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ABSTRACT

This report presents the evaluation of a series of one-week advanced leadership institutes for experienced IGE/MUS-E (Individually Guided Education in the Multiunit School-Elementary) personnel. These institutes, conducted by seven teacher education institutions, were carried out in the context of the four-phase model of implementation utilized by the Wisconsin Research and Development Center for Cognitive Learning in cooperation with state education agencies, teacher education institutions, and local school districts. The four phases are awareness, first-year installation, maintenance-refinement, and institutionalization. The one-week institutes comprised one set of activities carried out in the maintenance-refinement phase during the 1971-72 and 1972-73 school years. The evaluation shows that such institutes can feasibly be conducted by teacher education institutions and that they are a viable means for providing experiences to help school staffs refine IGE practices. (Author)

ED 095101

Technical Report No. 271

# ONE-WEEK ADVANCED LEADERSHIP INSTITUTES FOR EXPERIENCED UNIT LEADERS, BUILDING PRINCIPALS, AND READING STAFF TEACHERS IN MULTIUNIT SCHOOLS-ELEMENTARY

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Final Report

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Report from the Project on
Multiunit Schools-Elementary

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## Statement of Focus

Individually Guided Education (IGE) is a new comprehensive system of elementary education. The following components of the IGE system are in varying stages of development and implementation: a new organization for instruction and related administrative arrangements; a model of instructional programing for the individual student; and curriculum components in prereading, reading, mathematics, motivation, and environmental education. The development of other curriculum components, of a system for managing instruction by computer, and of instructional strategies is needed to complete the system. Continuing programmatic research is required to provide a sound knowledge base for the components under development and for improved second generation components. Finally, systematic implementation is essential so that the products will function properly in the IGE schools.

The Center plans and carries out the research, development, and implementation components of its IGE program in this sequence: (1) identify the needs and delimit the component problem area; (2) assess the possible constraints—financial resources and availability of staff; (3) formulate general plans and specific procedures for solving the problems; (4) secure and allocate human and material resources to carry out the plans; (5) provide for effective communication among personnel and efficient management of activities and resources; and (6) evaluate the effectiveness of each activity and its contribution to the total program and correct any difficulties through feedback mechanisms and appropriate management techniques.

A self-renewing system of elementary education is projected in each participating elementary school, i.e., one which is less dependent on external sources for direction and is more responsive to the needs of the children attending each particular school. In the IGE schools, Center-developed and other curriculum products compatible with the Center's instructional programing model will lead to higher student achievement and self-direction in learning and in conduct and also to higher morale and job satisfaction among educational personnel. Each developmental product makes its unique contribution to IGE as it is implemented in the schools. The various research components add to the knowledge of Center practitioners, developers, and theorists.

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# I
# Introduction

## The National Implementation Model

In the spring of 1971, funds from the United States Office of Education (USOE) provided the necessary resources for the Wisconsin Research and Development Center for Cognitive Learning to begin the national implementation of Individually Guided Education in the Multiunit School-Elementary (IGE/MUS-E). The implementation effort was guided by a model comprised of four phases of activities to be carried out in cooperation with state education agencies, teacher education institutions, and local education agencies.

In the first phase, awareness, the Center conducted a series of one-day workshops for the purpose of developing awareness and a knowledge base about IGE/MUS-E. In the second phase, first-year installation, schools implementing IGE/MUS-E were provided principal-unit leader workshops of three days' duration and, in turn, were to conduct workshops of at least three days for their staff teachers prior to the opening of school. The state education agencies conducted four one-half day inservice sessions during the school year. The third phase, refinement, was to be initiated with the cooperation of selected teacher education institutions. During the refinement phase, teacher education institutions were to focus their attention on the planning, development, and operation of one-week institutes for experienced multiunit personnel (principals, unit leaders, and staff reading teachers). In addition, teacher education institutions were to initiate the fourth, or institutionalization, phase. This phase focused on academic-year graduate level programs designed to train multiunit principals, unit leaders, and staff reading teachers.

Funds for carrying out the activities associated with these phases were provided by USOE for the 1971-72 and 1972-73 school years. This technical report covers the activities associated with the refinement phase and carried out during that time period.

## The National Implementation Model in Operation

The quality and effectiveness of operational personnel—both teaching and administrative—are crucial to the success of the multiunit school. It is essential that personnel at all levels of the school, such as staff teachers, unit leaders, and building principals, acquire the unique philosophical, psychological, and operational insights and competencies required for successful implementation of MUS-E in the school. The staff development programs supported by the Center during all phases of the model have as their primary objective the acquisition of these insights and competencies by practicing multiunit school personnel.

In line with the model described above, the Center, in the spring of 1971, subcontracted with nine state education agencies to implement IGE/MUS-E in their schools. The nine states cooperating with the Center for the time period 1971-1973 were Colorado, Connecticut, Illinois, Indiana, Minnesota, New Jersey, Ohio, South Carolina, and Wisconsin. Because of substantial interest shown in other locations, the Center also cooperated with teacher education institutions or local school districts in California, Nebraska, New York, and Virginia. In California, a subcontract was negotiated with the University of California at San Jose; in the other locations, however, the Center provided some personnel support and invited personnel to attend Center-conducted institutes.

Staff development programs conducted during the awareness and first-year installation phases have primarily been directed

toward providing the knowledge base deemed necessary to attain commitment on the state and/or local school system level and toward providing the appropriate training for principals and unit leaders who are to implement IGE/MUS-E at the building level. By the conclusion of the workshops, the participants consistently demonstrated proficiency in the stated objectives, including knowledge of the organizational structure, identification of roles and responsibilities, understanding of the instructional programing model, a familiarity with available curricula, and competency in conducting local inservice programs. Agendas for these workshops have been developed and tested and necessary printed and non-printed materials have been developed by Center personnel and are available from the Center.

Local school district personnel who attended the three-day workshops described above were responsible for a three- to five-day workshop prior to the opening of school; staff from the state education agencies were required to conduct four half-day inservice sessions during the school year for the entire staff of the building. In addition, the R & D Center staff conducted workshops to prepare personnel from state education agencies, teacher education institutions, and other agencies to carry out the awareness and first-year implementation activities as well as those included in the refinement phase.

## The Refinement Phase

Evaluation of the above awareness and first-year implementation activities has indicated that multiunit schools can begin operating and survive reasonably well with these activities. However, the implementation model includes a refinement phase which provides support for the personnel of multiunit schools who have not acquired full mastery of the necessary concepts and need guidance through the crucial second and third years of implementation.

Lack of funding precluded the Center from obtaining the cooperation of teacher education institutions in all of the nine states in carrying out the refinement and institutionalization phases of the national implementation model. Consequently, selected teacher education institutions with personnel who had some knowledge of IGE/MUS-E were chosen to provide refinement and institutionalization activities. These were the University of Wisconsin at Madison, La Crosse, Eau Claire and Milwaukee; the University of Toledo in Toledo, Ohio; and Marquette University in Milwaukee, Wisconsin. During the second year, the University of Hartford in Hartford, Connecticut, played an important role in the refinement phase by hosting a one-week institute for experienced unit leaders. Academic-year programs were planned and conducted at three of the institutions noted above: the University of Wisconsin at Madison and Eau Claire and Marquette University at Milwaukee. In effect, these institutions served as the teacher education institutions for the nine states. Local district personnel from all states were invited to the advanced training institutes for principals, unit leaders, and staff teachers in the refinement phase and to the academic-year programs in the institutionalization phase.

## The Role of the Teacher Education Institution

The seven teacher education institutions identified above, cooperating with the R & D Center, assumed the responsibility to carry out the crucial refinement phase of the implementation model. These institutions held one-week institutes for experienced multiunit personnel (principals, unit leaders and staff reading teachers).

Nineteen institutes for advanced unit leaders and principals were conducted at these institutions. The focus of these institutes was to meet the identified needs of the practicing staff members in the multiunit schools. For example, the one-week institutes for unit leaders have included sessions on writing behavioral objectives, utilizing group dynamic techniques, assessing and utilizing the strengths and talents of a differentiated staff, planning and executing instructional programing in subject areas, developing aesthetic and motivational techniques, and planning staff development activities relevant to the needs of the unit. Similarly, the objectives of the institutes for principals were concerned with improving competencies and functions of that specified target group.

Approximately 1,025 unit leaders and principals participated in these one-week institutes. Table 1 indicates the sponsoring institution, institute dates, and the number of participants for the one-week institutes for experienced MUS-E unit leaders. Table 2 indicates the sponsoring institution, institute dates, and the number of participants for the one-week institutes for experienced multiunit principals.

In addition to the institutes for unit leaders and principals, a one-week institute for 85 experienced staff reading teachers and administrators was held at the University of Wisconsin at Madison, August 2-6, 1971. The institute was directly related to the

TABLE 1

One-Week Institutes for Experienced Unit Leaders

| Institution | Date | No. of Participants |
|---|---|---|
| U.W.—Madison | August 2-6, 1971 | 52 |
| | January 11-15, 1972 | 73 |
| | July 17-21, 1972 | 49 |
| U.W.—Eau Claire | August 9-13, 1971 | 46 |
| | October 27-31, 1971 | 60 |
| | August 7-11, 1972 | 100 |
| U.W.—La Crosse | November 2-6, 1971 | 50 |
| | Oct. 30 - Nov. 3, 1972 | 50 |
| Marquette Univ. | November 1-5, 1971 | 50 |
| | October 16-20, 1972 | 54 |
| Univ. of Hartford | June 26-30, 1972 | 42 |
| Univ. of Toledo | November 8-12, 1971 | 50 |
| | November 13-17, 1972 | 50 |
| | TOTAL | 726 |

TABLE 2

One-Week Institutes for Experienced Principals

| Institution | Date | No. of Participants |
|---|---|---|
| U.W.—Madison | August 2-6, 1971 | 36 |
| | January 11-15, 1972 | 56 |
| | July 17-21, 1972 | 47 |
| | October 9-13, 1972 | 54 |
| U.W.—Milwaukee | November 15-19, 1971 | 50 |
| | October 23-27, 1972 | 56 |
| | TOTAL | 299 |

TABLE 3

One-Day Reading Workshops

| Location | Date | No. of Participants |
|---|---|---|
| Lincoln, Nebraska | June 22, 1972 | 58 |
| Denver, Colorado | June 26, 1972 | 41 |
| Duluth, Minnesota | July 14, 1972 | 53 |
| Madison, Wisconsin | July 17, 1972 | 48 |
| Chicago, Illinois | July 19, 1972 | 47 |
| Minneapolis, Minnesota | July 24, 1972 | 61 |
| Washington, D.C. | August 4, 1972 | 16 |
| Hartford, Connecticut | August 8, 1972 | 19 |
| Madison, Wisconsin | August 17, 1972 | 100 |
| | TOTAL | 443 |

Wisconsin Design for Reading Skill Development (WDRSD): Word Attack and was, therefore, more specific in its focus than previously described institutes. In lieu of additional one-week institutes for experienced multiunit reading staff, the Center, with permission of appropriate officials from the United States Office of Education, during the second year of funding, planned and conducted one-day Study Skills workshops at nine locations throughout the country. Table 3 indicates the location, date and number of participants attending the one-day reading workshops.

The reading institute and the series of workshops serve as prototypes for future curriculum institutes anticipated to prepare teachers and administrators to implement Center curricula. Although the target population of these institutes involves teachers and administrators, the plans for subsequent curriculum institutes call for the Center to conduct institutes for central office coordinators who in turn will conduct workshops for the target population.

## II
## Advanced Leadership Institutes
## Guidelines and Prospecti

Preparation for the multiunit elementary school as an instructional organization is a task requiring considerable effort and attention to detail for all professional educators concerned. The multiunit school is an instructional as well as an administrative organization. Institutes for principals, unit leaders, and staff teachers are needed and require planning and structure. Institutes do not occur in an organizational vacuum, and those conducted on an *ad hoc* basis tend to be dominated by confusion. Guidelines for designing as well as sample prospecti for instruction were developed by participating institutions for the fall 1971 implementation.

### Guidelines

1. The rationale and broad purpose for the institute: This statement need not be elaborate and for some situations rationale may be implicit. However, a single or small number of broad purposes tends to introduce prospective participants to the institute ideas without overwhelming them with detail.

2. Identification of the audience addressed: Most institutes are limited in duration, and it is a mistake to try to be all things to all people. Focus specifically on a group, e.g., principals, unit leaders, advanced unit leaders, etc.

   a. Specify eligibility for application.
   b. Specify criteria for selection.

3. A brief statement of pre-institute participant commitments: If the participant is to read materials, identify a subject area for IGE, or the like, these activities should be identified. (Optional, use if applicable.)

4. Statement of behavioral objectives: Behavioral objectives for institute instruction should be identified in terms of the *participant behaviors*. These objectives should be quite specific and they may be quite numerous. Writing behavioral objectives is well worth the effort in terms of structuring the instruction, identifying necessary materials, and guiding the evaluation.

5. Schedule of activities: A detailed time schedule of the events is important for several reasons: (a) it indicates for the participant the actual time commitment each day, (b) it indicates the relative time allotments per topic covered, (c) it ensures that all important topics will be allotted time segments, and (d) it provides structure for the instruction.

6. A brief statement of post-institute participant commitments: If the participant is expected to produce certain products or engage in certain activities after the completion of the institute, these should be identified and described. (Optional, use if applicable.)

7. Place, dates, and sponsoring agency for the institute, including the director's name and address, should be readily available.

Several questions might be raised about the most effective method for conducting an institute. Methods and procedure during the institute are certainly *not* independent of purpose and participant audience. For example, we might ask whether the instruction should consist primarily of formal presentations, optional activities, or discussions, to mention just three possibilities. If the institute is primarily oriented toward an overview for

potential unit leaders, formal presentations with appropriate support materials would likely take much of the time. In such a case it would be important to organize and transmit a considerable amount of information efficiently. When dealing with experienced unit leaders, it is appropriate to use small groups and to devote large blocks of time to instructional programing and to developing an IGE program. For individual options and independent study, the participants must possess considerable maturity in multiunit school operation. Otherwise the participants will not have the background necessary to pursue independent study.

The emphasis of the institute should be kept on instruction in the school rather than on administration of the school. The vast majority of the planning, materials, and inservice activities center on what happens in the classroom, what the students do, and what the teachers, principals, and aides do in the actual instructional context. Specifically, IGE should be emphasized and, when dealing with advanced participants, IGE can be discussed as it relates to specific subjects and skills areas.

The question of who should conduct the institute—outside consultants or inhouse staff—may be raised. Again, this depends to some extent on the situation. For a general overview institute, it may be more efficient to use consultants. For specialty areas, such as evaluation, consultants certainly are appropriate. If there is some type of continued activity between institute staff and participants after the institute is completed, local staff will be more appropriate. Certainly institutes can use a mixture of consultant and local staff. The important characteristic is that the content of the institute be coordinated and complementary rather than fragmented and unrelated. As implementation of IGE/MUS-E progresses in the school, local staffs will undoubtedly become more expert in conducting institutes and use of outside consultants will diminish accordingly.

Evaluation of participant performance is an essential part of any institute. Pre- and post-institute assessment can take the form of paper-and-pencil pre- and posttests. Such tests, of course, should directly reflect the behavioral objectives. Example tests, consisting primarily of multiple-choice items, have been developed. Sample tests are included in the Appendix. Periodic process evaluation can also be conducted informally by the institute staff using a checklist of process characteristics being met. In the event such characteristics are not being met, appropriate adjustments in the institute instruction should be made.

The participants should also be given the opportunity to evaluate their institute experience. This evaluation is usually conducted at the close of the institute through a rating form, open-ended questions, or a combination of both.

Example prospecti for institutes for unit leaders, building principals, and reading staff teachers follow. These were designed for personnel actively functioning in multiunit schools or using the WDRSD (Work Attack). These examples were compiled from the content and ideas of several similar institutes conducted at various universities. The participating universities and institute directors were as follows:

University of Wisconsin—Eau Claire
Dr. Juanita Sorenson and Mr. Lloyd Joyal, Codirectors

University of Wisconsin—La Crosse
Dr. Claude Deck

University of Wisconsin—Milwaukee
Dr. Delbert Clear (Institutes designed specifically for principals of multiunit schools)

Marquette University—Milwaukee
Dr. Glenn Tagatz

University of Toledo—Toledo, Ohio
Dr. William Wiersma

University of Wisconsin—Madison
Dr. Herbert J. Klausmeier (Institutes designed for unit leaders)
Dr. Wayne Otto (Institutes designed for reading staff teachers)
Dr. Marvin Fruth (Institutes designed for building principals)

## Example Prospectus for Advanced Leadership Training Institute for Unit Leaders

I. Purpose

The purpose of this institute is to provide a one-week, intensive program in leadership activities for unit leaders in multiunit schools. The participant will deal specifically with the instructional leadership necessary in implementing an IGE program.

