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ABSTRACT

Elementary and secondary school curriculum development and implementation in Ontario is guided by pamphlets (curriculum guidelines) from the Ministry of Education. The diverse nature of these pamphlets caused the Ministry to initiate the design of instruments to determine the meaningfulness and effectiveness of the guidelines throughout the province. Consequently, Systems Research Group developed and conducted extensive sets of field tests of questionnaires, data analysis techniques, and reporting structures to enable the ministry to examine guideline distribution, comprehension, utility and impact. A 1973 data base was created from the mailing of 25,000 questionnaires. A corresponding Five Year Plan was designed to permit the ministry to evaluate changes in guideline implementation strategies by examining the recommended reporting structures or performing analyses of their own on the existing data. (Author)

CURRICULUM GUIDELINES

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IMPLEMENTATION EVALUATION IN ONTARIO

by

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IMPLEMENTATION EVALUATION IN ONTARIO

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I. INTRODUCTION

The Curriculum Guideline Implementation Evaluation project was initiated in response to the need of the Ministry of Education of Ontario to assess its efforts in guiding curriculum development in the public and separate schools. The Ministry seeks to accomplish this objective by producing for each discipline documents called Curriculum Guidelines. With varying degrees, each guideline is intended to provide philosophies within which disciplines should be taught, possible teaching topics, resource materials, etc. Because different committees are responsible for producing and disseminating each guideline, the methods of content, writing styles, production and dissemination, etc. vary for each guideline.

The intention of this project was to design a system which would permit the Ministry to examine and compare:

- a) Guideline distribution among the ten regions in the Province;
- b) Comprehension by educational personnel of the content of each guideline;
- c) The degree of incorporation of guidelines into the curriculum;
- d) Educational personnel perceptions of the impact of guidelines in the classroom.

The Work described herein was performed by the SDL Systems Research Group under contract for the Ministry of Education of Ontario.

Because of the diverse nature of the approximately 130 guidelines, the ten geographic divisions (regions) in the province, the personnel involved in distribution and receipt of guidelines, it was necessary to design data collection instruments to permit an in-depth examination of each of these variables.

As a result, three personnel levels were identified as being of particular importance with respect to guidelines. These include Ministry personnel, Board personnel and school personnel. Within each of these, key personnel types were identified as playing a particularly major role in implementing guidelines. These were:

Ministry Personnel:	Ministry Program Consultants
Board Personnel:	Directors and Superintendents of School Boards, Board Program Consultants
School Personnel:	Principals Teachers

II. FIELD TEST

In May of 1973 an extensive field test was conducted to evaluate the remaining alternatives for each phase of the overall system. These alternatives were concerned primarily with the selection of a suitable data collection instrument and techniques of optimally utilizing the instrument in collecting information from educational personnel in this province.

Because of the number of personnel types to be accessed, it was necessary to investigate separately the effect of response rate on each. Compounding this personnel variable was the need to investigate regional differences

for each personnel level. Finally, the field-test was required to consider the effect on response rate of gathering information on different guideline types. Table 1 presents a summary of the different data collection instruments and the number distributed to each personnel level.

The questionnaires which were field-tested were Preliminary versions of the one in Appendix A. A different role-related questionnaire was administered to each personnel level.

The essay instrument consisted of an open ended version (for each personnel level) of the questionnaires.

The distribution strategies compared were mailing the instrument directly to the respondent versus mailing it to a superior of the respondent and instructing the superior to ensure the return of the instrument, and personal interviews.

Each of the cells in Table 1 was further broken down to ensure both a regional and guideline distribution for each. Data was gathered from five regions for seven guidelines. While strictly speaking the field test consisted of a 4 x 5 x 5 x 7 (instrument x personnel x region x guideline) design, practical considerations had to be imposed to limit each cell size. In addition, the primary objective for conducting the field test was to obtain an intuitive guide concerning optimization of each possible approach to collecting data from the different personnel.

The results of the field-test indicated that optimal response and utility was obtained by mailing questionnaires to the superiors of the respondents. No differences in this result were noted for either region or guideline type.

TABLE 1
PLAN FOR INSTRUMENT FIELD-TESTING

PERSONNEL	Questionnaire			Essay	TOTAL
	Personally Administered	Mailed and Distributed	Mailed Direct	Mailed Direct	
Teachers		140	178		318
Principals			30		30
School Board Consultants		20	20	20	60
Directors of Board of Education		10	10		20
Ministry Program Consultants	5		24	10	39
TOTAL	5	170	262	30	467

III. PRIMARY EVALUATION

On the basis of the field test, an evaluation was conducted throughout the province. The objective of this evaluation was the creation of a primary data base and computer-based information system to be used to permit future evaluation data to be collected, added and compared. The primary data base consists of evaluation data on eighteen guidelines for all regions in the province. Table 2 presents a list of each of the guidelines selected for the primary evaluation.

The results of the survey were analysed for each guideline. Appendix B of this report consists of typical reports generated by the system. The analyses shown in the Appendix consist of data for all guidelines combined and for all regions combined.

Of the approximately 21,000 questionnaires mailed in this evaluation the overall response rate for all personnel levels was 50.2%. A regional breakdown of response rates is presented in Table 3. The results for each personnel level surveyed are presented in this regional breakdown.

Appendix C consists of a regional breakdown of response for each guideline evaluated for each personnel level surveyed.

Appendix D consists of the regional response for each guideline evaluated considered for English and French.

Appendix E consists of a regional breakdown of response by guideline.

GUIDELINE
Name
Auto Mechanics RP. 27/1963
Biology RP 50/1963
Chemistry RP. 51/1965
Elements of Construction Technology Senior Div. 1970
English Intermediate Div. 1969
Francais, Niveau Intermediarie, 1971
Man and the Earth, Intermediate Division 1973
German, Intermediate and Senior Division 1961
Man, Science and Technology 1972
Science Intermediate Division Interim Revision 1972
Screen Education 1970
Typewriting Personal I & S 31A 1969
World Religions 1972
Informatics Intermediate and Senior Divisions 1972
Mathematics Senior Division 1972
Music, Intermediate Division Interim Revision 1972
People and Politics Senior Division 1972
P.1.J.1.1972

TABLE 2. CURRICULUM GUIDELINES - PRIMARY EVALUATION

PERSONNEL LEVEL

ION	PERSONNEL LEVEL												TOTAL					
	TEACHER			PRINCIPAL			SCHOOL BOARD CONSULTANT			DIRECTOR/SUPERINTENDENT			MINISTRY CONSULTANT			REC'D	DIST	%
	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%			
1	531	999	53.2	6	20	30.0	10	18	55.6	6	6	100.0	4	9	44.4	557	1,052	52.9
2	722	1,341	53.6	12	31	38.7	9	27	33.3	6	10	60.0	12	12	100.0	761	1,421	53.5
3	668	1,212	55.1	8	23	34.8	16	39	41.0	8	12	66.7	7	10	70.0	707	1,296	54.5
4	1,207	2,688	47.0	30	73	41.1	28	57	49.1	8	14	57.1	9	10	90.0	1,582	2,842	45.1
5	1,079	1,952	52.6	14	42	33.3	30	57	52.6	4	13	30.8	5	11	45.5	1,132	2,075	54.6
6	1,161	2,165	51.3	19	60	31.7	32	63	50.8	7	12	58.3	6	12	50.0	1,225	2,312	53.0
7	1,402	2,867	42.9	33	107	30.8	50	120	41.7	6	15	40.0	10	14	71.4	1,501	3,123	48.1
8	1,210	2,730	41.3	35	111	31.5	50	102	49.0	7	10	70.0	10	11	90.0	1,312	2,964	44.3
9	743	1,458	42.3	12	39	30.8	14	45	31.1	5	11	45.5	6	8	75.0	780	1,561	50.0
10	1,174	2,106	42.8	12	51	23.5	24	46	52.2	5	11	45.5	5	12	41.7	1,220	2,226	54.8
TOTAL	9,897	19,518	50.7	181	557	32.5	263	574	45.8	62	114	54.4	74	109	67.5	10,477	20,872	50.2

TABLE 3 OVERALL RESPONSE RATES

IV. MULTI-YEAR OPERATIONS MANUAL

On the basis of the field test and the primary evaluation, each phase of an evaluation was formalized and documented in a two volume document entitled Curriculum Guideline Implementation Evaluation Operations Manual.

This document has been designed to be a step-by-step guide for replicating future evaluations of guidelines. The manual consists of two volumes; the first containing a detailed discussion of each step in an evaluation and the second a technical supplement to be used as a reference with the first. The following section summarizes each section of the manual.

V. SUMMARY OF PART I

1. Preliminary Decisions - Section A

Section A described the initial decision-making process and the broad policy decisions that must be made before undertaking an evaluation. This phase involves the initial conceptual planning that will determine the scope of the evaluation. Decisions must be made concerning the selection of guidelines to be evaluated and regions and personnel to be accessed.

2. Population Determination - Section B

Section B describes the first operational phase in the evaluation sequence - the task of calculating the population available to respond to each guideline under evaluation. Forms are provided to aid in the organization of this phase.

3. Sample Size Determination - Section C

Section C describes the methods of calculating the sample sizes required for the survey. These calculations are based on the determination of the populations of Section B. A table of sample sizes and questionnaires required is provided to facilitate this process, and planning forms are provided as organization aids.

4. Preliminary Activities in Preparation for Printing - Section D

Section D describes those activities that must be completed before initiating the printing of any material. A number of minor activities are required before the actual printing of the questionnaires. The material consists of questionnaires, letters of instruction, reminder notices, etc.

5. Printing - Section E

Section E describes the activities involved in printing all the material for each personnel level to be surveyed. The section is primarily concerned with tabulating the numbers of each type of material required. Forms are included to facilitate these calculations.

6. Mailing Activities - Section F

Section F is intended as a self-supporting manual to accomplish the complicated collating activities required to survey each personnel level for any one guideline.

7. Activities Associated with the Return of the Questionnaires - Section G

Section G describes the activities associated with the return of the questionnaires before data processing can begin. This section includes detailed instructions regarding questionnaire pre-editing as well as instructions to accompany the questionnaires when they are keypunched.

8. Data Preprocessing - Section H

Section H presents a non-technical description of the computer programs used in the two major data preprocessing activities. A technical supplement to Section H is included in Part II.

9. Requests for Analyses - Section I

Section I describes the kinds of analyses which may be requested and the methods by which the requests may be made and processed. The technical information supporting the information in this section is documented in Part II.

10. Analytical Methodology - Section J

Section J describes the detailed analyses available from both standard reports and from SPSS. The first part describes the considerations which must be made to perform any analysis. The second part describes the specific items which constitute the bases of the primary, secondary and other analyses.

VI. SUMMARY OF PART II

1. Guideline Codes - Section A

Section A describes the uses of guideline codes in evaluations and includes a list of all guidelines available as of January 1974. (Guideline codes are internal Curriculum Guideline reference codes.)

2. List Programs - Section B

Section B is the technical supplement to Sections D and H of Part I. This section describes the computer programs used to generate the list of subjects taught in each secondary school, sorted by board and region. Included in this section are forms which must be completed in order to obtain these lists with appropriate subject (guideline) information for any evaluation. These lists are used to determine the available populations for a survey.

3. Data Preprocessing Programs - Section C

Section C describes the technical specifications of the questionnaire preprocessing programs. The data edit/reformatting programs are discussed in terms of the input requirements and file formats.

4. SPSS Specifications - Section D

Section D describes the technical specifications of the SPSS programs and represents a technical users supplement to Part I Section J.

5. Reporting Structures - Section E

Section E contains the Report Description Manual for the standard reports shown in Appendix B. The Section

is intended to be a self-supporting section which can be easily removed and duplicated for distribution to those personnel who receive the Standard Reports.

6. Set of All Forms - Section F

Section F contains a complete set of all the forms contained in the main body of the operations manual. The purpose of the section is the provision of these organizational aids for duplication at the commencement of an evaluation.

