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ABSTRACT

The Chicago Satellite, as a member of the EPDA Midwest Center Consortium, sought to create the EPDA's "New Professional" by retraining in-service teachers and school staff. The University of Illinois at Chicago Circle's College of Education and the Department of Educational Psychology at the Urbana campus are working in conjunction with Chicago School District #9 and the Midwest Center at Indiana University to develop and test a model aimed at improving the educational atmosphere of a large inner city high school. A collaborative project was conceived wherein the universities, school district, and community get together to find new ways of cooperative planning which would produce classrooms and curricula that would meet the needs of their students. The model employed attempts to train a new professional able to serve the student client as well as the system client. The major objectives were: (1) development of new degree programs at the university level, (2) development of experimental pilot courses which could identify and teach newly needed skills, and (3) development of courses related to the practical problems of inner-city schools. A second set of objectives included organizational development, staff development, and program development. The fully-developed program was shown to have considerable impact. (Author/NG)

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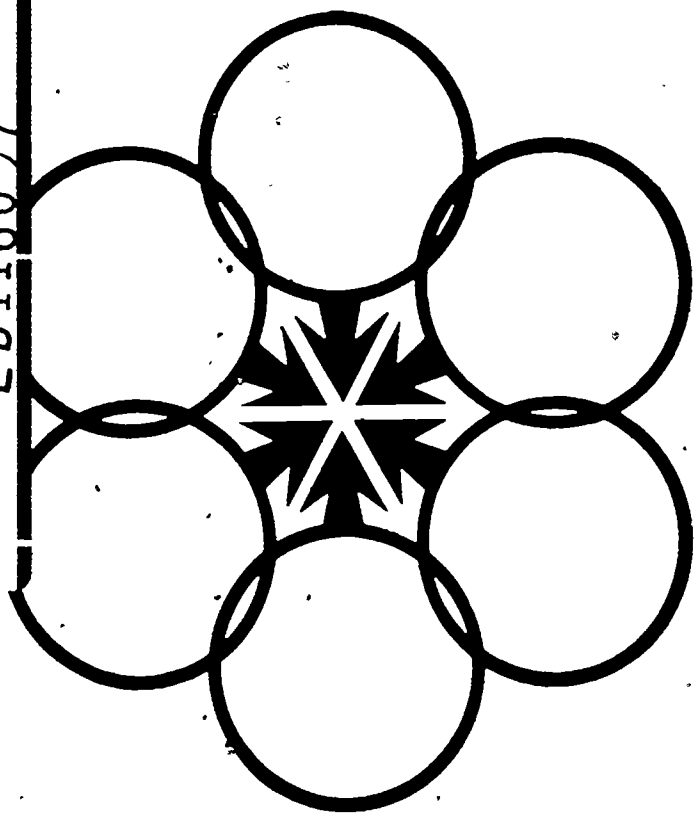

A Final Program Report from the University of Illinois, Chicago Circle and Chicago Public Schools 1971-1974

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THE MIDWEST CENTER/CONSORTIUM
FOR PLANNED CHANGE IN PUPIL PERSONNEL
PROGRAMS FOR URBAN SCHOOLS
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ABSTRACT

Chicago Satellite Final Program Report

The Chicago Satellite, as a member of the EPDA Midwest Center Consortium, sought to create the EPDA's "New Professional" by retraining in-service teachers and school staff. The University of Illinois at Chicago Circle's College of Education and the Department of Educational Psychology at the Urbana campus are working in conjunction with Chicago School District #9 and the Midwest Center at Indiana University to develop and test a model aimed at improving the educational atmosphere of a large high school.

The model grew in response to several painful observations. Crane High School, like many inner-city high schools, had been experiencing increasingly higher absentee and dropout rates, precipitated by blatant disinterest in school. An aura of helplessness and hopelessness pervaded the atmosphere. While school populations are changing culturally, racially, and attitudinally, the college programs designed to train teachers, counselors, and administrators have not met the challenges implicit in change. At each training level, then, a serious "inter dependence lag" is evident. As a result, teachers, whether novice or experienced, are not equipped to deal with the value conflicts implicit in the human, social, and instructional problems of the inner city.

One of the reasons is obvious; practicing teachers, as they attempt to cope with the everyday problems of the realistic classroom, are cut off from current educational theory and research generated for their benefit. Moreover, universities with teacher training programs tend not to be drawn into the painful process of reality testing and on-site applications. Indeed, the central problem observed by project administrators seemed to be the traditional lack of integration of educational resources–resources which ideally include parents and community leaders.

Thus, this collaborative project was conceived. It was imperative that the universities, the school district, and the community get together to find new ways of cooperative planning which would produce classrooms and curricula that would meet the needs of their students. To devise and test such planning in one specific school appeared to be the answer, at least as an initial thrust. The resultant model employed attempts to train a new professional who is able to serve the student client as well as the system client. The major objectives, then, were aimed at changing the profession, the institution, and the product through–

1. Development of new degree programs at the university level
2. Development of experimental pilot courses which could identify and teach newly needed skills
3. Development of courses related to the practical problems of inner-city schools

A second set of objectives, aimed at specific system changes, was developed to facilitate the original objectives.

1. Organizational development–new forms of university, school, and community cooperative planning
2. Staff development–new human resources specialists skilled in areas generally considered the responsibility of Pupil Personnel Services workers
3. Program development–a Diagnostic and Skills Development Center (DISC) to be utilized as a training ground for improving Student Personnel Services, teaching techniques, and classroom management

The DISC Center served as a "hub" of activity for the application and testing of revised teacher objectives and updated methods and materials. Those teachers selected to act as Skills Center (Hi Impact) teachers completed summer training workshops at the University of Illinois Urbana campus where they concentrated on writing objectives, devising curricula, and practicing instructional patterns designed to improve their cognitive and affective skills. Sixty freshman students, randomly selected, made up the Hi Impact student group, and another sixty comprised the control group, back at Crane High School.

Tests, observations, and questionnaires administered at two periods (September 1973 and March 1974) generated data which revealed several growth trends. Hi Impact students showed significant gains in three of the five personality measures as compared to control students. They showed less decline in reading and math scores and showed fewer class cuts and absences than did control students. Hi Impact teachers were observed and rated significantly higher by their students on all measures of "affective" performance than were control teachers. Hi Impact teachers also reported that their own skill and awareness levels were significantly raised by their experiences.

The staff development goals were implemented through on-site staff coursework focusing on innovations, pupil personnel strategies, and strategies for improving pupil performance. Organizational development was judged successful in that the Skills Center warranted continuation, new coursework had been institutionalized, and these achievements were, in fact, a result of cooperative planning among the universities, local schools, and the Project staff. Most agreed that the greatest failing lay in the Project's inability to sufficiently involve the community.

Both the Urbana and the Chicago staffs believed that this type of project, with its demonstration that a start can be made to solve inner city school problems, should be encouraged and supported throughout the nation's cities. The Urbana staff particularly urged that such projects be carried out for longer periods of time (five to eight years) and at 10,000 schools simultaneously in order to attempt a massive effort through massive commitment.

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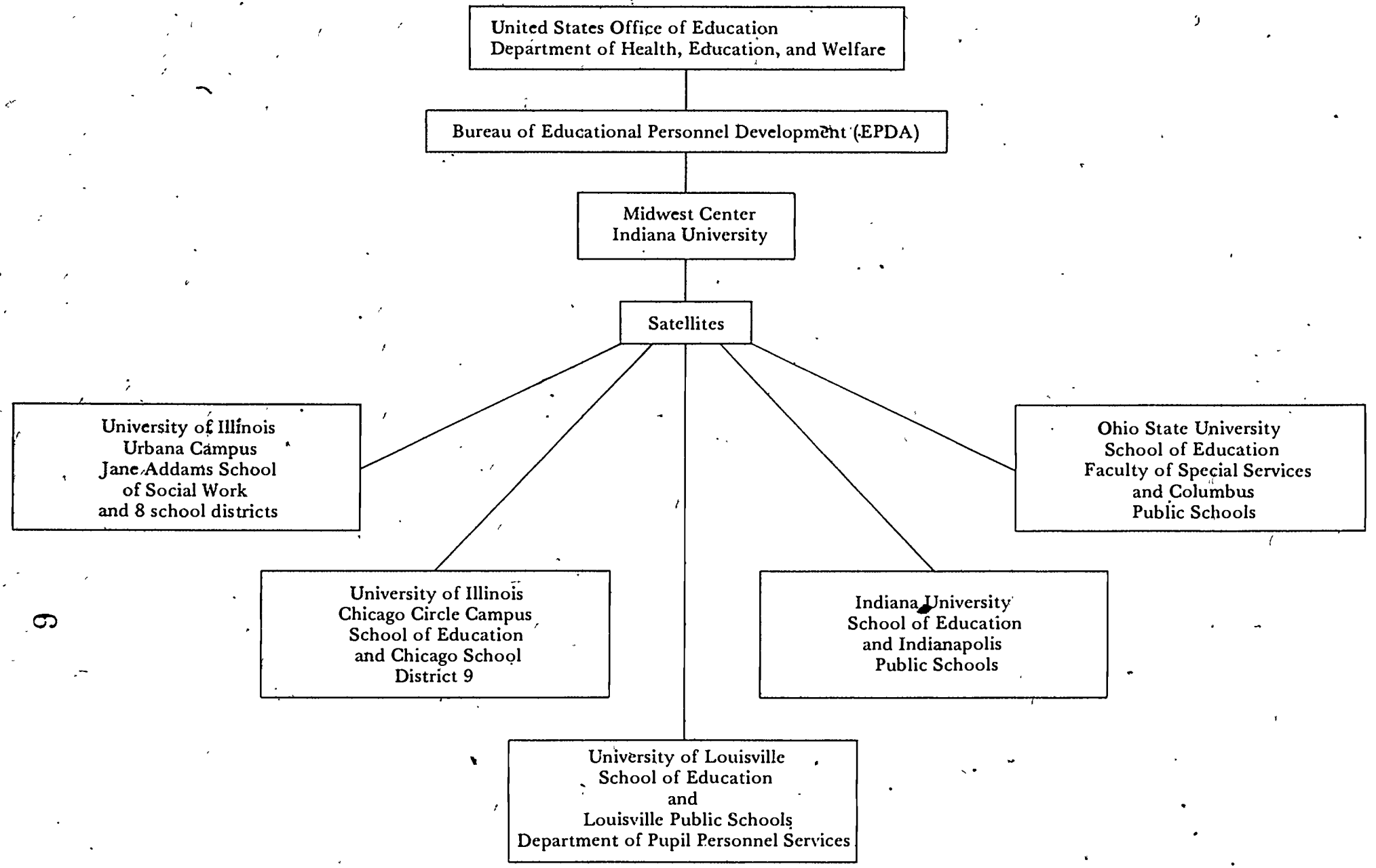
ORGANIZATIONAL STRUCTURE



Collaborators

The following is a list of people who have had a positive effect on the initiation, implementation, and execution of the Chicago Satellite Project. The list has five divisions in order to include each program component.

Chicago Project–On-Site Staff

Ms. Thelma Merchant–former teacher; director of the Chicago Satellite Project.

Richard Heinsen - a doctoral candidate in counseling at University of Illinois Urbana; assistant coordinator in charge of research and evaluation design.

Ms. Joyce Oatman - coordinator of co-curricular activities at Crane High School; coordinator of the Skills Center.

Henry Milton - chairman of the Crane High School English department; coordinator of the staff development component during 1972-1973.

Chicago Board of Education

Albert Briggs–district superintendent in charge of District 9.

Orpen Bryan - district superintendent in charge of District 23; formerly principal of Crane High School.

Donald F. Collins–present principal of Crane High School.

Community

Ms. Earlene Lindsey - president of the District 9 Educational Council; served on the policy committee of the Project.

University of Illinois at Champaign-Urbana

Dr. R. Stewart Jones–formerly chairman, Department of Educational Psychology; coordinator of the program activities component.

University of Illinois-Circle Campus

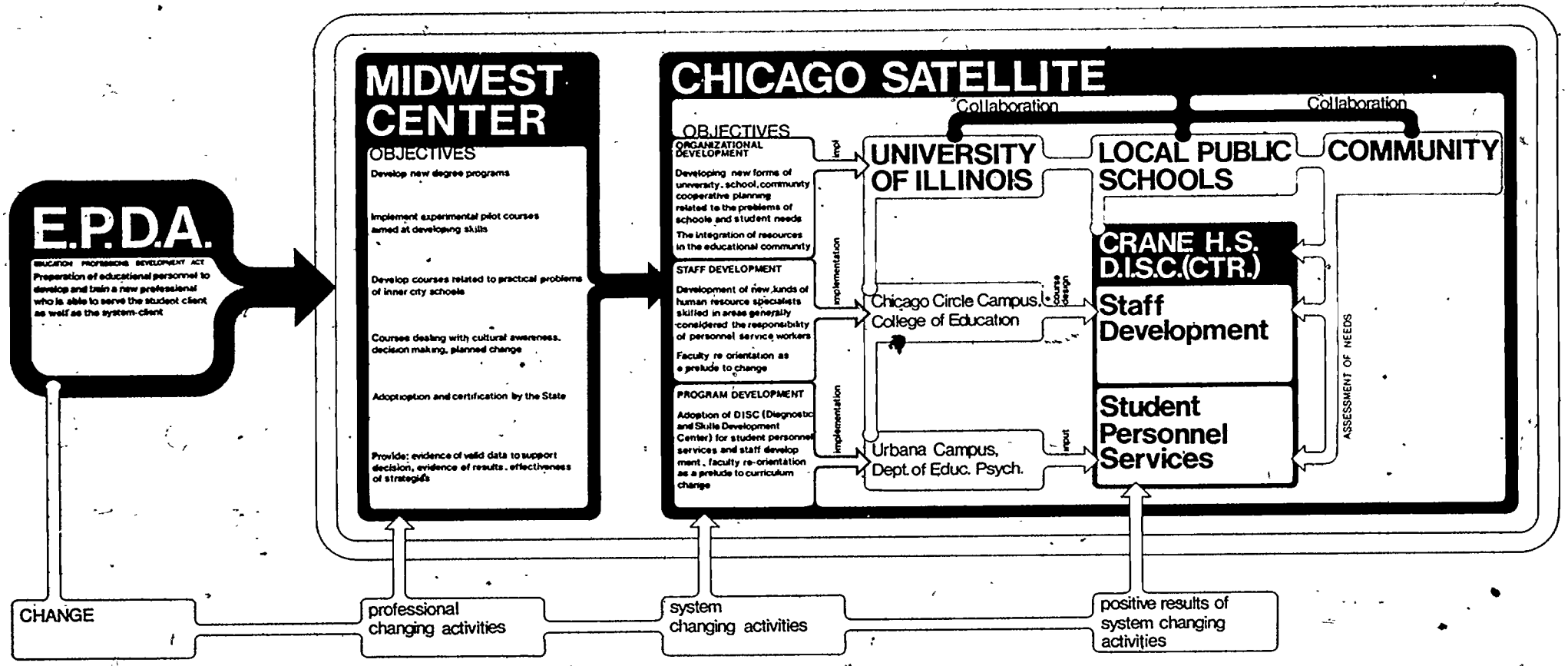
Dr. George Giles–Associate Dean, College of Education; coordinator of the staff development component. He is also the liaison between the UICC and the Chicago Project.

Dr. Ward Weldon - Assistant Professor of Education; directs the instructional leadership segment.

Dr. Robert Rippey–formerly Professor of Education; initiated the courses in teacher change.

EDUCATIONAL CHANGE

From Federal Conceptualization and Funding to Local Implementation



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CHAPTER I

Introduction to the Project

Historical Review

Contrary to what a great many critics propose, the city public schools are no worse than they were at the turn of the century. Unfortunately, in our rapidly changing society, the city public schools have changed little since the turn of the century. This, in effect, epitomizes their plight. The large central city school systems are composed of nineteenth-century physical, social, and administrative structures trying to deal with twentieth-century issues.

One issue, for example, is the need for schools to address themselves to their changing clientele. Contrary to popular opinion, however, the concerns in inner-city schools do not differ so much from concerns found in other schools. What is different is the level of intensity and higher concentration of these concerns in the inner-city school as compared to schools in other environs. A logical inference from this line of thinking is that the inner-city school might well represent a model and epitome of that which is faulty in American education.

This, of course, is not to say that the problem has not been "addressed" in the past. Indeed, during the curriculum reform movement of the 1960s, the Office of Education, the National Science Foundation, and numerous private foundations together spent billions of dollars in producing new courses, new books and materials, and even a core of teachers trained to deal with them. If one were to step inside an inner-city secondary school today, however, he is likely to find little if any evidence that such massive endeavors ever existed. Likewise compensatory educational ventures, while having produced some gains at the early levels of schooling, have often been "first-aid" treatments that were palliative in nature and only effective insofar as outside funds allowed the infusion of outside personnel (those not indigenous to the local school situation).

It is our contention that, even in the best of high schools, only modest changes in the direction of effective education have been made in the past 15 years, in spite of the ferment within the "ivory tower." In the inner-city school, the gap between knowledge and application is a chasm over which few bridges have been built. With predictable regularity we have observed teachers in inner-city schools who operate as though they had never had a course in pedagogy or educational psychology.

The Uniqueness of Crane High

On April 28, 1971, the Chicago Board of Education approved a plan for the complete curriculum rehabilitation of Crane High School, a school which typifies the plight of many inner-city high schools in large cities throughout the nation. At one time a technical high school, Crane is presently a general high school in School District # 9, Chicago, Illinois. Two thousand two hundred students are enrolled at Crane, virtually all are Black, most come from the bottom rung of the socioeconomic ladder, and most are students whose elementary achievement was too low to permit their attending more highly reputed schools in the district. Consequently, there is a heavy concentration of students who show poor performance in reading and seem also to have a generally poor self-image. At the inception of this Project, it seemed clear that both students and staff suffered from low morale and that intercommunication among staff members left much to be desired.