II. Eligibility for Application

Any unit leader actively serving in this capacity during the 1971-72 academic year in a recognized multiunit elementary school is eligible to apply. A recognized multiunit school is one identified as such in the latest directory of multiunit schools published by the State Department of Education, October 1971. There is no restriction on the number of unit leaders from a single school who can apply. Application blanks must be completed by the individual unit leaders, and each application must be accompanied by a recommendation from the building principal. All applicants from a single building will be priority ranked by the principal.

III. Selection Criteria

Fifty participants will be selected from the eligible participants according to the following criteria:

1. the strength of the principal's recommendation
2. the priority rating of the principal
3. all other factors being equal, geographical distribution will take precedence.

Upon selection, and prior to the institute, the unit leader agrees to do the necessary background study and to obtain a decision from the unit on one area for instructional improvement through IGE. Relevant materials for development will be brought to the institute.

Upon completion of the institute the unit leader agrees to: (1) submit to a designated central clearinghouse the instructional program developed at the institute and subsequently implemented in the unit, and (2) conduct no less than five hours of inservice training for the teachers in his own school.

IV. Objectives for the Institute

The objectives listed below specify the behaviors to be pursued by the unit leader during the institute. The objectives are listed by major topic of instruction.

A. The Multiunit School and Its Organization

(Large group)

1. Defines the roles of principal, unit leader, unit teacher, intern (or student teacher), instructional secretary, consultant, and teacher aide in a multiunit school.

2. Defines the membership and functions of the Instructional Improvement Committee (IIC) and the Systemwide Policy Committee (SPC).

3. Identifies major and supporting team member roles in relation to a list of functions normally found in an elementary multiunit school.

4. Diagrams an operational model for multiunit organization for his school, including both the IIC and SPC (at least conceptually for his system), and includes specific names of staff members functioning in each component of the model.

B. IGE and Writing Behavioral Objectives

(Large group)

1. Identifies the following as the basic objectives of the IGE program:

   a. to improve pupil achievement by providing for individual differences among students in rate of learning, learning styles, and personal characteristics.
   b. to improve pupil achievement by matching instruction and materials to the assessed strengths, weaknesses, and interests of the individual pupils.
   c. to increase pupil confidence in self-directed learning.
   d. to increase pupil motivation for learning.
   e. to improve pupil achievement, motivation, and self-direction by better utilization of teacher abilities and talents.

2. Identifies and describes the seven components of an IGE program as:

   a. the administrative-organizational arrangements—units, IIC, SPC, and state IGE networks.
   b. the Instructional Programing Model (IPM) to provide for pupil differences in rate of learning, style of learning, and level of motivation.
   c. curriculum materials, related statements of instructional ob-

jectives, and criterion-referenced tests and observation schedules suited to the characteristics of students of a particular school.

d. a program of home-school communications to influence pupil motivation and learning.
e. a model of developing pre- and post-evaluation procedures for students and evaluation procedures for the IGE program.
f. development of a facilitative environment in schools, state agencies, and teacher education institutions.
g. research and development programs to generate knowledge and to produce tested materials and procedures.

3. Describes the major differences between the components of an IGE instructional program and those of the self-contained classroom.

4. Differentiates behavioral objectives from other types of goal statements.

5. Given a list of behavioral objectives and abstract goals, identifies those objectives written behaviorally.

6. Given a list of behavioral objectives, identifies those that are written above the knowledge level.

7. Identifies the instructional area to be developed according to the IPM during the institute in the small group activity.

8. Identifies the other members of the small group with whom instructional area development will be conducted.

(Small group)

9. Writes behavioral objectives (a minimum of 10) for the IGE instructional area selected.

10. Applies the IPM to the selected instructional area (from the writing of behavioral objectives through the development of sample assessment methods and materials).

C. Evaluation, Research, and Development in the Multiunit School

(Large group)

1. Identifies the purpose and functions of research and development in the multiunit school and how it relates to the total IGE system.

2. Identifies the necessity for systematic, quantitative assessment and the effective use of information in refining IGE.

3. Defines basic quantitative methods essential to research and development and assessment activities.

4. Defines instructional evaluation as an ongoing process supportive of decision making.

5. Outlines an evaluation program based on the performance objectives for use in the multiunit school.

(Small group)

6. Prepares a test or observation schedule related to one or more specific objectives prepared earlier for the selected instructional area.

7. Describes the construction, administration, and use of results for a sample test related to the selected instructional area.

8. Applies the instructional evaluation outlined earlier to the specific instructional area in which the IPM will be used. This application includes the selection or development of instruments, description of procedures, and timing for evaluating the achievement of all the children in the unit. It includes the identification of the necessary data through the appropriate use and feedback of that data.

9. Identifies the research and development necessary to refine and improve the IGE instructional program and develops the necessary procedures (initially) required to conduct the necessary research and development.

10. Applies the evaluation program based on the performance objectives.

D. Inservice Programs for the Multiunit School

(Large and small group)

1. Identifies and critiques the printed

and audio-visual materials used in the workshop that may be appropriate for subsequent inservice in the building.

2. Identifies (by name and position) the specific individuals to be involved in the inservice activities.

3. Outlines the inservice program in terms of major topics and time schedules.

4. Presents a detailed plan of the objectives, activities, and materials for the initial inservice session (an inservice session of not less than one hour or more than three hours).

V. Schedule of Activities

All participants are expected to be in attendance for all institute activities. Instructional arrangements will vary, but basically two modes will be used during the institute: (1) large group, consisting of all 50 participants, and (2) small group, consisting of not more than 6 participants per group. Work in small groups will center primarily on the specific content or skill areas for IGE.

Monday

| | |
|---|---|
| 9:00-10:30 | Introduction to the institute<br>Preassessment |
| 10:30-12:00 | The multiunit school and its organization |
| 1:00- 2:00 | The preparation of behavioral objectives |
| 2:00- 5:00 | IGE |

Tuesday

| | |
|---|---|
| 9:00- 9:30 | Question and discussion session; designation of small groups for work in IGE by area |
| 9:30-12:00 | IGE, small group |
| 1:00- 4:30 | IGE, small group |
| 4:30- 5:00 | Large group, feedback session |

Wednesday

| | |
|---|---|
| 9:00-10:30 | Presentation of supplementary curriculum products available from the State Department of Education |
| 10:30-12:00 | IGE, small group |
| 1:00- 2:15 | Evaluation, research and development in multiunit school |
| 2:15- 4:30 | IGE, small group |
| 4:30- 5:00 | Large group, feedback session |

Thursday

| | |
|---|---|
| 9:00-10:00 | Inservice programs for the multiunit school at the school level |
| 10:00-12:00 | IGE, small group |
| 1:00- 4:30 | IGE, small group |
| 4:30- 5:00 | Large group, question and discussion of inservice programs |

Friday

| | |
|---|---|
| 9:00-10:00 | Simulated IC operation (conducted by staff and selected participants) |
| 10:00-12:00 | IGE, small group |
| 1:00- 3:00 | Discussion of post-institute activity<br>Postassessment<br>Evaluation of institute (written)<br>Critique of institute (oral) |

## Comments on the Prospectus

Since this is an example, no individuals' names are used. However, there is the option of listing the institute staff names in each section of the time schedule. Of course, the director's name, address, and telephone number should be clearly indicated. The schedule may also be charted in terms of time blocks and the rooms designated. This chart can be helpful if there are several rooms being used either in sequence or concurrently.

This example institute deals with experienced unit leaders so there is considerable small group activity, providing an opportunity for work on individual instructional programs. At all times institute staff members must be in attendance. If space permits, it is well to designate a materials area where new and available materials are displayed for the unit leaders' inspection. Since some of the materials consist of audio-visual products, it is also well to have a room designated for showing these products. Whenever small group work is scheduled, a technician should be present in the room so participants can do the viewing on an individual or small group basis. Another alternative is to have designated times, usually outside the basic institute schedule such as 8:30-9:00 a.m., for optional viewing of materials. This is especially helpful if the participants are quite heterogeneous in experience and some have previously seen the materials.

As the multiunit school program expands nationally, institutes for unit leaders with varying degrees of experience will be necessary. An institute designed for inexperienced

or prospective unit leaders would differ somewhat from the example. There would likely be more time spent on providing basic information to the group. Simulations of unit operation and meetings would undoubtedly be presented, perhaps extensively. However, regardless of the experience of the participants, considerable small group and individual activity is desirable. This gives the participants opportunity to work on programs and problems closely related to their own situations.

Guidelines for the unit leader institutes are also appropriate for use in institutes for multiunit principals. A sample prospectus for the institutes for experienced principals of IGE/MUS-E schools follows.

## Example Prospectus for Advanced Leadership Training Institute for Principals

I. Purpose and Long-Range Goals of the Institute

A. To help principals solve problems they are encountering with the multiunit organization.

B. To ensure that every participating school principal understands and properly administers all elements of the IGE/MUS-E plan.

C. To give principals sufficient skills and information for them to formulate their own solutions to special problems associated with administration of an IGE multiunit school.

II. Participants

Up to 50 elementary school principals who have had at least two months' experience with multiunit organization in their schools.

III. Selection Criteria (listed in order of priority)

A. Principals who have or intend to have their entire schools organized according to the MUS-E design.

B. Principals who have at least one IGE unit in operation in their schools.

C. Principals who have at least one IGE unit in operation but have no plans for expansion.

D. Principals whose adoption of the multiunit organization is imminent.

IV. Stipulation

By accepting appointment to the institute, all participants agree to:

A. Attend all sessions.

B. Continue the IGE/MUS-E organizational plans for at least one year.

C. Design and implement a staff inservice training program explicating IGE and the multiunit organization.

D. Take steps to implement any portions of the IGE/MUS-E not currently in operation.

V. Specific Goals and Behavioral Objectives for Each Participant

A. Goal: Mastery of the major concepts of IGE/MUS-E contained in *Individually Guided Education and the Multiunit Elementary School: Guidelines for Implementation*, Wisconsin R & D Center, 1972, and other resource materials.

Behavioral Objectives:

1. Scores 80% or better on test of recall of information.
2. Scores 80% or better on tests of understanding of concepts.
3. Writes ways in which individual school practices fulfill major requirements of the program.
4. Writes personal case histories of major omissions of and departures from the IGE/MUS-E model.

B. Goal: Competence in designing a staff development program to promote IGE/MUS-E.

Behavioral Objectives:

1. Completes, by the end of the institute, a systematic detailed plan of staff development.
2. Lists the curricular area(s) with which current IGE units are working.
3. Identifies and describes areas in the school where existent practice does not parallel the model.

4. Develops systematic plans to implement missing components of the model.
5. Lists sources of consultant and curricular assistance.

C. Goal: Skill in recognizing and writing educational goals and objectives.

Behavioral Objectives:

1. Writes sets of objectives for school-wide program.
2. Writes sets of objectives for unit programs.
3. Specifies subject areas in which IGE is being developed.

D. Goal: Competence in group leadership.

Behavioral Objectives:

1. Participates in small groups as assigned and works on completing specific behavioral objectives.
2. Serves as group leader in small group work sessions.
3. Participates in critical analysis of group leadership styles.
4. Prepares agenda for forthcoming IIC meeting.
5. Writes objectives for the IIC to meet during current term.

E. Goal: Competence in program monitoring.

Behavioral Objectives:

1. Writes plans for monitoring IGE units to ensure that each is utilizing the IGE model completely.
2. Writes criteria and methods for evaluation of unit leaders.
3. Writes criteria and methods for evaluation of unit teachers.
4. Writes criteria and methods for evaluation of other instructional personnel.
5. Writes specifications desired in unit leaders.

F. Goal: Competence in communications.

Behavioral Objectives:

1. Writes plans for communication of IGE/MUS-E to parents.
2. Writes plans for communication of IGE/MUS-E to students.
3. Writes plans for communication of IGE/MUS-E to central office.
4. Writes plans for dealing with large numbers of visitors to the school.

G. Goal: Competence in locating resources for the IGE/MUS-E program.

Behavioral Objectives:

1. Writes lists of sources for materials that IGE teams will be requesting.
2. Develops a plan to inventory building for personnel and material resources.
3. Compiles lists of available specialists and consultants classified by problem area and area of expertise.
4. Develops and writes an information management system for reporting student progress.
5. Writes plans for pre- and post-assessment of instructional components.

H. Goal: Contributing to basic knowledge about administration and operation of IGE/MUS-E schools.

Behavioral Objectives:

1. Lists the kinds of decisions that are or seem to be appropriate for delegation to the IGE units.
2. Lists the kinds of decisions that are or seem to be appropriate for delegation to the IIC.
3. Lists the kinds of decisions that are or seem to be necessary for the principal to retain.
4. Lists the major problems of administering an IGE/MUS-E school.
5. Develops and writes down strategies for extending IGE/MUS-E to the remainder of the building, or to other schools in the district.
6. Develops and writes plans for engaging students in planning IGE/MUS-E activities.
7. Develops and writes plans for engaging parents and lay participants in IGE unit instructional activities.

VI. Activity Sequence

Monday

| | |
|---|---|
| 8:30- 9:00 | Registration |
| 9:00- 9:45 | Welcome and opening remarks |
| 9:45-10:15 | Introduction of conference staff; explanation of conference format and special characteristics: |

1. Preassessment, instruction, and postassessment of goals A through H, all are to be recorded in institute manual.
2. Resource materials (audio visuals, etc.) are available on call during and after daily sessions of the institute.
3. Small groups will be formed according to interest of participants.
4. Each participant is to see that he reaches each objective in the institute manual by the end of the week, either by working independently, individually with resource persons, or in small groups, either *ad hoc* or staff organized.
5. Each participant will engage in at least one clinical session as group leader or participant.
6. All materials developed by participants are the property of the participants. The institute staff will assist in duplication of materials to the extent possible.

| | |
|---|---|
| 10:15-10:30 | Break (coffee and rolls available) |
| 10:30-11:00 | Lecture—"Educational Goals and Instructional Objectives" |
| 11:00-12:00 | Work groups convene and work on developing school-wide objectives and multi-level instructional objectives |
| 12:00- 1:00 | Lunch—self-host |
| 1:00- 1:45 | Lecture—"IGE/MUS-E Staff Development Programs, Contents, and Materials" |
| 1:45- 3:45 | Small groups work on developing staff development programs—specific plans to be developed by each participant and recorded in institute manual (coffee and rolls available) |
| 3:45- 4:30 | General Meeting—Assessment, reaction, and sharing of staff development ideas. Concentrate on missing elements of IGE/MUS-E and plans to implement these. |
| 4:30- 5:00 | Feedback from participants to conference staff |
| Dinner | Self-host |
| Evening | Independent study and viewing of audio-visual materials |

Tuesday

| | |
|---|---|
| 9:00-10:00 | Lecture: "Small Group Leadership—Theory and Practice" |
| 10:00-11:00 | Groups meet designated leader at designated place and begin working on Objectives B, 1-5 (coffee and rolls available) |
| 11:00-12:00 | Each group analyzes its leader's behavior in terms of how it might relate to IIC meetings |
| 12:30- 1:00 | Lunch—self-host |
| 1:00- 3:30 | Groups continue to work on tasks begun in morning. Second leader to be designated |
| 3:30- 4:30 | Groups analyze leader behavior and assess accomplishment |
| Dinner | Self-host |
| Evening | Independent study and viewing of audio-visual materials |

Wednesday

| | |
|---|---|
| 9:00-10:00 | Lecture: "Making IGE/MUS-E Work" |
| 10:00-10:30 | Questions from floor |
| 10:30-11:00 | Break and continued discussions (coffee and rolls available) |
| 11:00-12:00 | Each participant, singly or with *ad hoc* groups, works on writing Objectives D, 4-5 |
| 12:00- 1:00 | Lunch—self-host |

Wednesday (cont.)

| | |
|---|---|
| 1:00- 2:00 | "Accountability in Education" |
| 2:00- 2:30 | Discussion with speaker |
| 2:30- 3:30 | In small groups, work on Objectives F, 1-4 (third leader to be in charge) |
| 3:30- 3:45 | Break |
| 3:45- 4:30 | Continue on Objectives F, 1-4. Analysis of third leader's behavior |
| Dinner | Self-host |
| Evening | Independent study and viewing of audio-visual materials |

Thursday

| | |
|---|---|
| 9:00-10:00 | Lecture: "Instructional Supervision and IGE/MUS-E" |
| 10:00-10:30 | Question period |
| 10:30-10:45 | Break (coffee and rolls available) |
| 10:45-12:00 | Group work on goals and Objectives E, 1-5 (fourth leader to be in charge) |
| 12:00- 1:00 | Lunch—self-host |
| 1:00- 3:00 | Groups analyze group products and leadership style of fourth leader |
| 3:00- 3:15 | Break—coffee and rolls available |
| 3:15- 4:30 | General meeting to discuss various ways of accomplishing instructional supervision and evaluation |
| Dinner | Self-host |
| Evening | Independent study and viewing of audio-visual materials |

Friday

| | |
|---|---|
| 9:00- 9:30 | General Assembly—questions about IGE/MUS-E that need answering—Staff |
| 9:30-11:30 | Small groups convene and work on Objectives H, 1-7 |
| 11:30- 1:00 | Lunch and check out—self-host |
| 1:00- 2:00 | Continue work on Objectives A, 1-7 |
| 2:00- 3:00 | General Assembly—Institute staff conduct discussion of questions with participants |
| 3:00- 4:00 | Evaluation. General Session and conference recapitulation. Institute manuals due |
| | Announcements and adieu |

VII. Special Conference Procedures and Rationale

One month prior to the institute, questionnaires will be sent to all participants asking them to indicate their preferences for areas of concentration. Information will also be gathered on what audio-visual materials have already been extensively experienced. Final institute plans will reflect the responses to this survey, and the small groups will be formed according to participants' homogeneity of interest and problem areas. Institute staff will be available to work with each group at all times. At no time will a group be left without a resource person. Casting the majority of the institute in small group work sessions will provide the participants with a realistic facsimile of their work with the IIC.