VII. CONCLUSION

This paper summarizes the activities which have taken place in the Curriculum Guideline Implementation Evaluation Project.

The primary objective of the project was the design of a system to permit Ministry of Education personnel to monitor changes in the effect of curriculum guidelines in Ontario. An integral part of this system is a computer based information system consisting of data collected at selected times from educational personnel in the province. In order to ensure consistency in the data collection methodology a multi-year operations manual was designed describing in detail each operation required to replicate the data collection.

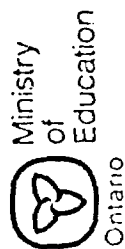
APPENDIX A

FINAL QUESTIONNAIRE

SECONDARY TEACHER QUESTIONNAIRE

PLEASE RESPOND TO EACH QUESTION WITH REFERENCE TO THE GUIDELINE

GUIDELINE NAME and DATE



The Ministry is interested in improving the effectiveness of its guideline implementation procedures.

This questionnaire has been designed to obtain educators' opinions concerning various factors involved in this process. Specifically, these are: distribution, incorporation into curricula, and usefulness of the guideline.

The project will provide a basis for assessing guideline implementation as well as indicate future strategies for guideline development.

Please respond to each question with reference to the guideline GUIDELINE NAME and DATE.

As the purpose of the study is to assess the Ministry's efforts, all your answers will be completely confidential.

Please return the questionnaire in the envelope provided within two weeks.

FOR
OFFICE
USE
ONLY

Personnel Type Language of Instruction

1		1		1
---	--	---	--	---

2 3 4 5 6 7 8 9 10
Evaluation No.

THE FOLLOWING QUESTIONS HAVE BEEN DEVELOPED TO GATHER INFORMATION ABOUT THE OFFICIAL CURRICULUM GUIDELINE PUBLISHED BY THE MINISTRY OF EDUCATION AND RELATED SUPPLEMENTARY MATERIAL AND ACTIVITIES.

PLEASE INDICATE YOUR ANSWERS BY MARKING THE APPROPRIATE BOXES ACCORDING TO THE INSTRUCTIONS GIVEN THROUGHOUT THE QUESTIONNAIRE.

FOR THE PURPOSE OF THIS QUESTIONNAIRE THE FOLLOWING TERMS HAVE BEEN DEFINED:

THE TERM GUIDELINE REFERS TO THE OFFICIAL MINISTRY DOCUMENT.

SUPPLEMENTARY MATERIAL REFERS TO ALL OTHER RESOURCE MATERIALS, TEXTBOOKS, FILMS, BIBLIOGRAPHIES, DETAILED DESCRIPTIONS OF TOPICS AND SUB-TOPICS, ETC., INTENDED TO SUPPLEMENT THE GUIDELINE.

1. WHEN DID YOU FIRST HEAR ABOUT THIS OFFICIAL MINISTRY 11 CURRICULUM GUIDELINE?

- before it was published 1
- within 2 months of publication 2
- sometime later 3
- I don't remember. 4
- I hadn't heard of it before I received this questionnaire. 5

If you answered "I hadn't heard of it before I received this questionnaire", please proceed directly to question 29.

2. DO YOU HAVE ACCESS TO A COPY OF THE OFFICIAL MINISTRY 12 CURRICULUM GUIDELINE?

- Yes 1
- No 2
- I don't know. 3

3. CHECK THE SOURCE(S) OR THE MEANS WHEREBY YOU OBTAINED A COPY OF THE MINISTRY GUIDELINE. (More than one option may be checked.)

- the central office of the Ministry 3
- a Ministry program consultant 4
- personnel in your school board office 5
- a school board resource person 6
- your principal or vice-principal 7
- your department head 8
- another teacher 9
- a faculty of education 10
- inherited when assumed position 11
- another source 12
- I have never received a copy. 13

4. IN WHAT DETAIL HAVE YOU READ THE OFFICIAL MINISTRY 24 GUIDELINE?

- I have read all of it in detail. 1
- I have read part of it in detail and skimmed the rest. 2
- I have skimmed all or part of it. 3
- I have not read any of it. 4

If you answered "I have not read any of it", please proceed directly to question 29.

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

PLEASE RATE EACH OF THE FOLLOWING OBJECTIVES ACCORDING TO THE IMPORTANCE THAT:

(A) THE MINISTRY GUIDELINE PLACES UPON THE OBJECTIVE

(B) YOU FEEL A GUIDELINE SHOULD PLACE UPON THE OBJECTIVE.

(1 = VERY IMPORTANT; 2 = MODERATELY IMPORTANT; 3 = OF LITTLE IMPORTANCE; 4 = OF NO IMPORTANCE OR NOT APPLICABLE)

<u>OBJECTIVES</u>	<u>RATING</u> Ministry guideline	<u>RATING</u> Your opinion
• to focus teacher attention on the importance of developing a specific skill and knowledge base needed by students	___25___	___26___
• to focus teacher attention on the personal and intellectual development of the student	___27___	___28___
• to provide the teacher with a resource document useful in formulating a course of study	___29___	___30___
• to provide teachers with a clear sense of direction in developing their courses of study	___31___	___32___
• to promote curriculum development by individual teachers	___33___	___34___
• to promote curriculum development by local committees	___35___	___36___
• to encourage the teaching of courses that emphasize contemporary developments and issues	___37___	___38___
• to encourage the teaching of courses that develop student awareness of the interrelationship of different disciplines	___39___	___40___
• to describe the form of school organization most conducive to developing courses related to student needs	___41___	___42___

6. PLEASE RATE THE USEFULNESS OF THE GUIDELINE ACCORDING TO EACH OF THE FOLLOWING OPTIONS:

(1 = VERY USEFUL; 2 = MODERATELY USEFUL; 3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL OR NOT APPLICABLE)

<u>RATING</u>	___43___	___44___	___45___	___46___	___47___
• in formulating your approach to teaching					
• in providing practical material useful in preparing courses of study					
• in providing practical material useful with students in the classroom					
• as a basis for curriculum development					
• as a course of study for you to follow					

7. PLEASE RATE THE GUIDELINE IN TERMS OF THE FOLLOWING FACTORS:

(1 = EXCELLENT; 2 = GOOD; 3 = FAIR; 4 = POOR; 5 = NOT APPLICABLE)

<u>RATING</u>	___48___	___49___	___50___	___51___	___52___	___53___	___54___	___55___	___56___	___57___	___58___
• usefulness of practical material contained in the guideline											
• adequacy of the bibliography and resource list											
• selection of topics											
• factual accuracy of the guideline											
• clarity of the guideline											
• format of the guideline											
• student interest in the type of courses outlined in the guideline											
• contemporary nature of the guideline											
• availability of physical and/or human resources assumed by the guideline											
• student capability of grasping the subject material											
• direction provided for implementing the guideline concepts											

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

8. The following section pertains to supplementary material (related to the guideline) that you may have developed or received. If you have not developed any supplementary material related to the guideline, Proceed to question 11.

WHICH OF THE FOLLOWING TYPES OF SUPPLEMENTARY MATERIAL HAVE YOU DEVELOPED OR HELPED TO DEVELOP? (More than one option may be checked.)

- ⁵⁹ a curriculum outline containing topics, sub-topics, or possible teaching methods
- ⁶⁰ a course of study for actual classroom use
- ⁶¹ a textbook
- ⁶² a list of textbooks
- ⁶³ a list of resource materials
- ⁶⁴ a teaching aid or instructional resource other than a text
- ⁶⁵ directions for implementing the guideline
- ⁶⁶ other material

9. HOW OFTEN HAVE YOU DEVELOPED SUPPLEMENTARY MATERIAL:
(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)
- RATING
- ⁶⁷ individually?
 - ⁶⁸ on a departmental committee?
 - ⁶⁹ on a family of schools committee?
 - ⁷⁰ on a school board committee?
 - ⁷¹ with a Ministry program consultant?

10. IN DEVELOPING THIS MATERIAL, DID YOU INTEND TO PROVIDE:
(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)

RATING

- ⁷² a guide for formulating an approach to teaching?
- ⁷³ practical material useful for preparing courses of study?
- ⁷⁴ practical material that can be used with students in the classroom?
- ⁷⁵ a basis for curriculum development?
- ⁷⁶ a course of study for you or others to follow?

11. If you have not received any supplementary material, proceed to question 14.

2 ¹

HAVE YOU RECEIVED SUPPLEMENTARY MATERIAL FROM ANY OF THE FOLLOWING SOURCES? (More than one option may be checked.)

- ¹¹ the central office of the Ministry
- ¹² a Ministry program consultant
- ¹³ your school board office
- ¹⁴ a school board resource person
- ¹⁵ your principal or vice-principal
- ¹⁶ your department head
- ¹⁷ another teacher
- ¹⁸ a publishing company
- ¹⁹ a faculty of education
- ²⁰ another source

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

12. WHICH OF THE FOLLOWING TYPES OF SUPPLEMENTARY MATERIAL HAVE YOU EVER RECEIVED? (More than one option may be checked.)

- a curriculum outline containing topics, sub-topics, or possible teaching materials 21
- a course of study for actual classroom use 22
- a textbook 23
- a list of textbooks 24
- a list of resource materials 25
- a teaching aid or instructional resource other than a text 26
- directions for implementing the guideline 27
- other material 28

13. PLEASE RATE THE USEFULNESS OF THE SUPPLEMENTARY MATERIAL WHICH YOU RECEIVED ACCORDING TO EACH OF THE FOLLOWING CRITERIA:

- (1 = VERY USEFUL; 2 = MODERATELY USEFUL;
3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL)
- in formulating your approach to teaching 29
 - in providing practical material useful in preparing courses of study 30
 - in providing practical material useful with students in the classroom 31
 - as a basis for curriculum development 32
 - as a course of study for you to follow 33

14. If you have neither received nor developed any supplementary material related to the guideline, proceed to question 15.

WHEN YOU RECEIVED OR DEVELOPED SUPPLEMENTARY MATERIAL, HOW OFTEN DID YOU:

- (1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)
- | | RATING |
|--|--------|
| • use it to develop material for your own use? | 34 |
| • use it directly in classroom teaching? | 35 |
| • discuss it with others? | 36 |
| • pass it on to someone? | 37 |
| • read it but not use it? | 38 |
| • not read it? | 39 |

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

15. The following section relates to meetings (i.e., formal winter and summer courses, seminars, workshops, professional development days, etc.). You may have attended, where the official Ministry guideline was discussed. If you have never attended any of the above, proceed to question 18.

HOW OFTEN HAVE YOU ATTENDED MEETINGS SPONSORED BY EACH OF THE FOLLOWING?

- (1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)
- | | RATING |
|---|----------|
| • a school | ___40___ |
| • a family of schools | ___41___ |
| • a school board | ___42___ |
| • personnel in the regional office of the Ministry of Education | ___43___ |
| • personnel in the central office of the Ministry of Education | ___44___ |
| • a faculty of education | ___45___ |
| • The Ontario Institute for Studies in Education | ___46___ |
| • a university | ___47___ |
| • a community college | ___48___ |
| • a professional association | ___49___ |

16. IN THESE MEETINGS, HOW OFTEN WAS THIS GUIDELINE DISCUSSED? 50

- | | | | | | | | |
|-------|---------|-----------|---------|--------|---------|-------|---------|
| Often | ___1___ | Sometimes | ___2___ | Rarely | ___3___ | Never | ___4___ |
|-------|---------|-----------|---------|--------|---------|-------|---------|

17. If you do not teach a course related to the guideline, proceed directly to question 28.

WHAT EFFECT DID THESE MEETINGS HAVE IN CHANGING:

(1 = GREAT EFFECT; 2 = MODERATE EFFECT; 3 = LITTLE EFFECT; 4 = NO EFFECT)

- | | RATING |
|-------------------------------------|----------|
| • your course of study? | ___51___ |
| • your teaching methods? | ___52___ |
| • the resource material you use? | ___53___ |
| • your perception of the guideline? | ___54___ |

18. The following section concerns textbooks that you use in courses related to the guideline. If you do not use textbooks, proceed to question 20.