The physical plant at Crane is barely adequate, and the School Board has promised a thorough remodeling of the physical facilities with spaces for a learning resource center, a day-care center, and a diagnostic skills center.

It seemed appropriate that a program which would address itself to the needs, aspirations, and problems of students so that they would fulfill their career choices might be a successful project. Such a project—a Diagnostic Center and Development Skills Program—was established at Crane High School.

The inherent nature of curriculum change requires the time and energy of both students *and* teachers. Formulating new ideas for the classroom is an easy task, but implementing those new ideas requires widespread effort and cooperation. Therefore, the new Crane Project became affiliated with the Midwest Center/Satellite Program whose main goal is the development of the "new professional." This "new professional," through special training programs, was to be academically and psychologically prepared to handle inner-city school problems. Although the other satellites in the Midwest Center Consortium may have emphasized the preparation of new trainees, the Chicago Project decided to re-educate its present classroom teachers and support staff toward a "new professionalism" in action.

As a member of the Midwest Center Satellite Program, the Chicago Project introduced an additional segment - the university. With the addition of the University of Illinois Chicago Circle (UICC) and Urbana (UIU) campuses, new goals were established—

1. The continuing education of established classroom teachers;
2. The needed curriculum change within the university; and
3. The formation of a forum for interdependence between the university environment and the local school setting.

The succeeding chapters of this report will explain the historical development, describe and interpret the effects of the various components of the Project, and summarize the aspirations for its continued success.

"The Chicago Story"

In the early 1970s, the new district superintendent of District #9 of the Chicago Public Schools decided that Crane High School should be the focal point of his efforts toward change. Because Crane High School was his primary concern in improving the educational standards of District #9, he and the principal of Crane High School decided to plan for curricular and physical plant changes for the school. They had the support of Crane's faculty, who had already begun some curricular changes, and the local school community.

It soon became obvious that any curriculum change would necessarily include some faculty reorientation. The superintendent then requested university assistance in the establishment of a center for the development and reorientation of Crane's faculty. This step was believed to be an appropriate prelude to any lasting and effective curriculum change.

Some proof of the effectiveness of this approach had already been advanced during academic year 1971-72, when the Chicago Public Schools and the University of Illinois Chicago Circle campus were jointly funded. Together, these groups provided staff training for selected personnel from Chicago Public School districts. (See Appendix J for a summary of the events and proceedings of the 1971-72 program.)

At the end of that year, a move toward financial support was once again necessary. In June 1972, the Crane effort received financial support from the U.S. Office of Education through the Midwest Satellite Center at Indiana University (the funding agency in 1971-72) for the establishment of a "Chicago Satellite Program" with Crane High School and UICC.

A director of the Chicago Satellite Project was then appointed to coordinate the efforts of the University of Illinois Circle campus, the University of Illinois Champaign-Urbana campus, and the actual Crane Project. The director, with the aid of the members of the various components, established specific responsibilities for each segment. One faculty member from UICC's College of Education became coordinator of the *staff development* component, while the University of Illinois at Urbana provided a coordinator for the *program development* component, and finally one person from Crane's faculty was selected for monitoring the Skills Center.

Goals and Objectives

Since the Chicago Project is a branch of the EPDA, we will begin with a listing of the EPDA rationale and Midwest Center's objectives and then review and discuss the local project's goals.

EPDA RATIONALE

The following statement of goals has been taken from the program guidelines provided by the United States Office of Education, Educational Professions Development Act, Pupil Personnel Services branch for '71 '72 and '72-'73. Thus these objectives are adapted for the Center-Satellite programs.

A. The undergirding objective of the Educational Professions Development Act-Pupil Personnel Services Program as with all programs in the Bureau of Educational Personnel Development – is to help improve the quality of education of low-income, low-achieving students and contribute to informing institutions at all levels of the needs of these people. The preparation and training of new professionals who in turn teach others in the new interprofessional model is the major means by which this will be accomplished. The more specific goals, therefore, are:

1. To improve the qualifications of the trainers and supervisors who are committed to the preparation of the new professionals
2. To train new professionals to develop programs which:
   a. Contain collaborative planning and evaluative arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies
   b. Train the new professionals to train other members of the educational community to function together as a team
   c. Design, implement and evaluate new professionals' training programs which are appropriate for low-income area schools
3. To recruit and train minority group persons as trainers who will prepare the new professional
4. To bring about, both in the institution which prepares new professionals and in the systems where they function, organizational change which will facilitate achieving the concept of a collaborative educational community for meeting the goals stated above

The above-stated goals are further reinforced by statements from the Educational Professions Development Act Pupil Personnel Services Programs.

5. Pupil Personnel Service workers should not continue to work only in their traditional specialist areas, such as assigning assessment to school psychologists, vocational guidance to counselors, health service to nurses, and community services to social workers
6. The new professional specialist ought to be concerned with and competent to deal with a variety of needs felt by the teachers, students, community and system while working with other specialists.

B. The new professional should use a developmental and preventive model for human growth and development.

C. Role changes of Pupil Personnel Workers should be reconstructed by focusing on the actual behavior of the pupil personnel worker rather than his professional title, affiliation, or position.

D. The cultural gap must be bridged between students, professionals and/or para-professionals who are educationally or culturally different.

After a critical review and analysis of the EPDA rationale in conjunction with the broadly defined needs of each satellite, the Midwest Center developed the following objectives which were approved in their present form by each satellite. The agreed upon terminal objectives were:

MIDWEST CENTER TERMINAL OBJECTIVES

1. Alteration of the training programs in universities which prepare pupil personnel workers in order to influence the changing of pupil personnel services offered at the school level
   a. To have each satellite prepare a prospective new degree program or specialization which could be adopted in its university, which would qualify as a training program for the "new professional" as defined in the EPDA rationale
   b. To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts and attitudes the courses seek to provide
   c. To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools
   d. To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change
   e. To have the State Department of Public Instruction (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and School Social Work for inner-city work
   f. To have each satellite be able to support the decision it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies

Given the needs assessment approach to generating and evaluating objectives, the specific objectives of the Chicago Project have remained open to change and modification. In order to unify our efforts with that of EPDA and the Midwest Center, we have continuously reevaluated the objectives of the Chicago Project. The stated objectives which follow represent the final form of that evolution.

We have divided our objectives into three continuous, yet simultaneously operating, areas: organizational development and renewal (the system changing), staff development, and program development (the positive results of the system and professional changing).

Chicago Satellite Objectives and Activities

1. Organizational Development

   A. Creation and promotion of the educational community concept which consisted of new forms of university, school, and community cooperative planning related to problems of schools and needs of students.

   B. Implementation of a Diagnostic and Skills Development Center. This is to be a vehicle for collaborative planning and program development by all to *specifically* perform research, program development and evaluative functions. (1) Provide a leadership role in developing new approaches to assessment and learning as it relates to the needs of black students; (2) experiment with new approaches to skill and career development; (3) provide support to teachers, administrators, parents in program planning through consultation, pre-service and in-service training; and (4) include all components (students, parents, teachers, administrators, university personnel, and community leaders).

   C. Integration of project activities into existing structures and resources of the educational community (institutionalization).

2. Staff Development
   A. Development of new kinds of human resource specialist who (a) would be skilled in problem solving in individual and group situations, and (b) who become *skilled in areas* generally considered the primary responsibility of the various Pupil Personnel Services workers.
   B. Faculty orientation as a prelude to effectively changing curriculum to make the school relevant to the community it serves.

Staff Development Activities and Courses

During the 1973-74 school year, a series of three tuition-free courses were offered by UICC in conjunction with the Satellite Project. The three courses offered to teachers on-site at Crane High School for credit were selected because of their congruence with the aims of the Midwest Center and with Satellite Project goals. Each course emphasizes some facet of the process by which educational innovations occur in urban schools.

Education 33[illegible]
Curriculum, In[illegible]n, and Evaluation in Urban Education.
A laboratory-discussion course: emphasizes the changing role of education in urban society and the implications of changes on curriculum decision making, design, instruction, and evaluation.

Education 331
Improving Learning Environments
Development of the basic skills and the understanding necessary to bring about productive changes in a school system. The skills are developed in conjunction with that of a plan for improving a specific learning environment. The consequences of change in the school as a social system.

Education 432
Resources and Methods for Instructional Improvement
A course offered collaboratively with area schools to develop an understanding of available resources and methods for initiating innovative plans for in-service instruction and program development.

Emphasis is on an understanding of the public school system and the ways in which its various components interact. (Detailed objectives and course descriptions can be found in Appendix B.) Although each of the three courses has its own particular subject matter (as indicated in the course descriptions), the case studies, student projects, guest lectures, and student progress reports to the entire faculty of Crane High School followed a year-long pattern which began with the initiation of innovations, continued with the management and maintenance of such innovations, and concluded with a consideration of the ways in which such innovations are intended to spread from one school (or one area of a school) to others.

These courses are existing ones. If new ones are to be developed, they would be ones which deal with the same issues of the preparation and management of effective learning environments within urban schools. However, the focus of the offerings of these three courses at Crane High School emphasizes the educational innovation process in a way that is designed to be helpful to the operation of the entire Satellite Project in Chicago. As a result, the actual classroom experiences of the faculty members enrolled necessarily are different from those of students who have taken these three courses separately (rather than in an integrated year-long sequence designed to undergird and reinforce the establishment of specific educational innovations at a specific urban school). The students to whom these three courses have now been offered are familiar with the institution which will play the role of host and sponsor to their innovations because they have been employed at Crane High School in important professional capacities for substantial periods of time. Thus, the innovation strategy which underlies the entire Satellite Project is not one of invasion in which outsiders come in and tell the practitioners how to run their school. The strategy is rather one of coalition; the insiders know the school and its functions intimately; the outsiders know the innovations and innovation strategies well enough to be very valuable resources. In the process of teaming up with practitioners, the University professors and lecturers become knowledgeable about the specific circumstances in which proposed changes must occur. There are important pay-offs for both groups. Crane High School faculty members gain the satisfaction of seeing their own plans for educational improvement implemented in ways which help students. University faculty members gain additional expertise in the process of aiding changes to survive and flourish in urban schools.

3. Program Development
   A. Self-renewal at Crane High School—improving attendance, and achievement, decreasing number of drop-outs.
   B. Adoption of Diagnostic and Instructional Skills Center for faculty reorientation and curriculum rehabilitation.

C. Development and utilization of new approaches to assessment and learning as it relates to Black students' skills and career pursuits. One aim is to change our system from a selective one that rewards and finally graduates only the more able students, to one which develops each individual to his fullest capabilities.
D. Development and testing of new courses to become regularized at UICC and UIU.

Organizational Development

In order to meet the primary goals and objectives listed under organizational development, an attempt is being made to develop new forms of university, school, and community cooperative planning related to the problems of schools and the needs of students. New programs are being developed to train new professionals and human resource specialists.

These new professionals are to perform services as trainers, developers, and consultants, as well as provide direct services to the schools. Theory, practice, and energy have been directed toward creating new kinds of staff members for urban central city schools–staff members with growing sophistication in the areas of cultural awareness, assessment, problem solving, and evaluation. Such staff should understand the process of change, how it affects a school, and how change can be brought about efficiently.

Program Development Goals

The ultimate objective of the Chicago Program is the adoption of a Diagnostic Skills and Staff Development Center into the regular program at Crane High School. The Center represents both a physical setting and a group phenomenon. It is not the usual remedial reading program but rather an experimental training ground.

The Diagnostic and Skills Development Center will serve as–

1. The catalyst for the integration of resources of the total educational community
2. A mechanism for providing a total integrated package of pupil personnel services to high school students
3. A training ground for a more complete involvement of teachers in social, educational, and vocational training of students.

The Center offers both staff development services and student personnel services. The staff development services are aimed at developing new kinds of human resource specialists called "instructional leaders"–class room teachers of a special kind, skilled in problem solving in individual and group situations as well as in other areas previously considered the prime responsibility of the various pupil personnel services workers.

Program Development Activities

The premise of the Diagnostic Skills Center is twofold. (1) A new professional teacher is needed to cope with the problems of Crane and similar schools. (2) If a student sees a school working to meet *his* needs, attempting to ascertain *his* likes, and building a unique program *for him*, he may attend school on a more regular basis, give the teacher an opportunity to help him develop, and, in time, see the need for skill development.

While the aim of the overall Project is to improve the basic skills of all Crane pupils, limited funds and personnel required that efforts be directed at a specially selected target group. Experience thus gained could then be expanded to embrace more and more students in the years ahead if our initial efforts prove successful.

The preparatory phase of the Project was accomplished during the 1972-73 academic year with the help of Urbana Counseling and Educational Psychology Staff and UICC. As a result of this viewpoint, a steering committee reflecting all elements of the school was appointed. To initiate committee action, the Urbana staff prepared several working papers to provide structure and elicit aims and priorities for the work to come. Selecting personnel for the Skills Center group became the first task of the staff and the steering committee.

Eight teachers were approached and asked to volunteer their services–two each in English, mathematics, science, and social studies. These disciplines were selected because they were the core subjects for all students except the disabilities and honors classes. The feeder elementary schools in the district provide Crane administrators with a variety of information that is used to initiate program students at Crane. The Urbana staff was led to believe that selecting these four disciplines would yield the students labeled "average" in terms of the total Crane student population. In reality, this was not the case; these four subject areas also yielded another student population considered below average as based on standardized reading tests. Thus, the students in the Project were thirty (30) randomly selected students from the "average" population (designated at Crane as "regulars") and thirty (30) randomly selected "below average" students (designated at Crane as "essentials").

The eight Project and three steering committee teachers ("Hi Impact Teachers") enrolled in a specially designed section of Educational Psychology 449–Independent Study. The enrollees spent a week in study at the Urbana campus in June 1973. The workshop was designed to familiarize the teachers with the available University resources, both in terms of personnel and informational sources. An attempt also was made to

introduce the teachers to certain psychoeducational concepts and provide an atmosphere in which the objectives of the Project could be developed in a cooperative effort by both the teachers and the Project staff.

During the remainder of the summer, seminars were held at Crane approximately every two weeks in an attempt to develop strategies to implement the stated objectives. (See Appendix I for DISC objectives.)

The behavior-control model of teaching was adopted as the interpretive framework for the in-service training of these Hi Impact teachers. This model was selected because it accommodates systematic research, flexibility, and decision making.

The adoption of the behavior-control model of training led to the formulation of the following intentions, which served as the course content for Educational Psychology 449, Urbana campus (Hi Impact training seminar).

Intention # 1—That objectives should be developed in such a manner as to focus on measurable student behavior.

Intention # 2—That in instructional planning, teachers take into account the readiness of students as a central issue.

Intention # 3—That teachers be helped in developing "lesson plans," primarily those which are structured and sequenced in ways which are more apt to achieve the stated objectives.

Intention # 4—That teachers devise means of promoting interdisciplinary approaches (e.g., through the blocking* of students) in order to facilitate better communication among teachers and between teachers and students.

Intention # 5—That ways be developed to adapt instruction to differences among students in aptitudes, backgrounds, and interests.

Intention # 6—That the curriculum be made more in tune with students' existing problems, aspirations, and interests.

Intention # 7—That students tutoring other students be used to enhance cognitive growth and leadership skills.

Intention # 8—That teachers become more intelligent developers and consumers of instructional materials, both teacher-made and commercially produced.

Intention # 9—That instruction in reading be a major emphasis within the total project.

Intention # 10—That instruction in mathematics be a major emphasis within the total project.

Intention # 11—That teachers gain a broader perspective of evaluation and develop evaluative skills in classroom settings.

Intention # 12—That systematic observation and feedback to teachers be used to modify teacher's behavior in the classroom.

Intention # 13—That teachers initiate programs of action to improve students' self-esteem, reduce alienation, increase the sense of personal power, and build better attitudes toward the school, teachers, and peers.

These "intentions," their procedures, criteria, and management will be taken up in detail in Chapter II.

*Blocking in this sense refers to the arrangement whereby the two classes of experimental students would remain together throughout the day.

CHAPTER II

Staff and Program in Action

The "intentions" listed in Chapter I will serve as the focus for this chapter as the preliminary objectives designed to direct the summer workshop for Skills Center teachers. As you will recall, the Skills Center teachers were trained in a workshop at the Urbana campus (Ed. Psych. 449), the original intentions were to provide the direction for their workshop activities and were to help the teachers and staff formulate their terminal objectives for the daily activities of the Diagnostic and Instructional Skills Center (DISC). (See Appendix I for a statement of these terminal objectives.) Since DISC provided the training ground for testing Project teachers' growth toward greater effectiveness, the studies, activities, and decisions made by these teachers and their instructors may offer the most comprehensive view of the Project in action—at least of this one component.

Basically, each intention will be discussed as it relates to each of three factors—the University Project staff, the Project teachers' behaviors, and the Project students' behaviors. In a sense, the factors are hierarchically placed in that, ideally, the activities of the Project staff *guide* the teacher behaviors, which in turn affect the student behaviors.

Information here has been adapted from a document prepared by the Urbana Staff, entitled "An Evaluation of the Diagnostic and Skills Development Component of the Midwest Center/Satellite Project." Readers who want more specific information on this component are advised to request this document from Dr. R. Stewart Jones, Educational Psychology Department, University of Illinois, Urbana.

Intention 1 - That objectives should be written in such a manner as to focus on measurable student behavior.

Rationale

While there are some difficulties and costs associated with the use of behavioral objectives, teaching cannot proceed very far unless we have a clear notion of exactly what we hope to accomplish. It is by focusing on student behavior that we are able to ascertain if our goals/objectives are clear, attainable, and, most important, have been attained.

Transactions and Activities

1. During the summer workshop, the teachers were instructed in identifying and writing behavior objectives. A learning guide was employed as the major teaching material. Its content was based upon. Dell, *Individualizing Instruction*; Anderson and Faust, *Educational Psychology The Science of Instruction and Learning;* and Gronlund, *Stating Behavioral Objectives for Classroom Instruction.*
2. During the school year, one focus of the observations and feedback has been the consideration of the following question: "What student behaviors were you trying to generate?" (Appendix D, Teacher Observation Instrument)
3. Informally, the requisition of educational software has been discussed from a perspective of student behaviors as related to objectives.