Workbook type packets will be prepared for the participants so that each will be able to keep track of his own accomplishments. Each group will prepare a master-collation of the sum of its members' work and leave it with the conference staff. These, in turn, will be collated and distributed to each participant after the conference is over.

## Example Prospectus for Advanced Leadership Training Institute for Reading Staff Teachers

I. Purpose

The general objective of the institute is to acquaint participants with the Wisconsin Design for Reading Skill Development (WDRSD) and its components in sufficient detail to permit implementation at the local school level.

II. Criteria for Selection

The Institute for Multiunit Reading Staff Teachers is intended for personnel who have implemented or are planning to implement the WDRSD in multiunit settings.

III. Procedures

The program is designed to incorporate the IGE instructional programing model. All participants will be preassessed at the opening session of the conference. Participants will then be programed into appropriate sessions with staff members available to provide individual assistance to participants.

IV. Behavioral Objectives

The objectives listed below specify the behaviors of the participants to be pursued during the institute.

| | Already Mastered | Need to Master | Check When Mastered |
|---|---|---|---|
| 1. Upon completion of the institute, 80% of the participants will be able to achieve an 80% score on a paper-and-pencil test designed to measure understanding of behavioral objectives. | _____ | _____ | _____ |
| 2. Upon completion of the institute, 80% of the participants will be able to achieve an 80% score on a paper-and-pencil test designed to measure understanding and function of WDRSD components. | _____ | _____ | _____ |
| 3. Upon completion of the institute, 80% of the participants will be able to achieve a score of 80% on a knowledge test measuring understanding of the use of tests and test scores for the implementation of WDRSD. | _____ | _____ | _____ |
| 4. Upon completion of the institute, 100% of the participants will have used the informal reading inventory. | | | |
| 5. Upon completion of the institute, 80% of the participants will receive at least an 80% score on a test measuring implementation practices of WDRSD. | _____ | _____ | _____ |
| 6. Upon completion of the institute, 80% of the participants will demonstrate a favorable attitude toward an instructional programing model in reading and other subject matter areas as measured by an attitudinal questionnaire. | _____ | _____ | _____ |
| 7. Upon completion of the institute, 100% of the participant work groups will be able to identify and group pupils having common skill development. | _____ | _____ | _____ |

# III
# Evaluation of Advanced Leadership Institutes (August 1971 to November 1972)

## Introduction

As a part of the support system established for the national implementation of IGE/MUS-E, a series of advanced leadership institutes were planned for the three target groups: unit leaders, principals, and staff reading teachers. This section presents evaluations from 13 of 21 one-week institutes covering the period from August 1971 to November 1972. The evaluations for 9 of the 13 unit leader institutes are presented first, followed by the reports of 2 of the 6 institutes for principals in multiunit schools and the 2 institutes for reading teachers.

## The Unit Leader Institutes

### Unit Leaders, August 2-6, 1971, University of Wisconsin—Madison

Fifty-two unit leaders attended this institute, which offered a set of objectives from which each participant could select a program to meet his particular needs. The objectives were grouped into seven areas: (1) IGE/MUS-E concepts, (2) application of the Instructional Programing Model, (3) competence in group dynamics, (4) implementation of the Instructional Programing Model, (5) implementation of assessment procedures, (6) planning instructional programs, and (7) planning staff development. In the first area a paper-and-pencil test was given to assess mastery of six objectives. In the second and third areas six objectives were prescribed for the participants. In the latter four areas there were 13 objectives; the participant was to choose one for each area. In total, there was a set of 25 objectives, six of which were prescribed.

On the first day of the institute each participant selected a set of objectives to meet his particular needs. The mean number of objectives selected for the seven areas was 13. Seventy-two percent of the participants also selected at least one other objective as an optional objective. On the last day of the institute the participants indicated which of the previously selected objectives had been attained at 80 percent or greater. The mean for attainment was 80 percent with a range of 40 percent to 100 percent. These data were obtained by analyzing 43 behavioral objective checklists that were completed on the last day.

Table 4 contains a breakdown of the attainment percentages for each of the seven areas.

The data in Table 4 indicate that attempts to master three of the IGE concepts were the most disappointing and that two Instructional Programing Model areas were the most encouraging.

In summary, the institute was moderately successful in that a sizable proportion of the objectives were attained by a reasonable number of the participants. There is evidence to suggest that mastery of the IGE concepts was not satisfactorily attained.

### Unit Leaders, October 27-31, 1971, University of Wisconsin—Eau Claire

This institute was attended by 60 experienced unit leaders (having a minimum of two months' experience) from Wisconsin, Minnesota, and Illinois who represented 25 school systems and two campus schools. The institute was designed to permit each individual to (1) have experience in a unit situation (This was accomplished by the formation of permanent "unit sized" small groups.), and (2) meet his personal objectives in the way best suited to him, and (3) to practice IGE in a workshop setting. The framework for

TABLE 4

Percent of Participants Attaining
Their Objectives in Seven Areas

| Area | Percent |
|---|---|
| 1. IGE/MUS-E concepts | |
| Learning Modes | 61 |
| Multiunit Operations | 36 |
| Assessment | 32 |
| Instructional Programing Model | 86 |
| Roles and Responsibilities | 71 |
| Behavioral Objectives | 82 |
| 2. Application of the Instructional Programing Model | 92 |
| 3. Competence in Group Dynamics | 73 |
| 4. Implementation of the Instructional Programing Model | 87 |
| 5. Implementation of Assessment Procedures | 71 |
| 6. Planning Instructional Programs | 80 |
| 7. Planning Staff Development | 76 |

accomplishing these goals was the IGE Instructional Programing Model in various adaptations, as follows:

1. General Institute Objectives: To become a more effective unit leader in terms of competency in IGE/MUS-E concepts and leadership strategies.
2. Specific Objectives: A pre-arranged list of specific objectives covering major concepts.
3. Assessment: A cognitive test covering six areas of IGE and assessment of individual needs.
4. Individual Objectives: Set according to preassessment results of objectives listed by participants.
5. Design and Implementation of Learning Program: Each participant planned his own program.
6. Postassessment: Each participant completed a posttest on the cognitive areas and indicated whether he felt he had met his objective.

Most activities were carried out in small group settings, although there were options for independent study and some scheduled large group activities. Provision was also made for learning in one-to-one situations and with a variety of materials and media to accommodate individual learning styles. At the end of each afternoon session, the IIC met with the "unit leader for the day." Members of each of the permanent groups alternately filled this role.

Evaluation. The various sessions were evaluated. The data indicated that participants rated the small group sessions higher than the large group sessions. Both intuitive feelings on the part of the staff and rating data from evaluation devices indicated that this institute was not as well received as the August 9-13, 1971, institute. Reasons for this might include (1) the physical facilities (Eau Claire County Youth Camp rather than the campus); (2) scheduling during the week and into the weekend; and (3) the state of mind of participants and staff (work time vs. summer vacation time).

## Unit Leaders, November 1-5, 1971, Marquette University

Fifty experienced unit leaders who were recommended by their principals attended this one-week institute. Each unit leader agreed to bring relevant materials and data to make the institute a practical one and to return to a multiunit school after completing the institute.

The general purpose of the institute was to help the participants, who had been unit leaders for a minimum of two months, to improve implementation of IGE in their multiunit

TABLE 5

Participant Ratings of the Institute Questions

| | Ratings[a] | Means |
|---|---|---|
| 1. Do you feel that the objectives were clearly stated? | 5 (4) 3 2 1 | $\bar{x}$ = 4.09 |
| 2. Did you find the material given you helpful? | 5 (4) 3 2 1 | $\bar{x}$ = 3.93 |
| 3. Do you feel that the institute was well organized? | 5 (4) 3 2 1 | $\bar{x}$ = 3.54 |
| 4. How would you rate the institute as a whole? | 5 (4) 3 2 1 | $\bar{x}$ = 3.25 |
| 5. Do you feel that the objectives were fulfilled? | 5 (4) 3 2 1 | $\bar{x}$ = 3.14 |
| 6. Would you recommend that other lead teachers attend this institute next year? | 5 (4) 3 2 1 | $\bar{x}$ = 3.77 |
| 7. What suggestions can you make that would have made the institute more meaningful (curriculum and/or methods)? | | |

[a]Scale: 5, excellent; 4, good; 3, average; 2, fair; 1, poor. Modal responses are circled.

schools. The target population was primarily unit leaders in eastern Wisconsin and northern Illinois.

Behavioral objectives for participants covered the following topics: (1) roles and responsibilities in a multiunit school, (2) the IIC and SPC, (3) the components of IGE, (4) writing and use of behavioral objectives, (5) organization of a multiunit school, (6) systematic and qualitative assessment, and (7) inservice activities. Participants also visited a functioning multiunit school.

Participant Evaluation of the Institute. The participants were asked to rate the institute using a scale of 5-1 on the following questions.

1. Do you feel that the objectives were clearly stated?
2. Did you find the materials given you helpful?
3. Do you feel that the institute was well organized?
4. How would you rate the institute as a whole?
5. Do you feel that the objectives were fulfilled?
6. Would you recommend that other lead teachers attend this institute next year?
7. What suggestions can you make that would have made the institute more meaningful (curriculum and/or methods)?
8. How would you rate interest level?
9. Do you feel that the important concepts were emphasized?
10. Amount learned?
11. Usefulness of material presented?
12. Preparation of materials and presentations?
13. Did you find solutions to some of your problems?

Tables 5 and 6 indicate participant response and summarize and identify both the mean response and modal response.

Summary. The data show that the majority of participants rated the overall value and organization of the institute as good, that the objectives of the institute had been clearly stated and fulfilled, and that the materials used were good. The mean ratings indicated general satisfaction with the institute.

Ratings of the presentations and activities indicated that the simulation experience of unit and school organization interpersonal relationships was judged to be the most beneficial activity in the institute. The participants also judged the visit to a multiunit school and the presentation on inservice programs as very valuable experiences. In each of these categories it was of interest to note that where preparation of materials and presentations were highly rated, so also was the interest level of participants. The participants reported general dissatisfaction with the simulation activities related to reading.

In the judgment of the 50 participating unit leaders, the institute was successful.

TABLE 6

Ratings[a] of Eight Presentations on Characteristics

| | Overview of Multi-unit School | IGE Instructional Programing | Behavioral Objectives | Visitation | Assessment, Evaluation, & Research | Inservice Programs | Simulation Organization | Simulation Reading |
|---|---|---|---|---|---|---|---|---|
| 8. How would rate interest level? | 5 (4) 3 2 1<br>$\bar{x}$ = 3.19 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.21 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.24 | (5) 4 3 2 1<br>$\bar{x}$ = 4.62 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.72 | (5) 4 3 2 1<br>$\bar{x}$ = 4.27 | (5) 4 3 2 1<br>$\bar{x}$ = 4.67 | 5 4 3 2 (1)<br>$\bar{x}$ = 2.55 |
| 9. Do you feel that the important concepts were emphasized? | 5 (4) 3 2 1<br>$\bar{x}$ = 3.30 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.13 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.44 | (5) 4 3 2 1<br>$\bar{x}$ = 4.32 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.69 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.11 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.50 | 5 4 3 2 (1)<br>$\bar{x}$ = 2.51 |
| 10. Amount learned? | 5 (4) 3 2 1<br>$\bar{x}$ = 3.02 | 5 (4) 3 2 1<br>$\bar{x}$ = 2.85 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.04 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.04 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.45 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.02 | (5) 4 3 2 1<br>$\bar{x}$ = 4.20 | 5 4 3 2 (1)<br>$\bar{x}$ = 2.16 |
| 11. Usefulness of material presented? | 5 4 (3) 2 1<br>$\bar{x}$ = 3.00 | 5 (4) 3 2 1<br>$\bar{x}$ = 2.92 | (5) 4 3 2 1<br>$\bar{x}$ = 3.25 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.02 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.50 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.02 | (5) 4 3 2 1<br>$\bar{x}$ = 4.42 | 5 4 3 2 (1)<br>$\bar{x}$ = 2.62 |
| 12. Preparation of materials and presentations? | 5 (4) 3 2 1<br>$\bar{x}$ = 3.33 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.21 | (5) 4 3 2 1<br>$\bar{x}$ = 3.29 | 5 (4) 3 2 1<br>$\bar{x}$ = 4.20 | (5) 4 3 2 1<br>$\bar{x}$ = 3.80 | (5) 4 3 2 1<br>$\bar{x}$ = 4.67 | (5) 4 3 2 1<br>$\bar{x}$ = 4.67 | 5 4 (3) 2 1<br>$\bar{x}$ = 2.69 |
| 13. Did you find solutions to some of your problems? | 5 4 3 (2) 1<br>$\bar{x}$ = 2.65 | 5 4 (3) 2 1<br>$\bar{x}$ = 2.79 | (5) 4 3 2 1<br>$\bar{x}$ = 3.00 | 5 4 (3) 2 1<br>$\bar{x}$ = 3.84 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.36 | 5 (4) 3 2 1<br>$\bar{x}$ = 3.86 | (5) 4 3 2 1<br>$\bar{x}$ = 4.20 | 5 4 3 2 (1)<br>$\bar{x}$ = 2.17 |

[a]Scale: 5, excellent; 4, good; 3, average; 2, fair; 1, poor.
Modal responses are circled.

Unit Leaders, November 8-12, 1971, University of Toledo

Fifty unit leaders who had at least two months' experience and had been recommended by their principals attended this one-week institute; its primary purpose was implementing IGE in a curriculum area in a multiunit school. Detailed objectives, circulated to the participants two months prior to the institute, covered the following major topics: (1) the multiunit school and its organization; (2) the basic philosophy and components of IGE; (3) writing and using behavioral objectives; (4) evaluation, research, and development in the multiunit school; and (5) inservice programs for the multiunit school.

Prior to the institute, each candidate agreed in writing to the following selection criteria: (1) to return to a multiunit school after the institute; (2) to do the necessary background study, to obtain a unit decision on one curriculum area for instructional improvement prior to the institute, and to bring relevant materials for development of an instructional program in this area while at the institute; and (3) to develop an instructional program at the institute, to implement it in his unit, and to submit it to the institute leaders by April 1, 1972.

The instruction for the major topic areas took place in large groups. Development of specific curriculum areas for IGE was carried out in small groups. These groups, of approximately six participants each, were formed around either reading, mathematics, or social studies. Prior to the institute selected participants indicated their area of interest. As anticipated, the majority of participants selected reading as their area; the WDRSD was used as the major curriculum resource.

