addition to your faculty and existing itinerant services, would you prefer to have the position filled by a diagnostic-prescriptive teacher or resource room teacher or some other alternative specialist? State the specific reasons for your choice.

2. My attitude about the Continuum program in my school is



IIA16

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Year-end Form for Principals and Regular Class Teachers

AUTHOR: Thomas Finch

RESPONDENT: Principal, Classroom Teacher

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the effectiveness of the diagnostic-prescriptive and resource room services rendered to principals and regular classroom teachers

DIRECTIONS: Respond by filling-in the appropriate spaces.

FORM:

1. Have you used the services of the diagnostic-prescriptive teacher or the resource room teacher? If not, why not?
2. If you have worked with the diagnostic-prescriptive teacher or the resource room teacher, was she helpful? How?
3. Do you feel the diagnostic teaching program or the resource room program duplicates other services available to you through the school system? If so, which ones? If not, how is it unique?
4. What, in your opinion, is the most important thing the diagnostic-prescriptive teacher does?
5. What, in your opinion, is the most important thing the resource room teacher does?
6. How do you think the Continuum program should be improved?

IIA17

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Year-end Form for Regular Teachers

AUTHOR: Thomas Finch and Robert Prouty

RESPONDENT: Cooperating Teacher

BEHAVIORAL DOMAIN: Affective

PURPOSE: To determine the elements of diagnostic/prescriptive recommendations judged to be most helpful to the regular classroom teacher

DIRECTIONS: Respond by checking the appropriate spaces beneath each referral behavior.

FORM: (See following page)

Name of Student: _____

School: _____

Race: _____

Date of prescription: _____

Grade: _____

Sex: _____

Name of Teacher: _____

Help to Teacher

Change in Student Behavior

Referral Behavior #1 _____	Help to Teacher			Change in Student Behavior							
	Definitely Hindered	Hindered	No Help	Helped	Helped	Definitely Helped	Much Worsened	Worsened	No Change	Improved	Much Improved
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Referral Behavior #2 _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Referral Behavior #3 _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Referral Behavior #4 _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Rank the following elements of the DPT prescription according to their significance in helping you better meet the needs of this pupil. Rate the most helpful as 1, next most helpful as 2, etc. Do not rank any which were not recommended. Those which were recommended but found not useful should be indicated by a check (✓).

- _____ Materials _____ Techniques for relating to this pupil Other(s): please specify
- _____ Methods _____ New grouping arrangements within the classroom

IIB1

INSTITUTION: Texas Education Service Center, Region XIII
 INSTRUMENT TITLE: Baseline Data Form
 AUTHOR: Ron Klinger
 RESPONDENT: Project Staff
 BEHAVIORAL DOMAIN: Cognitive
 PURPOSE: To establish a starting point or "pre-project" data in order to measure pre-post change
 DIRECTIONS: Respond by checking or filling-in the appropriate blanks.

FORM:

1. Name of School District: _____
2. Size of School District: _____
3. Name of School: _____
4. Number of:

1st Grade Sections: _____
 2nd Grade Sections: _____
 3rd Grade Sections: _____
 4th Grade Sections: _____

5. Grade level and number of children in project classrooms:
 Grade Level _____ Number of children _____

6. Number of children maintained in special education classrooms, at beginning of school year, by disability, sex, and ethnic origin:

	Ethnic Origin		
Disability: _____	Male _____	Female _____	N _____ A _____ MA _____
_____	_____	_____	_____
_____	_____	_____	_____

7. How many children were placed in Special Education classes during the 1969-1970 school year, and in which disability group?

8. What services are offered at this school?

Primary MR _____	M.B.I. _____
Intermediate MR _____	Resource Room _____
Secondary MR _____	Other (specify) _____

9. Typical procedures for referral of children to Special Education classes (attach separate sheet).

10. Briefly describe the type of special education program now in operation. (Resource rooms, resource teachers, self-contained special education classes?)

IIB2

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: Field Consultant In-service Record Form

AUTHOR: Ron Klinger

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Cognitive

PURPOSE: To document consultant's visit and to measure principal's willingness to support classroom teachers dealing with exceptional children

DIRECTIONS: Respond by checking or filling-in the appropriate blanks.