HOW DID THE TEXTBOOKS COME TO YOUR ATTENTION? (More than one option may be checked.)

- | | |
|------------------------------------|----------|
| a school board textbook list | ___55___ |
| your department head | ___56___ |
| a fellow teacher | ___57___ |
| your principal | ___58___ |
| a school board consultant | ___59___ |
| a Ministry program consultant | ___60___ |
| <u>Circular 14</u> | ___61___ |
| the Ministry guideline | ___62___ |
| a publishing company | ___63___ |
| a teachers' federation publication | ___64___ |
| a university | ___65___ |
| a college of education | ___66___ |
| another source | ___67___ |

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

19. TO WHAT EXTENT DO YOU FEEL THAT THESE TEXTBOOKS ARE CONSISTENT WITH THE MATERIAL AND CONCEPTS CONTAINED IN THE OFFICIAL MINISTRY CURRICULUM GUIDELINE? 68

- a great deal 1
- a fair amount 2
- some but not much 3
- not at all 4

21. ABOUT HOW MANY DAYS (8 HOURS) DID YOU PERSONALLY SPEND ON CURRICULUM DEVELOPMENT RELATED TO THIS GUIDELINE DURING AN AVERAGE MONTH OF THE PAST SCHOOL YEAR? 76

- 7 or more 1
- 6-7 days 2
- 3-5 days 3
- 1-2 days 4
- less than 1 day 5
- no time 6

20. If you do not use a plan of study in the courses you teach related to the guideline, proceed to question 21.

HOW WAS THE PLAN OF STUDY YOU USE IN YOUR COURSES RELATED TO THE GUIDELINE DEVELOPED?

- individually 69
- by your department head 70
- by a departmental committee 71
- by a school board committee 72
- by a school board resource person 73
- by a Ministry program consultant 74
- other 76

22. OF THE TIME YOU SPEND ON CURRICULUM DEVELOPMENT, HOW MUCH IS "PAID TIME" IN THE SENSE THAT YOU ARE FREED FROM REGULAR CLASSROOM DUTIES FOR CURRICULUM WORK? 77

- no time 1
- less than 1/2 the time 2
- 1/2 the time 3
- more than 1/2 the time 4

23. PLEASE INDICATE HOW MUCH OF YOUR CURRICULUM DEVELOPMENT ACTIVITY IS SPENT WORKING WITH THE OFFICIAL MINISTRY GUIDELINE AND WITH MATERIALS DESIGNED TO SUPPLEMENT THE GUIDELINE:

	Ministry guideline	Supplementary material
no time	<input type="checkbox"/> 78	<input type="checkbox"/> 79
less than 25%	<input type="checkbox"/> 2	<input type="checkbox"/> 2
25 - 50%	<input type="checkbox"/> 3	<input type="checkbox"/> 3
more than 50%	<input type="checkbox"/> 4	<input type="checkbox"/> 4

31

PLEASE RATE EACH OF THE FOLLOWING RESOURCES IN TERMS OF THEIR USEFULNESS TO YOU IN DEVELOPING YOUR CURRICULUM OR COURSE OF STUDY:

(1 = VERY USEFUL; 2 = MODERATELY USEFUL; 3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL)

<u>RESOURCE</u>	<u>RATING</u>
• films and filmstrips	_____11
• records and tapes	_____12
• professional journals	_____13
• commercial periodicals (magazines, newspapers, etc.)	_____14
• your principal	_____15
• the Ministry program consultant	_____16
• your department head	_____17
• a school board consultant and/or superintendent	_____18
• official Ministry curriculum guideline	_____19
• other Ministry publications	_____20
• curriculum materials produced by a school board	_____21
• material from a teachers' federation publication	_____22
• notes and material from courses, workshops, etc.	_____23
• a textbook	_____24

25. PLEASE RATE THE GUIDELINE'S EFFECT ON EACH OF THE FOLLOWING:

(1 = MORE; 2 = LESS; 3 = NO CHANGE)

<u>RATING</u>	<u>RATING</u>
• the amount of teacher attention individual students receive	_____25
• student's freedom to determine his own direction within the course or subject area	_____26
• student exposure to materials and topics within the course or subject area	_____27
• relevance of the subject area to student experience	_____28
• student reliance on texts	_____29
• student understanding of subject	_____30
• student interest and participation in related activities	_____31
• dialogue in class	_____32

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

26. PLEASE RATE THE FOLLOWING FACTORS IN TERMS OF THEIR VALUE IN HELPING YOU DEVELOP A CURRICULUM:

(1 = EXCELLENT; 2 = GOOD; 3 = FAIR; 4 = POOR)

- quality of resource material available RATING _____³³
- quantity of resource material available _____³⁴
- interest of the students _____³⁵
- time available _____³⁶
- quality of physical facilities available _____³⁷
- extent of your agreement with the ideas expressed in the guideline _____³⁸
- your own skills in curriculum development _____³⁹
- availability of supervisory assistance _____⁴⁰
- extent of agreement with your colleagues regarding the content of the curriculum _____⁴¹

3	3	3	4
---	---	---	---

27. WHAT EFFECT DID THE GUIDELINE HAVE IN CHANGING:

(1 = SIGNIFICANT EFFECT; 2 = MODERATE EFFECT; 3 = LITTLE EFFECT; 4 = NO EFFECT)

- your course of study? RATING _____⁴²
- your teaching methods? _____⁴³
- the resource material you use? _____⁴⁴

28. TO WHAT EXTENT DOES THE CURRICULUM GUIDELINE REITERATE YOUR PHILOSOPHY AND APPROACH TO TEACHING: 45

- a great deal
- to a moderate extent
- not very much
- not at all

These final few questions concern your personal background. Your answers will enable us to compare the attitudes of people with similar experiences. We assure you that all your answers will be kept anonymous.

29. (a) HOW MANY YEARS HAVE YOU WORKED? (please check one box in each column.)

	In this school	For this board	Total number years teaching
Less than 1 year	46	47	48
1 - 5 years	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6 - 10 years	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11 or more years	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

29. (b) HOW MANY FULL-TIME TEACHERS ARE THERE IN YOUR SCHOOL?

Less than 5	5-10	11-20	21-30	31-50	51-70	More than 70
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

(c) PLEASE CHECK THE BOX OPPOSITE YOUR AGE CATEGORY. 50

<u>20-29</u>	<u>30-39</u>	<u>40-54</u>	<u>55-64</u>	<u>65 or over</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. (d) ARE YOU A DEPARTMENT HEAD? 51

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

29. (e) WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED? (Check only one option.) 52

grade XIII	<input type="checkbox"/>
course work towards a bachelor's degree	<input type="checkbox"/>
course work towards a diploma, certificate, etc.	<input type="checkbox"/>
bachelor's degree	<input type="checkbox"/>
diploma, certificate, etc.	<input type="checkbox"/>
graduate work towards a master's degree	<input type="checkbox"/>
master's degree	<input type="checkbox"/>
graduate work towards a doctorate	<input type="checkbox"/>
doctorate	<input type="checkbox"/>

APPENDIX B

STANDARD REPORTS A-H

OVERALL SUMMARY

EVALUATION OF GUIDELINES

REPORTS WERE REQUESTED BY MIN OF EDUCATION

REQUEST # 1

REGIONS THAT WERE USED ARE 1 2 3 4 5 6 7 8 9 10

EVALUATIONS USED WERE 1

GUIDELINES USED WERE ALL

PRIMARY DATA BASE ANALYSES
SEND OUTPUT TO ALL APPROVED PERSONNEL
VIA CENTRAL AND REGIONAL OFFICES



SOURCE OF THE GUIDELINE	TEACHER		PRINCIPAL		SCHOOL BOARD CONSULTANT		SCHOOL BOARD DIRECTOR/SUPERINTENDENT		MINISTRY PROGRAM CONSULTANT		TOTAL OF EACH SOURCE	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
CENTRAL OFFICE OF THE MINISTRY	670	7.3	806	41.9	96	20.0	27	42.9	60	72.3	1652	14.3
REGIONAL DIRECTOR OF EDUCATION												
SCHOOL BOARD DIRECTOR/SUPERINTENDENT	862	9.4	207	10.8	109	31.5	18	28.6	3	3.6	1198	10.3
SCHOOL BOARD OFFICE	427	4.7	489	25.4	54	15.7	6	9.5	3	3.6	979	9.5
SCHOOL BOARD CONSULTANT	275	2.5	63	3.3	14	4.1			1	1.2	303	2.6
PRINCIPAL	3306	36.1	143	7.4							3449	29.8
DEPARTMENT HEAD	1711	18.7	28	1.5							1739	15.0
TEACHER	194	2.1	14	.7							208	1.8
FACULTY OF EDUCATION	934	10.2	25	1.3	5	1.5	2	3.2	2	2.4	958	8.4
INHERITED	400	4.4	103	5.4	20	5.8	6	9.5	4	4.8	533	4.6
ANOTHER SOURCE	146	1.6	21	1.1	14	4.1	2	3.2	2	2.4	185	1.6
NOT RECEIVED	292	3.2	24	1.2	5	1.5	2	3.2			323	2.8
TOTAL FOR EACH PERSONNEL LEVEL	9167	100.0	1923	100.0	343	100.0	63	100.0	83	100.0	11579	100.0
NUMBER OF RESPONDENTS	7301		1402		258		54		70		9085	

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE A COPY OF THE OFFICIAL MINISTRY CURRICULUM GUIDELINE ?

WHEN DID YOU FIRST HEAR ABOUT THE OFFICIAL MINISTRY CURRICULUM GUIDELINE ?

- 1 = PREPUBLICATION
- 2 = WITHIN TWO MONTHS
- 3 = LATER
- 4 = DO NOT REMEMBER

SOURCE OF THE GUIDELINE	TEACHER		PRINCIPAL		SCHOOL BOARD CONSULTANT		SCHOOL BOARD SUPERINTENDENT		SCHOOL BOARD DIRECTOR/PROGRAM		MINISTRY PROGRAM		TOTAL OF EACH SOURCE	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
CENTRAL OFFICE OF THE MINISTRY	1	40.5	1	58.7	1	64.6	1	44.4	1	86.7	1	59.0	1	59.0
REGIONAL DIRECTOR OF EDUCATION														
SCHOOL BOARD SUPERINTENDENT					1	40.7							1	62.5
MINISTRY CONSULTANT	1	51.8	1	55.0	1	58.3	2	44.4	1	100.0	1	62.6	1	62.6
SCHOOL BOARD OFFICE	1	35.1	1	61.1	1	40.7	3	33.3	1	100.0	1	59.7	1	59.7
SCHOOL BOARD CONSULTANT	1	32.3	1	52.4	1	64.3			1	100.0	1	62.4	1	62.4
PRINCIPAL	3	27.5	1	36.9									1	39.4
DEPARTMENT HEAD	3	40.2	2	25.0									3	32.6
TEACHER	3	46.4	3	50.0									3	49.4
FACULTY OF EDUCATION	3	56.7	3	44.0	4	60.0	2	50.0	1	50.0	2	30.2	2	30.2
INHERITED	3	39.7	1	37.3	1	35.0	4	83.3	3	75.0	3	37.4	3	37.4
ANOTHER SOURCE	1	34.9	3	38.1	1	35.7	2	50.0	1	50.0	1	50.0	3	37.5
TOTAL FOR EACH PERSONNEL LEVEL	3	32.3	1	41.0	1	45.0	4	32.7	1	72.0				
NUMBER OF RESPONDENTS	6995		1378		254		53		70		8750			

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

STATE THE USEFULNESS OF THE GUIDELINE ACCORDING EACH OF THE FOLLOWING OPTIONS.