Summary of Participant Performance. A test was administered on the first and final days of the institute. The test consisted of 50 multiple-choice items which have been categorized into three subtests. The results of the subtests are given in Table 7.

TABLE 7

Participant Scores on Pretest and Posttest

| Subtest | Highest Possible Score | Pretest Mean | Posttest Mean |
|---|---|---|---|
| MUS Organization | 24 | 18 | 20 |
| Curriculum | 15 | 9.6 | 11.4 |
| Measurement | 11 | 5.2 | 7.4 |
| Total | 50 | 32.8 | 38.8 |

The average gain per participant between pre- and posttest was 6 points, and the greatest individual gain was 19 points. The pretest was used primarily as a diagnostic tool, and specific activities were designed to correct low scores.

A substantial portion of institute activity was devoted to the curriculum materials for specific areas. The participants worked on materials and implementation directed toward use in their own units and began work on the instructional program. In order to facilitate the program development, post-institute working sessions were scheduled during the first three months of 1972 for institute staff and participants, grouped on the basis of geographical proximity. Since the instructional programs were implementation-oriented, the post-institute exchange among participants proved quite beneficial.

The objectives and instruction for the institute were specifically developed for "experienced" unit leaders, that is, those having a minimum of two months' experience. Potential participants had agreed to meet specified criteria, one of which identified the experience level. However, upon commencement of the institute a limited number of selected participants were found to have had no unit leader experience. Also, since multiunit schools had been operational in the Toledo area for some time, experience ranged as high as four years. This wide variety of background and experience meant that some participants required additional work in order to adequately meet the objectives. Nevertheless, there was no compromising of the objectives. Since the relatively fixed time schedule allowed considerable independent work in small groups the variance in background did not cause serious difficulty.

Participant Evaluation of the Institute. The participants had an opportunity at the close of the institute to provide a written evaluation of their institute experience. All participants responded to the form. The participants' reactions are summarized below.

Forty-seven participants felt that the materials of the institute were adequate, and three felt that they were not. The result was the same on the question of whether or not the objectives were met—47 participants responded *yes*. (The participants who responded

*no* on the first question were not the same three who responded *no* on the second question.) There were three open-ended questions dealing with the perceived strengths and weaknesses of the institute and suggestions for improving future institutes. A variety of responses was obtained to these questions. In summary, the major strong points were identified as:

1. Three specific curriculum areas were offered for development.
2. Experiences were shared among unit leaders.
3. There was opportunity to work in small groups, resulting in useful information to take back to the unit.
4. The institute staff exhibited strengths, competency, and cooperation.
5. Participants learned about the relationship between public schools and the university.

There were, of course, scattered individual comments, such as "the use of Kettering materials," which appeared as both a strong and a weak point. The major weak points are summarized as:

1. Heterogeneity of experience and background among participants caused some initial difficulties in working together.
2. Information about multiunit school development in other localities was perceived as not very relevant.
3. Time allotment for the institute was too short.

The participants seemed to be quite sensitive to the necessity of having specific objectives for the institute; this came through in the strong points and also in the recommendations. They felt that objectives should be—and at this institute were—directed toward implementation and activities the teacher can use. One recommendation that was quite common was that participants have backgrounds as homogeneous as possible. Also, several participants felt that entire unit staffs, including the principal, should be involved. Many people felt that the time for the institute—in terms of days—could have been longer; some wanted to consider more than a single curriculum area. Several of the more novice participants desired to visit a multiunit school. Because this was an institute for advanced unit leaders, this suggestion did not seem appropriate. Many participants recommended continued contact with each other after the conclusion of the institute.

Conclusions and Recommendations. The overall reaction of the participants to the institute program was very favorable. Based on the performances of the participants, it is reasonable to conclude that the institute objectives were adequately met and that the institute was successful. Excellent materials were generated in the curriculum areas and submitted to the institute staff in the spring of 1972. Considering the recommendations of the participants and the staff observations, the following recommendations for future institutes appear in order:

1. When the potential population of participants merits, participants should have backgrounds as homogeneous as possible. This recommendation holds when institutes are directed toward a single type of unit staff members, e.g., unit leader, principal. This would certainly be applicable when regular unit teachers comprise the population.
2. Institutes that involve principals, unit leaders, and unit teachers certainly merit consideration. This would, of course, limit the number of schools involved. However, it would give an entire staff the same information, perspective, etc.
3. Working in the context of a specific curriculum area is very good—it focuses the activity for the participants.
4. Except for two hours of presentations, the entire institute was staffed by University of Toledo personnel; this seemed to work out very well, especially for the curriculum areas under study.
5. Based on participants' reactions, institutes shorter than one week have little merit except possibly as introductory institutes. It may be worthwhile to conduct institutes of longer duration, e.g., two or three weeks.
6. In order to avoid confusion about the objectives of institutes, it may be desirable to develop a pool of objectives covering introductory to quite advanced work. Institute directors could then select the appropriate objectives.

There was essentially no absenteeism during the entire week of the institute. Several Toledo schools shifted their teacher-parent conferences, originally scheduled for Thursday and Friday of the institute week, so that unit leaders could attend. The University

TABLE 8

Percent of Participants or Respondents Attaining Seven Secondary Objectives

| Objective | Percent |
|---|---|
| Develops and writes a theoretical model for mapping a process for solving an instructional problem in IGE. | (40)[a] 90 |
| Uses the Instructional Programing Model in describing how an instructional objective is attained for learners. | 73 |
| Develops and writes a program of assessment in a prescribed skill area. | 29 |
| Writes and identifies age groupings of 3 to 5 motivational techniques for learners that have been successful. | 54 |
| Identifies the processes in decision-making that affect this IIC. | 73 |
| Identifies the processes in decision-making that affect this multiunit team. | 100 |
| Practices skill building in the development of communication skills. | 90 |

[a]Percent of total number of participants; all other values percent of respondents.

of Toledo has over the past four years conducted several institutes dealing with multiunit school development. (Funding has come from various sources.) The interest generated by these institutes and the excellent teacher and principal response attest to the inservice value placed upon them.

## Unit Leaders, January 11-15, 1972, University of Wisconsin—Madison

Seventy-three unit leaders attended this mid-winter institute; the primary objective was to develop a process for effective unit functioning. Forty-two percent of the participants responded to a follow-up evaluation form sent subsequent to the institute, and 97 percent of them indicated that they had attained the program objective.

The institute also had seven secondary objectives. The first of these, the writing of a theoretical paper, was assessed for all the participants. The data for assessing the remaining six objectives came from the respondents to the follow-up evaluation form. Table 8 contains the percentages of participants or respondents who attained mastery of the seven secondary objectives. The data reported on attainment of the seven secondary objectives are not favorable. Only two of the objectives were attained by more than 80 percent of the respondents. The two objectives with the lowest levels of attainment involved writing; attainment of these may have been difficult for a group that had already produced one document, the theoretical paper.

The follow-up evaluation form permitted the respondents to rate the institute in terms of seven characteristics. Table 9 contains the mean ratings for each of the characteristics.

The ratings of the institute are generally favorable. No mean value is below 3.5 on a

TABLE 9

Mean Rating[a] of the Institute on Seven Characteristics

| Characteristic | Mean Rating |
|---|---|
| Planning | 3.5 |
| Execution | 3.5 |
| Conception | 3.6 |
| Hospitality | 3.8 |
| Information | 3.7 |
| Organization | 3.5 |
| Usefulness | 3.5 |
| Mean of Means | 3.6 |

[a]4-point scale.

4-point scale. These favorable ratings are further supported by the general comments made by the respondents. More than 85 percent of those who made evaluative comments were positive about the information gained, the flexibility of the institute leaders, and the stimulation of the presentations. Thirty percent of the respondents recommended that a school visit should be arranged in the future.

In summary, the institute was successful in that a substantial proportion of the participants achieved its primary objective. There were some negative aspects related to the secondary objectives, but these were balanced by the generally favorable rating of the institute by the respondents.

## Unit Leaders, June 26-30, 1972, University of Hartford

With one exception, the 42 participants attending the one-week institute were practicing unit leaders with a minimum of two months' experience. (The exception was a staff teacher who would assume the role of unit leader in the coming school year.) The overall purpose of the institute was to improve the skills of the unit leader functioning in a multiunit school by providing instruction based on identified needs.

The performance objectives designed for the unit leaders in the institute were based on staff assessment of (1) each participant's mastery level of the basic concepts of IGE, including the organization and operation, the roles and responsibilities, grouping patterns, the Instructional Programing Model, behavioral objectives, and assessment procedures; and (2) the needs and expectations of each participant as determined by a questionnaire sent to prospective participants prior to the institute.

The unit leader objectives thus determined included (1) attains mastery in basic concepts of IGE/MUS-E; (2) practices skill building in development of communication skills; (3) develops a program for improving communication in his own units; (4) assesses his school programs in terms of unit planning, use of volunteer and paid aides, student counseling, functions of the IIC, unit scheduling, and development of reading resource centers; and (5) develops strategies for improving areas assessed above.

Instruction covering generalized needs of the participants took place in large group sessions, while the majority of institute time was spent in small group sessions scheduled to provide broad options for each unit leader. Instruction in the 15 topics identified by prospective participants was provided in small group sessions during the course of the institute.

Participant Evaluation of the Program. At the conclusion of the institute the participants were asked to evaluate (1) the overall institute experience, (2) the opportunity to exchange ideas, and (3) the new information provided. In addition, the participants were asked to identify the most valuable institute experience. In the judgment of the participants, the institute was generally successful. Participant evaluation is summarized in Table 10.

TABLE 10

Participant Evaluation of Institute

| | | | |
|---|---|---|---|
| 1. Overall institute experience: | | | |
| | Disappointing: 0% | Worthwhile: 33% | Rewarding: 67% |
| 2. The institute provided the opportunity to exchange ideas: | | | |
| | Disappointing: 0% | Worthwhile: 65% | Rewarding: 35% |
| 3. The institute provided new information: | | | |
| | Disappointing: 0% | Worthwhile: 45% | Rewarding: 55% |
| 4. What part of the program would you rate as the most valuable? Explain. | | | |
| | Communication skills (group dynamics) was indicated as overwhelming choice by more than 90% of the participants. | | |

## Unit Leaders, July 17-21, 1972, University of Wisconsin—Madison

Forty-nine unit leaders attended this mid-summer institute that had as its ultimate objective the development of more effective unit leaders. On the basis of the ratings given by 45 of the participants on a post-institute evaluation item, attainment of the objective was moderate; the mean rating was 3.6 on a 5-point scale.

Two other objectives were set for the participants. One dealt with mastery of the knowledge related to IGE/MUS-E; the other pertained to the functioning of the participants' units. The knowledge objective was divided into six areas: (1) behavioral objectives, (2) multiunit operation, (3) grouping patterns, (4) Instructional Programing Model, (5) roles and responsibilities, and (6) IGE assessment. A mastery criterion of 80 percent of the items on a paper-and-pencil test was set for each of the areas. Table 11 contains the percent of the participants who achieved the mastery criterion for each of the areas. The strong evidence indicates that the participants attained the knowledge objectives with the exception of the one related to multiunit operation.

TABLE 11

Percent of Participants Attaining the Mastery Criterion on Six Knowledge Objectives

| Objective | Percent Attaining Mastery |
|---|---|
| 1. Behavioral Objectives | 100 |
| 2. Multiunit Operation | 69 |
| 3. Grouping Patterns | 83 |
| 4. Instructional Programing Model | 97 |
| 5. Roles and Responsibilities | 97 |
| 6. IGE Assessment | 91 |

For the objective related to unit functioning, the participants rated the degree to which units were able to attain performance objectives and to identify problems and objectives for further refinement during 1972-73. The mean rating for this objective was 2.8 on a 5-point scale. This indicates a relatively low level of attainment. Eighteen percent of the participants indicated attainment of the objective, while 33 percent indicated failure to attain the objective. The remaining 49 percent chose a rating which was noncommittal.

A feature of the institute was to provide opportunities for the participants to convene in interest groups. Seventy-three percent of the participants indicated that they did not attend interest groups. Some attended concurrent Individually Guided Education and Individually Guided Motivation sessions. Others arranged for school visits; the lack of scheduled school visits was noted frequently in the comments section of the post-institute evaluation form.

On the fourth day of the institute participants were encouraged to write a brief evaluation of the institute, including both the positive and negative aspects. Consequently, there were considerably more evaluative comments available to assess the institute than for any other institute. The majority of the participants provided positive comments. They were supportive of the institute leaders in terms of their flexibility, understanding, and concern for the participants. Many (38 percent) expressed in one way or another appreciation for the experience provided by the institute. No participant was completely satisfied. Although the general tone of the comments was positive, every evaluation contained at least one constructive criticism. The most frequently expressed suggestions were (1) provide for differences in the experience level of the participants, (2) provide for interaction between principals and unit leaders (a luncheon was planned), (3) provide experience in group dynamics, (4) provide for school visits, and (5) provide time and opportunity for effective work in interest areas.

Although the mastery levels on the knowledge objective were quite high and the evaluative comments of the participants praised aspects of the institute, two of the objectives, including the primary objective, received relatively low ratings. In addition, the participants felt that the institute could have been better organized to meet their individual needs.

## Unit Leaders, August 7-11, 1972, University of Wisconsin—Eau Claire

One hundred experienced unit leaders from Wisconsin, Minnesota, and Illinois attended this one-week institute. The emphasis of the institute was on using the Instructional Programing Model (IPM) for the instruction of the participants. The Instructional Programing Model format included general institute objectives, specific objectives, assessment, identification of specific objectives to meet individual needs, learning program, and post-assessment.

The overall goals of the institute were

to allow each participant to (1) illustrate competency in the six areas of IGE/MUS-E (behavioral objectives, multiunit operations, grouping patterns, instructional programing, roles and responsibilities, and assessment); (2) develop greater expertise in *one* in-depth area such as leadership assessment and personnel evaluation, individually guided motivation, organizing the curriculum according to the Instructional Programing Model, or group interaction and implementation of the WDRSD; and (3) select elective sessions for participation according to individual need and/or interest.

Participants set individual objectives to attain mastery of 80 percent in required areas and chose their in-depth and elective areas by need and interest. The only sessions the participants were required to attend were those in any of the six required areas in which they did not demonstrate mastery. Individuals and small groups could also work on their own time to achieve mastery in these areas.

Evaluation. Each of the 100 participants was required to achieve mastery of 80 percent in each of the six required areas and did so. This institute was rated very highly by all participants. Participant evaluation data are given in Table 12.

The participants could select one or more of the in-depth areas and demonstrate mastery. Participants were asked to rate activities in these areas on a 3-point scale—1, a low rating; 2, a medium rating; and 3, a high rating—in terms of meeting the needs of participants. The mean ratings of the 5 in-depth areas ranged from 2.26 to 2.86, indicating general satisfaction with the in-depth opportunities.

In addition, 25 elective sessions or miniworkshops were available for participants. For the most part, the mean evaluative ratings were high.

The participants were asked to give open-ended general comments about the institute, its format, and sessions. The comments indicated the strong points to be (1) the scheduling which provided opportunity for selecting a wide variety of sessions, (2) the opportunity to individually select sessions, and (3) the general organization (only one in 81 responses indicated dissatisfaction with the organization and the workshop format). One participant commented, "Finally, we were treated in line with the way we believe education should be shared—much appreciated the choices—great."

## Unit Leaders, November 13-17, 1972, University of Toledo

Fifty unit leaders who had at least two months' experience and were recommended by their principals attended this institute; its primary goal was implementing the Instructional Programing Model (IPM) in one or the other of the following areas: science, social studies, or math or reading.

Institute objectives covering the basic concepts of multiunit operation and IGE were presented early in the institute in order to ensure an adequate background for all participants. These objectives were presented in large and small groups as well as independently according to the identified needs of the participants. The objectives, which were circulated to prospective participants ten weeks prior to the institute, included (1) the multiunit school and its organization; (2) the components of IGE; (3) the development and use of behavioral objectives; (4) evaluation, research, and development in a multiunit school; and (5) inservice programs in a multiunit school.

Prior to the institute each participant agreed to the following selection criteria: (1) to do the necessary background study and bring materials for development in an instructional area while at the institute, (2) to develop an IGE program in this area and implement it in his unit during the 1972-73 academic year, and (3) to return to a multiunit school after completing the institute.