FORM:

Problem or Request Made By:

- | | |
|------------------------------|---------------------------|
| A. Teacher _____ | D. Field Consultant _____ |
| B. Principal _____ | E. Other (specify) _____ |
| C. Special Ed. Teacher _____ | |

Request Made To:

- | | |
|------------------------------|---------------------------|
| A. Teacher _____ | D. Field Consultant _____ |
| B. Principal _____ | E. Other (specify) _____ |
| C. Special Ed. Teacher _____ | |

Nature of Problem
or Request:

Reaction to Request or Problem Made by Whom:

- | | |
|------------------------------|---------------------------|
| A. Teacher _____ | D. Field Consultant _____ |
| B. Principal _____ | E. Other (specify) _____ |
| C. Special Ed. Teacher _____ | |

Nature of Reaction to
Problem or Request:

In your own opinion
was the Problem or Referral: Legitimate _____ (Check One)
Illegitimate _____

Remarks or Comments:

IIB3

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: Field Consultant Questionnaire

AUTHOR: Ron Klinger

RESPONDENT: Staff

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine the Field Consultant's evaluation of the school, EPDA Instructional Team working within the school, participating teachers, and innovations at the field school

DIRECTIONS: Using narrative form, answer the statements and questions on the attached sheet for each district which you have served as a consultant.

FORM:

1. Beginning status of instructional team
2. Describe the changes which have occurred, e.g., attitudes and practices.
3. Teachers' success in integrating the target children into the total class.
4. Strengths and weaknesses of the project-school situation as a whole - not individuals on the campus
5. Attitudes and involvement of local leadership team members
6. On the instructional team or local leadership team, are there persons who could serve as resource people?
Who?
In what way?
7. List the topics discussed during half-day sessions (with and without the field consultant).
8. Suggestions for working with the instructional team during the second year of the project

IIC1

INSTITUTION: Atlanta University

INSTRUMENT TITLE: Evaluation of Classroom Centers

AUTHOR: Steve Herrman

RESPONDENT: Project Staff

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine the extent to which classroom organization and management are congruent with project goals

DIRECTIONS: Circle the number that is most appropriate.

FORM:

Teacher _____ Subject or Class _____ Date _____
 School _____ Observer _____ Time _____

1. DEVELOPMENT OF CLASSROOM CENTER SINCE LAST OBSERVATION

Not in evidence 1 2 3 4 5 6 7 Good Development

2. APPEARANCE OF CENTERS

Unattractive 1 2 3 4 5 6 7 Very attractive

3. ORGANIZATION (kinds of materials provided the children)

Not focussed 1 2 3 4 5 6 7 To the point

4. INDIVIDUALIZATION (evidence of sufficient spread of materials to provide for a wide range of interest and ability)

No differentiation 1 2 3 4 5 6 7 Very fine spread

5. STUDENT USE OF A-V (provision for such use)

Little 1 2 3 4 5 6 7 Wide use

6. EFFECTIVENESS (students are attracted to and using materials)

Little stimulation to youngsters 1 2 3 4 5 6 7 Great stimulation

7. LARGE GROUP ACTIVITY (provision for effective involvement for students who are not at the centers)

Not adequate 1 2 3 4 5 6 7 Very adequate

Further Comments:

IIC2

INSTITUTION: Rhode Island College

INSTRUMENT TITLE: Internship Evaluation

AUTHOR: R. H. Holden

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine channels of communication, co-worker harmony, beneficial results and inhibiting situations in an internship experience

DIRECTIONS: Respond in your own words to the seven statements which follow.

FORM:

Name: _____

1st 2nd year in _____ program

Placement: _____

Total length of time at placement: _____

Immediate supervisor: _____

Draw an organization chart, as you see it, of the school or agency you have been associated with.

Is an interdisciplinary approach practiced? What lines of communication exist from others to you? Who asks you to do something?

What are the titles of the people you work closest with? (Example: classroom teacher, social worker, principal, etc.). Do you find them accepting or not accepting of you in your role?

List or describe characteristics of the placement which made it beneficial to you in the School Psychology program.