- 1 = VERY USEFUL
- 2 = MODERATELY USEFUL
- 3 = LITTLE USE
- 4 = NOT USEFUL

USES OF THE GUIDELINE	PERSONNEL LEVEL				SCHOOL BOARD				SCHOOL BOARD				MINISTRY					
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
GUIDE FOR FORMULATING AN APPROACH TO TEACHING	2	45.9	2	55.2	2	42.6	2	46.7	1	37.5	2	45.3						
PROGRAM MATERIAL FOR COURSE PREPARATION	2	38.3	2	43.2	2	49.4												
PRACTICAL MATERIAL FOR STUDENTS IN THE CLASSROOM	3	41.4	3	47.9	3	38.6												
BASIS FOR CURRICULUM DEVELOPMENT	2	47.5	1	45.2	1	47.3												
COURSE OF STUDY TO FOLLOW	2	37.5	3	35.8	3	32.6												
TOTAL FOR EACH PERSONNEL LEVEL	2	39.1	2	40.8	2	37.2	2	46.7	2	28.2								
NUMBER OF RESPONDENTS	6826		1363		257		45		72		8563							

(THE TOTAL MCDE IS A WEIGHTED TOTAL MCDE.)

STATE THE GUIDELINE IN TERMS OF
THE FOLLOWING FACTORS:

- 1 = EXCELLENT
- 2 = GOOD
- 3 = FAIR
- 4 = POOR
- 5 = NOT APPLICABLE

GUIDELINE FEATURES	PERSONNEL LEVEL				TOTAL FOR EACH PERSONNEL LEVEL											
	SCHOOL BOARD CONSULTANT	SCHOOL BOARD DIRECTOR/SUPERINTENDENT	MINISTRY PROGRAM CONSULTANT	MODE PERCENT												
CONTENT OF PRACTICAL MATERIAL	3	36.8	3	40.4	2	38.6	3	31.5	3	35.8						
BIBLIOGRAPHY AND RESOURCE LIST	2	39.3	2	46.5	2	42.4	2	45.5	3	30.6	2	40.3				
TOPIC SELECTION	2	48.8	2	56.8	2	52.8	2	41.9	2	41.7	2	48.4				
FACTUAL ACCURACY	2	49.6	2	56.1	2	50.2	2	44.2	1	50.7	2	46.8				
CLARITY	2	40.8	2	38.7	2	46.2	2	47.7	1	40.3	2	42.2				
FORMAT	2	41.2	2	39.3	2	36.1	2	52.3	1	34.2	2	38.7				
STUDENT INTEREST IN COURSES OUTLINED IN THE GUIDELINE	2	43.4	2	53.3	2	44.3			1	39.1	2	44.3				
CONTEMPORARY NATURE OF THE GUIDELINE	2	45.7	2	55.5	2	42.0	2	53.3	1	45.8	2	45.4				
AVAILABILITY OF RESOURCE ASSURED BY GUIDELINE	3	38.4	3	40.8	2	39.7	3	38.6	2	43.7	2	35.9				
STUDENT ABILITY TO COMPREHEND SUBJECT MATERIAL SUGGESTED IN THE GUIDELINE	2	51.4	2	62.8	2	51.9			2	50.0	2	54.0				
DIRECTIONS FOR IMPLEMENTING THE GUIDELINE	3	37.3	3	38.9	4	35.5	3	29.5	2	34.1	3	33.6				
TOTAL FOR EACH PERSONNEL LEVEL	2	41.4	2	45.0	2	41.5	2	43.2	2	35.2						
NUMBER OF RESPONDENTS	6759				1354				253				73		8483	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE EACH OF THE FOLLOWING RESOURCES IN TERMS OF ITS USEFULNESS TO YOU IN DEVELOPING A CURRICULUM.

- 1 = VERY USEFUL
- 2 = MODERATELY USEFUL
- 3 = LITTLE USE
- 4 = NOT USEFUL

RESOURCES	TEACHER		PRINCIPAL		SCHOOL BOARD		CONSULTANT		MINISTRY PROGRAM		TOTAL FOR	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
MINISTRY GUIDELINE	2	30.0	2	42.7	2	46.2	2	47.5	2	47.5	2	43.6
FILMS	2	34.1	2	42.8	2	33.2	2	45.8	2	45.8	2	39.0
RECORDS	2	41.4	2	40.2	2	51.7	2	57.4	2	57.4	2	49.7
PROFESSIONAL JOURNALS	2	42.0	2	47.5	3	40.9	2	46.8	2	46.8	2	44.1
PERIODICALS	4	37.9	2	43.3	4	26.8	1	30.5	1	30.5	4	27.5
PRINCIPAL	4	41.5	2	41.6	2	44.3	1	58.8	1	58.8	2	36.8
MINISTRY PROGRAM CONSULTANT	1	35.9	4	43.8	2	37.7	1	44.4	1	44.4	1	36.0
DEPARTMENT HEAD	4	43.3	2	47.5	1	48.2	2	45.8	2	45.8	2	37.7
SCHOOL BOARD CONSULTANT	2	51.9	2	58.8	2	42.6	1	46.6	1	46.6	2	48.2
MINISTRY PUBLICATIONS	3	38.4	3	41.6	3	37.2	2	48.2	2	48.2	3	36.9
SCHOOL BOARD MATERIAL	4	40.6	2	45.8	2	42.7	2	53.7	2	53.7	2	42.1
TEACHER FED. MATERIAL	4	36.8	3	37.7	3	37.4	2	36.4	2	36.4	3	35.3
NOTES FROM COURSES	2	46.5	2	58.0	2	54.1	2	57.4	2	57.4	2	54.0
TEXTBOOKS	2	49.9	2	60.5	2	48.5	2	51.7	2	51.7	2	52.6
TOTAL FOR EACH PERSONNEL LEVEL	2	34.2	2	45.2	2	40.7	2	44.3	2	44.3	2	44.3
NUMBER OF RESPONDENTS	6251		973		250		64		7538			

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

1 = NO CHANGE
2 = NO CHANGE
3 = LESS

GUIDELINE EFFECT ON:	TEACHER		PRINCIPAL		SCHOOL BOARD		MINISTRY		TOTAL FOR	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
TEACHER ATTENTION TO STUDENTS	3	69.1	1	51.4					3	56.8
STUDENT FREEDOM TO DETERMINE OWN COURSE OF STUDY	3	54.9	1	58.0					1	47.8
STUDENT EXPOSURE TO A VARIETY OF TOPICS	1	48.2	1	65.2					1	56.9
RELEVANCE OF SUBJECT APPEARS TO STUDENT	3	47.7	1	60.8					1	52.4
STUDENT RELIANCE ON TEXT	3	48.3	2	69.2					2	56.0
STUDENT UNDERSTANDING OF SUBJECT	3	56.2	1	47.4					3	50.0
STUDENT INTEREST IN COURSE RELATED ACTIVITIES	3	51.4	1	66.9					1	55.1
DIALOGUE IN CLASS	3	53.9	1	69.0					1	55.6
TIME TEACHERS SPEND WITH STUDENTS	3	78.6							3	78.6
TEACHER FREEDOM IN DETERMINING COURSE CONTENT	1	54.2							1	54.2
EMPHASIS ON CURRICULUM DEVELOPMENT	3	52.6	3	51.5	3	47.8			3	50.7
SCHOOL INVOLVEMENT WITH BOARD PERSONNEL	3	70.4	3	56.2	3	50.7			3	59.2
TEACHER RELIANCE ON TEXT	1	51.3							1	51.3
TIME SPENT WITH TEACHERS	3	69.6							3	69.6
TEACHER DEMAND FOR GUIDANCE			3	52.2	1	61.4			1	53.6
TEACHER EMPHASIS ON CURRICULUM DEVELOPMENT	1	58.2	1	65.2					1	61.9
SCOPE OF COURSES TAUGHT	1	59.9	1	66.2					1	63.2
TOTAL FOR EACH PERSONNEL LEVEL	3	53.3	3	44.1	3	47.1	1	46.2		
NUMBER OF RESPONDENTS	5917	964	248	70	7199					

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

(RESP. 5 ARE SHOWN ONLY FOR FEATURES RELEVANT TO EACH PERSONNEL LEVEL.)

DO YOU (V) RECEIVE OR BUY UP THE FOLLOWING TYPE OF SUPPLEMENTARY MATERIAL ?

YES RESPONSES ARE SHOWN

TYPE OF MATERIAL RECEIVED	TEACHER		PRINCIPAL		SCHOOL BOARD		PERSONNEL LEVEL		TOTAL FOR EACH TYPE OF MATERIAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
OUTLINE OF TOPICS AND TEACHING METHODS	2560	16.8	831	17.9	110	16.1	39	16.4	3540	17.0
COURSE OF STUDY FOR CLASSROOM USE	1979	13.0	668	14.4	75	11.0	34	14.3	2756	13.2
TEXTBOOK	2239	14.7	534	11.5	105	15.4	34	14.3	2912	14.0
LIST OF TEXTS	2107	13.8	627	13.5	96	14.1	27	11.3	2857	13.7
LIST OF RESOURCES	2521	16.5	861	18.6	119	17.4	35	14.7	3526	17.0
TEACHING AID	2081	13.6	562	12.1	98	14.3	30	12.6	2771	13.3
DIRECTIONS FOR IMPLEMENTING GUIDELINE	750	4.9	326	7.0	37	5.4	16	6.7	1129	5.4
OTHER MATERIAL	1013	6.6	222	4.8	43	6.3	23	9.7	1301	6.3
TOTAL FOR EACH PERSONNEL LEVEL	15250	100.0	4631	100.0	683	100.0	238	100.0	20802	100.0

NUMBER OF RESPONDENTS RECEIVING MATERIAL 4372

183

56

5751

NUMBER OF RESPONDENTS NOT RECEIVING MATERIAL 2504

236

74

17

2331

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

YES RESPONSES
 ARE SHOWN

SOURCE OF SUPPLEMENTARY MATERIAL	TEACHER		--PRINCIPAL--		SCHOOL BOARD CONSULTANT		PERSONNEL LEVEL		TOTAL FOR EACH PERSONNEL LEVEL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
CENTRAL OFFICE OF THE MINISTRY	603	4.7	411	10.1	46	7.0	34	16.2	1094	6.2
MINISTRY PROGRAM CONSULTANT	1406	11.0	637	15.7	126	19.2	44	21.0	2213	12.5
SCHOOL BOARD OFFICE	1182	9.2	761	18.7	49	7.5	9	4.3	2001	11.3
SCHOOL BOARD CONSULTANT	1349	10.6	672	16.5	63	9.6	23	11.0	2107	11.9
PRINCIPAL	1406	11.0	194	4.8	33	5.0	7	3.3	1640	9.3
DEPARTMENT HEAD	1098	8.6	44	1.1	50	7.6	19	9.0	1211	6.8
TEACHER	2004	15.7	368	9.0	81	12.4	25	11.9	2478	14.0
PUBLISHER	1976	15.5	643	15.8	140	21.4	34	16.2	2793	15.8
FACULTY OF EDUCATION	760	5.9	135	3.3	21	3.2	7	3.3	923	5.2
ANOTHER SOURCE	997	7.8	203	5.0	46	7.0	8	3.8	1254	7.1
TOTAL FOR EACH PERSONNEL LEVEL	12781	100.0	4068	100.0	655	100.0	210	100.0	17714	100.0
NUMBER OF RESPONDENTS	4292		1134		186		55		5667	
(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)										

EVALUATE THE USEFULNESS OF THE SUPPLEMENTARY MATERIAL YOU RECEIVED ACCORDING TO THE FOLLOWING OPTIONS .