Participant Performance. A test consisting of 50 items was administered on the first and final days of the institute. The 50 items were categorized into four subtests, and the mean scores by subtest are given in Table 13. The pretest was used primarily as a diagnostic tool; however, performance was clearly higher on the pretest than had been anticipated. The participants of institutes appear to be increasingly more knowledgeable about IGE/MUS-E.

A substantial portion of institute activity was devoted to the implementation of the IPM in specific curriculum areas. The participants worked on materials and implementation directed toward use in their own units and began work on the instructional program identified prior to institute participation.

During the institute, participants were invited to visit the Instructional Materials Center, a new facility developed by the

TABLE 12

Evaluation of Advanced Leadership Institute for Unit Leaders

| | Mastery, Number Responding | Mean Rating[a] |
|---|---|---|
| REQUIRED AREAS (do all) | | |
| IGE/MUS-E Content | | |
| Behavioral Objectives | | |
| Multiunit Operations | | |
| Grouping Patterns | | |
| Instructional Programing | | |
| Roles and Responsibilities | | |
| IGE Assessment | | |
| In-depth Areas (Select one or more) | | |
| Leadership Assessment/Personnel Evaluation | 71 | 2.86 |
| Individually Guided Motivation | 104 | 2.26 |
| Organizing Curriculum for IGE | 98 | 2.34 |
| Group Interaction | 55 | 2.80 |
| Implementing the Wisconsin Design for Reading Skill Development | 61 | 2.39 |
| ELECTIVE SESSIONS (Including topics for ad hoc, independent study, and experimental sessions) | | |
| Social Studies - Poole | 4 | 3.00 |
| Making the Unit Leader Role Meaningful | 21 | 2.95 |
| Group Dynamics | 47 | 2.89 |
| Humanizing Education | 19 | 2.89 |
| Decision Making | 32 | 2.81 |
| Small Group Strategies | 24 | 2.79 |
| Cognitive Instructional Strategies | 20 | 2.70 |
| Establishing Priorities | 16 | 2.69 |
| Affective Simulation | 52 | 2.63 |
| Independent Study | 24 | 2.54 |
| IGE Inservice Program | 12 | 2.50 |
| Children's Independent Study | 10 | 2.50 |
| Home-School Communication | 31 | 2.42 |
| Classroom Questioning | 5 | 2.40 |
| Computer Management | 6 | 2.33 |
| Using Aides | 12 | 2.33 |
| Self-Improvement | 10 | 2.30 |
| Read Games and Stations | 7 | 2.29 |
| "We Agree" | 7 | 2.29 |
| Scheduling Management | 22 | 2.23 |
| Assessment in IGE | 74 | 2.20 |
| What's New in IGE | 19 | 2.16 |
| Inservice Program Development | 51 | 2.06 |
| Grouping Students | 30 | 2.00 |
| Including Kindergarten | 26 | 1.96 |

General comments on sessions, format, etc.

[a] 3-point scale: 1, low; 2, medium; 3, high.

TABLE 13

Participant Scores on Pretest and Posttest

| Subtest | Highest Possible Score | Pretest Mean | Posttest Mean |
|---|---|---|---|
| MUS Organization | 14 | 10.5 | 11.4 |
| IGE System | 9 | 7.5 | 7.8 |
| Competency-Based Education | 17 | 11.6 | 12.8 |
| Evaluation | 10 | 6.9 | 7.2 |
| Total | 50 | 36.5 | 39.2 |

Metropolitan League of the Toledo area. This facility, housed in a Toledo public multiunit school, is open to all teachers in the Metropolitan League. The institute participants used this materials center and the Curriculum Material Center of the College of Education as aids in developing their curriculum areas.

Participant Evaluation of the Institute. The participants had an opportunity at the close of the institute to provide a written reaction to the institute. The comments were many and varied, but the positive comments far outnumbered the negative. Generally, the participants felt that the objectives of the institute had been met and that the materials were adequate. The overwhelming feeling toward the institute experience was that it was worthwhile; several participants thought it was excellent.

Each participant selected one curriculum area in which to implement the IPM. Several participants indicated they would have liked the opportunity to work in all areas. Apparently unit leaders are gaining confidence in their IGE programing skills and are willing to expand beyond a single area. There was some suggestion that the viewing of the basic films was not necessary, further indication of the greater knowledgeability of the participants.

## The Principal Institutes

### Principals, August 2-6, 1971, University of Wisconsin—Madison

Thirty-four experienced principals and two district instructional supervisors attended an institute that had as its primary objective providing resources to develop better MUS-E principals. Twenty-nine of the principals indicated on follow-up questionnaire sent in January 1972 that they were better MUS-E principals because of the institute. One of the supervisors felt that the institute had not assisted him because it failed to deal with realistic issues and to be specific to his needs. Although the other supervisor indicated support for the institute, he felt that the question concerning improved effectiveness did not pertain to him.

Principals were asked to indicate which portions of the institute and which other sources of assistance had been particularly helpful in making them more effective MUS-E principals. One hundred percent of them indicated that the other principals at the institute were a beneficial resource. The institute speakers and the information presented at the institute were selected by 69 percent of the principals. Fifty percent of the participants found the institute staff helpful, and 45 percent indicated the materials provided by the institute. Regarding sources of assistance other than the institute, 86 percent of the participants indicated more experience, while 52 percent indicated better support from the teachers. The data indicate that the institute was a success because it provided the opportunity for experienced multiunit principals to get together.

Seven program objectives were set for the institute on the basis of a pre-institute questionnaire. The participants were asked to rank order these objectives and to indicate some specific information that they hoped to obtain. On the last day of the institute the participants were asked to rank the objectives again. Table 14 contains the objectives and the mean rankings of the two sets of data.

The data presented in Table 14 indicate that the rankings did not change appreciably. The objectives related to program evaluation

TABLE 14

Mean Rankings of Seven Objectives
Before and After Institute

| Objective | Mean Pre-Institute | Mean Post-Institute |
|---|---|---|
| 1. How to identify, select, evaluate and work more effectively with unit leaders. | 4.0 | 3.7 |
| 2. How to plan and organize a staff development program for an MUS-E staff. | 2.5 | 2.2 |
| 3. How to better relate units to each other to build a unified school. | 3.5 | 3.3 |
| 4. How to improve school-community relations. | 4.4 | 4.5 |
| 5. How to gain further information on other R & D Center products and acquire MUS-E inservice materials. | 5.5 | 5.9 |
| 6. How to evaluate program outcomes. | 3.5 | 4.0 |
| 7. How to better understand the decision-making process in a multiunit school | 4.1 | 4.1 |

and selection of unit leaders changed position and the extreme rankings were more firmly established, but all other relationships were maintained. The participants wanted assistance in staff development, but they did not want to gain further information about the Center's products.

The data on specific information wanted by the participants indicated interpersonal relationships as most important; 50 percent of the participants were interested in this area. Forty-one percent of the participants wanted information on how to evaluate their programs. Twenty-nine percent of the participants were concerned with the decision-making process.

Seventeen percent of the participants indicated unqualified attainment of their own highly ranked specific objectives. Another 37 percent had some reservations about full attainment of all their objectives, but were generally satisfied. Thirteen percent of the participants felt that they had failed to meet their objectives. The remaining 33 percent indicated that they had only partially attained their objectives.

The negative comments focused on dissatisfaction in the evaluation (27 percent of the participants) and the inservice presentations (29 percent) and the lack of practical emphasis in the program (27 percent). The positive comments were directed to the small-group format (65 percent of the participants). In fact, it was recommended that the format be expanded and made more serviceable by: including presenters, providing feedback to the main group, sharing more experiences. The presentations on interpersonal relations and decision-making problems received positive comments (39 percent and 23 percent respectively).

The attitudes of the participants as expressed by the respondents to the follow-up questionnaire were generally supportive. The ratings of the characteristics of the institute (useful, informative, planned, etc.) averaged 3.5 on a 4-point scale, and 80 percent of the respondents who provided evaluative comments were positive about the institute. Even if these data include overindications of the participants' attitudes, they may be interpreted as more supportive than the data on attainment of the participants' expectations. In other words, the participants did not necessarily meet their own expectations, but they felt that the institute was worthwhile and beneficial.

Principals, October 23-27, 1972,
University of Wisconsin—Milwaukee

Fifty-six participants from 11 states attended the institute. All held administrative positions in multiunit schools.

Institute objectives were not set in behavioral terms. Therefore, the evaluative data are in terms of participants' reports of feelings about what occurred during the institute. These data give an indication of the overall positive or negative reaction. Records of participant performance on the pre- and post-institute IGE concepts tests were kept by each individual and not by the institute staff.

The assessment materials used included:

1. For levels of accomplishment of individual principals in schools.
   a. IGE concept tests (Form II), pre- and post-institute.
   b. Program analysis and comparison with those of other participants.
   c. /I/D/E/A/, Wisconsin Research and Development Center for Cognitive Learning, and Wisconsin State Department of Public Instruction Guidelines for Implementation.
2. For institute program content.
   a. Daily individual and group feedback sessions between participants and director.
   b. Final evaluation covering each activity of institute.

The participants were asked to assess the various learning modes employed in the institute in terms of the amount learned. The responses were as follows:

1. *Assess the various learning modes of the institute by indicating how much you learned from each on the scales below.*

| I LEARNED AND GOT HELP FROM | a lot | some | not much | total responding |
|---|---|---|---|---|
| 1. Formal addresses. | 10 / 28% | 22 / 61% | 4 / 11% | 36 |
| 2. Panel discussions. | 12 / 33% | 23 / 64% | 1 / 3% | 36 |
| 3. Large-group question periods. | 9 / 25% | 23 / 64% | 4 / 11% | 36 |
| 4. Small group sessions. | 27 / 77% | 5 / 14% | 3 / 9% | 35 |
| 5. Break-time discussions. | 14 / 39% | 18 / 50% | 4 / 11% | 36 |
| 6. Independent study. | 13 / 38% | 12 / 35% | 9 / 26% | 34 |
| 7. Fortuitous individual discussions. | 18 / 50% | 17 / 47% | 1 / 3% | 36 |
| 8. Audio-visual materials. | 8 / 28% | 20 / 69% | 1 / 3% | 29 |

Percentages do not always total 100% due to rounding errors.

The majority of the participants responded that they had learned a lot or some from each of the modes employed. Twenty-seven (77 percent) of the respondents indicated that the small group mode was the most productive. Eighteen (50 percent) of the respondents learned a lot from fortiutous individual discussions.

Although 26 percent of the respondents indicated that they had not learned much in the independent mode (the largest number responding in the "not much" category), 38 percent had learned a lot and 35 percent had learned some in this mode.

The large group mode (formal address), although not evaluated as a situation in which participants learned a lot, was nonetheless identified by 61 percent as valuable.

Responses to item 2, which asked the participants to assess the extent to which the institute objectives were met for them were reported as follows:

2. *Assess the extent to which the institute objectives were met for you by checking the appropriate spaces.*

| THE PARTICIPANTS WILL | The Institute DID accomplish this for me | | The Institute DID NOT accomplish this for me | | |
|---|---|---|---|---|---|
| | significantly | some (so-so) | very little | not at all | total responding |
| 1. discover that they can solve most of their problems locally. | 10 / 35% | 17 / 61% | 1 / 4% | 0 / 0% | 28 |
| 2. have time during the institute to do needed things they never were able to get around to. | 10 / 30% | 14 / 42% | 8 / 24% | 1 / 3% | 33 |
| 3. better understand their roles in a MUS-E. | 23 / 66% | 9 / 26% | 3 / 8% | 0 / 0% | 35 |
| 4. become more aware of the resources they need to have a successful MUS-E. | 15 / 43% | 15 / 43% | 5 / 14% | 0 / 0% | 35 |
| 5. learn how to share decisions better in the IIC. | 12 / 34% | 19 / 54% | 3 / 9% | 1 / 3% | 35 |
| 6. become more skilled in group processes. | 12 / 34% | 14 / 40% | 8 / 23% | 1 / 3% | 35 |
| 7. gain information they need to solve specific problems they are having. | 13 / 36% | 21 / 58% | 2 / 6% | 0 / 0% | 36 |
| 8. become more proficient in knowledge and understanding of elements of IGE. | 16 / 44% | 18 / 50% | 1 / 3% | 1 / 3% | 36 |
| 9. get an accurate reading about the development stage of their schools. | 16 / 46% | 15 / 43% | 4 / 11% | 0 / 0% | 35 |

Percentages do not always total 100% due to rounding errors.

For the most part, the principals in the institute accomplished their objectives. As a result of the institute, the participants were better able to (1) understand their roles in IGE, (2) realize that they can solve their problems locally, (3) demonstrate proficiency in understanding the elements of IGE, and (4) get a more accurate reading of the development level of their individual schools.

Nine (27 percent) indicated they did not find that the institute gave them much additional time to do things they never got around to at other times. The same number responded that they had not become more skilled, to any great extent, in group processes.

The participants also evaluated the activities of the institute, and 94 percent identified the institute manual proposed by the director to be very useful; and this was the most useful item or activity in the institute. The ratings of the institute activities were as follows:

3. *All the major activities of the institute are listed below. Indicate how useful each was by checking the appropriate column.*

| | very useful | so-so | not much | total responding |
|---|---|---|---|---|
| 1. Program assessment and evaluation (D. Hubbard) | 12 / 60% | 7 / 35% | 1 / 5% | 20 |
| 2. Opening address (B. Thompson) | 7 / 21% | 15 / 45% | 11 / 33% | 33 |
| 3. Group processes address (L. Korhonen) | 21 / 64% | 11 / 33% | 1 / 3% | 33 |
| 4. Communications exercise (L. Korhonen) | 24 / 69% | 10 / 28% | 1 / 3% | 35 |
| 5. "Decision Making" group (J. Lent) | 8 / 35% | 13 / 56% | 2 / 9% | 23 |
| 6. Final remarks (D. K. Clear) | 17 / 71% | 7 / 29% | 0 / 0% | 24 |
| 7. SPC panel (Shiroda, Grant, Deck) | 14 / 47% | 15 / 50% | 1 / 3% | 30 |
| 8. Work group discussions | 26 / 74% | 8 / 23% | 1 / 3% | 35 |
| 9. "Change Forces" group (R. Robinson) | 12 / 54% | 9 / 41% | 1 / 5% | 22 |
| 10. The IIC address (C. Loose) | 7 / 21% | 18 / 55% | 8 / 24% | 33 |
| 11. "Federal Funding" address (L. Barnett) | 11 / 42% | 8 / 31% | 7 / 27% | 26 |
| 12. "Budgeting & Business Management" group (C. Deck) | 6 / 46% | 6 / 46% | 1 / 8% | 13 |
| 13. "Staff Development" group (A. Weidemann) | 9 / 53% | 8 / 47% | 0 / 0% | 17 |
| 14. "Curriculum" group (R. Callaway) | 10 / 45% | 11 / 50% | 1 / 5% | 22 |
| 15. "Reporting Pupil Progress" group (G. Blommel) | 14 / 74% | 5 / 26% | 0 / 0% | 19 |
| 16. "Role of Building Principal" group (H. McNally) | 12 / 52% | 11 / 48% | 0 / 0% | 23 |
| 17. "Writing Proposals" group (L. Barnett) | 6 / 43% | 4 / 28.5% | 4 / 28.5% | 14 |
| 18. Conference manual (D. K. Clear) | 30 / 94% | 2 / 6% | 0 / 0% | 32 |
| 19. Community-school relations (J. Cibulka) | 2 / 22% | 5 / 56% | 2 / 22% | 9 |
| 20. Final remarks (R. Wisneiwski) | 1 / 12.5% | 6 / 75% | 1 / 12.5% | 8 |
| 21. Model IIC meeting (D. Heinen *et al.*) | 15 / 43% | 12 / 34% | 8 / 23% | 35 |
| 22. Audio-visual materials | 17 / 52% | 16 / 48% | 0 / 0% | 33 |
| 23. Large group questioning | 12 / 36% | 18 / 55% | 3 / 9% | 33 |

Institute participants also identified particular insights gleaned from the institute and made suggestions for future institutes. Their remarks are included below:

1. *Briefly state what you got out of the institute in terms of ideas, knowledge, or insights you now have that you didn't have prior to it.*
(abstracted from participants' responses)

People need to clearly define their roles and efforts.
I need to do more work on curriculum and organization.
I got help with problem solving.
I got a more complete understanding of the elements of pre- and posttests.
I redefined the role of the IIC within the building. I came to realize that many objectives were too broad.
I obtained insights on how to provide more time for teachers.
Need for central office support and role of central office was clarified.
I saw the need to pace IGE program at a human pace and only the way that fits our school.
I developed skills in small group processes.