List or describe characteristics of the situation which inhibited your effectiveness, or prevented the utilization of your talents, as you see it.

If you had the choice, would you choose to take this placement again? Why (or why not)?

What would you like to have as a preliminary experience prior to interning which might be helpful in approaching future placements?

IIC3

INSTITUTION: Institute for Child Study, Indiana University

INSTRUMENT TITLE: Survey of Change and Innovation

AUTHOR: Jack Sanders and Gary Borich

RESPONDENT: Principal

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine change and innovation in elementary schools as a function of consultant teams

DIRECTIONS: Part I. Please answer the following questions as completely as possible. If I have not allowed enough space for you to write or type your answer, please continue on the back of the page.

FORM:

1. One kind of change I am interested in has to do with modifications in curriculum (learning) materials. Of particular interest to me are personalized learning materials, that is, learning materials which encourage students within the same class to use different materials, depending on the individual student's level of mastery and his teacher-diagnosed learning needs. These materials could include everything from programmed reading materials to clay, which teachers use to deal with the diagnosed learning needs of their individual students.
 - 1a. TO THE BEST OF YOUR KNOWLEDGE, IN THE PAST YEAR HAS YOUR FACULTY USED ANY PERSONALIZED LEARNING MATERIALS?
 YES _____ (If YES, answer the remaining questions on this page)
 NO _____ (If NO, skip to the next page--Question 2)
 - 1b. TO WHAT EXTENT IS YOUR SCHOOL USING PERSONALIZED LEARNING MATERIALS, THAT IS, HOW MANY TEACHERS USE THEM? (please check one)
 _____ used by MOST of the teachers
 _____ used by ABOUT HALF of the teachers
 _____ used by A FEW of the teachers
 There are any number of reasons that may have influenced your school to adopt personalized learning materials. Some of these may have been a special education program that included an introduction to personalized learning, a workshop on the subject attended by you and some of your faculty, for example.
 - 1c. WHAT WERE THE REASONS, AS YOU UNDERSTAND THEM, THAT TEACHERS IN YOUR SCHOOL USED PERSONALIZED LEARNING MATERIALS?

1d. WHAT IS YOUR PERSONAL FEELING CONCERNING THE VALUE OF THE PERSONALIZED LEARNING MATERIALS WHICH YOUR SCHOOL HAS USED?

1e. I would very much like to see the personalized learning materials in use. Assuming that you and the teachers who are using the materials would not object to my visiting their classes, PLEASE INDICATE THE TIME WHEN, AND THE ROOMS WHERE, I COULD OBSERVE PERSONALIZED LEARNING MATERIALS IN USE.

2. Other changes that I am interested in are those which had an effect on the instruction of exceptional children. For example, changes may have occurred in the availability of physical resources, teacher-expertise, or outside-expertise, or in the method of identifying exceptional children. By "exceptional children" I mean the physically handicapped, the mentally retarded, the gifted, the drop-out, and the culturally deprived.

2a. HAVE ANY CHANGES OCCURRED IN YOUR SCHOOL OVER THE PAST YEAR WHICH HAD AN EFFECT ON THE INSTRUCTION OF EXCEPTIONAL CHILDREN?
 _____ YES (If YES, answer the remaining questions on this page)
 _____ NO (If NO, skip to the next page--Question 3)

2b. PLEASE DESCRIBE THE CHANGES WHICH HAVE AFFECTED THE INSTRUCTION OF THE EXCEPTIONAL CHILDREN IN YOUR SCHOOL.

2c. Again, presuming you and your teacher approve, WHEN AND WHERE DURING THE SCHOOL DAY COULD I OBSERVE THE RESULTS OF THESE CHANGES?

3. I am also interested in any other curricular or non-curricular innovations (ideas, practices, or things you consider to be new to your school) that may have been introduced in the past year, aside from those that you may have mentioned in the previous pages of this questionnaire.