- 1 = VERY USEFUL
- 2 = MODERATELY USEFUL
- 3 = LITTLE USE
- 4 = NOT USEFUL

USES OF SUPPLEMENTARY MATERIAL	TEACHER		SCHOOL BOARD		PERSONNEL LEVEL		MINISTRY PROGRAM		TOTAL	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
GUIDE FOR FORMULATING APPROACH TO TEACHING	2	50.7	2	50.3	2	62.3	2	54.5	2	54.5
PRACTICAL MATERIAL FOR COURSE PREPARATION	2	49.9	2	55.5	2	46.4	2	49.9	2	49.9
PRACTICAL MATERIAL FOR STUDENT IN THE CLASSROOM	2	42.8	2	48.9	1	46.3	2	44.2	2	44.2
BASIS FOR CURRICULUM DEVELOPMENT	2	49.1	2	43.9	2	40.7	2	44.6	2	44.6
COURSE OF STUDY TO FOLLOW	2	40.7	2	36.5	2	30.6	2	35.9	2	35.9
TOTAL FOR EACH PERSONNEL LEVEL	2	46.6	2	47.1	2	43.9				
NUMBER OF RESPONDENTS	4315		184		55		4554			

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

DO YOU EVER DEVELOPED ANY OF THE FOLLOWING
TYPES OF SUPPLEMENTARY MATERIALS ?

YES RESPONSES
ARE SHOWN

TYPE OF MATERIAL DEVELOPED	TEACHERS		PRINCIPALS		SCHOOL BOARD CONSULTANTS		PERSONNEL LEVEL		TOTAL FOR EACH TYPE OF MATERIAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
OUTLINE OF TOPICS AND TEACHING METHODS	2615	24.3	810	28.0	129	23	35	18.4	3589	24.9
COURSE OF STUDY FOR CLASSROOM USE	3395	31.4	704	24.2	93	17.0	19	10.0	4201	29.2
TEXTBOOK	309	2.9	42	1.4	10	1.8	3	1.6	364	2.5
LIST OF TEXTS	742	6.9	182	6.3	70	12.8	14	7.4	1008	7.0
LIST OF RESOURCES	1494	13.8	485	16.7	118	21.6	42	22.1	2129	14.8
TEACHING AID	1590	14.7	374	12.9	75	13.7	33	17.4	2062	14.3
DIRECTIONS FOR IMPLEMENTING GUIDELINE	655	6.1	300	10.4	52	9.5	44	23.2	1051	7.3
TOTAL FOR EACH PERSONNEL LEVEL	10770	100.0	2897	100.0	547	100.0	190	100.0	14404	100.0
NUMBER OF RESPONDENTS DEVELOPING MATERIAL	4396		1032		181		60		5669	
NUMBER OF RESPONDENTS NOT DEVELOPING MATERIAL	2481		344		76		13		2914	

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

NUMBER OF GUIDES CURRICULUM DEVELOPMENT ACTIVITY
 BEING WORKING WITH (A) THE MINISTRY GUIDELINE
 (B) SUPPLEMENTARY MATERIAL ?

HOW MUCH OF THE TIME YOU SPEND ON CURRICULUM
 DEVELOPMENT IS TIME IN WHICH YOU ARE FREED FROM CLASSROOM
 DUTIES FOR CURRICULUM WORK ?

- 1 = NO TIME FREED
- 2 = LESS THAN 1/2
- 3 = 1/2 TIME FREED
- 4 = MORE THAN 1/2

TIME SPENT WITH GUIDELINE	NO TIME		LESS THAN 25%		TIME SPENT WITH SUPPLEMENTARY MATERIAL MORE THAN 50% --25%-50%--		TOTAL FOR TIME WITH GUIDELINE			
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT		
NO TIME	760	1 88.2	194	1 82.0	75	1 77.3	125	1 82.4	1154	1 85.8
LESS THAN 25 %	350	1 74.3	1153	1 69.0	504	1 64.1	632	1 64.1	2639	1 67.6
25 TO 50 %	67	1 62.7	276	1 56.9	639	1 59.5	292	1 56.8	1274	1 58.5
MORE THAN 50 %	55	1 60.0	172	1 65.1	201	1 51.7	176	1 56.8	604	1 57.8
TOTAL FOR TIME WITH SUPPLEMENTARY MATERIAL	1232	1 81.6	1795	1 68.1	1419	1 61.0	1225	1 63.2	5671	1 68.2

ATE EACH OBJECTIVE ACCORDING TO THE IMPORTANCE THAT:
 A) THE MINISTRY GUIDELINE PLACES UPON THE OBJECTIVE.
 B) YOU FEEL THE GUIDELINE SHOULD PLACE UPON THE OBJECTIVE.

1 VERY IMPORTANT
 2 MODERATELY IMPORTANT
 3 OF LITTLE IMPORTANCE
 4 OF NO IMPORTANCE

OBJECTIVES	PERSONNEL LEVEL												TOTAL OF EACH OBJECTIVE-- PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE PCT MODE											
	TEACHER-- A B		PRINCIPAL-- A B		SCHOOL BOARD CONSULTANT-- A B		SCHOOL BOARD DIRECTOR/ SUPERINTENDENT		MINISTRY PROGRAM		CONSULTANT-- A B													
TO OUTLINE CLASS CONDITIONS THAT ENHANCE LEARNING EXPERIENCE	1	52.2	1	58.9	1	50.7	1	61.0	1	54.4	1	79.7	1	100.0	1	73.3	1	93.3	1	66.1	1	73.2		
TO FOCUS ON DEVELOPMENT OF SKILLS	1	41.6	1	61.6	2	44.7	1	63.5	2	49.3	1	63.8	2	66.7	2	66.7	2	86.7	2	80.0	2	57.7	1	47.0
TO FOCUS ON STUDENT INTELLECTUAL DEVELOPMENT	1	62.4	1	75.7	1	62.2	1	79.3	1	59.7	1	78.3	1	66.7	1	66.7	1	66.7	1	93.3	1	63.5	1	79.2
TO PROVIDE INFORMATION ON USEFUL SUPPLEMENTARY MATERIALS	2	43.1	1	44.6	2	45.4	2	46.6	2	43.3	1	48.5	3	66.7	1	33.3	3	53.3	1	46.7	3	40.4	1	42.0
TO PROMOTE INDIVIDUAL CURRICULUM DEVELOPMENT	2	39.7	1	54.2	2	37.0	1	47.6	3	45.6	1	49.3	2	33.3	1	66.7	2	66.7	2	46.7	2	41.2	1	47.0
TO PROVIDE USEFUL TOPIC AND LESSON SUGGESTIONS	1	47.5	1	45.7	1	59.1	1	47.0	1	51.5	1	55.1	2	66.7	2	66.7	1	33.3	1	66.7	1	45.0	1	53.0
TO PROMOTE CURRICULUM DEVELOPMENT BY LOCAL COMMITTEES	2	38.4	2	39.9	1	54.5	1	50.7	1	44.1	1	62.3	2	66.7	1	33.3	3	33.3	1	33.3	2	38.9	1	43.0
TO ENCOURAGE IMAGINATIVE USE OF RESOURCES	1	47.5	1	60.6	1	50.7	1	62.6	1	47.8	1	75.4	1	66.7	2	66.7	1	53.3	1	73.3	1	53.2	1	61.0
TO ENCOURAGE USE OF INDIVIDUAL CHILD EXPERIENCE	1	60.6	1	69.0	1	62.0	1	66.9	1	67.2	1	87.0	1	100.0	1	66.7	1	60.0	1	100.0	1	70.0	1	77.0
TOTAL FOR EACH PERSONNEL LEVEL	1	43.6	1	56.5	1	45.9	1	57.8	1	41.4	1	66.8	1	40.7	1	45.8	2	40.0	1	62.2				
NUMBER OF RESPONDENTS	2423										69		3			15							3726	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

APPENDIX C

REGIONAL RESPONSE BY GUIDELINE

BY PERSONNEL LEVEL

	COUNT		ROW PCT		COL PCT		TOT PCT																
	1	2	3	4	5	6	7	8	9	10	ROW TOTAL												
AUTO MECHANICS	19 4.2 3.4 0.2	35 8.1 4.8 0.4	21 4.9 3.1 0.2	57 13.3 4.7 0.6	48 11.2 4.4 0.5	58 13.5 5.0 0.6	56 13.0 4.0 0.6	58 13.5 4.8 0.6	43 10.0 5.8 0.4	36 8.4 3.1 0.4	430 4.3												
BIOLOGY RPS0	21 4.7 4.3 0.2	27 5.5 3.7 0.3	21 4.3 3.1 0.2	46 9.3 3.8 0.5	57 11.6 5.3 0.6	58 11.8 5.0 0.6	79 16.1 7.0 0.8	85 17.3 7.0 0.9	46 9.3 6.2 0.5	50 10.2 4.3 0.5	492 5.0												
CHEMISTRY RPS1	18 4.7 3.4 0.2	26 6.8 3.6 0.3	15 3.9 2.2 0.2	51 13.3 4.2 0.5	39 10.2 3.6 0.4	48 12.5 4.1 0.5	55 14.4 3.9 0.6	59 15.4 4.9 0.6	38 9.9 5.1 0.4	34 8.9 2.9 0.3	383 3.9												
EL. CONSTRUCTN. TR	14 4.8 0.6 0.1	19 6.5 2.6 0.2	24 8.2 3.6 0.2	40 13.2 3.3 0.4	23 7.9 2.1 0.2	35 11.9 3.0 0.4	46 15.6 3.3 0.5	28 9.5 2.3 0.3	28 9.5 3.8 0.3	37 12.6 3.2 0.4	294 3.0												
ENGLISH INTERVED	29 3.8 5.5 0.3	57 7.4 7.9 0.6	33 4.3 4.9 0.3	96 12.4 8.0 1.0	85 11.0 7.4 0.9	99 12.8 8.5 1.0	131 17.0 9.3 1.3	125 16.7 10.3 1.3	59 7.5 7.3 0.6	59 7.6 5.0 0.6	772 7.8												
FRANCAIS-NIV INT	0 0.0 0.0	14.0 1.1 0.1	11 1.6 0.1	7 0.6 0.1	0 0.0 0.0	5 0.4 0.1	1 0.1 0.0	0 0.0 0.0	0 0.0 0.0	25 43.9 2.1 0.3	57 0.6												
GERMAN ICS.15	1 0.8 0.0	1 0.4 0.1 0.0	6 2.5 0.9 0.1	29 12.2 2.4 0.3	33 13.9 3.1 0.3	32 13.4 2.8 0.3	56 23.5 4.0 0.5	49 20.6 4.0 0.5	13 5.5 1.7 0.1	15 6.3 1.3 0.2	238 2.4												
MAN. SCI & TECHN	1 5.9 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 29.4 0.4 0.1	0 0.0 0.0 0.0	1 5.9 0.1 0.0	8 47.1 0.6 0.1	2 11.8 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	17 0.2												
SCIENCE-INT DIV	17 5.1 3.2 0.2	16 4.8 2.2 0.2	14 4.2 2.1 0.1	49 14.7 4.1 0.5	49 14.7 4.5 0.5	36 10.8 3.1 0.4	58 17.4 4.1 0.6	37 11.1 3.1 0.4	24 7.2 3.2 0.2	33 9.9 2.8 0.3	333 3.4												
SCREEN EDUCATION	4 0.8 0.0	2 0.3 0.0	3 0.4 0.3	1 0.1 0.0	2 0.5 0.0	2 0.7 0.0	15 37.5 1.1 0.2	10 25.0 0.8 0.1	1 2.5 0.1 0.0	1 2.5 0.1 0.0	40 0.4												
TYPEWRITING PERS	15 3.1 2.8 0.2	33 6.7 4.6 0.3	28 7.8 5.7 0.4	64 13.1 5.3 0.6	54 11.0 5.0 0.5	64 13.1 5.5 0.6	59 12.1 4.2 0.6	71 14.5 5.9 0.7	31 6.3 4.2 0.3	60 12.3 5.1 0.6	489 4.9												
WORLD RELIGIONS	0 0.0 0.0	7 1.0 0.1	2 0.3 0.0	11 12.5 0.9 0.1	3 3.4 0.3 0.0	13 14.8 1.1 0.1	12 13.6 0.9 0.1	20 22.7 1.7 0.2	6 6.8 0.8 0.1	14 15.9 1.2 0.1	88 0.9												
INFORMATICS	6 1.1 0.1	16 2.2 0.2	4 0.6 0.0	31 16.5 2.6 0.3	21 11.2 1.9 0.2	21 11.2 1.8 0.2	36 19.1 2.6 0.4	24 12.8 2.0 0.2	14 7.4 1.9 0.1	15 8.0 1.3 0.2	188 1.9												
SNR MATHEMATICS	28 3.9 5.3 0.3	35 4.9 4.8 0.4	35 4.9 5.2 0.4	97 13.6 8.0 1.0	89 12.4 8.2 0.9	77 10.8 6.6 0.8	109 15.2 7.8 1.1	96 13.4 7.9 1.0	61 8.5 8.2 0.6	88 12.3 7.5 0.9	715 7.2												
MAN & THE EARTH	14 3.1 2.6 0.1	23 5.1 3.2 0.2	26 5.7 3.9 0.3	68 14.9 5.6 0.7	58 12.7 5.4 0.6	59 12.7 5.0 0.6	65 14.3 4.6 0.7	76 16.7 6.3 0.8	31 6.8 4.2 0.3	36 7.9 3.1 0.4	455 4.6												
INTER MUSIC 1972	4 1.3 0.8 0.0	18 5.9 2.5 0.2	21 6.9 3.1 0.2	26 8.6 2.2 0.3	26 6.0 1.9 0.2	25 8.2 2.2 0.3	66 21.7 4.7 0.7	77 25.3 6.4 0.8	15 4.9 2.0 0.2	32 10.5 2.7 0.3	304 3.1												
PEOPLE & POLITIC	22 6.0 4.1 0.2	32 8.7 4.4 0.3	12 3.3 1.8 0.1	44 11.9 3.6 0.4	39 10.3 3.5 0.4	51 13.8 4.4 0.5	50 13.6 3.6 0.5	44 11.9 3.6 0.4	34 9.2 4.6 0.3	42 11.4 3.6 0.4	369 3.7												
Religion	314 7.4 50.1 3.2	367 8.7 50.8 3.7	382 9.0 57.2 3.9	485 11.5 40.2 4.9	461 10.9 42.7 4.7	479 11.3 41.3 4.8	500 11.8 35.7 5.1	349 8.2 28.8 3.5	300 7.1 40.4 3.0	597 14.1 50.9 6.0	4233 42.8												
COLUMN TOTAL	531 5.4	722 7.3	678 6.7	1707 12.2	1079 10.9	1161 11.7	1402 14.2	1210 12.2	743 7.5	1174 11.9	9897 100.0												