2. *Briefly state suggestions for the conference.*
(abstracted from participants' responses)

Utilize a pre-conference inventory of participants' skills and experience to determine what they can contribute.
Have a 3-day workshop.
Speakers should keep to their topic.
I would like to see a joint meeting between building principal and team leaders.
Have small groups stay focused on objectives.
Have resource people available for in-depth conferences.
Supply more sample materials.
Focus some on building management—"nuts and bolts" solutions to particular problems.
Integrate school visits with the workshop agenda.
Have large group sessions focus on realistic problems.
Set more structure into the time allotments.

Summary. In the judgment of the participants, the institute was very successful in meeting individual needs.

## The Reading Staff Teacher Institutes

Reading Teachers, August, 1971,
University of Wisconsin—Madison

Eighty-five reading teachers attended an institute that had seven objectives: knowledge of (1) behavioral objectives, (2) the WDRSD tests, (3) the WDRSD components, and (4) WDRSD implementation practices; performance with (5) informal reading inventory, (6) identification and formation of skill groups; and (7) an increased favorable attitude to the Instructional Programing Model.

A preassessment was given on the knowledge objectives; 21 percent of the participants were found to have mastered all of these objectives. This group met with the conference leaders, and a program was developed for them. The program was a mixture of shared experiences and specific research which utilized the resources of the staff or updated WDRSD materials.

Another 27 percent of the participants mastered two of the knowledge objectives but generally had not mastered the implementation and components objectives. This group felt that the agenda set for the institute would be the best option for meeting these objectives, and therefore continued with the remainder of the participants.

As a part of the preassessments, the participants were asked to state their expectations of the institute in terms of objectives to be attained. Eighty-five percent of these objectives matched the institute objectives. They pertained to more information about WDRSD in general and its implementation practices. The remainder of the individual objectives indicated that some participants were experienced in the use of the program and were interested in more detailed topics, e.g., Interpretive Reading, Creative Reading, Self-Directed Reading; sharing ideas with other teachers; handling more than one skill in a skill group.

On the last day of the conference the assessment instrument on the knowledge objectives was given again to those participants who had failed to show mastery on the pre-

assessment. Combined data from both assessments indicated that 89 percent or more of the participants achieved an 80 percent mastery criterion on the four knowledge objectives. On the component objective 79 percent of the participants achieved the mastery level.

All of the participants satisfied the performance criterion on the two objectives related to using an informal reading inventory and identifying and forming skill groups. With regard to the objective pertaining to an increased favorable attitude toward the Instructional Programing Model, comparisons of preinstitute and postinstitute ratings of attitude showed the desired increase in all cases except on two ambiguously worded items.

Participants were asked to indicate whether they had obtained the specific objectives they had set for themselves. Seventy-five percent of the participants indicated complete fulfillment. Another 19 percent indicated partial fulfillment. The greatest dissatisfaction was expressed in terms of wanting more small group interaction. Those who did not meet their objectives failed to because of some specific need that was not addressed in the program. Twenty-seven percent of the participants volunteered that they were highly motivated to return to their schools and begin implementing WDRSD.

In summary, the institute successfully accomplished its objectives (missing mastery by 1 percent of the participants on only one of the four knowledge objectives) and, although to a lesser degree, met the individual objectives of the participants. Despite the relatively large number of participants with diverse backgrounds, reaction to the institute was generally favorable.

## Reading Teachers, June-August, 1972, University of Wisconsin—Madison

The institute for reading teachers that was planned for July 1972 was altered in order to present nine one-day workshops on the Study Skills area of the WDRSD. The target population of the institute was the teachers and principals who were implementing the Study Skills area in the fall of 1972.

The program consisted of a formal presentation and several work sessions. The purpose was to provide assistance in implementing the Study Skills area. The participants evaluated the program by rating the effectiveness of the presentation and the work sessions. Table 15 contains the mean ratings of the two categories for the first four workshops.

TABLE 15

Mean Ratings[a] of Two Categories for Four Workshops

| Workshop | N | Category Presentation | Work Session |
|---|---|---|---|
| Madison | 34 | 4.5 | 4.5 |
| Denver | 33 | 4.5 | 4.2 |
| Duluth | 41 | 4.0 | 3.7 |
| Chicago | 40 | 4.5 | 4.2 |

[a]5-point scale.

The participants frequently offered comments on the back of the evaluation cards. On the cards from the first workshops, the overwhelming majority of the comments related to insufficient time. The most frequent comment in the last workshop was praise for the workshop leaders and their program.

In summary, the data that are available indicate a successful set of workshops. Of course, the ultimate success can only be assessed by the implementation of the Study Skills area in the participants' schools.

# IV
# Summary of Evaluation of Advanced Leadership Institutes

Approximately 1,400 people attended the advanced leadership institutes conducted from August 1971 to November 1972. The participants were drawn from three populations: unit leaders, principals, and reading staff teachers. Although each institute had its own specific objectives within the guidelines established for these institutes, the general goal of all institutes was to support the implementation of IGE/MUS-E. No evaluation of this goal was designed, so the value of the institutes must be judged on the basis of the degree to which the participants attained stated objectives and participants' ratings of the institute experience.

## The Unit Leader Institutes

Data presented in this report indicate that, for the most part, the unit leader institutes ranged from moderately successful to highly successful. In most cases primary objectives were met by a majority of participants and secondary objectives were met by a reasonable number of participants. There were participants who achieved low mastery levels for specific objectives, especially IGE concepts, but these levels were somewhat balanced by favorable ratings given the institutes by the participants.

In general, the participants valued their experiences and rated the institutes well. They indicated that experiences in interpersonal relationships, inservice activities, small group sessions, individual selection of interest groups, individual identification of objectives, practicality of the institutes and curriculum development were very beneficial. Problem sharing with other unit leaders was also rated as valuable.

Participants indicated a desire to visit more area schools, to set their own objectives, to include all members of the staff in future institutes, and to have a wide variety of curriculum and problem areas from which to select their activities.

## The Principal Institutes

The data presented indicate that, in general, the principals who attended an advanced leadership institute felt they had become more effective as a result of the institute.

Evaluative data of the principal institutes varied widely. The institutes were (1) rated highly successful in that the principals met their objectives as well as valued the experience as very worthwhile, (2) rated moderately successful in that the principals attained institute objectives yet indicated dissatisfaction in terms of their own objectives (e.g., more interaction among participants); and (3) rated moderately successful in that institute objectives were not attained to the degree specified, yet the principals reported that the institute experiences were worthwhile and beneficial.

The principals indicated a desire for more individualization of instruction, more group dynamics sessions, greater attention to building management, the opportunity to visit area schools, and more time to interact and exchange experiences among themselves.

## The Reading Staff Teacher Institutes

The data indicate that both reading institutes were highly successful. In the 1971 institute, 89 percent of the participants achieved an 80 percent mastery criterion on four of the seven institute objectives. Moreover, 75 percent indicated that they had also completely met the objectives which they had set for themselves, while 19 percent indicated partial fulfillment. The 1972 institutes were rated as successful by the participants.

# V
# Recommendations

Institute directors have considered the data and shared their experiences as directors/instructors of the advanced leadership institutes. Several directions seem appropriate for consideration:

1. Multiunit personnel with one or two years of experience have expressed a need for an opportunity to focus on specific operational problems in an institute setting. The number of principals, unit leaders, and staff teachers expressing an interest in attending advanced leadership institutes substantially exceeded expectations. The number of multiunit schools continues to increase, resulting in even greater interest in such activities. Therefore, it is recommended that advanced leadership institutes continue to be provided by teacher education institutes.

2. Needs perceived by practicing multiunit personnel, institute directors, and R & D Center staff indicate that the one-week format may not be applicable in all situations. Therefore, it is recommended that advanced leadership institutes be designed to operate from three days to two weeks or longer depending on the specific topic(s) to be addressed.

3. Institutes conducted up to the present time have been directed specifically toward the principal, the unit leader, and the staff reading teacher. Participants have expressed a strong desire to take part in institutes in which IIC's participate as a unit. Therefore, it is recommended that some advanced leadership institutes be provided in which principals, unit leaders, and staff teachers from a building can take part in joint problem-solving activities.

4. Past institutes have not been offered for college/university credit. Many school systems provide salary increments for credit earned for similar activities, thus offering additional inducement to participate in activities contributing to professional growth. In addition, offering advanced leadership institutes for credit provides the teacher education institution a possible means of financing such activities. Therefore, it is recommended that, whenever possible, credit be given for participation in advanced leadership institutes.

5. Until the present time, the focus of advanced leadership institutes has been rather general; they have dealt with a broad range of problems and concerns related to specific roles, i.e., the principal, unit leader, and staff teacher. Participants, institute directors, and R & D Center personnel have indicated a need for institutes directed toward specific topics. Therefore, it is recommended that some advanced leadership institutes focus on topics such as developing curricula for IGE, interpersonal relations and group dynamics, home-school relations, pupil assessment, and program evaluations.

APPENDIX

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
following aspects of IGE/MUS-E implementation:

Behavioral Objectives
Instructional Programming
Multiunit Operations
Roles and Responsibilities
Grouping Patterns
IGE Assessment

Form I

ACKNOWLEDGMENTS

Many Center personnel wrote items, gave suggestions, or otherwise contributed to the final version of this test. Among the primary contributors were Dr. Juanita Sorenson, James Allen, William Klenke, Joanne Strike, Deborah Stewart, Marjorie Sunde and Nancy Evers.

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Center No. C-03/Contract OE5-10-54

Behavioral Objectives

For items 1-10 mark "a" for statements which meet the criteria for behavioral objectives and "b" for those which do not.

1. After studying for three weeks the early history of our country, the child will comprehend the importance of the Declaration of Independence.

2. At the end of the unit on electricity, the pupil will answer correctly 85 per cent of the questions about the basic principles of electricity.

3. After working with a microscope in science class, a student will understand how four of five principal parts function.

4. In nine of ten instances, the child will state an appropriate main idea after reading a paragraph in which the main idea is implied but not stated.

5. Given the names of the 50 states, the pupil will write the names of the states in alphabetical order with no errors.

6. After listening to the beginning of a story, the child will write a story ending which the teacher judges to be creative.

7. Given a list of activities carried on by the early settlers in New England, the student should know what goods they produced, what productive resources they used, and what trading they did.

8. Given a set of three numerals that name whole numbers not greater than six, the student should be able to list the four related addition and subtraction equations suggested by the numbers.

9. Given an outline map of the United States in 1860, the student should be able to label by name, some of the confederate States in blue, the Union States in red, and the Union boarder slave states in green.

10. Given a programmed booklet on Alaska, the student should, after proper use of the booklet, have a better understanding of the white man's influence on the Eskimo culture.

11. Students are regrouped based on needs and attainment of objectives at least every:

    a. semester
    b. 2-3 months
    c. 2-4 weeks
    d. week

12. According to the Instructional Programming Model, pupils are assessed to determine their attainment of objectives and may move ahead to the next objective when:

    a. they have completed the instructional activities to attain the objective

    b. they have met the criterion level set for mastery

    c. they have completed the instructional sequence and the postassessment has been administered

13. Grouping of students is primarily motivated by the need to:

    a. place children in the instructional sequence

    b. homogeneously group pupils working at the same grade level

    c. offer instruction efficiently to children pursuing the same objective

    d. schedule released time for the unit leader and other staff periodically

14. Once assessment has been made of the student's level of achievement, learning style, and motivational "level", the next step is to:

    a. implement an instructional program appropriate to student's needs

    b. evaluate the student's performance in relation to his ability

    c. Set specific instructional objectives for a short period of time

15. In IGE, the main responsibility for carrying out the sequential steps of the instructional programing model in the selected IGE area lies with:

    a. unit teachers with assistance from the IIC, central office and state education agency personnel

    b. central office personnel in the IGE area with assistance from the multiunit school staff

    c. individual teachers on the unit staff who have expertise in the selected IGE area

    d. the building principal with assistance from the IIC members

16. Step II of the Instructional Programming Model, dealing with selection of a subset of objectives, is aimed primarily at:

    a. providing flexibility in <u>when</u> instruction is provided

    b. presented each unit with options about <u>what</u> is taught

    c. adjusting the range of objectives to the characteristics of unit children

17. Which is the correct pre-instructional sequence?

    a. choose several objectives, group children to work on a specific objective, administer assessment tests

    b. group children for instruction, choose specific objectives, administer assessment tests

    c. choose a broad objective, administer assessment tests, group children to progress at varying rates toward the objective

    d. assess students on specific objectives, select objectives for instruction, group children in relation to objectives

18. An example of a broad educational objective for Work Attack skills is:

    a. by the end of the fifth year in school, 90 percent of the children will independently decode regular words with at least 98 percent accuracy; all children will do likewise by the end of the seventh year

    b. upon completion of the Word Attack program, children will be able to decode phonically and structurally regular words

    c. 70 percent of children will identify the short or long vowel sound in one-syllable words by the end of their third year in school; 98 percent of children will do likewise by the end of their fifth year in school

19. Broad educational objectives are best stated by:

    a. the Systemwide Policy Committee

    b. the Instructional Improvement Committee

    c. the Unit

20. The distinction between IGE and other individualized programs is that in IGE:

    a. groups of children who have the same instructional needs are formed for short periods of time

    b. each child in a room is generally pursuing a different activity

    c. children are grouped on the basis of teacher judgments for the semester's instruction

    d. a major portion of a child's instruction occurs in a one-to-one setting

21. A meeting of the Instructional Improvement Committee (IIC) should always include the principal as well as:

    a. all unit leaders and subject matter consultants

    b. all unit leaders and a representative teacher

    c. all unit leaders

    d. representative unit leaders and subject matter consultants

22. Unit meetings should be chaired by:

    a. the teacher designated as Unit leader

    b. the Unit teacher selected as chairman for that meeting

    c. the principal, if he chooses to attend

    d. a, b, or c

23. The organizational component of IGE at the district level is the:

    a. IIC

    b. SPC

    c. MUS-E

    d. I & R Unit

24. The IIC should meet a minimum of:

    a. 1 hour weekly

    b. 1 hour every other week

    c. a half day alternate weeks

    d. a half day each month

25. An Instructional and Research Unit (I & R Unit) is made up of a unit leader plus:

    a. representative teachers, the principal and central office personnel

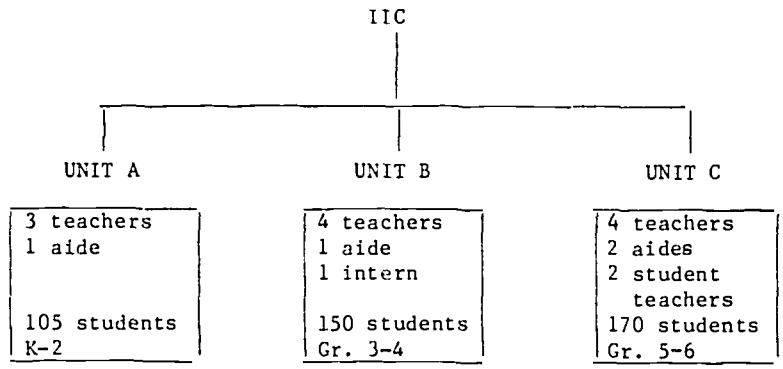
    b. staff teachers, aides, interns and/or student teachers, and children

    c. staff teachers and the building principal

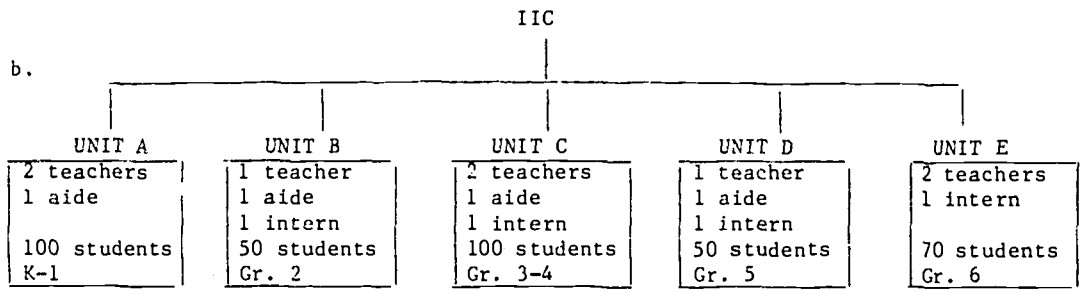
    d. staff teachers and aides

26. Assuming that one of the teachers in each pod below is the unit leader, which diagram best describes the unit composition for the IGE/MUS-E school?