3a. HAVE ANY OTHER INNOVATIONS OCCURRED IN YOUR SCHOOL DURING THE PAST YEAR?
 _____ YES (If YES, continue with the questions on this page)
 _____ NO (If NO, skip to Question 4--below the dotted line)

3b. PLEASE DESCRIBE THE INNOVATIONS THAT HAVE OCCURRED IN YOUR SCHOOL DURING THE PAST YEAR. WHEN POSSIBLE, PLEASE INCLUDE OBSERVABLE EVIDENCE OF THE INNOVATIONS YOU CITE.

.....
 4. Now, aside from the innovations and changes that you have already mentioned, WHAT IN YOUR OPINION, ARE THE MOST NEEDED INNOVATIONS OR CHANGES IN YOUR SCHOOL? (Money considerations aside.)

5. There are any number of events that could have influenced the changes that have occurred in your school over the past year. Below I have listed some of the more frequently cited causes of change.

5a. PLEASE CHECK THOSE EVENTS WHICH MAY HAVE CONTRIBUTED TO CHANGES IN YOUR SCHOOL OVER THE PAST YEAR. (Check as many as apply.)

5b. FOR EACH CHECKED CATEGORY, PLEASE EXPLAIN BRIEFLY THE EVENT AND THE CHANGE IT CAUSED. (Use the COMMENT space beneath each item.)

- a money grant
COMMENT _____
- success or failure of an innovation
COMMENT _____
- public opinion (desires of the local taxpayers)
COMMENT _____
- a crisis within the school
COMMENT _____
- a particular speaker at a faculty meeting
COMMENT _____
- an in-service training program
COMMENT _____
- a personnel change
COMMENT _____
- officially imposed change (local school board or trustees;
local, state, or federal government)
COMMENT _____
- the use of consultant services
COMMENT _____
- other
COMMENT _____

DIRECTIONS:

Part II. Before you answer, please read all 25 items in this section. This first reading should acquaint you with the vocabulary used here as well as provide you with an overview of the topics to which you will respond. After reading all the items, consider each item individually. Then circle the one response-category that best describes your personal reaction to the item:

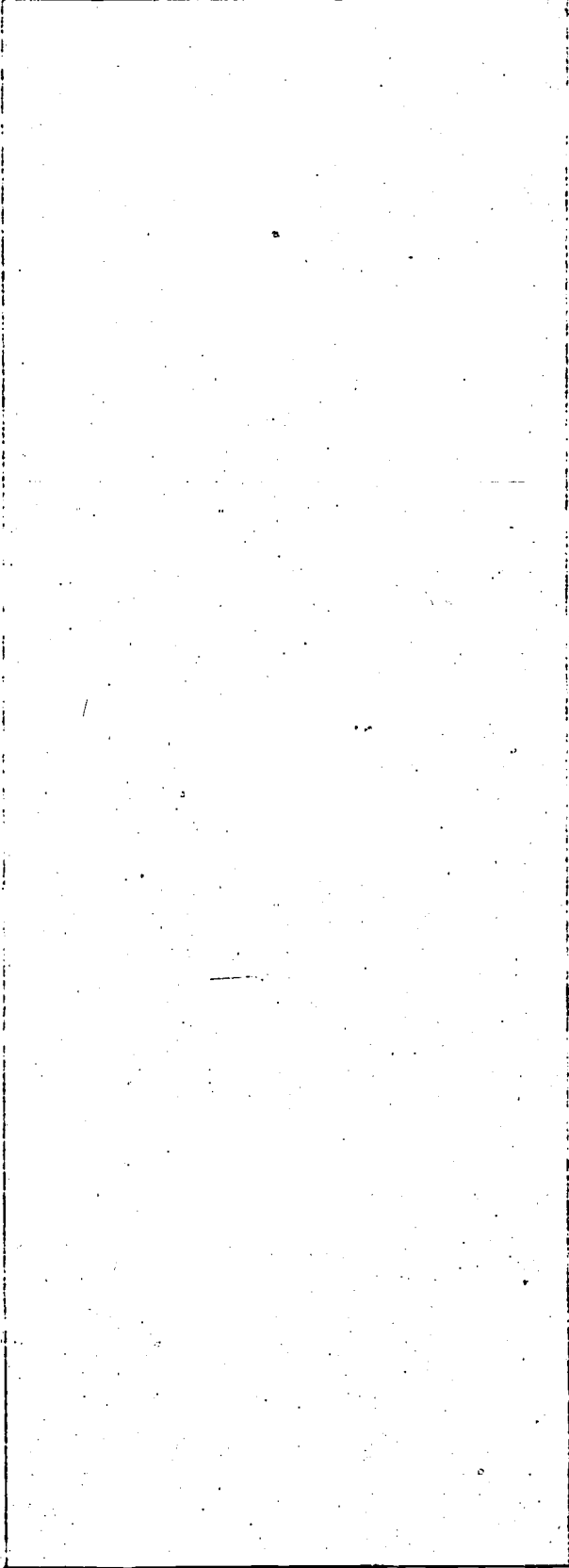
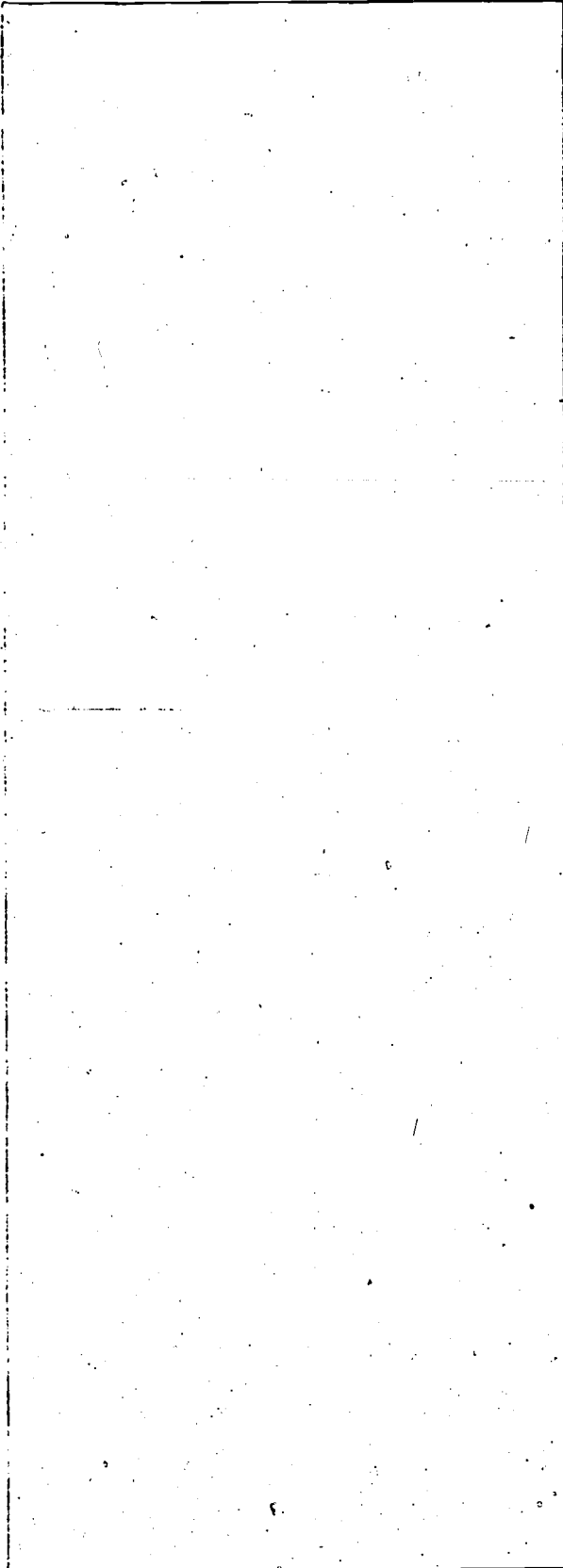
- SA - Strongly Agree
- A - Agree
- ? - Undecided
- D - Disagree
- SD - Strongly Disagree

Please respond to every item. If you wish to comment on responses that seem to require elaboration or qualification use the back of these pages to do so.