Outcomes

1. The guide for writing behavioral objectives was completed to varying degrees by the individual teachers due to time constraints of the workshop. The teachers were asked to complete these learning guides during the course of the summer. No formal follow-up was initiated by the project staff concerning the completion of them.
2. While still in the workshop setting, the behavioral objective format was partially employed in the writing of the first draft of the "Project Terminal Objectives." (See Appendix I.)
3. A small number of Project teachers completed instructional units which were built around measurable student behavior.
4. While the list of objectives may have been overly ambitious in encompassing a wide range of behaviors, the list that was developed did indeed seem to reflect the major concerns of the teachers and administrators, and seemed to the Project staff aims whose attainment would best indicate success of the Project. It was on the basis of these objectives that the Project staff devoted its major efforts toward teacher improvement, and they are used throughout this report as the structure for Project objectives that we have attempted to evaluate. Moreover, our recommendations for the next year(s) of the Project are focused upon those objectives deemed both important and feasible but whose attainment was unsuccessful or only partly successful.

Suggestions

1. All Project personnel should reassess the content and value of the learning guide on behavioral objectives. If the guide is deemed useful, then the Urbana staff needs to monitor the teachers' work with the learning guide to the point of mastery.
2. The Urbana staff must develop strategies (within the framework of the coaction model) that will allow them to work more closely with the teachers to—
   a. develop positive attitudes toward long-range instructional planning
   b. actively seek interaction with Project personnel when initiating instructional plans
3. The Urbana staff should encourage the Crane teachers to assess their instructional plans prior to teaching using "What student behaviors am I trying to generate?" as a form test.
4. The written and oral feedback prepared for Crane teachers should contain more emphasis on measurable student behavior.

Intention 2—That in instructional planning, teachers take into account the readiness of students as a central issue.

Rationale

A student enters a class with particular skills, knowledges, feelings, and ways of thinking acquired from previous instruction or incidental experience. These entry-level characteristics of students are the building blocks of new learning. They are the materials which the teacher must work with, add to, or develop in order to achieve his objectives. Additionally, the fact that students do differ in readiness requires teachers to consider some form of individualized instruction to maximize the completion of instructional objectives.

Transactions and Activities

1. The summer workshop contained a presentation on entering behavior of students. The material on interpreting standardized tests was considered to be of secondary importance when compared to the usage and interpretation of informal reading inventories and content-oriented pretests developed by the teacher. The high degree of variability among students was discussed in making a case for individualized instruction within the workshop and was also considered to lend support to the readiness intention.
3. The readiness and variability patterns of Crane adolescents in particular were discussed by reporting the simple analyses of a pilot group of Crane students who had taken the School Questionnaire and the Lucas Reading-Decoding test. The discussion of the School Questionnaire indicated a diverse pattern of student readiness in terms of such factors as self-esteem, psychosomatic symptoms, locus of control, need achievement, and attitude toward school. The discussion of the Lucas reading test indicated a wide range of ability in dealing with word attack skills.
4. The Urbana staff encouraged the Crane teachers to include pretests when writing their instructional units.
5. During the summer the Urbana staff shared informal reading inventories (i.e., Temple-Betts IRI and San Diego Quick) with the English teachers in the Project group.
6. Throughout the school year, one focus of the observations and feedback has been the consideration of the following question: "How was the observed lesson related to the pretesting of the students?"
7. In the summer workshop, the focus of the work on pretesting/readiness was that this would enable students to have successful cognitive experiences; that a match between instruction materials and entry behavior would create success experiences for the students.
8. Throughout the year, the Urbana staff has encouraged the Project teachers to develop instructional plans which contain variety, require the student to be an active learner, and are challenging from a point of view of arousing curiosity.

Some Outcomes

1. The English teachers in the Project tested Project students with the Durrell Listening-Reading Series, Advanced Level, Form DE. While these results are known, they have not been relied upon by the other Project teachers.
2. One English teacher began building instructional activities for individual students based on the Durrell test results.
3. One of the math teachers in the Project initiated pretesting in the area of arithmetic computation. Approximately once a week students work on computation materials related to their pretest results.
4. One of the science teachers in the Project uses a pretest approach in a somewhat unique manner: the pretest serves as a learning guide for each individual student to complete the required work.

Suggestions

1. The Urbana staff will need to help construct and encourage the use of readiness testing when working with teachers on their instructional units.

2. Serious consideration must be given to developing strategies that will promote communication of readiness/pretesting of students to all Project teachers (i.e., sharing reading test results with all Project teachers).
3. Emphasis should be placed on using the readiness test results to tailor the instructional units.

Intention 3—That teachers be helped in developing lesson plans, primarily those which are structured and sequenced in ways which are more apt to achieve the stated objectives.

Rationale

While few studies have addressed themselves directly to the effects of lesson planning per se, there is considerable evidence that the well-organized teacher with a clear instructional sequence and a well-structured set of learning experiences facilitates not only greater achievement but more favorable attitudes on the part of students.

Initial discourse (i.e., the summer workshop) was based on long-range instructional units with little discussion of lesson planning. It was only after classroom observations had actually begun that the Urbana staff realized that they had overestimated the teachers' facility in day-to-day planning.

Outcomes

Three of the eight teachers presented plans as a part of the Ed. Psy. 449 seminar. Two others presented informal discussions of planning at staff meetings early in the fall semester. It was the general impression of the Project staff that, except as an academic requirement, long-term lesson planning did not take place. In the short term there was evidence of some daily planning in that the teachers in the main had clearly in mind topics to be presented. However, rarely did the sequencing of events in a class indicate any kind of introduction to the material or summary at the end of the period.

Congruence

While the dearth of formalized lesson planning is probably a universal condition in the American high school, it was hoped that these teachers would develop innovative activities albeit not spelled out in great detail in advance. Indeed, as the year progressed, there were evidences of an increased attention to classroom operation.

Suggestions

1. That teachers contract for a given number of observations in a school year and that lesson plans serve as the "entry ticket" for the observation.
2. That the Urbana staff provide samples of a variety of lesson plans as well as a rationale for the various components of a lesson.
3. That demonstration lessons based on careful planning be given for Crane teachers and that these lessons be videotaped for analysis and discussion by Project teachers and the Urbana staff.
4. That Crane teachers be encouraged to videotape selected lessons based on step-by-step planning procedures for analysis and discussion.

Intention 4 That teachers devise means of promoting interdisciplinary approaches in order to facilitate better communication among teachers, between teachers and students, and among students.

Rationale

Interdisciplinary teaching offers greater opportunity to capitalize upon the interests and strengths of individual students. Additionally, a major factor in determining the schools' social climate is the kind of relations which exist among pupils. The more positive the schools' social climate becomes, the greater the opportunity for increases in content and collateral learnings. Thus, both teachers and students should have the realization that in addition to specific skills, the total development of the student is a concern of the school. Indeed the most urgent problems facing Crane students—society and its institutions (including the school) cannot be solved within the narrow confines of a single discipline. It is part of the responsibility of the school to help students understand the nature of these problems, various ways in which they can be attacked, progress made and to be made, and the role of the individual citizen in helping solve such problems. Furthermore, basic skills are essential for progress in every discipline and cross-disciplinary unit. In a sense, every teacher is a reading, speech, and math teacher.

Transactions and Activities

1. During the summer workshop, the following issues were discussed—
   a. Instructional plans should be developed that would promote in-class interest grouping, and grouping for the completion of Project work.
   b. Games and simulation activities which promote interstudent communication.

2. The Urbana staff assisted the Project teachers in selecting curriculum materials that promoted inter-student communication.
3. During the school year, interdisciplinary suggestions have been provided in written and oral feedback to teachers, e.g., on numerous occasions in observing Project classes, attention was called to opportunities for cross-disciplinary activities. For example, when social studies teachers needed maps, it was suggested that they ask the English teacher to have students write to various embassies in Washington to secure copies. The science and math teachers were encouraged to get together on a unit such as the new metric system. Time was provided in staff meetings for any Project teacher to describe what he was doing in the hope that his communication would lead to cooperative effort or to projects that would cut across disciplinary lines, and on one occasion a list of topics was developed, such as ecology, that would likely lead to such activity:

Outcomes

1. One instructional unit was written which combined social studies and English in the study of ethnic groups.
2. Two field trips have been taken which were the focus of some activity in social studies and English.
3. Interest grouping and grouping for the completion of Project work was noted in the classrooms.
4. Games and simulation activities were purchased and used by the Project teachers, especially in social studies.
5. A General Questionnaire to Evaluate the Skills Center (Appendix G) was administered to all Skills Center students during March 1974. One item (3C) asked the students to respond (yes or no) to the statement, "I like being grouped with the same students in all my classes." Of the 32 students who responded to this item, 19 indicated "yes," while 13 indicated "no." Thus while the majority favored "blocking," a large number of students did not.
6. Item 13 on the Student Questionnaire asked each student to rate his Skills Center or control teachers on the following: "Students are often allowed time in class to talk among themselves in groups about what they are learning." Results indicated that the Skills Center teachers were rated significantly higher ($p < .05$) on this item than were the control teachers.

Suggestions

1. Solicit models from the teachers themselves, and perhaps actually try some team teaching or expand the field trip concept so that teachers from two different disciplines travel on the bus with the students.
2. Have teachers identify some basic concepts and encourage them to work jointly on them.
3. Continue social activities with the group of teachers, where they can air their views in a more relaxed atmosphere.
4. Develop broad-based units such as "The Study of Human Problems: Quality of Life in Urban Chicago."
5. The Urbana staff should promote discussion with the University of Illinois secondary education staff about the types of curricula which promote inter-student communication.

Intention 5—That ways be developed to adapt instruction to differences among students in aptitudes, backgrounds, and interests.

Rationale

Before one talks about individualized or adaptive instruction, he should know something of how children differ and the degree of variability to expect in a classroom.

1. People vary greatly in general ability. A random group of 100 ninth graders would be expected to range in mental age from 8 to 20 with only about 16 of the 100 being at the mental age of 14.
2. Students' achievement levels show a similar wide range. In reading, for example, the grade level spread observed from testing was from the second to beyond the ninth grade level (in the Project group), and the bottom level in fact may be lower than that.
3. One look at the group presents the spread on the dimension of physical development height, weight, strength, etc. More subtle but nonetheless present and important are differences in levels of energy, health, and sensory acuity.
4. Perhaps the most often overlooked difference among children is in the area of interests. While students of a given age have some predictable common interests, they do on the other hand have many individual interests, and many of these are never discovered via the standard high school curriculum.

Now these differences can be viewed in two ways by the school and teacher. One way to look at them leads the educator to attempt to *reduce* variability. Teach everyone the same thing and measure the success of a program by the compression of deviation in both cognitive and affective traits. That is the way most frequently tried, even though such attempts are doomed to failure at the start. The other way to look at differences leads

the school to attempt to increase variability by adapting to differences: playing to strengths with equal or perhaps greater force than playing to weaknesses. The results are measured by expansion of deviation (within the limits tolerated or required by society, of course).

Transactions and Activities

1. Considerable discussion in the summer workshop revolved around the matter of individual differences. Previous test scores from the year before had indicated a range of reading from the adolescent who was virtually a nonreader to those who were excellent readers. It was observed that for every 1,000 entering students at Crane, only 200 were still enrolled four years later, and failure to employ adaptive instruction was likely a major cause for this attrition. It was also noted that some teachers were still aiming instruction at a few Crane students who would go on to college, a practice that at the present time seems very unrealistic. Various strategies for providing for individual differences were discussed. These included (1) within-class subgrouping; (2) using a variety of different materials in a given class; (3) pretesting; (4) individual progress reports; (5) remedial instruction; and (6) diagnostic testing.
2. Beginning with the summer workshop and continuing throughout the school year, the Urbana staff has formally and informally encouraged the Project teachers to look for the strengths of the students and build upon these strengths (i.e., to take the perspective that pretesting identifies a student's strengths rather than his weaknesses).
3. During the workshop there were formal presentations on—
   a. types and ranges of variability that exist in a classroom—presentation
   b. writing instructional objectives
   c. teacher and student roles in individualized settings
   d. preparation of learning guides which facilitate individualized instruction
   e. types of evaluation which facilitate individualized instruction
   f. classroom organization in the individualized mode.
4. During the course of the workshop, the Project teachers wrote terminal objective # 4 which was to reflect some of the concerns of individualized instruction.
5. As the workshop drew to a close, the Urbana staff encouraged the teachers to incorporate one or more aspects of individualized instruction into the development of their instructional units.
6. At an informal level, the Urbana staff has encouraged the teachers to purchase software which would facilitate individualizing instruction.
7. The Urbana staff has prepared a six-page memorandum on the individualization of instruction for the Crane Project teachers.
8. In response to Project terminal objective 4-3, one English teacher split her class into two groups with each group participating in the school library once per school week. The teachers' rationale for this work is as follows:

   "Through the sponsorship of the Librarian we were able to inaugurate an Enrichment program this year by dividing the Skills Center class, letting each spend a period a week in the library. By this we were able to reinforce and present certain skills taught in English I.

   "This innovation has been effective by bringing students close to the source of research and reading. It has further helped overcome negative attitudes; i.e., "Don't go to the library – you gotta be quiet and you can't do nothin' " or "Don't go. Libraries always cost you money, man!" Checking out books does not necessarily cost money if the due dates are watched and the student learns to use the book, not lose it. Because of this treatment, book reports were done each month October through June using books exclusively from the Crane Library.

   "Skills Center teachers received much cooperation from the Librarian in this program. Films were shown and an assistant librarian presented the use of the card catalog and other source material and their uses and demonstrated outlining and notetaking techniques together with construction of bibliographies. This was used as an adjunct in teaching such skills as (1) gathering facts, (2) getting out the main idea, (3) selecting a topic, (4) drawing up an outline, (5) selecting proper materials, (6) notetaking, (7) making notecards, and (8) writing reports. The remaining students in the room were given greater exposure to pick up on skills previously taught to the entire class; such as, oral reading - plays in particular—grammar drill, letter writing and filling out applications, and vocabulary building.

   "In this attempt to get the student to 'turn on his mind' in a place he could become familiar with and at home in, we discovered that students *do* read when they are close to materials that are not only available but interesting as well and when performance is expected of them. Higher utilization of our own library in turn encourages a greater use and, therefore, a greater benefit for our Crane students throughout their high school careers. This program will be assessed and developed further for next year."

1. During the March 1974 testing, the control students were given a General Questionnaire about Crane High School which had several items in common with the questionnaire given the Skills Center students. The Skills Center group indicated more frequently that their teachers were given more individual help than the control students ($p < .05$).
2. In the early spring the Project teachers have agreed that the student population for '74-'75 should be a truly random sample rather than a random sample from the two ability groups (regulars and essentials) which comprise the present sample of students. Along with this, the Project teachers have informally agreed to focus more attention on individualized instruction during the school year '74-'75.

Suggestions

1. All personnel connected with the Project need to share in the decision as to whether individualizing instruction is the preferred instructional mode for the project. If the answer is "no," the preferred mode will need to be determined, as well as a determination of the type of support which can be provided by the Urbana staff. If the answer is "yes," then suggestions 2-4 should be implemented.
2. During the summer of '74, the memorandum on individualized instruction should be given to the Project teachers to serve as the initiator of discussion on this situation. Once the Urbana staff and Porject teachers are communicating freely on this topic, the teachers, on an individual basis, should list the impediments that they feel stand in the way of individualizing instruction.
3. During the remainder of the summer and throughout the school year, the Urbana staff and teachers should work on a one-to-one basis in an attempt to solve these impediments.

Intention 6–That the curriculum be made more in tune with students' existing problems, aspirations, and interests.

Rationale

Two levels of relevance need to be considered in the rationale. First, relevance from the stance that students are more ready to respond to material which meets their needs, fits their already established interests, and will capitalize upon their strengths (cognitive, affective, psychomotor). At a broader level we need to consider the skills and attitudes that a student requires to be a functioning member of society.

Transactions and Activities

1. Observations during the preparatory phase revealed what appeared to us to be a clear discrepancy between curriculum and needs of Crane students. Since this whole matter of relevancy seemed related to so many of the objectives that the teachers themselves agreed upon, our activities in this area became a major part of our work. All the subject-matter experts in the summer workshop focused upon this theme.
2. During the summer workshop, the Project staff, capitalizing on a brief analysis of the School Questionnaire, Ohio Vocational Interest Survey, and Lucas' Reading-Decoding Test, made the following suggestions related to relevancy–
   a. that Crane students should receive counseling and teaching based on occupational and vocational information
   b. that the project should have as an emphasis the skills of reading, writing, and oral communication.
   This suggestion led to the writing of Project terminal objective # 6.
3. Interaction between Project staff and Crane teachers in the workshop setting led to the inclusion of basic arithmetical skills under the umbrella of relevancy. This manifested itself in the writing of Project terminal objective # 7.
4. During the workshop, the Project teachers wrote terminal objectives # 5, # 8, # 10, # 11, which they felt would reflect important aspects of the relevancy issue. (See Appendix I.)
5. The Urbana staff invited secondary subject-matter experts to the workshop to share their views of instructional relevancy with the Crane teachers.

Outcomes

1. On the basis of data collected from the teacher observation instrument, one might conclude that not only did the Skills Center teachers use a greater variety of instructional techniques, but the ones they used were more "interest inducing." In making such a generalization one must keep in mind that the control teachers were categorized on this item only seven times while the Skills Center teachers were observed and categorized on 45 different occasions, which, in itself, would allow for more variety.
2. On a second item of the Teacher Observation Instrument, the observer gave a description of the multimedia behaviors of the teacher being observed. Basically, the same conclusions with the same reservations would apply here. while the Skills Center teachers were observed using a much greater variety of multi media behaviors, the variety came through 38 (rather than 5) periods of classroom observation.