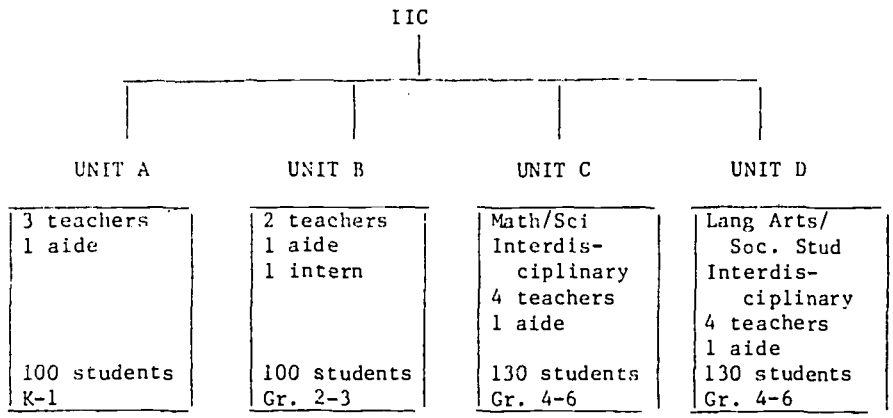
a.




b.




c.



27. The broad objectives toward which children in a particular school work are identified by the:

    a. Systemwide Policy Committee (SPC)

    b. superintendent of schools and the school principal

    c. Instructional Improvement Committee (IIC)

    d. principal and central office consultants

28. Operations at the I & R Unit level include:

    a. each teacher specializing in a subject matter area and taking primary responsibility for instruction in that area

    b. joint instruction by interdisciplinary teams of staff members to fairly large groups on a regular basis

    c. each teacher teaching in many subject fields with resource help provided by a unit member who may be a specialist in the area

29. In the IGE system, the age-graded, self-contained classroom is replaced by:

    a. the didactic group

    b. the IIC

    c. the SPC

    d. the I & R Unit

30. Research related to optimum size of a unit indicates that:

    a. the larger the unit, the more flexible a program is offered

    b. units that are too large may divide along grade levels

    c. a unit leader can effectively coordinate the work of no more than seven teachers

    d. staff in small units are more satisfied with relationships with their fellow teachers

31. The IGE/MUS-E concept requires changes in roles and responsibilities of which staff members?

    a. the principal

    b. the unit leader or lead teacher

    c. the staff teacher

    d. all staff members

32. One of the main differences between the roles of the certified teacher in the unit and the certified teacher in the "self-contained" classroom is that the unit teacher:

    a. has more education

    b. has a greater concern for students

    c. has greater interaction with other teachers in planning activities

    d. is more autonomous

33. The key to staffing a school for IGE is to:

    a. provide adequate consultant help

    b. differentiate staff roles

    c. improve the teacher-pupil ratio

    d. change the role of the teacher from instructor to diagnostician

34. What percent of the time that children are in school should the unit leader be directly involved with children?

    a. 25-50

    b. 50-80

    c. 80-100

35. The long-range plans for an IGE instructional program are established by the:

    a. Systemwide Policy Committee (SPC)

    b. Instructional Improvement Committee (IIC)

    c. SPC and IIC

    d. IIC and Units

36. The staff teacher assigned to a unit:

    a. continues to be a generalist as she was in the self-contained classroom, teaching all subject matter areas

    b. specializes in a broad area such as language arts/social studies, planning and teaching those subject matters primarily

    c. specializes in an area, such as science/math, or function, such as test development, and serves as a resource to the unit while teaching in all areas

37. The main reason that the consultant's time is used more effectively in the unit than in the traditional pattern is that the consultant:

    a. works primarily with one school in a district

    b. is usually concerned with only one school subject

    c. is familiar with the school and its problems

    d. meets and plans with the unit staff

38. The staff teacher's direct supervisor in a Multiunit school is:

    a. his principal

    b. his unit leader

    c. the IIC

39. Home-school contacts in a multiunit organization are primarily initiated by:

    a. the unit leader, except in unusual circumstances

    b. a staff member designated as responsible for the child

    c. whichever unit staff members are most naturally involved in the matter to be discussed

40. The position unique to the differentiated staffing pattern of the IGE/MUS school is the:

    a. instructional aide

    b. clerical aide

    c. intern or student teacher

    d. unit leader

## Grouping Patterns

41. At the intermediate level, independent study should be used with children:

    a. of all abilities

    b. of high abilities

    c. who have no difficulty with reading

    c. who are self-directed and reliable

42. The phrase individually guided education implies that most instruction is carried out in:

    a. group sizes appropriate to the learning activity

    b. small homogeneous groups

    c. one-to-one relationships between a child and an adult

    d. independent study situations with the child interacting with materials

43. The grouping pattern that is most used in IGE is the:

    a. independent study

    b. small group

    c. one-to-one

    d. class-sized group

44. The staff of a Unit for 10 to 12 year olds has analyzed the time its children spend in the various learning modes as follows:

| | |
|---|---|
| Large group | 15 percent |
| Small & medium group | 20 percent |
| One-to-one | 35 percent |
| Independent study | 30 percent |

    The children in this Unit probably are spending:

    a. too much time in independent study and too little time in large group

    b. too little time in one-to-one and too much time in large group

    c. too much time in one-to-one and too little time in small group

45. Grouping of students in a subject matter area is primarily based on:

    a. achievement scores in the previous year

    b. results of assessment on a set of objectives

    c. recommendations of the unit staff

46. Teachers in a given unit most often:

a. each spend about the same amount of time working with various-sized instructional groups

b. are left with the choice of arranging group sizes for the children assigned to them and in doing so, accommodate their own personal preferences

c. are assigned to carry out instructional tasks using the grouping pattern in which they are most effective

47. Class-sized group instruction in the multiunit and conventionally-organized school:

a. is not different

b. differs chiefly in group composition, with the teacher in the multiunit school having as group members children not in their homeroom

c. differs in purpose, with the objectives, and thereby the group memberships, systematically varied from one group to another

48. Assuming that the teaching tasks below are in order from complex to simple, the highest level task an instructional aide might perform in a one-to-one instructional situation is:

a. conducting a conference in which the pupil sets goals for attaining mathematical concepts that week

b. following through on a teacher-introduced topic, repeating key aspects of the teacher presentation

c. scoring the pupil's work, discussing and helping him correct errors

d. working on flash cards of number facts

49. The small group pattern best suited to presenting information is the:

a. discursive group

b. brainstorming group

c. didactic group

d. task group

50. The small group should be used:

a. chiefly in discussing topics where differences of opinions can be expressed

b. primarily for children whose measured ability is similar

c. mostly in cases where one student acts as a discussion leader

d. for a variety of purposes in most subject matter areas



GPO 805-479-8

51. A criterion-referenced achievement test differs from a norm-referenced achievement test in that:

    a. a pupil's score can be interpreted without reference to scores of other pupils

    b. it typically covers a broader, less homogeneous range of topics

    c. its results are in easily interpretable standard units rather than raw scores

52. Work samples:

    a. should not be used to assess attainment of an objective

    b. may be substituted for a pencil-and-paper test if each task relates to the objective

    c. are used to diagnose individual learning problems on a day-to-day basis rather than as a formal means of assessment

53. Assessment in an IGE program is most effectively carried out:

    a. at the beginning and end of each semester so that the time element is the same for all children

    b. at the start of each year so that learning groups may be formed for the year

    c. after each instructional level to insure each child's mastery of skills

    d. before and after instruction for each child so that he receives only instruction he needs

Decide whether each of items 54-60 are true or false for the use of tests and test scores in Individually Guided Education programs. For those that are true mark "a", for those that are false mark "b".

54. Standardized test scores are often used to group children.

55. Assessment takes about the same amount of time in IGE as in schools using text-graded curriculum programs.

56. Criterion-referenced tests form the backbone of the individualized assessment program.

57. Most often all individuals in one age/grade group are administered the same test.

58. Criteria for performance are established in terms of standardized norms.

59. Groups formed on the basis of assessment scores may be modified by teacher judgment.

60. Children do not usually need a period of readiness, adjustment, or total class activity before specific evaluative information is gathered to form groups.

NAME: _____

ANSWER SHEET FOR IGE CONCEPTS TEST -- FORM I

DIRECTIONS: Darken the appropriate circled letter.

| | | | | | | |
|---|---|---|---|---|---|---|
| Behavioral Objectives (1 - 10) | 1. | (a) | (b) | | | 31. d |
| | 2. | (a) | (b) | | | 32. c |
| | 3. | (a) | (b) | | | 33. b |
| | 4. | (a) | (b) | | | 34. b |
| | 5. | (a) | (b) | | | 35. d |
| | 6. | (a) | (b) | | | 36. c |
| | 7. | (a) | (b) | | | 37. d |
| | 8. | (a) | (b) | | | 38. a |
| | 9. | (a) | (b) | | | 39. b |
| | 10. | (a) | (b) | | | 40. d |
| Instructional Programing (11 - 20) | 11. | (a) | (b) | (c) | (d) | 41. a |
| | 12. | (a) | (b) | (c) | | 42. a |
| | 13. | (a) | (b) | (c) | (d) | 43. b |
| | 14. | (a) | (b) | (c) | | 44. c |
| | 15. | (a) | (b) | (c) | (d) | 45. b |
| | 16. | (a) | (b) | (c) | | 46. c |
| | 17. | (a) | (b) | (c) | (d) | 47. c |
| | 18. | (a) | (b) | (c) | | 48. b |
| | 19. | (a) | (b) | (c) | | 49. c |
| | 20. | (a) | (b) | (c) | (d) | 50. d |
| Multiunit Operations (21 - 30) | 21. | (a) | (b) | (c) | (d) | 51. a |
| | 22. | (a) | (b) | (c) | (d) | 52. c |
| | 23. | (a) | (b) | (c) | (d) | 53. d |
| | 24. | (a) | (b) | (c) | (d) | 54. b |
| | 25. | (a) | (b) | (c) | (d) | 55. b |
| | 26. | (a) | (b) | (c) | | 56. a |
| | 27. | (a) | (b) | (c) | (d) | 57. b |
| | 28. | (a) | (b) | (c) | | 58. b |
| | 29. | (a) | (b) | (c) | (d) | 59. a |
| | 30. | (a) | (b) | (c) | (d) | 60. a |

—Fold on this line to correct #31-60—

| | |
|---|---|
| 1. | b |
| 2. | a |
| 3. | b |
| 4. | a |
| 5. | a |
| 6. | a |
| 7. | b |
| 8. | a |
| 9. | b |
| 10. | b |
| 11. | c |
| 12. | b |
| 13. | c |
| 14. | c |
| 15. | a |
| 16. | c |
| 17. | d |
| 18. | a |
| 19. | b |
| 20. | a |
| 21. | c |
| 22. | a |
| 23. | b |
| 24. | a |
| 25. | b |
| 26. | a |
| 27. | c |
| 28. | c |
| 29. | d |
| 30. | c |

Fold on this line to correct #1-30

| | | | | | |
|---|---|---|---|---|---|
| 31. | a | **b** | c | d | Roles and Responsibilities (31 - 40) |
| 32. | a | **b** | c | d | |
| 33. | a | **b** | c | d | |
| 34. | a | **b** | c | | |
| 35. | a | **b** | c | d | |
| 36. | a | **b** | c | | |
| 37. | a | **b** | c | d | |
| 38. | a | **b** | c | | |
| 39. | a | **b** | c | | |
| 40. | a | **b** | c | d | |
| 41. | a | **b** | c | d | Grouping Patterns (41 - 50) |
| 42. | a | **b** | c | d | |
| 43. | a | **b** | c | d | |
| 44. | a | **b** | c | | |
| 45. | a | **b** | c | | |
| 46. | a | **b** | c | | |
| 47. | a | **b** | c | | |
| 48. | a | **b** | c | d | |
| 49. | a | **b** | c | d | |
| 50. | a | **b** | c | d | |
| 51. | a | **b** | c | | Assessment (51 - 60) |
| 52. | a | **b** | c | | |
| 53. | a | **b** | c | d | |
| 54. | a | **b** | | | |
| 55. | a | **b** | | | |
| 56. | a | **b** | | | |
| 57. | a | **b** | | | |
| 58. | a | **b** | | | |
| 59. | a | **b** | | | |
| 60. | a | **b** | | | |

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
Behavioral Objectives aspect
of IGE/MUS-E implementation.

Form II

ACKNOWLEDGMENTS

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Center No. C-03/Contract OE5-10-54

## Behavioral Objectives

For items 1-10, mark response choice "a" for statements which meet criteria for behavioral objectives and "b" for those which do not.

1. After six exercises on library skills, the child will understand how to use the library when working on independent research projects.

2. The pupil will correctly write the sum of all the basic addition facts written in the form $\frac{x}{+y}$ in three minutes.

3. Observing an object that undergoes change, the student will construct a record of changes in properties of the object over a one-hour period.

4. The child will write a poem with Haiku characteristics after listening to several Haiku poems written by several Japanese authors.

5. Given samples of ten substances, the pupil will be able to identify each substance as a gas, a liquid, or a solid with 90 percent accuracy.

6. Given a string of beads which form a number and color pattern, the student should, by adding more colored beads to the string, be able to continue the pattern at least two additional times.

7. The student will understand how we measure time, latitude, and longitude after working with maps during social studies periods for two weeks.

8. Given copies of three different magazines written for 10- to 12-year olds, the student will be able to cite an example of at least one content and format difference among them and predict to what kind of child each would appeal.

9. At the end of the lesson, the student will have 75 percent mastery of basic principles of heat and light.

10. The child will comprehend the importance of laws to control pollution after attending a lecture on the subject as indicated by a positive attitude toward participating in an ecology project.

GPO 805-479-7

ANSWER SHEET FOR POST-ASSESSMENT ON
BEHAVIORAL OBJECTIVES - FORM II

Directions: Darken the appropriate circled letter.

1. (a) (b)
2. (a) (b)
3. (a) (b)
4. (a) (b)
5. (a) (b)
6. (a) (b)
7. (a) (b)
8. (a) (b)
9. (a) (b)
10. (a) (b)

Fold on this line to correct #1-10

1. b
2. a
3. b
4. a
5. a
6. a
7. b
8. a
9. b
10. b

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the Instructional Programming aspect of IGE/MUS-E implementation.

Form II

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Center No. C-03/Contract OE5-10-54

Instructional Programming

1. In Instructional Programming, the first step is to:

   a. assess each student's level of achievement, learning style, and motivational level

   b. group pupils so that appropriate assessment can be carried out and learning objectives specified

   c. set educational objectives in a particular area for the children of the building

   d. set individual learning objectives for each child in the selected IGE area

2. The Instructional Programming implied by the model is considered to:

   a. be a unique way of teaching

   b. be an explicit statement of what excellent teachers do every day

   c. work only with the organizational framework

3. When a student attains the objective set for him, most often he then should:

   a. be administered another battery of tests

   b. work on a project of his own desire until other students in his group meet their objectives

   c. begin work on another objective which he has not met

   d. help other students attain their objectives

4. Instructional Programming in IGE differs from other individualized programs in that:

   a. amount of time spent on assessment is greater due to need for both pre- and post assessment

   b. children utilize programmed materials more frequently

   c. children with common needs are grouped for instruction for short periods of time

5. The objectives for each child in Individually Guided Education are set by:

   a. unit staff

   b. Instructional Improvement Committee

   c. parent, child and teacher in a conference

   d. individual staff teacher

6. The relationship between broad and specific objectives is that:

   a. specific objectives are written for a particular lesson whereas broad objectives cover the scope of a unit or topic study

   b. broad objectives are determined at the school district level whereas specific objectives are identified at the building level

   c. broad objectives are terminal objectives for elementary school education whereas specific objectives cover instructional topics of one to six weeks' duration

7. The chief difference between the usual homogeneous small group in reading and the IGE small group in reading is that:

   a. the IGE small group is pupil-led whereas the traditional small group is teacher-led

   b. a greater variety of instructional techniques are implemented in the IGE group

   c. the IGE small group has fewer students than the traditional small group

   d. the IGE small group is formed for a limited period of time whereas the traditional group remains relatively intact

8. In order to resequence correctly a student who does not attain a specific objective set for him:

   a. his characteristics are evaluated by the use of tests, observations and work samples

   b. he is placed in a prior sequence of the program with less difficult material

   c. a new set of objectives is identified so that he will not fail

9. According to the Instructional Programming Model, the pupil's achievement level is preassessed by:

   a. reference to the cumulative record of the student's progress in previous years

   b. criterion-referenced tests, observation schedules, and work samples

   c. the combination of teacher observations and standardized tests administered during September of each year.