FORM:

- SA A ? D SD 1. Compulsory education denies the learner a free choice.
- SA A ? D SD 2. Norm-referenced grading (the practice of comparing a student's progress with national averages) should be abolished.
- SA A ? D SD 3. The personalized model of instruction (defined as planned educational experiences based on a diagnosis of the child's current level of accomplishment and learning needs) is very necessary to the accomplishment of the elementary school's instructional objectives (pre-specified learning outcomes).
- SA A ? D SD 4. All other things being equal, I would hire a teacher who believes in centralized classroom authority rather than hire a teacher who believes in decentralized classroom authority.
- SA A ? D SD 5. The minimum standard of schooling necessary for the maintenance of a democratic industrialized society could not be achieved without compulsory education.
- SA A ? D SD 6. Norm-referenced grading provides an objective standard against which teachers can measure their teaching-effectiveness.
- SA A ? D SD 7. A model of personalized learning is so central to a school's philosophy that the teachers implementing that model should be paid according to their ability to assist their students in accomplishing the students' instructional objectives.
- SA A ? D SD 8. All other things being equal, a school with a centralized authority structure provides clearer instructional goals for teachers and students than does a school with a decentralized authority structure.
- SA A ? D SD 9. Norm-referenced grading provides teachers a meaningful standard against which to measure the learning progress of their students.
- SA A ? D SD 10. There is good reason to believe that without compulsory education, the transmission of the culture and heritage of our society would be jeopardized.
- SA A ? D SD 11. A personalized learning model would require such an increase in the workload of teachers that, as principal, I don't believe the model is feasible.
- SA A ? D SD 12. A school with a centralized authority structure is better capable of promoting the heritage and values of our society than is a school with a decentralized authority structure.
- SA A ? D SD 13. Most students learn more when placed in competition with other students for grades, than when graded individually on their ability to meet individually prescribed learning objectives.
- SA A ? D SD 14. Compulsory education forces schools to overlook the individual differences of their students.
- SA A ? D SD 15. A personalized learning model would require of teachers such sophisticated diagnosis of individual student's learning needs that, as principal, I would oppose using the model.

- SA A ? D SD 16. Since teachers and students are less sure where authority and power are located, they are less likely to participate in decision-making in a school with a decentralized authority structure than they are in a school with a centralized authority structure.
- SA A ? D SD 17. Criteria-referenced grading (the practice of comparing a student's progress with specific learning objectives) is better than norm-referenced grading because the former takes into account the unique environment in which each school functions, while the latter does not.
- SA A ? D SD 18. The public school system would collapse if compulsory education were abolished.
- SA A ? D SD 19. If the personalized learning model were used, schools would be hampered in their attempts to provide all students with the common understandings and skills they will need to live in a democratic society.
- SA A ? D SD 20. Norm-referenced grading provides a better standard for judging the effectiveness of a particular school than does criteria-referenced grading.
- SA A ? D SD 21. The use of a personalized learning model seems especially appropriate in the public schools of a society which is pluralistic and democratic.
- SA A ? D SD 22. A school with a decentralized authority structure is more apt to use a personalized learning model than is a school with a centralized authority structure.
- SA A ? D SD 23. Compulsory education destroys individuality by assuming that all students need a specific amount of instruction.
- SA A ? D SD 24. All other things being equal, teacher morale is better served in a school with a decentralized authority structure than in a school with a centralized authority structure.



PUPIL EVALUATION

IIIA1

INSTITUTION: Maryland State Department of Education

INSTRUMENT TITLE: Behavior Rating Scale

AUTHOR: Harold Burks and Roger Meehan

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive

PURPOSE: To determine the need for further diagnostic attention for children who manifest behavioral and/or learning problems

DIRECTIONS: Please rate each and every statement by putting an X in in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making a judgment are given below:

- (1) You have not noticed this behavior at all.
- (2) You have noticed the behavior to a slight degree.
- (3) You have noticed the behavior to a considerable degree.
- (4) You have noticed the behavior to an uncomfortable (large) degree.
- (5) You have noticed the behavior to a very large degree.