3. The Student Questionnaire included six items which dealt either directly or indirectly with variety/relevancy/interest. The Skills Center teachers were rated significantly more favorably ($p < .05$) on item 10 ("My teacher asks questions that cause us to think about things that we have learned.") than were the control teachers. However, the control teachers were rated significantly more favorably ($p < .05$) on two items: 33 ("My teacher often repeats almost exactly what the textbook says.") and 35 ("My job is to copy down and memorize what the teacher tells us.").
4. Other items on the questionnaire did not reveal significant differences.

Suggestions

1. Objectives 5, 10, and 11 would indicate that it is necessary that all Project personnel consider the question. "Can the focus of instructional activity at Crane extend beyond the four walls of the building?" A part of the answer to the question would seem to rest upon the clarification of the roles of community within the school and school within the community (e.g., parents and other individuals in community serving as resource persons; teachers entering the community to locate agencies and projects to which they could extend their instructional activities).

Intention 7—That students tutoring other students be used to enhance cognitive growth and leadership skills.

Rationale

A survey of the literature indicates that tutoring improves the skills of the tutor as well as the one tutored and positively affects the self-concept of the latter. It was also felt that tutoring may promote a view of relevancy to education when Crane students use their skills to work with students in other educational or community settings.

Transactions and Activities

1. During the summer workshop, many discussions were held incorporating the information reflected in the rationale. As a result of these discussions, the Project teachers wrote Project terminal objective 9.1—.
   9. The student will develop qualities of leadership:
   9.1 Tutor other students in school and/or extramural settings.
2. Money was set aside from Project funds for payment of tutors.

Outcomes

1. No tutoring took place; the money was spent to pay students who assisted teachers in collecting data contained within this report. The funds were terminated with the realization that the above-mentioned activity fell outside the grounds of the intention. There was, however, in both the mathematics classes and in social studies, observational evidence that students were being used to help each other.

Suggestions

1. That all Project personnel reassess the role of tutoring within the Project. If tutoring is to be considered, should it be Crane students with other Crane students or Crane students with younger students in the elementary schools or community agencies.
2. The question of pay for tutoring should be addressed.
3. The Urbana staff take the position that tutoring should be done without pay and take place between Crane students and younger students who attend elementary schools in the Crane school district.
4. A feasibility study must be undertaken if suggestion 3 is given serious consideration (e.g., released time for Crane students, working relationship with elementary schools).

Intention 8—That teachers become more intelligent developers and consumers of instructional materials, both teacher-made and commercially produced.

Rationale

While effective teachers provide for as much direct experience as possible in their teaching, the classroom presents only limited opportunities for such learning. Therefore, the teacher often must provide vicarious experience by the use of instructional materials. By integration of such materials into the process of instruction and by the most effective utilization of the medium being used, significant gains can be made in student interest and learning.

Transactions and Activities

1. During the summer workshop, teachers were encouraged to become familiar with the curricular materials housed in the curriculum lab at the College of Education, materials displayed at the National Council of Teachers of English headquarters in Urbana. Additionally, teachers were given instruction on how to use the microfiche library housed in ERIC as a way of reading descriptions of curricular materials.

2. The teachers were encouraged to leave the workshop with ideas for instructional units which would incorporate new curricular materials; specifically materials which facilitate individualized instruction.
3. Films were made available to preview for possible inclusion in the upcoming year's instructional activities.

Suggestions

1. That the Urbana staff assist the Project teachers in developing their own materials to reflect the interests of Crane students.
2. That the materials purchased this year be subject to analysis using the Eash instrument with a two-fold purpose: (a) to insure that the project teachers realize the full scope of the materials already owned by the project; (b) to provide practice with Eash's instrument to enhance the decision-making skills of the teachers concerning the purchase of new curricular materials.
3. That only materials seen in specimen sets and appraised for readability and interest be ordered.
4. That teachers be encouraged to present a written rationale for the materials they wish to have ordered.
5. That *all* materials developed by teachers be shared with the entire staff (teacher and Project staff) for discussion with an eye to improving the skills used in the preparation of homemade materials.
6. That some materials constructed by students themselves be duplicated and used in class work.

Intention 9—That instruction in reading be a major emphasis within the total project.

Rationale

As schools are presently constituted, that is with instruction tied to textual materials, reading becomes the pivotal skill for academic success.

Transactions and Activities

1. As reflected in other sections of the report, reading came to the front in importance during the summer workshop. The results of the Lucas Reading-Decoding test indicated a wide range of reading ability, skewed to the low end, existed among Crane students. This emphasis on reading was exemplified by the development of Project terminal objective ~~#~~6—
   6. The students will demonstrate improvement in reading and language skills
      6.1 significant increase in reading level from the beginning to the end of the school year.
      6.2 demonstrate a willingness to improve listening and speaking skills, i.e., in classroom activities, extracurricular activities, community projects.
      6.3 increase amount and quality of reading materials not required in the classroom setting.
2. During the summer the Project staff secured additional consultant help in the area of secondary reading and transmitted the results of these visits to the Project teachers.
3. At a one-day summer meeting, the Urbana staff instructed the teachers in the nature and use of informal reading inventories (e.g., Temple-Betts IRI and San Diego Quick) as well as the Lorge formula for determining readability of materials. At this meeting the Project teachers agreed that a major effort should be undertaken to match the readability of curriculum materials with the reading levels of the students. Also surfacing at this meeting was the desire that the English teachers assume the leadership role for testing reading ability of the Skills Center students. Finally, the Urbana staff volunteered its services (in the form of two undergraduate students) to assist in the determination of the readability of curriculum materials.

Outcomes

1. Among the Project terminal objectives related to this intention was the following: 6.1 significant increase in reading level from the beginning to the end of the school year. The students' cumulative record provided both reading and vocabulary subscale scores from the Iowa Test of Basic Skills (ITBS) which was administered in November 1972, when the students were in the eighth grade. The same test was again administered in the spring of 1974 to both Skills Center and control students after approximately six months of the Project. Both Skills Center and control groups showed significant declines from the first to second testing on the reading subscale ($p < .05$). Although the groups were not significantly different at either time of testing, the control group scores dropped more sharply than those of the Skills Center group. It should be kept in mind that a great deal of educational research has suggested general declines in personality and attitudinal measures on students during the school year. Hence, a leveling in such declines is in itself a positive indication. The vocabulary subscale results show that while the Skills Center group gained almost two points, the control group lost approximately seven (neither change was significant). Although the groups did not differ significantly at either time of testing, Figure 2 illustrates a general decline among the control group and a slight increase among the Skills Center group.

2. The reading test results provided continuing evidence for the need to individualize (or at least group) the students for instruction. This point, while promoted by the Urbana staff, was not heeded by the Crane teachers. Results of the Durrell test showed a marked range of grade equivalent scores for both the "essential" and "regular" students.

	"Regular"		"Essential"	
	HI	LO	HI	LO
Vocabulary-potential reading	8.3	5.4	6.8	4.2
Paragraph-potential reading	7.1	2.1	5.7	2.9
Total-potential reading	7.8	5.4	6.6	3.7
Vocabulary-actual reading	9.2	5.5	6.8	2.0
Paragraph-actual reading	9.7	4.6	8.9	2.2
Total-actual reading	9.3	5.6	6.8	2.8

Thus, while it appears that the "essential" group generally measured lower than the "regular" group of Skills Center students, there is a wide range of reading capabilities within each group.

Suggestions

1. All Project personnel must reassess the use of the Durrell test for determining the reading levels of the Project students. This reassessment must be completed with two criteria in mind. Does the test yield useful information for the Project teachers? Does the test require too much time for the information it yields?
2. A portion of the summer of 1974 should be spent cataloging the readability of curriculum materials employed by the teachers in the Project.
3. All Project personnel need to make a decision as to whom will assume the leadership for the reading diagnosis of the Project students.
4. All Project personnel need to work on the most effective communication strategy for disseminating reading information about the students.
5. Relevancy and readability must emerge as the two most important criteria in the ordering, selection, and usage of curriculum materials.
6. The Urbana staff must assist the teachers in developing instructional plans that have as a prime consideration the reading levels of the students.
7. Project personnel should investigate the possibility of making reading the fifth major subject of all Project students.
8. Encouragement and possible expansion of the library skills program should be undertaken.
9. Closer ties should be developed between the reading specialist and Project group at Crane High School.

Intention 10–That instruction in mathematics be a major emphasis within the total project.

Rationale

As with language skills, base-line data in the preparatory year revealed weaknesses in mathematics skills for many entering freshmen. For some, there were still deficiencies in basic number facts.

Transactions and Activities

1. In the summer workshop, presentations were made to the mathematics teachers on materials and methods that would make mathematics interesting and meaningful.
2. Samples of programmed materials were assembled and studied by the two math teachers.
3. During the course of the summer, mathematics materials were ordered to facilitate the individualizing of instruction. (See software list, Appendix H.)
4. As with all other classes, regular observations were made by the Project staff and feedback given for each observation.

Outcomes

1. Math pretests were given during the first week of school by the teachers. These teacher-made tests were organized into basic areas and a folder kept for each individual student to record his mastery of each category of skills.
2. As with the reading and vocabulary subscale scores, mathematics subscale scores on the ITBS given the students in eighth grade (1972) were available from the students' cumulative records. Again, the same test was administered in the spring of 1974 to both Skills Center and control groups. Both groups showed significant declines from the first to the second testing on the mathematics subscale ($p < .05$). Although the groups were not significantly different at either time of testing, the control group scores dropped more sharply than those of the Skills Center group.

Suggestions

1. That experts in math education be used as consultants to the math Project teachers and, as in the science area, be used to present model lessons.
2. That the Urbana staff assist the math teachers in implementing the suggestions provided in their year-long mathematics laboratory course.
3. That the Urbana staff arrange for demonstration lessons in secondary mathematics.

Intention 11–That teachers gain a broader perspective of evaluation skills for use in classroom settings.

Rationale

Any good curriculum must incorporate readiness tests, diagnostic tests, and achievement tests built in at appropriate points in the sequence of activities. These should encompass all goals of the curriculum and be designed to facilitate mastery of the curriculum goals rather than merely to rank students. The information gained from these tests must be used to improve the quality of the curriculum itself. If students do not achieve goals, then the curriculum must be examined. Perhaps its goals are unrealistic or the examples not sufficient in clarity or number, or perhaps the sequencing is not appropriate. Curriculum construction is a continuous process and is dependent on feedback from students and from the teacher.

The adequacy of any curriculum can be judged in terms of its effects on students. A good curriculum will consistently yield a high proportion of students achieving a high level of mastery. It must have content validity, a quality judged by those expert in the area. It must also have psychological and pedagogical validity–that is, it must incorporate our knowledge of learners, learning, and motivation, qualities which can be judged by educational psychologists examining the materials and evaluating them with teachers in real classrooms.

Transactions and Activities

1. Two presentations on evaluation were provided during the summer workshop: Diagnostic/formative evaluation and summative evaluation.
2. As the summer progressed it became obvious that no consensus was available concerning grading and evaluation. It was agreed, however, that Project teachers would share their grading and evaluation practices with the students during the first few weeks of the fall semester. This was suggested as one way of clarifying the expectations which teachers have for students in their classrooms.
3. The Student Questionnaire (Appendix F) included one item on which the student was to rate his teachers on the following statement: "The grading procedures in this class are fair." Results indicated that the Skills Center students rated their Skills Center classes significantly more favorably on this item than did the control students in rating their control classes ($p < .05$).
4. The student logs clearly indicate the use of paper and pencil tests as part of the judgmental process for identifying and certifying performance differences among learners.

Congruence

Little, in that evaluation is still seen as a paper-and-pencil summative venture for students.

Suggestions

1. That the evaluation presentation planned by the Urbana staff be completed in its entirety during the summer of 1974 in an attempt to broaden the view of evaluation.
2. Through discussion, Crane teachers should be encouraged to use student evaluation as another type of feedback about their instructional activities.
3. That Crane teachers submit their objectives and tests, prior to administration, to the Urbana staff for written comments and suggestions.

Intention 12–That systematic observation and feedback to teachers be used to modify teachers' behavior in the classroom.

Rationale

That the Urbana staff could be most effective by providing suggestions based on the classroom instruction which they actually observe.

Transactions and Activities

1. The first weeks of school were spent in open-ended observation of the classrooms by the Urbana staff in an attempt to gain background information for the development of observation schedules.
2. Two instruments were developed (see Appendix B and K) to provide structure to the classroom observations.
3. After the observations, the teachers were provided with written feedback based on the observations.
4. As the school year progressed, the written feedback served as a basis of individual discussions during scheduled times for Project staff and Project teachers.

Outcomes

1. After a series of observations, the Teacher Observation Instrument was revised (see Appendix C) in an attempt to make it a more effective base in the development of the written and oral feedback. There were 10 weeks of observations conducted throughout the school year.

Congruence

The Project staff are in agreement as to the positive impact the observations and feedback had on the Project teachers. However, this view is not unilaterally shared by the Project teachers, thus, congruence cannot be considered as complete at this time.

Intention 13—That teachers initiate programs of action to improve students' self-esteem, reduce alienation, provide the sense of personal power, and build better attitudes toward the school, teachers, and peers.

Rationale

During the preparatory phase (1972-73) a comprehensive test of attitudes toward school and self was administered to a sample of students at Crane High School. The measure, *The School Questionnaire,* revealed a high degree of test anxiety, and an unrealistic and sometimes negative view of self in relation to school and to future life plans. In the summer workshop concerns about attitudes and student self-image surfaced more than almost any other problem. Of long standing is the image of Crane as a "bad" school. In a talk to the parents at a community meeting the president of the Student Council spoke eloquently and sincerely to the crippling effects upon Crane students when they are told that they are among the worst in the city.

Transactions and Activities

1. During the summer workshop the teachers, after working with Krathwohl's *Affective Domain of the Taxonomy of Educational Objectives,* wrote Project terminal objectives 1, 2, and 3. (See Appendix I.)
2. Some ninth-period staff meetings and oral feedback sessions were devoted to encouraging teachers to include student decision-making in instructional and management functions within the class as a way of promoting personal worth.
3. Throughout the Project the Urbana staff encouraged teachers to consider alternatives to paper-and-pencil testing as the way of evaluating student progress (i.e., culmination of units with Project work; developing research proposals which require application of concepts learned in a unit of material). It was felt these alternatives would help lower test anxiety and enhance self-esteem.
4. At various times during the school year, the teachers connected with the Project (both Skills Center and steering committee teachers) met with groups of ten Skills Center students, at times informally over snacks, to discuss their Project-related concerns.
5. In the oral and written feedback, the Urbana staff has encouraged the teachers to employ the concepts of "knowledge of results" and "positive verbal reinforcement." Observation early in the autumn revealed 50 opportunities to use reinforcement and only three instances of its occurrence.

Outcomes

The terminal objectives related to this intention were subject to evaluation through standardized tests, questionnaires, and the Teacher Observation Instrument. Although these and other results will be summarized in the following chapter on evaluation, those findings which specifically measure the affective performance of the Hi Impact teachers are relevant enough, and outstanding enough, to warrant their inclusion here.

1. Skills Center teachers (Hi Impact) were rated significantly higher by their students than were the control teachers on the statement, "My teacher encourages me to take part in classroom activities."
2. On the basis of 30 observations, Skills Center teachers appeared to use "positive verbal reinforcement and knowledge" of results more extensively than did control teachers.

3. This observation was supported by the students' reaction to the statements on their questionnaire which read "My teacher encourages me to do my best" and "My teacher compliments us when we do good work." On these two items, Skills Center teachers were rated significantly higher than were control teachers.
4. The Teacher Rating Form (Appendix C) includes 13 items which, either directly or indirectly, deal with the affective domain: (1) amount of direct control; (2) amount of indirect control; (3) amount of student control; (4) relaxation of atmosphere; (5) acceptance; (6) humor as stimulus to learning; (8) ridicule and/or threatening behavior; (9) understanding; (10) sheltering; (11) respect for students; (12) flexibility in procedure; (14) rejection of students' contributions and criticisms; and (18) enthusiasm.

   On each of these variables both the Skills Center and control teachers were rated for each lesson observed. Of the 13 items listed above, on all but one (item 6) the Skills Center teachers were rated significantly higher (more favorably) than were the control teachers ($p < .05$). The data for the Skills Center group were based on from 44 to 54 observations, and those for the Control group were based on between eight to ten observations.

   Basically, then, the Skills Center teachers were rated consistently higher on their affective behavior in the classroom observation setting than were the control teachers.

   Although not specifically addressed at any one point, a good deal of effort and discussion has centered around the importance of positive effect on the part of the teachers and its influence on the learning situation.
5. The Student Questionnaire included 11 items on which the teachers were rated that could be considered teacher affect-related. On seven of these 11 items the Skills Center teachers were rated significantly higher ($p < .05$). These included (5) "My teacher is friendly outside the classroom;" (6) "My teacher appears to enjoy teaching this subject;" (15) "My teacher doesn't like to admit (his, her) mistakes;" (18) "My teacher yells at students in front of the class;" (19) "When I miss school, my teacher lets me make up my work;" (22) "My teacher does not embarrass us when we give a wrong answer;" and (37) "If I don't agree with what my teacher says, (he, she) wants me to say so." The control teachers were not rated significantly higher on any of the 11 identified affect-related items. On the basis of these data, one might conclude that the Skills Center teachers generally evinced more positive affective behavior, in the eyes of both the classroom observers and the students. While by no means complete, the Project teachers have made great strides in fulfilling this intention. Alleviating test anxiety and promoting pro-social peer behavior seem to be necessary thrusts for the future.

CHAPTER III

Evaluation and Interpretation of Project Data

Philosophy and Model of Evaluation

Projects that are not systematically evaluated are exercises in futility for the program participants and for the outside observers. Those projects merely manifest the "ego trips" of individuals solely interested in exercising mental and paper gymnastics. The Chicago Project has refused membership in the ranks of prior programs which used the resources of the "inner-city school" without a planned, rational, and dynamic evaluation schemata.