REGIONAL TEACHER RESPONSE

BY GUIDELINE

COUNT ROW PCT COL PCT TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	7.1 16.7 0.6	7.1 8.3 0.6	7.1 12.5 0.6	7.1 14.3 1.1	0.0 0.0 0.0	7.1 5.3 0.6	5 15.2 2.8	7.1 2.9 0.0	7.1 8.3 0.6	7.1 8.3 0.6	14 7.7
BIOLOGY PDSO	9.1 16.7 0.6	9.1 8.3 0.6	0.0 0.0 0.0	2 6.7 1.1	0.0 0.0 0.0	9.1 5.3 0.6	1 9.1 0.6	3 27.3 8.6	0.0 0.0 0.0	2 18.2 16.7 1.1	11 6.1
CHEMISTRY PDSI	0.0 0.0 0.0	1 5.6 8.3 0.6	0.0 0.0 0.0	3 15.7 10.0 1.7	3 16.7 21.4 1.7	4 22.2 21.1 2.2	2 11.1 6.1 1.1	3 16.7 8.6 1.7	1 5.6 8.3 0.6	1 5.6 8.3 0.6	18 9.9
ELECTRICAL CONSTRUCTION	12.5 16.7 0.6	12.5 8.3 0.6	12.5 12.5 0.6	0.0 0.0 0.0	12.5 7.1 0.6	12.5 5.3 0.6	12.5 3.0 0.6	12.5 2.9 0.6	12.5 8.3 0.6	0.0 0.0 0.0	8 4.4
ENGLISH INTERMED	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	7.1 3.2 0.6	0.0 0.0 0.0	2 14.3 10.5 1.1	1 7.1 3.0 0.6	7 50.0 20.0 3.9	1 7.1 8.3 0.6	2 14.3 12.5 1.1	14 7.7
FRANCAIS-NIV INT	0.0 0.0 0.0	1 16.7 8.3 0.6	1 16.7 12.5 0.6	3 50.0 10.0 1.7	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	1 16.7 2.9 0.6	0.0 0.0 0.0	0.0 0.0 0.0	6 3.3
GERMAN 105.15	0.0 0.0 0.0	1 11.1 8.3 0.6	0.0 0.0 0.0	0.0 0.0 0.0	2 22.2 14.3 1.1	2 22.2 10.5 1.1	2 22.2 6.1 1.1	1 11.1 2.9 0.6	1 11.1 8.3 0.6	0.0 0.0 0.0	9 5.0
MAN & SCI & TECHNO	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	1 50.0 3.3 0.6	0.0 0.0 0.0	0.0 0.0 0.0	1 50.0 3.0 0.6	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	2 1.1
SCIENCE-INT DIV	0.0 0.0 0.0	2 18.2 16.7 1.1	1 9.1 12.5 0.6	4 36.4 13.3 2.2	0.0 0.0 0.0	0.0 0.0 0.0	1 9.1 3.0 0.6	3 27.3 8.6 1.7	0.0 0.0 0.0	0.0 0.0 0.0	11 6.1
SCREEN EDUCATION	11.1 16.7 0.6	0.0 0.0 0.0	11.1 12.5 0.6	2 22.2 6.7 1.1	1 11.1 7.1 0.6	1 11.1 5.3 0.6	3 33.3 9.1 1.7	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	9 5.0
TYPEWRITING PERS	0.0 0.0 0.0	6.7 8.3 0.6	2 13.3 25.0 1.1	1 4.7 3.3 0.6	2 13.3 14.3 1.1	0.0 0.0 0.0	2 13.3 6.1 1.1	4 26.7 11.4 2.2	1 6.7 8.3 0.6	2 13.3 10.7 1.1	15 8.3
WORLD RELIGIONS	0.0 0.0 0.0	2 20.0 16.7 1.1	1 10.0 12.5 0.6	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	3 30.0 9.1 1.7	1 10.0 2.9 0.6	2 20.0 16.7 1.1	1 10.0 8.3 0.6	10 5.5
INFORMATICS	16.7 16.7 0.6	0.0 0.0 0.0	0.0 0.0 0.0	1 16.7 3.3 0.6	1 16.7 7.1 0.6	0.0 0.0 0.0	0.0 0.0 0.0	1 16.7 2.9 0.6	1 16.7 8.3 0.6	1 16.7 8.3 0.6	6 3.3
SOV MATHMATICS	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	4 22.2 13.3 2.2	1 5.6 7.1 0.6	3 16.7 15.9 1.7	6 33.3 18.2 3.3	4 22.2 11.4 2.2	0.0 0.0 0.0	0.0 0.0 0.0	18 9.9
MAN & THE EARTH	7.1 16.7 0.6	0.0 0.0 0.0	0.0 0.0 0.0	2 15.4 6.7 1.1	2 15.4 14.3 1.1	1 7.7 5.3 0.6	4 30.8 12.1 2.2	1 7.7 2.9 0.6	1 7.7 8.3 0.6	1 7.7 8.3 0.6	13 7.2
INTER MUSIC 1972	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	3 33.3 10.0 1.7	1 11.1 7.1 0.6	2 22.2 10.5 1.1	0.0 0.0 0.0	2 22.2 5.7 1.1	1 11.1 8.3 0.6	0.0 0.0 0.0	9 5.0
PEOPLE & POLITIC	0.0 0.0 0.0	12.5 8.3 0.6	0.0 0.0 0.0	1 12.5 3.3 0.6	0.0 0.0 0.0	1 12.5 5.3 0.6	1 12.5 3.0 0.6	2 25.0 5.7 1.1	1 12.5 8.3 0.6	1 12.5 8.3 0.6	8 4.4
COLUMN TOTAL	6 3.3	12 6.6	8 4.4	30 16.6	14 7.7	19 10.5	33 18.2	35 19.3	12 6.6	12 6.6	181 100.0

REGIONAL PRINCIPAL
RESPONSE BY GUIDELINE

COUNT ROW PCT COL PCT TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS R	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 12.5 3.6 0.4	0 0.0 0.0	1 12.5 3.1 0.4	3 37.5 6.0 1.1	2 25.0 4.0 0.8	0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
BIOLOGY RPS0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
CHEMISTRY RPS1	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
EL. CONSTRUCTION	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
ENGLISH INTERMED	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	2 22.2 4.0 0.8	3 33.3 6.0 1.1	1 11.1 7.1 0.4	0 0.0 0.0	9 3.4
GERMAN LES. 15	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	0 0.0 0.0	2 22.2 4.0 0.8	4 44.4 8.0 1.5	1 11.1 7.1 0.4	0 0.0 0.0	9 3.4
MAN. SCI & TECHNO	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 14.3 0.4	1 14.3 3.3 0.4	2 28.6 6.3 0.9	2 28.6 4.0 0.8	1 14.3 2.0 0.4	0 0.0 0.0	0 0.0 0.0	7 2.7
SCIENCE-INT DIV	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	3 33.3 6.0 1.1	2 22.2 4.0 0.8	0 0.0 0.0	1 11.1 4.2 0.4	9 3.4
SCREEN EDUCATION	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	1 12.5 2.0 0.4	3 37.5 6.0 1.1	0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
TYPEWRITING PERS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	2 22.2 4.0 0.8	3 33.3 6.0 1.1	0 0.0 0.0	1 11.1 4.2 0.4	9 3.4
WORLD RELIGIONS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	2 20.0 4.0 0.8	3 30.0 6.0 1.1	1 10.0 7.1 0.4	1 10.0 4.2 0.4	10 3.8
INFORMATICS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 9.1 3.3 0.4	2 18.2 6.3 0.8	3 27.3 6.0 1.1	3 36.4 8.0 1.5	0 0.0 0.0	1 9.1 4.2 0.4	11 4.2
SNR MATHEMATICS	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	4 40.0 8.0 1.5	2 20.0 4.0 0.8	0 0.0 0.0	1 10.0 4.2 0.4	10 3.8
MAN & THE EARTH	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	2 20.0 4.0 0.8	3 30.0 6.0 1.1	1 10.0 7.1 0.4	1 10.0 4.2 0.4	10 3.8
INTER MUSIC 1972	4 6.9 40.0 1.5	4 6.9 44.4 1.5	3 5.2 18.5 1.1	7 12.1 25.0 2.7	8 13.8 26.7 3.0	7 12.1 21.9 2.7	8 13.8 16.0 3.0	7 12.1 14.0 2.7	4 6.9 28.6 1.5	6 10.3 25.0 2.3	59 22.1
PEOPLE & POLITIC	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 11.1 3.6 0.4	0 0.0 0.0	1 11.1 3.1 0.4	3 33.3 6.0 1.1	2 22.2 4.0 0.8	1 11.1 7.1 0.4	1 11.1 4.2 0.4	9 3.4
P.I.J.I.	6 8.1 60.0 2.3	5 6.9 55.6 1.9	13 18.1 81.3 4.9	7 9.7 25.0 2.7	9 12.5 30.0 3.4	9 12.5 28.1 3.4	7 9.7 14.0 2.7	5 6.9 10.0 1.9	5 6.9 35.7 1.9	6 8.3 25.0 2.3	72 27.4
COLUMN TOTAL	10 3.8	9 3.4	16 6.1	28 10.6	30 11.4	32 12.2	50 19.0	50 19.0	14 5.3	24 9.1	263 100.0