FORM:

Name of Child _____ Age _____ Grade _____
 Teacher _____ School _____ Date _____

Rating Scale

(1) (2) (3) (4) (5)

- 1. Seemingly not affected by extremes of heat or cold.
- 2. Poor coordination in large muscle activities (games, etc.).
- 3. Confusion in spelling and writing (jumbled). ...
- 4. Inclined to become confused in number processes: gives illogical responses.
- 5. Reading is poor.....
- 6. Hyperactive and restless.....
- 7. Behavior goes in cycles.
- 8. Quality of work may vary from day to day.....
- 9. Daydreaming alternating with hyperactivity.....
- 10 Excessively meticulous, exacting, formalistic or pedantic.....

(1) (2) (3) (4) (5)

11. Erratic, flighty or scattered behavior.....
12. Lacks a variety of responses, repeats himself in many situations.....
13. Easily distracted, lacks continuity of effort and perseverance.....
14. Cries often and easily.....
15. Explosive and unpredictable behavior.....
16. Often more confused by punishment.....
17. Upset by changes in routine.....
18. Confused in following directions.....
19. Tends to be destructive, especially of the work of others.....
20. Demands much attention.....
21. Many evidences of stubborn uncooperative behavior.....
22. Often withdraws quickly from group activities; prefers to work by self.....
23. Cannot seem to control self (will speak out or jump out of seat, etc.).....
24. Constant difficulty with other children and/or adults (apparently purposeless).....
25. Shallow feeling for others.....
26. Seems generally unhappy.....
27. Confused and apprehensive about rightness of response; indecisive.....
28. Often tells bizarre stories.....
29. Classroom comments are often "off the track" or peculiar.....
30. Difficulty reasoning things out logically with others.....

DATE _____
 STUDENT'S NAME _____
 TEACHER'S NAME _____

DEVELOPING BETTER INTERPERSONAL RELATIONSHIPS

	<u>SCORE</u>
1. Respects the rights and opinions of others. 	_____
2. Understands the need for rules and the necessity for observing them. 	_____
3. Takes part in making the rules needed by the group. 	_____
4. Accepts the role of leader or follower, as the situation requires. 	_____
5. Values minority points of view. 	_____
6. Distinguishes between work that can be done most efficiently by individuals and that which calls for group effort. 	_____
7. Tolerates opposing points of view. 	_____
8. Expresses ideas clearly and concisely. 	_____
9. Accepts the decision of the majority. 	_____
10. Works more cooperatively and productively. 	_____
	SUB-TOTAL _____

SCORE

DEVELOPING PERSONAL EFFECTIVENESS IN A SOCIAL SITUATION

0 | | 10 | | 20 | | 30 | | 40 | | 50 | | 60 | | 70

- 1. Uses appropriate problem-solving techniques in meeting personal problems. _____
- 2. Deals with problems rather than defends against them. _____
- 3. Accepts own limitations in working with others. _____
- 4. Realistically recognizes own abilities in group interaction. _____
- 5. Assumes responsibility for own ideas in group work. _____
- 6. Recognizes others' rights to give opinions without undue resistance. _____
- 7. Profits from criticism and suggestions of the group without attempting to change them. (tolerance) _____
- 8. Uses reality principle rather than wishful thinking in solving his problems. _____
- 9. Sees realistic self-role in relation to group role. _____
- 10. Handles self in face of failure or defeat. _____

SUB-TOTAL _____



APPLYING PROBLEM SOLVING AND REFLECTIVE THINKING SKILLS TO SOCIAL ISSUES

	0	10	20	30	40	50	60	70	SCORE
1. Recognizes that a problem exists.	_____
2. Defines the problem for study.	_____
3. Plans how to study the problem.	_____
4. Locates, gathers, and organizes information.	_____
5. Interprets and evaluates information.	_____
6. Summarizes and draws tentative conclusions.	_____
7. Recognizes areas for further study.	_____
8. Generalizes from specifics.	_____
9. Utilizes the tool subjects to solve problems inherent in social issues.	_____
10. Relates the past to the present in the study of change and continuity in human affairs.	_____
									SUB-TOTAL _____
									GRAND TOTAL _____

IIIB1

INSTITUTION: Texas Education Service Center, Region XIII

INSTRUMENT TITLE: Classroom-Teacher Assistance Request Form

AUTHOR: Ron Klinger

RESPONDENT: Participant

BEHAVIORAL DOMAIN: Affective/Cognitive/Psychomotor

PURPOSE: To provide a flow of information from teacher to field consultant in order to identify specific problem areas for the teacher and field consultant

DIRECTIONS: Respond by checking or filling-in the appropriate blanks.