Because the main thrust of the Project was the development of the "new professional," the evaluational model must, therefore, measure those changes in the "new professional"–changes in attitude and in professional activity. Since the Project dealt primarily with the experienced teachers, much of the re-education affected the psychological aspects of the individual.

The concept for developing the "new professional" precluded the assistance of a university component without which re-education would be impossible. Therefore, two major systems, the local school staff and the university staff, were the focal points for obtaining this new person. In order to reshape the classroom teaching force to meet the present needs of students, a university institution, which molds future teachers, and the experienced classroom teacher must coordinate their efforts in discerning the present and, possibly, the future provisions for students. (See Figure 2.)

The evaluation model includes the following elements.*

1. The subject of the evaluation is the *system,* not the client.
2. The evaluation will focus on the changed role relationships, and the respective latent apprehensions among the responsible program components—university, local school teachers, and administrators.
3. The evaluation is intended to clarify the roles of those persons involved in the changes, *not* to ascribe causality.
4. Provisions for adjusting the systems based on continuing evaluative procedures has been a function of the Project since inception.
5. The evaluation reviews the use of problem-solving as a successful tool for improved school programs.
6. The evaluation closely observes the committed and involved inclusion of all program members as a necessary function to a successful project.
7. The conventional considerations of reliability, validity, and objectivity are less important than those of *timeliness, relevance,* and the *observable effects* of generating evaluation information as a result of an on-going process.
8. Evaluation is a continous information-management process which serves program improvement as well as program assessment purposes.
9. Evaluation consists of management theory that utilizes pertinent reliable information as the basis for administrative decisions.

The information for this section was gathered from several sources: teachers, students, local school administrators, university administrators and professors (UICC and Urbana staff), and Satellite Project personnel. The instruments consisted of tests of academic knowledge, attitude measures, and general questionnaires. The particular population and the assessment instrument employed will be discussed in each section.

*We have incorporated several of Provus' and Rippey's traditional and transactional models, respectively.
Malcolm Provus, *Discrepancy Evaluation* (Berkeley, California: McCutcheon Publishing, 1971).
Robert M. Rippey, *Studies in Transactional Evaluation* (Berkeley, California: McCutcheon Publishing, 1973) pp. 3-66.

EVALUATION MODEL

Objectives:	Criteria of Success:	Activities to be Assessed:	Items in Assessment:	Assessment Instruments:
Program Development: The adoption of a Diagnostic & Skills Development Center for Student Personnel Services and Staff Development into Crane High School for the development of new and innovative programs related to the delivery of Student Services and human resource services in the school system and implementation of self renewal at Crane H.S. to make it relevant to the community it serves.	That there are: a. Staff development offerings aimed at 1. PPS skills development 2. Improved student performance This, if satisfied, will be the criteria for: b. A "functioning (adopted)" DSDC.	Hi Impact Program	1. diagnostic/ assess. skills 2. review/analysis of files 3. teaching improvement 4. teaching/ cooperative planning 5. curric. materials offerings 6. improved student performance	1. Urbana Report 2. Questionnaire to Hi Impact teachers & general staff.
Staff Development: The development of a corps of Instructional Leaders who have knowledge of and experience in the areas of initiation, management, evaluation, and educational innovations; and who are skilled in areas generally considered the province of pupil personnel workers.	That there are: Staff members with knowledge of a. PPS skills b. Educational innovation That there is an integration of community resources.	Staff Development PPS courses '72-'73 '73-'74 Hi Impact Program Ed. Psych. 425E course	1. diagnostic/ assess. skills 2. review/analysis of files 3. 425E course goals 4. '72-'73 5. '73-'74	1. Questionnaire to Hi Impact teachers & general staff. 2. 425E Evaluations 3. '72-'73 S.D. Evaluation Instruction 4. '72-'73 update Questionnaire 5. '73-'74 S.D. Questionnaire
Organizational Development: Initiation of new forms of university-local school cooperation aimed at facilitating the integration of resources in educational community (local school, university, community) to assess needs, solve problems, evaluate and meet the needs of students, parents, teachers, administrators, and teacher-training institutions.		Program development Staff development Urbana PPS Master's Program to Chicago Community Reps. involvement		1. All above instruments & results 2. Urbana commitment letter 3. Evaluation of community involvement & possible questionnaire.

Figure 2.

ERIC

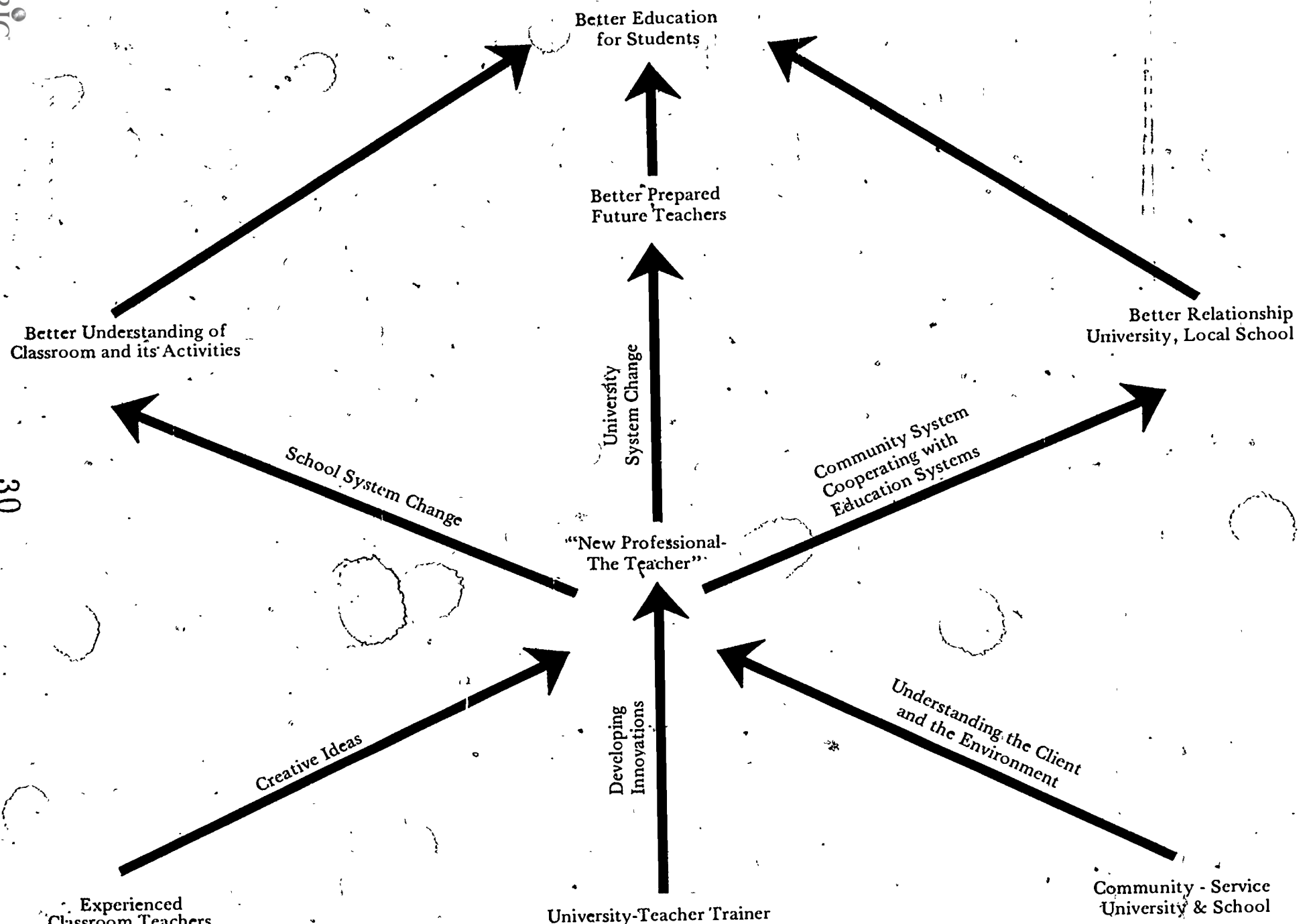


Figure 3. EVALUATION MODEL FLOW CHART

Presentation of Results

Objectives are divided into three continuous yet simultaneously operating areas: organizational (the system changing), staff development (the professional changing), and program development (the positive results of the system and professional changing), and therefore, the results and discussion of data have been separated according to these same categories.

Evaluation of Program Development

This segment has been divided into two sections: the University of Illinois at Urbana program data and the assessment of DISC teachers.

Pre-post Student Data from University of Illinois, Urbana. Data has been collected on 15 variables at two different periods, either before or during the early or latter stages of the Crane project. These include three achievement measures, 11 personality measures, and one composite grade-point average. It should be kept in mind that a great deal of educational research has suggested general declines in personality and attitudinal measures on students during the school year. Hence, a leveling in such declines is, in itself, a positive indication. Results presented here are based only on those students on whom both pre- and post-data were available. Subsequent statements about the significance of differences between the Skills Center and control groups at each time of testing are based on total data available at each time of testing (when the sample sizes are considerably larger). The data collected during the life of the Project justify the following observations.

1. While both the Skills Center and control groups showed significant declines in reading and math achievement scores during the course of the Project, scores for the control group dropped more sharply than those of the Project group. Further, on the vocabulary subscale, scores for the Project group increased slightly while those for the control group declined.

2. Five personality measures were administered at two times of testing (September 1973 and March 1974). There were—
   a. Psychosomatic Symptoms Scale (PSS), which measures the extent to which the individual reports somatic symptoms of psychic tension and stress.
   b. Test Anxiety Scale (TAQ), which measures the extent to which an individual experiences anxiety and fear when confronted with tests in a school setting.
   c. Kniveton Attitude Toward School Scale (KASS)
   d. Coppersmith Self Esteem (SEI)
   e. Intellectual Achievement Responsibility Scale (IAR)

   On only two were changes significant (test anxiety and need-achievement), and both changes favored the Skills Center group when compared to the control group.

3. While in most cases nonsignificant, score changes in measures of self-esteem during the course of the project generally favored the Skills Center group when compared to the control students.

4. First and second marking period grade-point averages were computed for both groups. While little change took place from the first to second marking period, the control group showed lower grade-point averages at both periods. Considering grades in each of the four basic subject areas separately (English, social studies, mathematics, and science), the HI group had significantly higher grades ($p < .05$) at the first marking period in three subjects (English, math, science) with social studies approaching significance, and at the second marking period in three subjects (with math approaching significance). Thus the HI group generally had higher grade performance at both marking periods than the control groups.

Student Attendance and Cuts Data

From September 1973 to February 1974, data were collected on the number of cuts and absences of each student for each of the six months. The monthly trends for the HI and control groups are presented in graphs (Appendix H). While there appears to be an increasing trend of absences and a rather constant level of cuts, the HI group almostly uniformly had fewer absences.

Other Student Data

Other student data collected in both HI and control groups during the Project included the following. Ten subscales of the Metropolitan Achievement Test (MAT), administered in 1971 when the students were in sixth grade, the California Mental Maturity Test (CMM), given at the same time, a Student Questionnaire,

which asked each student to rate his teachers on various items (see results in Chapter 2); and a General Questionnaire, which asked the students' opinions of either the Skills Center Project or Crane High in general. Data which showed significant differences between the two groups will be summarized here.

Measures of Students. On the MAT given in the sixth grade, the control group measured significantly higher ($p < .05$) on both the math problem-solving and social studies subscales. The difference in the language subscale scores approached significances favoring the control group. The control group measured significantly higher ($p < .05$) on both the language portion and total scale score on the CTMM. While the students in the control and HI groups were randomly selected, the popular belief among the Crane faculty has been that those chosen for the Project were at an advantage in the beginning. To the contrary, our data suggest that the students selected for the Project were, if anything, at a significant disadvantage initially.

Measures from DISC Teachers. The data presented here were collected from the DISC teachers using two questionnaires, one general and one specific to the goals of the Skills Center. The questionnaires were designed to measure the degree to which the faculty claimed success in their stated goals, and the degree to which they agreed or disagreed with the data generated by the measures of student success. (These questionnaires appear in Appendix F.)

The faculty involved consisted of the Hi Impact staff (those who taught the students in the Hi Impact program in their core courses), and the General Staff, a volunteer staff who kept records of the Hi Impact students and control students and who met informally with the students on occasion.

In presenting the results of the questionnaires, divergences of the two faculty groups will be presented only when their answers (as a group) differ by half a category on the response continuum.

The results are summarized as follows:

1. The Project has generally made the Skills Center staff more aware of their students as people, particularly the Hi Impact staff. For this reason the staff has planned better programs for their students which tend to improve student performance. This is particularly true of the Hi Impact classes.
2. The staff feels that class and student evaluation skills and assessment skills have not greatly improved.
3. The incorporation of the use of student records in program planning, assessment, and evaluation is not very apparent either.
4. There has been a slight attempt to cross disciplines but not to the degree necessary to positively show in the forward momentum of the Project.
5. The Hi Impact teachers feel that the students have gained from their (the teacher) involvement with them (the students). The general teachers do not feel that the students have gained anything from being involved with them. This divergence can be explained by understanding that the Hi Impact teachers work with the students daily in a teacher-student relationship. Each general teacher sees his ten Hi Impact students sporadically once or twice a month if time permits.
6. The Skills Center staff developed a group objective for the center. Varying degrees of success in meeting these objectives can be seen from the evaluation. The staff feels that the students showed an improvement of school-related behavior such as better attendance, decreased tardiness and cutting, etc., demonstrated some leadership qualities with respect to self-government in class, individualized, and group learning situations, and showed an improvement of self-esteem. A little less spectacular improvement can be seen in the areas of reading and arithmetic skill development, improvement of intellectual skills, and demonstration of independence in learning. The objectives which were not met very well were appreciation of the world of knowledge and art and the demonstration of self-control. The objectives which were not met at all were an increased interaction with the community and the development of a realistic view of the world of work.
7. The staff feels that their attitudes toward the profession and the clientele have improved somewhat. There were a few who felt there had been no change, but none declared any negative attitudes being developed as the result of the program.
8. A survey of the goals of the Satellite Project as seen by the Skills Center staff reveal that some of the Project goals have been met with varying degrees of success. The staff feels that the Project was successful in the development of new programs for teachers and students and the improvement of skills and performance of teachers as well as students. The goals which the staff felt were not met very well were those of preparing students for post high school opportunities, improving Crane's image, and the development of a cooperative, intra-community planning team, and the teaching of pupil personnel services skills to the District Nine staff (Skills Center staff).
9. Many positive benefits have been gleaned from the Project which bolster teachers on the Crane staff. A list of these benefits are presented below—
   a. Working with teachers of other disciplines on common student problems
   b. Developing individual and group teaching patterns

c. Seeing measurable maturation in students never before observed
d. Understanding of the use of testing as an evaluation tool
e. Becoming more "kid" centered
f. Understanding the use of and the creation of behavioral objectives
g. Seeing the Skills Center kids work together as a team to learn

10. The District Nine staff had an opportunity to be improved through the concentrated in-service effort provided by the staff development aspects of the Satellite Project. Many of the Skills Center staff participated in this phase of the Project also and were able to give the following comments with respect to what they as District Nine staff members felt the district had received from the Project.
    a. More people are aware of District Nine problems.
    b. There are better relationships between teacher/teacher and teacher/student.
    c. It was realized that student behavior depends on and varies directly with teacher behavior.
    d. Better cooperative planning and the trying of new programs was evidenced.
    e. There was evidence of teacher togetherness.
    f. Increased cooperation of better trained, experienced teachers was evident.
    g. A definite effort was exerted to identify and then release student potential.

There were some discrepancies in ratings which can be explained by referral to the separate functions performed by the two different groups of faculty.

1. With respect to proper school-related behavior, the general teachers scored the DISC students much higher because they see the students in an informal, almost fun situation in which the students aren't forced to attend and therefore their behavior is much more improved than that noted by the classroom teacher.
2. Another obvious discrepency can be found in the almost perfect rating given by the general staff for independence in learning and the below average ratings given by the Hi Impact staff for the same trait. The Hi Impact teacher should know if the student is improving his individual skills. The general teacher does not see the student in a classroom setting, and there can be no means of evaluation.
3. Another obvious place of divergent conclusion from the two groups is observed in number 12. The Hi Impact teacher deals directly with the student daily and both work to improve student skill. The classroom teacher also evaluates the progress of each student and is in a position with proof positive or negative as to improvement of skills. The general teacher, who never sees the student in the classroom or skill acquisition posture would observe no skill improvement and therefore report "no."
4. With reference to number 5, the Hi Impact classroom teacher is in the position to evaluate any gains made by way of student attitude and interest. If the students gained anything at all from the Project, it should be due to the impact of the Hi Impact teacher. Of these eight teachers, three felt that the students had gained something from their involvement, two said only somewhat, and three others said no. An interview was held with most of the Hi Impact teachers and the following information was garnered.
    a. One teacher felt that the essential group needed so much discipline that very little learning actually was accomplished.
    b. Another felt that the plans laid out before meeting the students were not measurably met. She mentioned things like cross-discipline strategies and comprehensive planning with all of the teachers.
    c. One teacher stated that the students were worse off now than they were in September.

    With these comments from Hi Impact teachers, one can gain insight into the type of day-to-day problems met by them. They have devised different strategies to combat some of the problems mentioned above. For example, the teacher who made statement (c.) feels his students may not succeed in his subject in 40 weeks but they may be able to do so in 80 weeks, so he wishes to try with them again next year. This shows teacher growth and faith in the Project as reflected in the body of this evaluation.

Evaluation of Staff Development

Staff Development, University of Illinois Chicago Circle (UICC) Coursework. The target population for this evaluation were the students enrolled in the staff development courses offered by the University of Illinois Chicago Circle. The questionnaire was designed to assess the degree to which the students had begun innovation in their own school, the ultimate goal of the coursework.