10. In instructing pupils who need to work toward attainment of the same objective, the teacher should:

   a. provide alternative instruction for individuals or subgroups whose rate or learning style is different

   b. plan and schedule different instruction for each pupil

   c. thoroughly review prerequisite skills and concepts to ensure a successful outcome

   d. be satisfied if 70 percent of the group masters the objective during the allotted time

ANSWER SHEET FOR POST-ASSESSMENT ON
INSTRUCTIONAL PROGRAMING - FORM II

Directions: Darken the appropriate circled letter.

1. (a) (b) (c) (d)
2. (a) (b) (c)
3. (a) (b) (c) (d)
4. (a) (b) (c)
5. (a) (b) (c) (d)
6. (a) (b) (c)
7. (a) (b) (c) (d)
8. (a) (b) (c)
9. (a) (b) (c)
10. (a) (b) (c) (d)

Fold on this line to correct #1-10

1. c
2. b
3. c
4. c
5. a
6. c
7. d
8. a
9. b
10. a



GPO 805-479-6

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
Multiunit Operations aspect
of IGE/MUS-E implementation.

Form II

ACKNOWLEDGMENTS

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Center No. C-03/Contract OE5-10-54

Multiunit Operations

1. The IIC has responsibilities for home-school-community relations plus:

   a. staff development

   b. instructional planning

   c. staff development and instructional planning

   d. staff development and personnel evaluation

2. The unit meetings should usually include, in addition to the unit leader:

   a. staff teachers, aides, interns and/or student teachers

   b. staff teachers, aides, student council representatives

   c. staff teachers, aides, interns and/or student teachers principal, and central office personnel

   d. representative staff teachers, interns and/or student teachers

3. Who should establish guidelines and take initiative both in recruiting personnel for the MUS-E and in arranging for their inservice education?

   a. the building principal

   b. the Systemwide Policy Committee (SPC)

   c. the Instructional Improvement Committee (IIC)

   d. the superintendent of schools

4. Unit planning is accomplished:

   a. in multiple stages, with the unit leader and other staff teachers taking planning responsibility both prior to and following the unit meeting

   b. mainly at a weekly unit meeting

   c. in two stages, with the unit leader working out details after the unit has made general plans at the unit meeting

   d. in multiple stages, with the unit leader taking planning responsibility both prior to and following the unit meeting

5. The level of organization of the multiunit school that states the educational objectives and outlines the educational program is:

   a. the Systemwide Policy Committee (SPC)

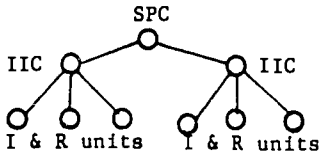
   b. the Instructional Improvement Committee (IIC)

   c. the Instructional and Research Unit (I & R Unit)

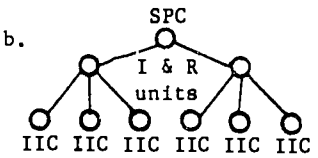
   d. all of the above

6. Which of the following diagrams best depicts the organizational hierarchy of the IGE/MUS-E concept for a school system?

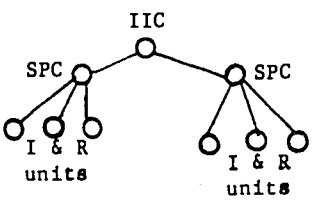
a.




b.




c.




7. Research has indicated that an optimum number of students for the Instructional and Research Unit ( I & R Unit) is:

   a. 25 to 30

   b. 50 to 100

   c. 100 to 150

   d. 150 to 200

8. The Systemwide Policy Committee (SPC) is formed:

   a. before any school adopts MUS-E

   b. the year MUS-E is implemented in one school

   c. when two or more schools adopt the program

9. The Instructional Improvement Committee (IIC) deals primarily with:

   a. planning and managing the total school program

   b. recruiting personnel for each IGE/MUS-E school and arranging for their inservice education

   c. providing instructional materials and methods for the IGE subject matter

   d. planning and coordinating activities related to instruction

10. Responsibility for the short-range planning of the IGE instructional program rests with the:

    a. Systemwide Policy Committee (SPC)

    b. Instructional Improvement Committee (IIC)

    c. unit staff

    d. unit leader

ANSWER SHEET FOR POST-ASSESSMENT ON
MULTIUNIT OPERATIONS - FORM II

DIRECTIONS: Darken the appropriate circled letter.

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c)
7. (a) (b) (c) (d)
8. (a) (b) (c)
9. (a) (b) (c) (d)
10. (a) (b) (c) (d)

fold on this line to correct #1-10

1. c
2. a
3. b
4. a
5. b
6. a
7. c
8. c
9. d
10. c

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
Roles and Responsibilities aspect
of IGE/MUS-E implementation.

Form II

ACKNOWLEDGMENTS

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Center No. C-03/Contract OE5-10-54



GPO 805-479-5

Multiunit Roles and Responsibilities

1. The main responsibility for carrying out preassessment in IGE lies primarily with the:

   a. principal

   b. IIC

   c. unit leader

   d. unit staff

2. Responsibility for supervision of student teachers and/or interns rests with:

   a. a designated staff teacher

   b. the unit leader

   c. the unit leader, with the assistance of other staff

   d. the Instructional Improvement Committee

3. A main difference between the roles of the certified teacher in the unit and the certified teacher in the self-contained classroom is that the unit teacher:

   a. performs more nonprofessional activities

   b. spends more time planning with other staff members

   c. works with a small number of children independently

   d. develops one or more specialized competencies

4. Teacher roles and responsibilities in IGE/MUS-E schools:

   a. do not differ from those in the conventional school

   b. are designed to be utilize each teacher's strengths

   c. are differentiated for each subject matter area

5. Who should assume the leadership in recruiting personnel for each IGE/MUS-E building and arranging for their inservice education?

   a. the principal and superintendent

   b. the Instructional Improvement Committee (IIC)

   c. the Instructional and Research Unit (I & R Unit)

   d. the Systemwide Policy Committee (SPC)

6. The unit leader's planning role requires that he:

   a. be a specialist in the IGE subject matter

   b. have expertise in diagnosing and remediating learning problems

   c. have experience in developing behavioral objectives and related assessment and instructional procedures

7. Responsibility for organizing and chairing the Instructional Improvement Committee, arranging for its meeting, and setting the agenda rests with:

   a. the superintendent

   b. a designated unit leader

   c. a central office consultant

   d. the building principal

8. The primary objective of the Instructional and Research Unit is to:

   a. plan, carry out and evaluate the instructional program for the children in that unit

   b. provide the same instruction for all students in the unit because of their homogeneity

   c. cooperatively plan a uniform instructional program for the children in all homerooms

9. Which unit leader in a school with a 5-1/2 hour instructional day has allocated his time appropriately?

   a. Unit Leader I
      Teaching - 2 hours
      Planning - 3 hours
      Meeting - 2 hours
      Other - 1 hour

   b. Unit Leader II
      Teaching - 4 hours
      Planning - 2 hours
      Meeting - 1 hour
      Other - 1 hour

   c. Unit Leader III
      Teaching - 5 hours
      Planning - 1 hour
      Meeting - 1 hour
      Other - 1 hour

10. The Role of the unit leader is primarily:

    a. advisory

    b. administrative

    c. supervisory

    d. instructional

ANSWER SHEET FOR POST-ASSESSMENT ON
ROLES AND RESPONSIBILITIES - FORM II

DIRECTIONS: Darken the appropriate circled letter.

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c)
5. (a) (b) (c) (d)
6. (a) (b) (c)
7. (a) (b) (c) (d)
8. (a) (b) (c)
9. (a) (b) (c)
10. (a) (b) (c) (d)

Fold on this line to correct #1-10

1. d
2. c
3. b
4. b
5. d
6. c
7. d
8. a
9. b
10. d

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
Grouping Patterns aspect
of IGE/MUS-E implementation.

Form II

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Center No. C-03/Contract OE5-10-54

Grouping Patterns

1. In Individually Guided Education, the least used grouping pattern is:

   a. large group

   b. medium- or class-sized group

   c. small group

   d. independent study

2. The small group pattern best suited for planning and constructing a relief map of Mexico would be the:

   a. task group

   b. discursive group

   c. brainstorming group

   d. didactic group

3. In which one of the following small groups does the teacher interact with the students:

   a. task group

   b. didactic group

   c. discursive group

   d. brainstorming group

4. The rationale underlying the use of large group instruction in IGE is that it:

   a. may be occasionally necessary even though it is generally undesirable

   b. may give one or more staff members released time for planning

   c. may have motivational value as well as being efficient for some valid instructional purpose

5. Two kindergarten teachers have between them 7 children who by midwinter read signs, know letter names, and can identify words in chart stories. If the teachers are implementing IGE, they will probably:

   a. give these children an opportunity to develop their reading skills primarily by selecting them for reading tasks that occur naturally during class-sized instruction

   b. have one teacher work with the 7 children on beginning reading, and group the remainder of the children according to stages of reading readiness

   c. each form two groups for reading time--one small group pursuing beginning reading, and a medium-sized group working on readiness skills

6. Large group instruction is best used for:

   a. a film presentation followed by group discussion of the content

   b. the generation of many ideas focused on problems or solutions

   c. the introduction of a unit of study in which essential information is given

7. When forming instructional groups, the student should be placed in:

   a. an indenpendent study whenever individualized or programmed materials are available

   b. a variety of grouping patterns so that he will become more flexible

   c. a group pattern appropriate to the learning activity and his optimal learning style

8. The small group pattern which is well suited to generating many alternative solutions to problems is:

   a. discursive group

   b. brainstorming group

   c. didactic group

   d. task group

9. Different grouping patterns are used primarily to accommodate:

   a. teacher subject matter area strengths

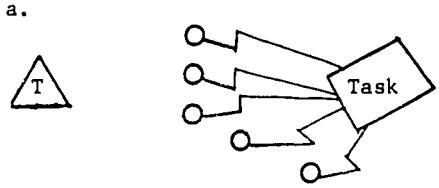
   b. the flexible time schedule of the unit

   c. individual learning needs of children

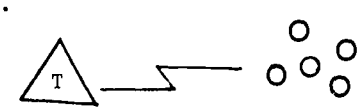
   d. a wider variety of library or IMC materials

10. The diagram that best illustrates the interaction in a brainstorming group is:

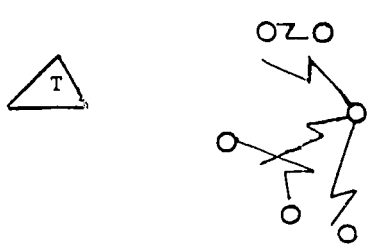
a.



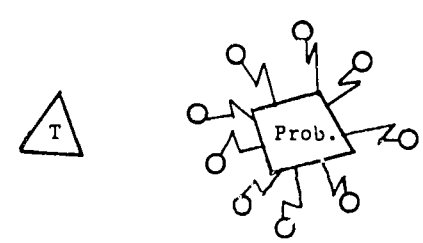

b.




c.




d.






GPO 805-479-4

ANSWER SHEET FOR POST-ASSESSMENT ON
GROUPING PATTERNS - FORM II

DIRECTIONS: Darken the appropriate circled letter.

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c)
5. (a) (b) (c)
6. (a) (b) (c)
7. (a) (b) (c)
8. (a) (b) (c) (d)
9. (a) (b) (c) (d)
10. (a) (b) (c) (d)

Fold on this line to correct #1-10

1. a
2. a
3. b
4. c
5. b
6. c
7. c
8. b
9. c
10. d

# IGE Concepts Test

Mary R. Quilling

Items in this test deal with the
IGE Assessment aspect
of IGE/MUS-E implementation.

Form II

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Center No. C-03/Contract OE5-10-54

IGE Assessment

1. Performance tests are not used to:

   a. evaluate students when they are under natural everyday conditions

   b. identify a specific learning objective for individual students

   c. see if students have mastered a particular objective

2. Which of the following would be the most valid means of assessing children's attitude toward movement and physical education experiences?

   a. have parents report at conference time about the child's enthusiasm for outdoor play

   b. administer a questionnaire to children regarding their preference for kinds of physical activity

   c. record the frequency and kinds of physical activity at recess time

3. Which of the following objectives is least suited to assessment by observation?

   a. determine a child's attitudes

   b. determine a child's special learning problems

   c. determine optimal learning environments for a child

   d. determine a child's level of concept mastery in a given subject

Decide whether each of items 4-10 are true or false for the use of tests and test scores in Individually Guided Education programs. For those that are true, mark "a", for those that are false, mark "b".

4. Instead of pretesting, the teacher can usually judge that children have not mastered an objective because it has not been dealt with instructionally.

5. Once a child is properly placed in the instructional program, preassessment is largely unnecessary.

6. The validity of an objective-based test is checked by comparing each item to the chosen behavioral objectives.

7. Objective-based assessment is appropriate after, not before, instruction is carried out.

8. Observations and teacher judgment are more appropriate as preassessment than as postassessment techniques.

9. Frequent tests characterize the assessment program.

10. Children are placed in the instructional sequence after assessment .

ANSWER SHEET FOR POST-ASSESSMENT ON
IGE ASSESSMENT - FORM II

DIRECTIONS: Darken the appropriate circled letter.

1. (a) (b) (c)
2. (a) (b) (c)
3. (a) (b) (c) (d)
4. (a) (b)
5. (a) (b)
6. (a) (b)
7. (a) (b)
8. (a) (b)
9. (a) (b)
10. (a) (b)

Fold on this line to correct #1-10

1. a
2. c
3. d
4. b
5. b
6. a
7. b
8. b
9. a
10. a



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INDIVIDUAL PROGRESS REPORT

Pre-Assessment

| Area | | Number Correct | Percent Correct |
|---|---|---|---|
| Behavioral Objectives | Items 1-10 | | |
| Instructional Programing | Items 11-20 | | |
| MUS-E Organization and Operations | Items 21-30 | | |
| MUS-E Roles and Responsibilities | Items 31-40 | | |
| Grouping Patterns | Items 41-50 | | |
| Assessment in IGE | Items 51-60 | | |

Conversion Table

| Number Correct | Percent Correct |
|---|---|
| 10 | 100 |
| 9 | 90 |
| 8 | 80 |
| 7 | 70 |
| 6 | 60 |
| 5 | 50 |
| 4 | 40 |
| 3 | 30 |
| 2 | 20 |
| 1 | 10 |

Post-Assessment

| Area | Number Correct | Percent Correct |
|---|---|---|
| Behavioral Objectives | | |
| Instructional Programing | | |
| MUS-E Organization and Operations | | |
| MUS-E Roles and Responsibilities | | |
| Grouping Patterns | | |
| Assessment in IGE | | |

## Setting Individual Instructional Objectives

Using the pre-assessment scores recorded on the opposite side of this page, check the areas in which your percent correct was below 80%:

| | | |
|---|---|---|
| _____ | Behavioral Objectives | Given a series of objectives, the participant will be able to differentiate, scoring 80% or higher, those objectives which contain the criteria for behavioral objectives from those that do not. |
| _____ | Instructional Programing | The participant will be able to identify the sequential steps of the instructional programing model and their application to planning an IGE program by scoring 80% or higher on a ten question multiple-choice test of recall, understanding and application. |
| _____ | MUS-E Organization and Operations | The participant will be able to identify the functions of the three organizational components of the multiunit elementary school by scoring 80% or higher on a ten question multiple-choice test. |
| _____ | MUS-E Roles and Responsibilities | The participant will be able to identify the multiunit elementary school personnel and their roles by scoring 80% or higher on a ten question multiple-choice test of recall, understanding and application. |
| _____ | Grouping Patterns | The participants will be able to identify the grouping patterns used in IGE and their use by scoring 80% or higher on a ten question multiple-choice test of recall, understanding and application. |
| _____ | Assessment in IGE | The participants will be able to identify the function of assessment in IGE and its characteristics by scoring 80% or higher on a ten question multiple-choice and true-false test. |

The objectives listed after the area you checked are your specific learning objectives for this simulation. You will participate in learning activities for only the checked areas.



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