REGIONAL SCHOOL BOARD

CONSULTANT RESPONSE BY GUIDELINE

	CCUNT ROW PCT COL PCT TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 25.0 14.3 1.6	0 0.0 0.0	1 25.0 14.3 1.6	1 25.0 20.0 1.6	0 0.0 0.0	4 6.5
BIOLOGY RPSO	0 0.0 0.0	0 0.0 0.0	1 20.0 12.5 1.6	1 20.0 12.5 1.6	1 20.0 25.0 1.6	1 20.0 14.3 1.6	0 0.0 0.0	0 0.0 0.0	1 20.0 20.0 1.6	0 0.0 0.0	0 0.0 0.0	5 8.1
CHEMISTRY RPSO	0 0.0 0.0	0 0.0 0.0	1 50.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 50.0 14.3 1.6	0 0.0 0.0	0 0.0 0.0	2 3.2
EL CONSTRUCTN. TE	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 25.0 25.0 1.6	0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 14.3 1.6	0 0.0 0.0	0 0.0 0.0	4 6.5
ENGLISH INTERMED	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	1 25.0 12.5 1.6	1 25.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 14.3 1.6	0 0.0 0.0	0 0.0 0.0	4 6.5
GERMAN 165.15	0 0.0 0.0	0 0.0 0.0	1 100.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 1.6
MAN. SCI & TECHN	0 0.0 0.0	1 20.0 12.5 1.6	1 20.0 12.5 1.6	1 20.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 20.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	1 20.0 20.0 1.6	5 8.1
SCIENCE-INT DIV	1 25.0 16.7 1.6	1 20.0 14.3 1.6	1 20.0 12.5 1.6	1 20.0 12.5 1.6	0 0.0 0.0	1 20.0 14.3 1.6	0 0.0 0.0	1 20.0 16.7 1.6	0 0.0 0.0	1 20.0 14.3 1.6	1 20.0 20.0 1.6	7 11.3
SCREEN EDUCATION	0 0.0 0.0	1 20.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 20.0 20.0 1.6	2 3.2
WORLD RELIGIONS	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	2 50.0 25.0 3.2	1 25.0 25.0 3.2	1 25.0 16.7 1.6	1 25.0 14.3 1.6	0 0.0 0.0	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	6 9.7
INFORMATICS	1 20.0 16.7 1.6	0 0.0 0.0	1 20.0 12.5 1.6	1 20.0 12.5 1.6	0 0.0 0.0	1 20.0 14.3 1.6	0 0.0 0.0	1 20.0 14.3 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	5 8.1
SVR MATHEMATICS	1 33.3 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 33.3 14.3 1.6	0 0.0 0.0	1 33.3 20.0 1.6	3 4.8
MAN & THE EARTH	0 0.0 0.0	0 0.0 0.0	1 25.0 12.5 1.6	1 25.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	1 25.0 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 25.0 20.0 1.6	4 6.5
INTER MUSIC 1972	0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 12.5 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 25.0 16.7 1.6	0 0.0 0.0	1 25.0 20.0 1.6	0 0.0 0.0	4 6.5
PEOPLE & POLITIC	0 0.0 0.0	1 33.3 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 33.3 25.0 1.6	1 33.3 14.3 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	3 4.8
P.1.J.1.	0 0.0 0.0	1 33.3 16.7 1.6	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	0 0.0 0.0	1 33.3 14.3 1.6	0 0.0 0.0	0 0.0 0.0	1 33.3 20.0 1.6	0 0.0 0.0	3 4.8
COLUMN TOTAL	6 9.7	6 9.7	8 12.9	8 12.9	8 12.9	6 9.7	7 11.3	6 9.7	7 11.3	5 8.1	5 8.1	62 100.0

REGIONAL DIRECTOR/SUPERINTENDENT

RESPONSE BY GUIDELINE

COUNT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	25.0 25.0 1.4	25.0 8.3 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	25.0 10.0 1.4	0.0 0.0 0.0	25.0 16.7 1.4	0.0 0.0 0.0	5.4
CHEMISTRY (P51)	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	1.4
FL CONSTRUCTN TE	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	50.0 11.1 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	50.0 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	2.7
ENGLISH INTERMED	25.0 25.0 1.4	25.0 8.3 1.4	0.0 0.0 0.0	25.0 11.1 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	25.0 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	5.4
FRANCAIS-NIV INT	0.0 0.0 0.0	33.3 8.3 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	33.3 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	33.3 20.0 1.4	4.1
GERMAN 105.15	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	33.3 16.7 1.4	33.3 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	33.3 20.0 1.4	4.1
MAN. SCI & TECHND	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	50.0 11.1 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	50.0 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	2.7
SCIENCE-INT DIV	0.0 0.0 0.0	50.0 8.3 1.4	50.0 14.3 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	2.7
SCREEN EDUCATION	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	100.0 10.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	1.4
TYPEWRITING PERS	11.1 25.0 1.4	11.1 8.3 1.4	11.1 14.3 1.4	11.1 11.1 1.4	11.1 20.0 1.4	11.1 16.7 1.4	11.1 10.0 1.4	11.1 10.0 1.4	11.1 16.7 1.4	0.0 0.0 0.0	12.2
WORLD RELIGIONS	0.0 0.0 0.0	20.0 8.3 1.4	20.0 14.3 1.4	0.0 0.0 0.0	0.0 0.0 0.0	20.0 16.7 1.4	0.0 0.0 0.0	20.0 10.0 1.4	0.0 0.0 0.0	20.0 20.0 1.4	6.8
5NS MATHEMATICS	11.1 25.0 1.4	11.1 8.3 1.4	11.1 14.3 1.4	11.1 11.1 1.4	11.1 20.0 1.4	11.1 16.7 1.4	11.1 10.0 1.4	11.1 10.0 1.4	11.1 16.7 1.4	0.0 0.0 0.0	12.2
MAN & THE EARTH	0.0 0.0 0.0	14.3 8.3 1.4	14.3 14.3 1.4	14.3 11.1 1.4	14.3 20.0 1.4	0.0 0.0 0.0	0.0 0.0 0.0	14.3 10.0 1.4	14.3 16.7 1.4	14.3 14.3 1.4	9.5
INTER MUSIC 1972	0.0 0.0 0.0	20.0 8.3 1.4	0.0 0.0 0.0	20.0 11.1 1.4	0.0 0.0 0.0	0.0 0.0 0.0	20.0 10.0 1.4	20.0 10.0 1.4	0.0 0.0 0.0	20.0 20.0 1.4	6.8
PEOPLE & POLITIC	0.0 0.0 0.0	50.0 8.3 1.4	0.0 0.0 0.0	50.0 11.1 1.4	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	0.0 0.0 0.0	2.7
P.I.J.I.	0.0 0.0 0.0	13.3 16.7 2.7	13.3 28.7 2.7	6.7 11.1 1.4	13.3 40.0 2.7	13.3 33.3 2.7	13.3 20.0 2.7	13.3 20.0 2.7	13.3 33.3 2.7	0.0 0.0 0.0	15
COLUMN TOTAL	5.4	16.2	9.5	12.2	6.8	8.1	13.5	13.5	8.1	6.8	74
											100.0

REGIONAL MINISTRY CONSULTANT

RESPONSE BY GUIDELINE

APPENDIX D

REGIONAL RESPONSE BY GUIDELINE

BY LANGUAGE OF INSTRUCTION

	COUNT			REGION									ROW TOTAL
	ROW	PCT	TOT	1	2	3	4	5	6	7	8	9	
AUTO MECHANICS R	21	37	22	60	48	61	65	62	46	34	456	4.6	
	4.6	8.1	4.8	13.2	10.4	13.4	14.3	13.6	10.1	7.5			
	3.8	5.4	3.3	4.1	4.3	5.1	4.4	4.7	5.9	3.5			
	0.2	0.4	0.2	0.1	0.5	0.6	0.7	0.6	0.5	0.3			
BIOLOGY RPSO	24	28	22	50	59	61	82	90	47	44	507	5.1	
	4.7	5.5	4.3	9.9	11.6	12.0	16.2	17.8	9.3	8.7			
	4.3	4.1	3.8	4.0	5.2	5.1	5.5	6.9	6.0	4.5			
	0.2	0.3	0.2	0.5	0.6	0.6	0.8	0.9	0.5	0.4			
CHEMISTRY RPSI	18	26	16	55	43	53	60	65	39	36	411	4.1	
	4.4	6.3	3.9	13.4	10.5	12.9	14.6	15.8	9.5	8.9			
	3.3	3.8	2.7	4.4	3.8	4.4	4.0	5.0	5.0	3.7			
	0.2	0.3	0.2	0.6	0.4	0.5	0.6	0.7	0.4	0.4			
CL CONSTRUCTN TL	16	19	24	42	26	37	50	33	29	36	312	3.1	
	5.1	6.1	7.7	17.1	8.3	11.7	16.0	10.6	9.3	11.5			
	2.9	2.8	4.1	3.3	2.3	3.1	3.4	2.5	3.7	3.7			
	0.2	0.2	0.2	0.4	0.3	0.4	0.5	0.3	0.3	0.4			
ENGLISH INTERMED	31	58	33	100	85	102	135	137	60	61	802	8.0	
	3.9	7.2	4.1	12.5	10.6	12.7	16.8	17.1	7.5	7.6			
	5.6	8.5	5.7	7.9	7.5	8.5	9.1	10.5	7.7	6.2			
	0.3	0.6	0.3	1.0	0.9	1.0	1.4	1.4	0.6	0.6			
FRANCAIS-VIV INT	0	2	3	3	0	0	0	1	0	1	10	0.1	
	0.0	0.1	0.5	0.2	0.0	0.0	0.0	0.1	0.0	0.1			
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
GERMAN LES-15	4	2	7	10	36	35	61	54	15	16	260	2.6	
	1.5	0.8	2.7	11.5	13.8	13.5	23.5	20.8	5.8	6.2			
	0.7	0.3	1.2	2.4	3.2	2.9	4.1	4.1	1.9	1.6			
	0.0	0.0	0.1	0.3	0.4	0.4	0.6	0.5	0.2	0.2			
MAN. SCI & TECHN	1	1	1	9	1	3	12	4	0	1	33	0.3	
	3.0	3.0	3.0	27.3	3.0	9.1	36.4	12.1	0.0	3.0			
	0.7	0.1	0.2	0.7	0.1	0.3	0.8	0.3	0.0	0.1			
	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0			
SCIENCE-INT DIV	17	20	17	55	50	38	62	42	25	21	358	3.6	
	4.7	5.6	4.7	15.4	14.0	10.6	17.6	11.7	7.0	8.7			
	3.1	2.9	2.9	4.4	4.4	3.2	4.2	3.2	3.2	3.2			
	0.2	0.2	0.2	0.6	0.5	0.4	0.6	0.4	0.3	0.3			
SCREEN EDUCATION	5	3	4	4	3	4	20	13	1	3	60	0.6	
	8.3	5.0	6.7	6.7	5.0	6.7	33.3	21.7	1.7	5.0			
	0.9	0.4	0.7	0.3	0.3	0.3	1.3	1.0	0.1	0.3			
	0.1	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.0			
TYPEWRITING PERS	16	35	41	67	55	66	64	79	33	56	515	5.2	
	3.1	6.9	8.0	13.0	11.3	12.8	12.4	15.3	6.4	10.9			
	2.9	5.1	7.0	5.3	5.1	5.9	4.3	6.0	4.2	5.7			
	0.2	0.4	0.4	0.7	0.6	0.7	0.6	0.8	0.3	0.6			
WORLD RELIGIONS	1	10	4	14	5	16	17	26	9	12	114	1.1	
	0.9	8.8	3.5	12.3	4.4	14.0	14.9	22.8	7.9	10.5			
	0.2	1.5	0.7	1.1	0.4	1.3	1.1	2.0	1.2	1.2			
	0.0	0.1	0.0	0.1	0.1	0.2	0.2	0.3	0.1	0.1			
INFORMATICS	8	16	5	33	23	24	39	30	15	17	210	2.1	
	3.8	7.6	2.4	15.7	11.0	11.4	18.6	14.3	7.1	8.1			
	1.4	2.3	0.9	2.6	2.0	2.0	2.6	2.3	1.9	1.7			
	0.1	0.2	0.1	0.3	0.2	0.2	0.4	0.3	0.2	0.2			
SNP MATHEMATICS	30	36	36	103	92	82	120	104	62	89	745	7.5	
	4.0	4.8	4.9	13.8	12.3	11.0	16.1	14.0	8.3	10.7			
	5.4	5.3	6.2	8.2	8.2	6.8	8.1	7.9	8.0	8.2			
	0.3	0.4	0.4	1.0	0.9	0.8	1.2	1.0	0.6	0.8			
MAN & THE EARTH	15	24	28	73	62	59	72	81	34	39	487	4.9	
	3.1	4.9	5.7	15.0	12.7	12.1	14.8	16.6	7.0	8.0			
	2.7	3.5	4.8	5.8	5.5	4.9	4.8	6.2	4.4	4.0			
	0.2	0.2	0.3	0.7	0.6	0.6	0.7	0.8	0.3	0.4			
INTER MUSIC 1972	8	24	25	37	29	34	76	65	21	33	372	3.7	
	2.2	6.5	6.7	9.9	7.8	9.1	20.4	22.8	5.6	8.9			
	1.4	3.5	4.3	2.9	2.6	2.8	5.1	6.5	2.7	3.4			
	0.1	0.2	0.3	0.4	0.3	0.3	0.8	0.9	0.2	0.3			
PEOPLE & POLITIC	22	35	12	47	39	54	54	48	36	35	382	3.8	
	5.8	9.2	3.1	12.3	10.2	14.1	14.1	12.6	9.4	9.2			
	4.0	5.1	2.1	3.7	3.5	4.5	3.6	3.7	4.6	3.6			
	0.2	0.4	0.1	0.5	0.4	0.5	0.5	0.5	0.4	0.4			
P.I.J.J.L.	316	306	284	476	469	471	500	356	307	444	3932	39.5	
	8.0	7.8	7.2	12.2	11.9	12.0	12.7	2.1	7.9	11.3			
	57.1	44.9	48.6	78.0	41.6	39.3	33.6	27.2	39.4	45.4			
	3.2	3.1	2.8	4.8	4.7	4.7	5.0	3.6	3.1	4.5			
COLUMN TOTAL	553	682	584	1201	1128	1200	1490	1310	779	979	9966	100.0	
	5.5	6.8	5.9	12.7	11.3	12.0	15.0	13.1	7.8	9.8			