The presentation of results is divided into two sections. the 1972-73 coursework, and the 1973-74 coursework.

1972-73 Coursework (see Appendix B)

This staff development course was the first of its kind to be offered at Crane and although many teachers volunteered, only thirty-five were chosen to participate. It was offered exclusively to the Crane teaching, counseling, and administrative staff. It was given during the entire 1972 73 school year and its participants received 12 hours graduate credit. Twenty seven of its members were surveyed, and the following results were obtained.

1. One of the main aims of staff development was that of imparting change strategies and implementation techniques, and to this end all but one of the class participants, either alone or in groups, developed an innovative plan in part or totally.
   a. Of those answering positively with respect to the development of an innovative plan, all but three have totally or partially developed a plan for the implementation of the innovation.
   b. Most of the surveyed staff members either have a definite method of evaluation or will have a plan of evaluation in the future. Only a few, not having a clear-cut idea of evaluation, have begun to formulate a partial idea of evaluation. Plans for dissemination as such were not undertaken by the class participants, but total staff and community dissemination was conveyed by Crane and community instructional leaders in an in-service meeting at the high school.
2. When it came to the actual implementation of an innovative change, eight class members have programs in Crane that represent an initial goal attainment with respective change situations. Seven other staff people have programs which they are actively trying to implement. An additional seven have not implemented their developed innovation but are looking forward to doing so at a later date. Only one staff member gave a definite and unqualified negative response.
3. Of those who have taken the first positive step of innovation implementation, three have seen success in their programs; nine others have had some partial success with change strategies being implemented.
4. With respect to conduct of the course and the desires, needs, and expectations of the class membership, responses ran all the way from "very much so" to "not at all" with the highest frequencies at "somewhat" and "generally yes." Five staff members felt that it was totally irrelevent, and three gave the class the highest possible commendation.

1973-74 Coursework (See Appendix B)

1. The staff development class had as one of its goals to impart change strategies to the teachers involved in the class.
   a. The staff survey developed an innovative plan and devised a means for the implementation.
   b. Most indicated plans for evaluation and dissemination will be carried out at the end of the Project.
2. One staff member indicated that innovation designed in class has been initiated in his school, a few indicated that innovations have been partially initiated, the majority have not actually started any planned innovations but plan to start soon, and two members do not plan to undertake innovation initiation.

Educational Psychology 449 Psycho-Educational Elements of Inner-City Teaching, a Summer Workshop for Skills Center Staff

The evaluation of the enrollees' (8 Skills Center teachers and 4 steering committee members) performance was based on how effective the teachers reported their development and performance of the target skills. The teachers involved reported a satisfaction with the course and stated that their diagnosis and teaching skills had improved, at least somewhat. They reported their involvement in the program resulted in improved programs for students, increased planning with other teachers, and benefits to students.

The generation of terminal objectives was of benefit to the staff, and most reported that not only did the list of objectives help set direction, but their students met a large number of these objectives.

The intentions, of course, met with varying degrees of success. The great majority of the intentions, while addressed to some degree, met with only limited success. Unlike many intervention programs imposed from without, this was a *joint* effort leading to changes in two directions. There were observable changes in teaching behaviors, and there also were changes in the University Project staff (e.g., alterations in modes of providing feedback and the development of new instructional material, including the development of new graduate course).

The budget provides for the presentation of this course again in the summer of 1974.

Pupil Personnel Coursework (Graduate): Educational Psychology 425

The target population consisted of the twelve students enrolled in the course, representing counselors, adjustment teachers, and other faculty from District Nine schools. Data evaluated came from two major sources: tests, during the conduct of the course, covering those test questions designed to assess the progress of students towards the academic goals of the course, a questionnaire designed to assess the students' impressions of personal gain from the course. Results are as follows:

1. Students rated the course highly (4.6 on a 5 point scale). (See Appendix F.) They commented that the course was relevant, presented an excellent overview of the field, allowed an optimum amount of discussion and personal learning, and the atmosphere was relaxed and friendly. Shortcomings noted were few, although people were largely seeking more information and greater depths of discussion in their suggestions for improvement.

2. Academic performance with respect to goals was high.

Given the above results, it was concluded by the course instructors that the achievement rate by the students was sufficiently high to warrant the course's being called a "success." The students performed well and were pleased with the course and its content.

Organizational Development

In order to gather information in this area, several questionnaires were administered to several groups, their makeup and rationale will be presented in the following sections.

Graduate Coursework in Pupil Personnel Services. The Educational Psychology Department of the University of Illinois, Urbana, was asked to commit itself to bringing coursework to Chicago so that Chicago school faculty could receive training in Guidance and Counseling.

Satellite Project Administration Staff. This questionnaire (see Appendix F) was administered to all persons involved in the administration of the components of the Chicago Satellite Project and was intended to assess the degree to which the organizational goals have been met.

1. The Project goals were ranked by the administrators as follows:
   a. Improving teacher skills and performance
   b. Developing a planning team (school/university/community)
   c. Improving student skills and performance
   d. Developing new programs for teachers
   e. Developing new programs for students
   f. Improving Crane's community image
   g.1 Teaching of PPS skills to District Nine staff
   g.2 Preparing students for post-high school opportunities
2. They felt that a, b, d, and e had been met, and that f and g.1 had not been met during the project.
3. In noting what they felt they had personally gained from the Project, the responses fell into the following categories;
   a. That the university and local school were now working together on problems
   b. That there was a greater awareness on all sides of how to match university expertise with school problems
   c. That university personnel now have a better perspective of urban education and its problems
   d. Miscellaneous; e.g., valuable administrative experience, pleasure in working with dedicated others, the chance to offer ideas
4. In listing those things Crane High School and/or District Nine has gained, the following summarizes the responses:
   a. School-university cooperative planning
   b. The development of a pilot program approach that can now and in the future help solve some of Crane's educational problems
   c. That teachers are working and planning more together, sharing expertise
   d. That teachers are being offered good training and materials
   e. Miscellaneous, e.g., innovation training and the ensuing actual innovation; formulation of educational objectives.

Institutionalization

The final major goal for the Chicago Program during the 1973-74 year has been to integrate Project activities into *existing* structures and resources of the educational community.

To help assure that this goal will be achieved it has been necessary to expand and improve our table of organization to include committees with this specific responsibility. Workshops and meetings have been conducted to assess available resources and plan a coordinated action of building Satellite activities into existing organizations. This is our best assurance of a continuing organization. The District 9 Educational Council will be utilized as a key resource.

The pilot Diagnostic Skills and Staff Development Center has been implemented. Our evaluation model, which provides a design for adjusting the present system, will help us evolve a plan that we hope can be adapted to an increasing number of students and teachers and eventually include the entire school. The inquiry system is also being utilized in the staff development component. We plan to continue developing and designing courses that incorporate cultural problem-solving experiences, decision making, and planned system change. This will be achieved as we satisfy the objectives indicated in the area of staff development and program development.

With respect to Terminal Objective One, it should be noted that a proposal for a new degree program (M.A. in Metropolitan Studies in Urban Education) incorporating an "instructional leadership" component has been reviewed by various bodies within the university and approved by the Board of Trustees of the University of Illinois. Throughout the history of the preparation and advancement of this proposal, a high degree of administrative support has been evident. The Dean of the Graduate College and Vice-President of the University, in addition to the President, have actively supported the adoption of this graduate program and have argued for its approval before the state of Illinois Board of Higher Education. The Chicago Satellite has been instrumental in developing the instructional leadership component and will be responsible for its implementation. (See Appendix B; 5.)

In its involvement with the development of a Diagnostic Skills Center at Crane High School, the Department of Educational Psychology, University of Illinois-Urbana, has not only provided help in the design and operation of that Center, but also has used the Project as a vehicle for changing its own institutional structure. As a consequence of the Crane Project, the following developments have occurred at the Urbana campus.

1. The formation of a Division of Cross-Cultural Education has been accelerated. Additionally, work related to the Crane Project has served as a catalyst for the following program developments in the Department of Educational Psychology.
   a. Ed. Psy. 444–Socio-Cultural Influences on Learning and Development, originated and taught by one of the original members of the Crane Project.
   b. Ed. Psy. 311–Socio-Cultural Origins of Achievement. This is a special section of the required graduate course, Psychology of Learning for Teachers, and is team taught.
   c. Ed. Psy 399–Cultural Theory for the Study of Human Development. This is a new course to be offered first semester 1973-74.
2. During the present summer term, the eight teachers who will be forming the nucleus of the Diagnostic Skills Center are enrolled in a specially created Ed. Psy. 449–Independent Study. This graduate course, generally used for students who work individually on research projects, was adapted as a workshop to train "hi impact" teachers.

Perhaps now, at the conclusion of the Satellite Program, it is fair to inquire what relevance the Program will have to future involvement by the university in staff development activities. In the absence of further "soft money," what current components of the Program are likely to continue or not continue?

1. It seems very likely that the "instructional leadership" area of the graduate program will be made available as an area of specialization in the graduate program to increasing numbers of Chicago teachers pursuing masters degrees. Members of the graduate faculty will teach courses in the sequence as part of their regular assignments. Hopefully, as a result of course evaluations undertaken during the Satellite Project, course content will be strengthened.
2. It seems reasonably likely that the sequence of courses will be offered in the future at field sites–for groups of teachers in particular schools who, although all are not candidates for graduate degrees, will be interested in working together to solve common instructional problems. It is not at this time certain how many of these courses will be tuition-free for teachers as they have been this past year at Crane High School. This will depend, to a large extent, on the extent of resources made available to the College of Education from university sources for projects of this sort. The availability of such resources (for contractual services, portions of salary lines, apart from the offering of field-based graduate instruction, etc.) will also determine whether or not the 1972-1974 Crane High School Project can be replicated in its entirety at other schools.
3. Although the Crane Project may or may not be replicated elsewhere, clearly there remains the question of the University's relationship to this particular school after 1973-1974. Interested faculty members at both Urbana and Chicago Circle would very much like to remain involved as contributors to the Diagnostic Skills and Staff Development Center. Again, the question of finding the funds to release faculty time, reimburse graduate students, and pay for other expenses is paramount. Recent discussions have focused on searching for additional "soft money."

Evidence exists that "consumer needs" for a graduate area of specialization in instructional leadership are great. One need not hear an account of the wealth of data which points to the needs for institutional change and the improvement of education in central city schools. The provision of high quality graduate education which directly addresses this need is of obvious relevance to solutions of the problems of urban education.

Summary and Conclusions

In summarizing the results of the several evaluations, some overlap and agreement is apparent, as are some areas of disagreement. A general summarization will be presented first, with a comparison of inter group results, followed by a section on conclusions and implications.

The results of student-generated data suggest a positive general effect of the Hi Impact program. The students in that program show either a lesser decline or an obvious improvement in basic math and English scores, when compared to the control group. The Hi Impact group also evidenced either a lesser decline or a greater improvement in attitudes related to self and school; they were also absent less often from class.

The Skills Center staff reported that their own attitudes and performance had improved, and that they felt the same was true of their students—which is in general agreement with the student data. This suggests that the staff either had a good idea about what their students were experiencing, or that they expected from students the same sorts of results that they themselves were experiencing (or some combination of the two). An additional point must be made here. when teachers state that their Hi Impact students have "benefitted" or "performed better," this is taken to mean in comparison to the controls. Generally speaking, Hi Impact students' performance showed *less decline,* rather than *greater improvement.*

The faculty enrolled in the staff development coursework showed general benefit. Both 1972-73 and 1973-74 students stated that they were initiating innovations in their schools, though last year's students reported doing so at a greater rate—probably due to the increased time they have had for such implementation. The 1973-74 students reported a greater incidence of planned innovations, and monitoring plans, as well as a greater enjoyment of and response to the coursework. This is an indication of the fact that the coursework has had a year to mature and improve on its first-year weaknesses.

The Educational Psychology courses (425 and 449) offered by Urbana are considered successes and will be continued.

The Satellite Project administration stated that they gained a number of things from the Project, foremost among which was the establishment of a cooperative team effort involving the University of Illinois and District Nine schools (and, in some cases, local community representatives). The Project administration, in ranking the goals of the Project, tended to lend greater importance to teacher program and skill development than did the Skills Center or general faculty from Crane (who rated *student* program and skill development higher). But the divergence in opinion is probably due to the fact that while the Project personnel concentrated on teachers, the teachers concentrated on students—two very reconcilable differences.

Conclusions

1. Program development was successfully achieved through a Diagnostic and Skills Development Center program that improved teacher skills and program development, as well as student performance.
2. Staff development was reached through coursework and workshops that clearly taught those involved skills in innovation, pupil personnel work, and strategies for improving student performance.
3. Organizational development was successful in several respects: first, that a functioning, effective Skills Center exists and should continue; second, that coursework for the development of District Nine staff is off the ground and getting results; and third, that in all our endeavors (including 1 and 2 above), what has been achieved has been reached by cooperative planning among University, local schools, and the Project staff.

CHAPTER IV

Recommendations for Future Strategies

Recommendations from Urbana Staff

In addition to a deeper insight into the process of intercommunication, some major issues have been identified that must be considered by this Project and should be considered by any project which attempts to improve the quality of urban schools.

The Need for Individualized Instruction

The environs of urban children are more complex and varied than those of any other school-aged population in our nation. Urban children must reconcile two cultures, accommodate the fact that they are colonists, and attend schools whose institutional structure has not changed since the nineteenth century. Couple the above with nutritional and other health problems and you have a school-age population extremely diverse physically, socially, emotionally, and academically. This fact is recognized by all who develop models for educating the disadvantaged, for no matter what the premise (e.g., to correct or prevent deficits, to teach to the cultural differences of students, to release self-actualizing tendencies) all models tend to converge on the idea of individualized instruction.

High Priority Suggestions

The highest priority of the Project must be to assist the teachers in developing instructional plans which facilitate individualized instruction. We found nothing in this project to support the current practice of ability grouping. The two Skills Center classes were grouped, one a so-called "essential" group and one a "regular" group. Not only were the distributions of achievement overlapping in the two groups, but also it seemed clear that one main distinction between them was the label, and we believe this label had negative effects upon both teachers and pupils. If this Project is continued another year the new freshman classes will not be grouped by ability.

Low Cost Interaction with Teachers at the Secondary Level—Why?

The model of high cost, high intensity programs as in early childhood intervention schemes is probably not the model that should be adopted by secondary schools. There is of course the model of the alternative school. Perhaps in desperation we will turn to that. But what of the millions of secondary students now in high schools and what of the hundreds of thousands of existing inner-city high school teachers? Those alternative schools that do exist (and there is one, CAM Academy, only a few blocks from Crane) have had little if any effect upon existing schools. We are left with the conviction that improvement must occur *in situ*, with a focus upon the secondary school teacher.

A variety of reasons exist which make a project of this type possible and desirable. First, the monies expended amount to about a 20 percent increase of the cost-per-pupil expenditures presently made by the public schools—a figure which reflects a tone of realism. Second, intervention with teachers has twofold effects. It requires the teachers to confront their problems and undertake change in their teaching behaviors rather than reinforcing static behavior by shunting their problems to external personnel (as is so often characterized by projects that intervene at the level of students). Also, the present teacher "surplus" mitigates against rapid teacher turnover, thus providing a sense of permanence for the effects generated by the project. That is, teachers influenced by the Project will be able to impact on their colleagues and students for years to come. Finally, while small in scope the Project became a positive indicator to the practitioner that secondary schools are not the "lost cause" one might infer from the present expenditures and thrusts of educational research and development.

Optimism About the Visible Energy Seen at Crane

Certainly one of the advantages of the Project is that it made the Urbana staff realize that not *all* urban teachers fit the uncaring 8-to-3 employee stereotype. In the past two years we have met teachers, affiliated both directly and indirectly with the Project, who have given time and energy beyond the expectations of their contract. We would infer that this would be the case in other urban schools and that the challenge for universities would be that of teaching these committed teachers strategies that would allow them to make more efficient, economical use of their time and energy.

Nature and Composition of the University Component Employing the Coaction Model of In-Service Education

Ideally, the University component should be comprised of two groups - an advisory council and an on-site team. The advisory council would have as its composition a broad representation of the social/behavioral

sciences. Individuals comprising this group would have budgeted commitments (e.g., time and salary) to the operation of the advisory council. It would be possible for each advisory group to serve four on-site teams in an effective manner. In reality, the advisory group might be thought of as consultants for the consultants, in that they would assist in generating solutions to problems emerging from the interaction between the on-site team and practitioners in the school.

The on-site team need not be large in number, yet it should be sufficient in size for classroom observations and individual meetings with teachers. Between the team members there should exist at least three sets of skills:

Skill Set #1 – A working knowledge of the structure and function of secondary schools; a sensitivity to the administrative chain of command; and a knowledge of secondary curriculum.

Skill Set #2 – Interests and skills in social psychology with emphasis on interpersonal communication, and the organization and maintenance of functioning groups.

Skill Set #3 – Skills in the psychology of instruction, learning theory, and instructional research in classroom settings.

If the on-site team were to attempt community interaction, an individual skilled in community psychology should be added to the group and possibly one team member or more should be of the ethnic group living in the community. The function of the on-site team would be to work with practitioners in dealing with real instructional problems and formulate solutions to these problems with opportunities to test the solutions.

The Basis of Administrator-Teacher, Teacher-Teacher, and Teacher-Student Interactions/Confrontations

Both race and class impact upon the interactions which take place at Crane. At the administrator-teacher level there is a kind of chess-playing predicated upon "What race should occupy what position to maximize the working relationship of teachers at Crane?" At times it happens that positions are filled on the basis of, "Who is the best qualified person of X race?" rather than "Who is the best qualified person at Crane?"

The teacher-teacher interactions are much more difficult to ascertain. Second-hand conversations and observations in the teachers' lunchroom indicate an informal segregation by race. However, we must point out that none of the working relationships that we have observed are affected in any formal way by the issue of race.