FORM:

Name of School _____ Date _____

Name of Child _____ Birth Date _____

Parent or Guardian _____

Referred by _____

Pupil entered school from _____ on _____

Most Recent Test Data:

	<u>Date</u>	<u>Result</u>
Readiness	_____	_____
Achievement	_____	_____
Mental Maturity	_____	_____
Individual	_____	_____

Estimated grade level of academic work: _____

School attendance is: Excellent _____ Average _____ Poor _____

Reasons for Referral (please check all pertinent items)

- | | | |
|---|--|--|
| <input type="checkbox"/> aggressive behavior | <input type="checkbox"/> failure to learn | <input type="checkbox"/> poor coordination |
| <input type="checkbox"/> distracting behavior | <input type="checkbox"/> short attention span | <input type="checkbox"/> immaturity |
| <input type="checkbox"/> passive behavior | <input type="checkbox"/> cannot follow direction | <input type="checkbox"/> speech handicap |
| <input type="checkbox"/> hyperactivity | <input type="checkbox"/> achievement too low | <input type="checkbox"/> hearing loss |
| <input type="checkbox"/> daydreaming | <input type="checkbox"/> home problem | <input type="checkbox"/> vision problem |
| <input type="checkbox"/> non-participation | <input type="checkbox"/> no test data | <input type="checkbox"/> orthopedic handicap |
| <input type="checkbox"/> other _____ | | |

Classroom Observations or Comments:

IIIB2

INSTITUTION: Rhode Island College

INSTRUMENT TITLE: School Referral Form

AUTHOR: R. H. Holden

RESPONDENT: Staff

BEHAVIORAL DOMAIN: Affective/Cognitive/Psychomotor

PURPOSE: To determine physiological problems, pupil behavior and learning level

DIRECTIONS: Respond by checking or filling-in the appropriate blanks.

FORM:

Name of Child _____ Age _____ Birthdate _____ Sex _____

School Name _____ Present Grade _____

School Address _____ School Phone _____

Name of School Principal _____

Name of Child's Teacher _____

Records of Previous Examinations: (Within last three years)

(Intelligence Tests)

TITLE	DATE	GRADE	SUBTESTS	RESULTS

(Recent Achievement Tests)

TITLE	DATE	GRADE	SUBTESTS	RESULTS

Other Examinations (Visual and Auditory Acuity, etc.) _____

Known Medical Problems: (e.g., see school nurse) _____

What texts does the child use regularly?

SUBJECT	TEXT USED (TITLE)	TEXT GRADE LEVEL
Reading	_____	_____
Arithmetic	_____	_____
Social Studies	_____	_____
English (Language Arts)	_____	_____
Science	_____	_____

History _____
 Geography _____
 Others (please specify) _____

Summary of Current Achievement (compared to own classmates)

	<u>Below</u>	<u>Average</u>	<u>Above</u>		<u>Below</u>	<u>Average</u>	<u>Above</u>
Reading				Science			
Language Arts				Handwriting			
Spelling				Music			
Arithmetic				Art			
Social Studies				Physical Ed.			

What is the general academic level of the class in which the child is placed?

_____ Below Average _____ Average _____ Above Average

What is the current and past school attendance record of the child?

_____ Days Tardy This Year _____ Days Absent This Year
 _____ Days Tardy Last Year _____ Days Absent Last Year

As you see it, what is the child's main problem(s) with which the Center might give help? Is there a learning problem? _____

When did the school first become aware of a problem? _____

Describe attempts by the school to handle or resolve the problem. _____

Are the parents cooperating with the school? _____

What is his classroom behavior? _____

In what mental, physical, and behavioral respects does the child differ from the group? _____

Describe any unusual family, neighborhood, or school influences or situations to which the child has been exposed. _____

Please give in detail any additional information on the child's past or present status in school which might have any bearing on this examination. _____

Name and position of person preparing this form:

Name: _____

Position: _____

School Principal _____

Date: _____

Date _____

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