REGIONAL ENGLISH TEACHER
RESPONSE BY GUIDELINE

	COUNT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 9	REGION 10	ROW TOTAL
	ROW PCT										
	COL PCT										
	TOT PCT										
AUTO MECHANICS	0	0	0	0	0	0	0	0	0	4	0.8
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	
BIOLOGY R50	0	0	0	0	0	0	0	0	0	9	1.8
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.8	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	
CHEMISTRY R51	0	1	0	0	0	0	0	0	0	0	1
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
EL CONSTRUCTN TE	0	33.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	65.7	3
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.6
	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	
	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	
ENGLISH INTERMED	0	0	0	0	1	0	0	0	0	0	1
	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.2
	0.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
FRANCAIS-NIV INT	0	14.3	16.1	7	0	5	2	0	25	4	56
	0.0	100.0	100.0	100.0	0.0	100.0	100.0	0.0	100.0	100.0	11.1
	0.0	10.1	7.4	33.3	0.0	8.9	3.6	0.0	44.6	10.4	
	0.0	1.6	1.8	1.4	0.0	20.0	20.0	0.0	10.4	4.9	
SCIENCE-INT DIV	0	0	0	0	0	0	0	0	0	4	0.8
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	
TYPEWRITING PERS	0	0	0	0	0	0	0	0	0	7	1.4
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	
WORLD RELIGIONS	0	0	0	0	0	0	0	0	0	5	1.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.1	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	
SNR MATHEMATICS	0	0	0	0	0	0	0	0	0	10	2.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.2	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	
HAN OF THE EARTH	0	0	0	0	0	1	0	0	0	1	0.2
	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	50.0	0.4
	0.0	0.0	0.0	0.0	0.0	4.0	0.0	0.0	0.0	0.4	
	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2	
INTER MUSIC 1972	0	0	0	0	0	0	0	0	0	6	1.2
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	
PEOPLE & POLITIC	0	0	0	0	0	0	0	0	0	8	1.6
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	
P.I.J.I.	4	69	113	14	3	19	8	1	150	390	77.1
	100.0	17.7	29.0	3.6	0.8	4.9	2.1	0.3	40.8	66.3	
	0.8	13.6	22.3	2.8	0.6	3.8	1.6	0.2	31.4	31.4	
COLUMN TOTAL	4	79	122	21	4	25	10	1	240	506	100.0
	0.8	15.6	24.1	4.2	0.8	4.9	2.0	0.2	47.4	100.0	

REGIONAL FRENCH TEACHER
RESPONSE BY GUIDELINE

APPENDIX E

SUMMARY OF REGIONAL RESPONSE

BY GUIDELINE

COUNT ROW PCT COL PCT TUI PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
	VAR244										
AUTO MECHANICS R	21 4.6 3.9 0.2	37 8.0 4.9 0.4	22 4.8 3.1 0.2	60 13.0 4.7 0.6	48 10.4 4.2 0.5	61 13.3 5.0 0.5	65 14.1 4.3 0.6	62 13.5 4.7 0.6	46 10.0 5.9 0.4	38 8.3 3.1 0.4	460 4.4
BIOLOGY R050	24 4.7 4.3 0.2	28 6.4 3.7 0.3	22 4.3 3.1 0.2	50 9.7 3.5 0.5	59 11.4 5.2 0.6	61 11.8 5.0 0.6	82 15.9 5.5 0.8	60 17.4 6.9 0.9	47 9.1 6.0 0.4	53 10.3 4.3 0.5	516 4.9
CHEMISTRY R051	19 4.4 3.2 0.2	27 6.6 3.5 0.3	16 3.9 2.3 0.2	55 13.3 4.3 0.5	43 10.4 3.8 0.4	53 12.7 4.3 0.5	60 14.6 4.0 0.6	65 15.8 5.0 0.6	39 9.5 5.0 0.4	36 8.7 3.0 0.3	412 3.9
EL CONSTRUCTN TE	16 5.1 2.9 0.2	20 6.3 2.6 0.2	25 7.9 3.5 0.2	42 13.3 3.3 0.4	26 8.2 2.3 0.2	37 11.7 3.0 0.4	50 15.8 3.3 0.5	33 10.4 2.5 0.3	29 9.2 3.7 0.3	38 12.0 3.1 0.4	316 3.0
ENGLISH INTERMED	31 5.6 0.3	58 7.2 0.6	33 4.1 0.3	100 12.5 7.8 1.0	84 10.7 7.6 0.8	102 12.7 8.3 1.0	135 16.8 9.0 1.3	137 17.1 10.4 1.3	60 7.5 7.7 0.6	61 7.6 5.0 0.5	803 7.7
FRANCAIS-NIV INT	0 0.0 0.0	10 1.3 0.1	12 1.7 0.1	10 1.2 0.1	0 0.0 0.0	5 0.4 0.0	2 0.1 0.0	1 0.1 0.0	0 0.0 0.0	26 39.4 2.1 0.2	66 0.6
GERMAN 165.15	4 0.7 0.0	2 0.3 0.0	7 1.0 0.1	30 11.5 2.3 0.3	36 13.8 3.2 0.3	35 13.5 2.9 0.3	61 23.5 4.1 0.6	54 20.8 4.1 0.5	15 1.9 0.1	16 6.2 1.3 0.2	260 2.5
MAN. SCI & TECHN	3 0.2 0.3	1 0.1 0.0	1 0.1 0.0	9 27.3 0.7 0.1	3 0.1 0.0	3 9.1 0.2 0.0	12 36.4 0.8 0.1	4 12.1 0.3 0.0	0 0.0 0.0	1 3.0 0.1 0.0	33 0.3
SCIENCE-INT. DIV	17 4.7 3.1 0.2	20 5.5 2.6 0.2	17 4.7 2.4 0.2	55 15.2 4.3 0.5	50 13.8 4.4 0.5	39 10.5 3.1 0.4	63 17.4 4.2 0.6	42 11.6 3.2 0.4	25 6.9 3.2 0.2	35 9.7 2.9 0.3	362 3.5
SCREEN EDUCATION	5 0.9 0.0	3 0.4 0.0	4 0.6 0.0	4 0.2 0.0	3 0.3 0.0	4 0.3 0.0	20 33.3 1.3 0.2	13 21.7 1.0 0.1	1 0.1 0.0	3 5.0 0.2 0.0	60 0.6
TYPEWRITING PERS	17 2.9 0.2	35 4.6 0.3	41 5.8 0.4	67 12.8 5.2 0.6	58 11.1 5.1 0.6	66 12.6 5.4 0.6	64 12.3 4.3 0.6	79 15.1 6.0 0.8	33 6.3 4.2 0.3	63 12.1 5.2 0.6	522 5.0
WORLD RELIGIONS	1 0.8 0.0	10 8.4 1.3 0.1	4 3.4 0.6 0.0	14 11.8 1.1 0.1	5 4.2 0.4 0.0	16 13.4 1.3 0.2	17 14.3 1.1 0.2	26 21.8 2.0 0.2	9 7.6 1.2 0.1	17 14.3 1.4 0.2	119 1.1
INFORMATICS	8 1.4 0.1	16 7.6 2.1 0.2	5 2.4 0.7 0.0	33 15.7 2.6 0.3	23 11.0 2.0 0.2	24 11.4 2.0 0.2	39 18.6 2.6 0.4	30 14.3 2.3 0.3	15 7.1 1.9 0.1	17 8.1 1.4 0.2	210 2.0
SNR MATHEMATICS	36 4.0 5.4 0.3	36 4.8 4.7 0.3	36 4.8 5.1 0.3	103 13.6 8.0 1.0	92 12.2 8.1 0.9	82 10.9 6.7 0.8	120 15.9 8.0 1.1	104 13.8 7.9 1.0	62 8.2 7.9 0.6	90 11.9 7.4 0.9	755 7.2
MAN & THE EARTH	15 3.1 2.7 0.1	24 4.9 3.2 0.2	28 5.7 4.0 0.1	73 14.9 5.7 0.7	62 12.7 5.5 0.6	60 12.3 4.7 0.6	72 14.7 4.8 0.7	81 16.6 6.2 0.8	34 7.0 4.4 0.3	40 8.2 3.3 0.4	499 4.7
INTER MUSIC 1972	8 2.1 1.4 0.1	24 6.3 3.2 0.2	15 6.6 3.5 0.2	37 5.7 2.9 0.4	29 7.6 2.6 0.3	34 8.9 2.4 0.3	76 20.0 5.1 0.7	87 22.9 6.6 0.8	21 5.5 2.7 0.2	39 10.3 3.2 0.4	380 3.6
PEOPLE & POLITIC	22 5.0 3.9 0.2	35 9.0 4.6 0.3	12 3.1 1.7 0.1	47 12.0 3.7 0.4	39 10.0 3.4 0.4	54 13.8 4.4 0.5	54 13.8 3.6 0.5	48 12.3 3.7 0.5	36 9.2 4.6 0.3	44 11.3 3.6 0.4	391 3.7
P.I.J.I.	320 7.4 57.5 3.1	375 6.7 49.3 3.6	397 9.2 56.2 3.8	493 11.4 38.5 4.7	472 10.9 41.7 4.5	490 11.3 40.0 4.7	509 11.8 33.9 4.9	356 8.2 27.1 3.4	308 7.1 39.5 2.7	603 13.9 49.4 5.8	4323 41.3
COLUMN TOTAL	557 5.3	761 7.3	707 6.7	1262 12.2	1132 10.8	1225 11.7	1501 14.3	1312 12.5	780 7.4	1220 11.6	10477 100.0

REGIONAL SUMMARY OF RESPONSE

BY GUIDELINE