With rare exceptions, we believe that race takes a backseat to social class in the area of teacher-student interactions. We base this on our observations of an interesting dichotomy of expectations teachers have for students. Teachers exhibit high academic standards in a typical precollege high school curriculum. However, the teachers couple this with low "student" expectations. That is to say those behaviors we associate with being a student (i.e., neat, on-time work, being prepared for class, problem-solving skills, input into classroom decision making) are not held to the same high standards as is the level of content disseminated by the teachers and often not expected to be assimilated by the students. While the intentionality of those expectations is open to debate, the result seems to be a message to students from teachers which goes something like the following: 'We are middle class – we can show you the academic trappings of the middle class – but, we don't expect you to become middle class academically." It is the view of the Project staff that at this point in time, both levels of expectations are deleterious to Crane students.

Schools Do Not Have a Competitive Product

At present, urban high schools (and we suspect suburban schools as well) cannot compete for the energies and talents of adolescents. For example, schools do not disseminate relevant political/social/economic information as well as the evening news. They often offer nothing to help the student better understand the realities of drug use. They often "graduate" students who soon realize that the only jobs they qualify for are already held, with seniority, by dropouts.

In Crane, the demoralized teacher attempting to force students through a formal and generally pointless program is not an uncommon sight. One thing that is very obviously needed is curricula which provide experiences the students see as thoroughly relevant and meaningful. Moreover, the experiences should be such as to realistically cater to individual differences so that all students in the classroom become active and successful participants. The entire instructional effort (curricula, teachers, and tests) needs to focus on the development of those competencies essential for success in significant clusters of life outcomes.

What Should Be the Time/Cost Commitments for School Interaction Projects?

No short-term project is likely to have much effect. Inertia (political and social), defensiveness, and the need for continuous learning by staffs all point to the requirement of long-term intervention. We would urge those professionals willing to work in the public schools to consider proposals of five to eight years in duration with an annual budget of about $25,000.

A slightly different perspective would be to envision our Project magnified a thousand fold (and the cost for that would be far less than the first summer of Headstart and less than half the cost of one Ford Foundation grant for *one* inner-city project). We believe that the effects upon schools and upon the University staffs would be magnificent. We propose in short that 1,000 projects such as this one (at a price of $2,000,000) would involve 8,000 inner-city teachers, 1,000 university professors, and 3,000 graduate students. The awareness thus generated might begin to move us toward the solution of the awesome problems in our inner-city high schools.

Recommendations from Chicago Staff

In the succeeding pages we attempt to establish two major factors. First, there is a need to state in a positive form the feelings about, and the future for, the continuation of this program. Second, it is important, *not paramount,* to review the problem areas that adversely affected the progress of this Project. It is our hope that these recommendations might alleviate problems for those who might participate in future "special" programs.

Many of the present and future projects involve the communication of institutional systems. It is assumed that the stated systems, i.e. university, school, and community, are somehow equal partners in the inception, execution, and evaluation of the Project. Although the above assumption is ideal and noble, the actualization of an equal partnership was a "shaky" process at best.

Too often the University components saw their position as a facile method by which additional and, often personal, research could be gathered. Sometimes, this research was begun without the prior knowledge or commitment of the other "equal" partners or participants.

The community, although viewed as a necessary adjunct to the total project, was rarely an active member in the team. It was informed of actions and/or decisions via a single, designated community representative. The mere fact of a single representative, when the other two components had several members, seemed to explicate a monolithic view of the community.

Finally, the school system had its problems. This system involved at least two levels—the administration and the local school. We are fortunate that the administrative element, specifically Mr. Albert Briggs, District Superintendent, was a very active and supportive member. However, the nature of a large and cumbersome institution often requires a great deal of "red tape" when assembling decisions.

Of course, the most important person was the classroom teacher. Even though most of the Crane teachers were excited about the Project's possibilities, there was a lingering suspicion in the minds of those who were not directly involved in the Project. They were suspicious of the results of the Project, the sincerity of the non-Crane components, the purpose of the evaluation, and the continued success of the Project after the funding was closed.

In addition to the components' problems, there were some organizational problems—hiring personnel, coordination and awareness of all components' agendas, and establishing time lines.

We recommend the following—

1. That *all* components be *actively* involved in the inception, implementation, execution, and evaluation phases
2. That the designated local project director be given complete support and decision-making power that effect the success of the local project
3. That the responsibility for selecting staff be left to the discretion of the director with the assistance of the participating component
4. That the personnel who are directly involved with the project be selected on the basis of their professional qualities as well as their commitment
5. That the project *not* be used as a training ground for additional untested theories, models, or concepts if these ideas have not had the approval of the project components
6. That the project *not* be used as a training ground for future research analysts or novice theorists since a novel concept requires seasoned minds and past experience to make the idea work
7. That the UICC and Crane H.S. continue their supportive efforts for this and further projects
8. That a structured dissemination and demonstration vehicle be established to inform Chicago Public Schools and other "inner-city" schools.

APPENDIX A

Newsletter

Volume I, No. 1 December 1, 1973

CRANE H.S./CHICAGO SATELLITE NEWSLETTER

TO THE PARENTS ADDRESSED:

The task of changing our schools from a selective system which rewards and finally graduates only the more able students to one which develops each individual to his fullest capabilities is a difficult one, *but it can be done.* The University of Illinois is working in conjunction with the District Nine Public Schools and the residents of the Near West Side to establish a Partnership in Education. We are receiving funds from the U.S. Office of Education for the establishment of a Chicago Satellite Program.

The Chicago Satellite Program addresses itself to three needs: (1) developing new forms of university, school, and community cooperative planning related to the problems of schools and the needs of students; (2) developing new and innovative programs related to the helping of students in the school system; and (3) the expressed problems and interest in self-renewal at Crane High School.

The ultimate objective of the Program is the adoption of a "Diagnostic and Skills Development Center for Staff Development and Student Personnel Services" into the regular program at Crane High School. The Center will be both a physical setting and a service to the school. It will be used (1) to help teachers become more effective in teaching and helping students, and (2) to help students learn more effectively, get the most from their education, and get better jobs. This year an experimental program, called the "High Impact Program," was begun to help selected students and faculty reach those goals. Your children, a total of 60, are its first students.

The articles in this newsletter will explain the various aspects of the project. We are enthusiastic about it; but to really make it work, *we need your interest and participation!*

Thelma Y. Merchant
Project Director

This newsletter is the first of several to be published during the school year. In issues to follow, we will keep you posted on the project activities, and on the resources available to the students involved.

M E R R Y C H R I S T M A S ! !

MESSAGE FROM THE SUPERINTENDENT:

Congratulations on the selection of your child as a participant in this exciting new approach to education. About three years ago—after consultation with parents and community leaders– a decision was made to focus our efforts on improving the image of Crane High School.

To do this we felt that it was necessary to not only change the curriculum of the school, but also to change the physical appearance of the building. It was also concluded that both of these operations should proceed at the same time.

In cooperation with the University of Illinois, our plans are proceeding according to schedule. The complete modernization of the building, changing its physical appearance, is underway. The Diagnostic, Skills and Staff Development Center, a vehicle for curriculum change, is moving slowly but surely. Your child is deeply involved in this center, and his contribution at this time will influence greatly the future of Crane High School.

Albert A. Briggs

HIGH IMPACT TEACHERS

The teachers involved in the High Impact Program are all volunteers. During the planning of the project, it was decided that the 60 students chosen would benefit most from teachers who were committed both to the growth and learning of students, and to improving their own teaching. Eight teachers were selected by a steering committee headed by Mrs. Joyce Oatman.

These teachers attended a summer workshop at the University of Illinois, Urbana, where they developed a list of objectives for their

High Impact, cont'd.

students this year. They were also acquainted with the members of the University staff who will be assisting in the project this year. The University staff, four faculty members, is attempting to help each teacher in whatever ways would improve his class, ranging from procuring materials to offering ideas on teaching techniques.

The teachers in the High Impact Program meet frequently to discuss their programs, their students, and new approaches to problems. Their meeting place is the Skills Development Center, temporarily located behind the Chemistry Lab.

Teachers involved are:

Mr. Eugene Matthews – Science
Mr. Malcolm Walton – Science
Mr. Wadell Williams – Mathematics
Ms. Georgia Gavaris – Mathematics — High
Ms. Betty Lodine – English — Impact
Ms. Kathy Kisner – English
Mr. Ray Grant – Social Studies
Mr. John Schram – Social Studies
Mrs. Joyce Oatman – Science
Mrs. Olga Dogan – Special Education
Ms. Adele Klein – Physical Education
Mr. Clinton Ayres – Science — General
Mr. Leslie Dean – Business — Staff
Mr. William Bransford – Reading

YOUR OPINIONS: WANTED!

The staff of the Satellite Project and Crane High School welcome your thoughts at any time. If ever you have any comments or questions on the program, please call or write. We hope you'll want to be involved in any part of your child's education you consider important.

Thelma Y. Merchant
Richard D. Heinsen
Project Staff
996-8733

TUTORING PROGRAM BEGUN

As the second marking period begins, the High Impact Program is initiating a tutoring program for some of its students. Talented juniors and seniors at Crane have been selected and are being paid to tutor High Impact freshmen who are in need of help.

Any student in the High Impact Program who needs help in any area can request and receive it. Also, any High Impact student who receives an R in a subject (for reasons other than prolonged absence) will be *required* to attend a compulsory tutorial program in his weak subject(s). Tutoring will occur during first and ninth periods, and will last all marking period.

Further information about the tutorial program is available from any High Impact teacher or Mrs. Joyce Oatman, room 353, Crane H.S. (Phone 996-8510).

TEACHERS RETURN TO SCHOOL

Fifteen faculty members of School District Nine are participating in a series of courses designed by the University of Illinois, Chicago Circle, specifically aimed at inner-city schools and their teachers. The courses, part of the Satellite Project, will last all year and will begin again next year for interested faculty.

The courses involved deal with change: how it applies to schools, how to institute change, what to watch out for, etc. The faculty members are working on individual projects that involve actually changing some part of their schools and correcting weak areas.

Crane faculty involved in the courses are:

Mr. Donald F. Collins – Principal
Mr. Howard Boganey – Assistant Principal
Ms. Olga Dogan – Special Education
Ms. Mary Turner – Librarian
Mr. Arthur McConnell – Mathematics
Ms. Beulah Gregg – English

Crane H.S./Chicago Satellite Program
School District No. 9
225 S. Aberdeen
Chicago, Illinois 60607

TO:

APPENDIX B

Course Outlines and Degree Programs

Educational Psychology E 425
307 Stevenson Hall
University of Illinois
Chicago Circle Campus
Thursdays - 3:45 p.m.-5:45 p.m.

Instructors:

Thomas J. Long
210 Education Building
University of Illinois
Urbana, Illinois 61801
Area Code (217) 333-2245

Richard Heinsen
District 9 Office
225 South Aberdeen
Chicago, Illinois 60607
Area Code (312) 996-8733

This is the first (primary) course in the counseling sequence leading to state certification.

These are two required texts:

Nordberg, R. B., *Guidance: A Systematic Introduction.* New York: Random House, 1970.

Sprinthall, N.S., *Guidance for Human Growth.* New York: Van Nostrand Reinhold Co., 1971.

Timetable

January 24, 1974	Orientation (Long)
31	What is Guidance? What guidance is not? Pupil Personnel Services. Who gets guidance? Who gives guidance? Certification Requirements in Illinois (Long) Nordberg ix-42
February 7, 1974	Aims of Guidance Adjustment mechanisms Administration of the 16 PF. (Heinsen) Nordberg 44-58
14	Counseling Counseling Techniques workshop (Heinsen) Nordberg 60-72
21	Testing Interpretation of the 16 PF. Administration and interpretation of a personal intelligence test (Heinsen) Nordberg 72-93
28	Theoretical bases of guidance Two films on three approaches to psychotherapy (Long) Nordberg 96-129
March 7, 1974	Scheduling and facilities
IQ	How guidance programs are organized and administered. Nordberg 131-160
14	Future prospects and problems in guidance Glossary Biographical dictionary (Long) Nordberg 162-206

28	Guidance for Human Growth: The Need and the Opportunity (Long) Sprinthall 1-17
April 4, 1974	The place of theory: Why guidance needs guidance. (Long) Sprinthall 18-33
11	Values: As means and ends (Long) Sprinthall 34-53
18	Behavior Modification: An unconditioned response Behavior modification workshop (Heinsen) Sprinthall 54-66
25	Counseling: Its dual focus (Long) Sprinthall 67-98
May 2, 1974	Testing and appraisal: A Service to Whom? (Heinsen) Sprinthall 99-120 Portfolio Papers due
9	Consultation and institutional impact (Long) Sprinthall 121-142
16	Wrap up. Last date portfolio Papers accepted—Excused grades likely on those submitted on this day.

Goals: To obtain a systematic introductory understanding of guidance functions as currently conceived including (1) the theory base for guidance, (2) the techniques of guidance, (3) the organization and administration of guidance programs.

To obtain an understanding of how to enter the guidance profession as a certifiable practitioner.

Requirements:
(1) Reading of both required texts.
(2) Facilitating discussion during one class period
(3) Submission of a portfolio of individual activities, papers, or other items which the student has selected as assisting her/him in achieving her/his personal objectives within the confines of this class.
(4) Successful completion of the weekly quizzes covering the required readings.
(5) General active participation and involvement in class activities.

Grading.
(1) 25% of the student's grade will be obtained through the medium of weekly quizzes covering the Sprinthall text.
(2) 25% of the student's grade will be obtained through the medium of weekly quizzes covering the Nordberg text.
(3) 30% of the student's grade will be obtained through the medium of the portfolio. The course instructors will weight each portfolio on the basis of its adequacy in light of each student's stated personal goals and the scholarly way in which the portfolio is compiled.
(4) 10% of the student's grade will be obtained through the medium of the adequacy of the class room discussion lead by the student including:
   a. preparation evidenced
   b. creative use of resources
   c. general level of class participation stimulated
   d. integration of material to be covered with previous material and outside resources (readings and the like).
(5) 10% of the student's grade will be subjective based on the general scholarly impact, classroom impact, and workshop skill evidenced by each student as rated by the course instructors.

Staff Development Courses - Chicago Circle Offerings

Objectives of Each of the Three Courses:

1. *Curriculum, Instruction, and Evaluation in Urban Education* with special emphasis upon *Initiation* of Educational Innovations.
   a. Each student will be able to list the distinguishing criteria which separate a *bona fide* innovation from a mere change of jargon in which old and unsatisfactory realities continue unabated even through lip service is given to proposed innovations and even though changes of vocabulary may occur in an effort to create the impression that other, more substantive changes have also occurred.
   b. Give case description of various attempts at innovation, each student will be able to identify which of the case studies represent genuine innovations and which are probably continuations of the *status quo*, perhaps with new names to mask old realities.
   c. Given a proposed innovation, each student will be able to assess the degree to which that innovation is internally consistent, distinguishing innovations with internal consistency from those with dissonance and internal self-destructive tendencies.
   d. Given an internally dissonant proposed innovation, each student will be able to suggest various ways in which internal contradictions could be reduced or eliminated, thus making the proposal more viable. Such suggestions will themselves be reviewed for coherence and consistency with the over-all nature of the innovation.
   e. Each student will be able to identify the characteristics of an environment which either encourage or discourage innovations *in general.*
   f. Each student will be able to identify the characteristics of an environment which support or oppose the establishments of his or her *particular* change proposal.
   g. Given a particular proposed innovation, each student will be able to describe an ideal environment.
   h. Given a particular proposal for change, each student will be able to describe the actual environment of that innovation in terms of the environmental factors which have a special bearing upon that particular innovation.
2. *Improving Learning Environments* with special emphasis upon the *Management* of Educational *Innovations.*
   a. Each student will be able to list the critical "turning points" in the life history or career of a successful innovation.
   b. Each student will propose an innovation, identifying its various developmental phases and turning points.
   c. Each student will prepare a "force field" analysis of the environmental factors working for or against the success of his or her individual proposal.
   d. Each student will prepare a strategy to maximize support and minimize opposition to his or her proposal.
   e. Each student will prepare a contingency plan listing several possible future conditions which might influence the survival of his innovation, together with appropriate actions to be taken if and when the foreseen circumstances actually arise.
3. *Resources and Methods for Instructional Improvement* with special emphasis upon the Evaluation and Dissemination of Educational Innovations in Urban Schools.
   a. Each student will be able to identify and distinguish between the three processes by which educational innovations are evaluated (positive, negative, and neutral perspectives of the evaluator).
   b. Given a specific innovation, each student will be able to determine what types of information will be needed for the proper evaluation of that innovation by each of the various influential persons or groups whose evaluation influences the survival of the innovation.
   c. Each student will be able to give at least one paradigm example of the "dilemma of success" in which the procedures by which an innovation became entrenched in environment make it difficult or impossible for that innovation to be transferred into other environments.
   d. Each student will assess the degree to which his or her own innovation falls prey to the "dilemma of success."
   e. Those students whose innovations are significantly affected by factors which (although they help the innovation to survive in its original setting) work against the dissemination of that innovation into other settings, will devise alternate strategies for making their innovations more widely acceptable and applicable.

Factors Related to the Purpose of Each Course

1. *Curriculum, Instruction, and Evaluation in Urban Education*

Facts to be learned:

Fact One: The majority of innovations attempts are unsuccessful.
Corollary: Innovation is not easy; it takes time, effort, and skill.
Fact Two: There are a number of important sources of support for proposed changes.
Fact Three: There are a number of important sources of resistance to change.
Fact Four: It is possible to design a change strategy which maximizes the effect of positive factors and minimizes the effect of negative ones.
Fact Five: The energy represented by the negative forces can sometimes be rechanneled and redirected toward the support (instead of the obstruction) of the innovation.

Attitudes to be changed:

Attitude 1: Hopelessness "We can't make any changes here because 'they' won't let us."
Attitude 2: Arrogance "Change is something which the powerful inflict upon the weak."
Attitude 3: Semantic Games "All we really want to do is to have new names which give the appearance of change without its usually troublesome and disturbing reality."

Skills to be mastered:

Those listed in the course objectives of course 1.

2. *Improving Learning Environments*

Facts to be learned:

Fact One: The career of an innovation passes through several distinct phases.
Fact Two: Internal factors which may be helpful at one phase may be harmful at another and vice-versa.
Fact Three: External factors may be helpful at one time and harmful at another, depending upon the phase of development of the innovation.

Attitudes to be changed:

Same as Course 1.

Skills to be mastered:

Those listed in the course objectives of course 2.

3. *Resources and Methods for Instructional Improvement*

Facts to be learned:

Fact One: Different people evaluate the same innovation in different ways.
Fact Two: There are reliable ways of predicting which individual will evaluate which innovation in which way.
Fact Three: A person may approve of the idea of an innovation and then either fail to support it or actively oppose it because of the ways in which the implementation of the innovation (as distinguished from the unimplemented concept) may impinge upon that person's central values.
Fact Four: Certain characteristics of some successful innovations work against the further spread of those innovations.
Fact Five: Yesterday's innovations are the *status quo* which today's innovators are trying to change. Thus, the present situation can often be best understood in the historical perspective of a sequence of innovations, each of which corrects past errors.
Fact Six: The destructive tendencies of present innovations can often be identified and eliminated in advance through the use of such futuristic planning techniques as Delphi predictions and the "fan of futures."

Attitudes to be changed:

Same as Course 1.

Skills to be mastered:

Those listed in the course objectives of course 3.

Places of Instruction

Instruction will be conducted on site at Crane High School.

Enrollee Achievement and its Measurement

There will be four basic forms of measurement which will be used to indicate the degree to which the goals stated in these plans of operation (and additional goals stated by students during the course of the three quarters) are being met.

1. The instructor will monitor student progress by observing student performance on assignments, by requiring reports of progress to be made by each student, and by specifying key tasks related to each course objective. Enrollee performance on these tasks will be the key indicator as to whether or not that student has achieved that objective.
2. Enrollees will make a total of six course evaluations, one at mid-term of each course, and one at the end of each course. The mid-term evaluations are formative ones, done with the intention of influencing the progress of the course during the final half of that quarter. The course will not be exclusively backward-looking. Suggestions about future offerings in the year-long, three-course sequences will be solicited.
3. Program evaluations of the entire Satellite Project will measure enrollee achievement and course effectiveness in both direct and indirect ways. Since the enrollees are expected to create and nurture certain innovations to maturity, program evaluations which seek to determine the degree of innovation which actually occurred as a result of the existence of the Satellite Project will provide implicit evidence about enrollee achievement. In addition, program evaluations will give further direct evidence about the reactions of enrollees to the type and amount of help provided to them through their courses.
4. Enrollee self-evaluation will also be used. It is hoped that in addition to individual self-evaluation, groups of enrollees will make progress reports about their innovations to the entire faculty of Crane High School during in-service training meetings.

Practical Application in the Field Setting

Yes, there is an expectation that students will practice what we and they have been preaching. In fact, it will be impossible for the enrollees to learn very much about the facts, attitudes, and skills involved without actually putting them into practice by initiating, managing, and evaluating a specific educational innovation in their own high school.

Evaluation Measures to be Used to Determine Enrollee Success in Making Practical Applications in Crane High School.

Each student will be expected to present evidence that he or she has achieved course objectives which require the attempt to implement an innovation. The appropriate form of evaluation is one which takes innovation theory and innovation strategy into account. Specifically, it is one which meets the course objectives associated with Course 3 (See page 25.)

A. Merchant and Weldon
   1. Third-year needs
      a. Skills in planning and initiation of innovations.
      b. Skills in management of innovation already initiated, including "first-aid" to sick innovations
      c. Skills in evaluating and disseminating functioning innovations.
   2. Expectations of the University
      The College of Education looks upon the Midwest Pupil Personnel Services Project as a very desirable opportunity to make lively connections between academic knowledge and field realities. The connections made during the course of 1973-74 will benefit those College of Education students who enroll in these three courses after June 1974 by keeping the theories of innovation taught in these courses well informed by current actual practices of innovators.

B. Consultants
   1. Wilber Simmons, Kent State University
      a. Class presentation and individual counseling on dissemination strategies.
   2. Charles Sorenson, Organization Development Consultant
      a. Presentation on the ways in which administrators predict the impact of innovations upon the other parts of the total institution.
      b. Coaching of enrollees upon strategies for institutionalizing innovations in such a way that the innovation will survive even if its initiators move on.
      c. Positive modeling as a diffusion strategy.

February 21, 1974

Summary of Meeting

Re: The Development of an Extramural Masters Degree Program in Pupil Personnel Services

In order to pin down the details of Urbana's involvement in a series of counseling courses, a meeting was held February 14, 1974. Participants were Dr. Thomas Long, Assistant Division Chairman, Department of Educational Psychology, Urbana; Mr. Richard Casper, University of Illinois, in charge of all extramural offerings; Mr. Albert Briggs, Superintendent, District 9; Mrs. Patricia Hoffman, and Dick Heinsen, Chicago Satellite.

In cooperation with the Chicago Satellite Project, the Urbana Educational Psychology Department has become involved in offering Pupil Personnel Services courses (graduate level) to Chicago teachers, especially within District 9. The meeting was held in order to clarify the course sequence to be offered, in order that teachers may meet the requirements for certification.

It was first established that the Urbana course sequence, as currently practiced, does meet the Chicago Board of Education requirements. It was next established that the sequence can be offered, one course per semester including summers, soon enough for participants to meet the certification requirements by the deadline of Autumn 1976.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

TO: Robert Burnham and Alan Knox

RE: Proposal to deliver a satellite training program for the master's degree in education

LOCATION: Chicago Circle Campus, University of Illinois, Chicago, Illinois

SUBMITTED BY: Thomas J. Long

DATE: May 3, 1974

Background

The contract negotiated between the Chicago Board of Education and the bargaining agent for teachers in the public schools of the city of Chicago, Illinois, stipulates that those currently holding positions as counselors in the public schools must, by September, 1976, obtain certification as a counselor or face the risk of losing their current position to a certified counselor. A significant number of counselors currently employed by District 9, the School district in which the Chicago Circle Campus of the University of Illinois is located, and adjacent school districts, are as yet uncertified. It is also true that a significant number of those currently holding counseling positions and uncertified are Black or Spanish-speaking Americans.

Proposal

At the request of the Superintendent of District 9, and as a public service, it is proposed that the Department of Educational Psychology at the University of Illinois at Urbana-Champaign establish a satellite training program in counseling, leading to the master's degree in education and fulfilling all counselor certification requirements demanded by the Chicago Board of Education.

Dates

This training program will begin during the fall semester, 1974 and continue through the summer session, 1976.

Participation

The program will be carried out as a joint project of the Division of Continuing Education and Public Service on the Urbana campus and the Department of Educational Psychology. All courses offered in this proposed program will be offered at the Chicago Circle campus of the University of Illinois or in such locations in the District 9 schools as will best provide experiential practica for the counselors in training. All instructors for the proposed program will be regular staff members attached to the faculty of the Department of Educational Psychology at Urbana-Champaign or such substitutes as are approved by the Chairman of the Department of Educational Psychology and the Graduate College of the University.

Residence

All courses completed as part of this training program will be considered courses taken in residence by those students who have been admitted as degree seeking students for the master's degree in education at the University of Illinois at Urbana-Champaign.

The rationale for granting resident credit for courses taken as part of this satellite program is as follows:

a. All courses will be taught by faculty from the Urbana campus or approved substitutes.
b. The support facilities of the Circle campus are more than adequate for the training of students enrolled in this proposed program; this includes library and audio-visual facilities.
c. The area provides an urban clientele for practica unavailable in Urbana-Champaign. The student body being serviced by this proposed satellite program will largely work with urban inner-city children upon graduation and, therefore, locating this training program in Chicago will provide a more appropriate setting than would a similar program of training conducted on the Champaign-Urbana campus.
d. The majority of students expected to enroll in this program are already employed by schools in the Chicago area in some aspect of guidance work. The blending of academic course work with on-line guidance involvement will enhance the student's learning of the principles of pupil personnel work. This should make the student's part-time academic involvement less a handicap than is usually accorded students pursuing a master's degree in education on an extramural/summers only basis.

Timetable

It is proposed that the following timetable of courses be offered:

Fall, 1974	Ed. Psy. 422, Basic Principles of Counseling
Spring, 1975	Ed. Psy. 311, Psychology of Learning for Teachers Ed. Psy. 312, Mental Hygiene and the School
Summer, 1975	Ed. Psy. 392, Introduction to the Principles of Measurement Ed. Psy. 427, Principles and Techniques of Group Guidance
Fall, 1975	Ed. Psy. 411, Psychology of Adolescence for Teachers
Spring, 1976	Ed. Psy. 428, Theories of Career Development and the Use of Occupational Information
Summer, 1976	Ed. Psy. 423, The Use of Tests in Guidance and either Ed. Psy. 399, Seminar in Counselor Education, or Ed. Psy. 424, Supervised Practice in Educational Psychology

Financing

Courses taught by Urbana campus faculty during the regular academic semesters will largely be done on an overload basis and be supported by the Division of Continuing Education and Public Service as extramural offerings in the usual manner.

Courses taught during both summer sessions will be assigned to Urbana faculty as part of their regular course load at no salary expense to the Division of Continuing Education and Public Service. Travel funds necessary to transport staff members to the Chicago Circle campus will be sought either from CE&PS or from the College of Education. It is expected that these costs will not exceed one round-trip fare to Chicago plus one night's lodging and six meals for each week of summer instructional activity.

Special Features

While the program is listed in terms of courses for course credit, the special features of this program will include on-job supervision of school guidance activities, large urban school involvement and special focus on problems encountered by pupil personnel workers employed in large urban school settings. Special details of this program will be articulated at a later time by staff of the Division of Personnel Services, Department of Educational Psychology.

Degree Components

The sequence of courses listed are sufficient to enable a student satisfactorily completing all of them to obtain a Master of Education degree from the University of Illinois.

The Department of Educational Psychology will consider recommending for degree status all applicants who meet the Graduate College's minimum requirements for admission. The self-imposed quota of the Department of Educational Psychology will be waived for those applicants applying for degree status and clearly identified as participants in this proposed satellite project.

Limits

It is expected that a maximum of 40 students will be able to be admitted to this initial program. The program cannot operate with less than 15 students enrolled for any one course. Enrollees with guidance experience or currently employed as a pupil personnel worker will be given preference.

The Superintendent of District 9 schools, Chicago, must assist all instructional activities by providing access to appropriate local educational facilities for the purposes of practica, observation, and supervision.

Evaluation

Pre-measures will be administered at the beginning of the program to both enrollees in the satellite program and students enrolled in the beginning master's program in personnel services. These measures will include but not be limited to the 16 PF and Counselor Aptitude Scales. Grades obtained by students in both programs will be monitored during their course of studies. Post-measures will be administered at the end of 32 semester hours of academic work. If no significant differences are found between these two populations on any of the measures used, the merit of the proposed Satellite Program should be reasonably established.

cc: Superintendent Briggs
Thelma Merchant, District 9
Richard Heinsen, District 9
Stewart Jones
Henry Kaczkowski

Proposal for a New Unit of Instruction

UNIVERSITY OF ILLINOIS AT CHICAGO CIRCLE

College of Education

MASTER OF ARTS

Metropolitan Studies in Urban Education

Anticipated Date for Initiation:

September 1973

MASTER OF ARTS IN EDUCATION

Core Courses

Education 302 Philosophy of Education and Urban School Policy. 4 hours.

Education 303 Policy Issues in the History of American Education. 4 hours

Education 321 Learning in the Urban Classroom. 4 hours

Education 322 Human Development and Educational Practice. 4 hours

Education 324 Learning and Behavior Problems in School: Detection, Program planning. 4 hours.

Education 330 Curriculum, Instruction, and Evaluation in Urban Education I. 4 hours.

Education 331 Improving Learning Environments. 4 hours.

Education 390 Critique of Educational Literature, Research Design, and Methodology. 4 hours.

Areas of Concentration

School Governance	Reading	Exceptionality	Early Childhood Education	Evaluation and Accountability	Instructional Leadership

APPENDIX C

Teacher Observation Instruments

Teacher Observation Instrument

Date _____ Teacher's name _____

No. of students registered for class _____, present _____

No. of students tardy _____ first 10 minutes _____ after 10 minutes _____

No. of students prepared for class _____

Length of class period _____ (check bell schedule)

	Introduction	Body of Lesson	Application	Summary
Percent Showing On-Task Behavior				
Comments				
Sample Description of Off-Task Behavior				

Directions: clear Yes ____ No ____
sufficient Yes ____ No ____

Learn/practice criterion material: sufficient time Yes ____ No ____

Control behaviors:

____ sufficient for completion of lesson
____ not sufficient for completion of lesson
____ more than necessary for completion of lesson

Were the objectives of the lesson made apparent to the students? Yes ____ No ____

Check the format that best indicates how the majority of the class time was spent:

lecture _____ teacher led discussion _____ student led discussion _____

silent seat work _____ confusion _____ games/activities _____ recitation

other _____ individual work _____ group work _____

Designate format that might have been more appropriately applied with (*).

Respond to the following items using tally marks that will be computed into a percentage using the following formula: $\frac{\text{No. of actual cases}}{\text{No. of opportunities}} = \_\_\_\_\_\%$

Teacher provides individual students with positive verbal reinforcement _____ = _____%

Teacher provides individual students with knowledge of results _____ = _____ %

Briefly describe the multi-media behaviors of the teacher:

Did the teacher use multi-level instruction material? Were different difficulty levels of materials available?

Was an attempt made to match readability of materials to the reading levels of the students?

Briefly describe the following incidents and concomitant teacher behaviors:

Reward

Punishment

Application of prior student knowledge

Interaction among students

The following questions should be directed to the teacher during or immediately following the lesson.

What student behaviors were you trying to generate?

What steps did you take to match the materials of the lesson to the language levels of the students?

How was the observed lesson related to the pretesting of the students?

How will you evaluate student outcomes generated as a result of your lesson?

Comments:

MODIFIED TEACHER BEHAVIOR RATING SCALE

1. *Amount of Direct Control*

_____ (1) Displays a great deal of direct control.
_____ (2)
_____ (3) Displays much direct control.
_____ (4)
_____ (5)
_____ (6) Displays some direct control.
_____ (7)
_____ (8) Shows no manifestation of direct control at all.

2. *Amount of Indirect Control*

_____ (1) Displays a great deal of indirect control.
_____ (2)
_____ (3) Displays much indirect control.
_____ (4)
_____ (5)
_____ (6) Displays some indirect control.
_____ (7)
_____ (8) Shows no indirect control at all.

3. *Amount of Student Control*

_____ (1) A great deal of student control.
_____ (2)
_____ (3) Much student control.
_____ (4)
_____ (5)
_____ (6) Some student control.
_____ (7)
_____ (8) No student control at all.

4. *Relaxation of Atmosphere*

_____ (1) Extremely relaxed atmosphere.
_____ (2)
_____ (3) A somewhat relaxed atmosphere.
_____ (4)
_____ (5)
_____ (6) A somewhat tense atmosphere.
_____ (7)
_____ (8) Extremely tense atmosphere.

5. *Acceptance*

_____ (1) The teacher was extremely warm and accepting.
_____ (2)
_____ (3) The teacher was warm and accepting.
_____ (4)
_____ (5)
_____ (6) The teacher was somewhat warm and accepting.
_____ (7)
_____ (8) The teacher was not warm and accepting at all.

6. *Humor as Stimulus to Learning*

_____ (1) Humor was very frequently used as a stimulus to learning.
_____ (2)
_____ (3) Humor was often used as a stimulus to learning.

_____ (4)
_____ (5)
_____ (6) Humor was only sometimes used as a stimulus to learning.
_____ (7)
_____ (8) Humor was never used as a stimulus to learning.

7. *Coherence*

_____ (1) The instructor speaks extremely coherently.
_____ (2)
_____ (3) The instructor speaks quite coherently.
_____ (4)
_____ (5)
_____ (6) The instructor speaks quite incoherently.
_____ (7)
_____ (8) The instructor speaks extremely incoherently.

8. *Ridicule and/or Threatening Behavior*

_____ (1) A very great deal of use was made of ridicule and threat.
_____ (2)
_____ (3) Frequent use was made of ridicule and threat.
_____ (4)
_____ (5)
_____ (6) Occasional use was made of ridicule and threat.
_____ (7)
_____ (8) Use was never made of ridicule and threat.

9. *Understanding*

_____ (1) Teacher displays very extensive understanding.
_____ (2)
_____ (3) Teacher displays a good deal of understanding.
_____ (4)
_____ (5)
_____ (6) Teacher displays some understanding.
_____ (7)
_____ (8) Teacher displays no understanding at all.

10. *Sheltering*

_____ (1) The teacher was extremely sheltering.
_____ (2)
_____ (3) The teacher was somewhat sheltering.
_____ (4)
_____ (5)
_____ (6) The teacher was slightly sheltering.
_____ (7)
_____ (8) The teacher was not sheltering at all.

11. *Respect for Students*

_____ (1) Shows great respect for students.
_____ (2)
_____ (3) Shows a good deal of respect for students.
_____ (4)
_____ (5)
_____ (6) Shows little respect for students.
_____ (7)
_____ (8) Shows no respect for students.

12. *Flexibility in Procedure*

_____ (1) Is extremely flexible.
_____ (2)
_____ (3) Is somewhat flexible.
_____ (4)
_____ (5)
_____ (6) Is somewhat inflexible.
_____ (7)
_____ (8) Is extremely inflexible.

13. *Organization*

_____ (1) Teacher is very well organized.
_____ (2)
_____ (3) Teacher is quite well organized.
_____ (4)
_____ (5)
_____ (6) Teacher is somewhat disorganized.
_____ (7)
_____ (8) Teacher is very disorganized.

14. *Rejection of Students' Contributions and Criticisms*

_____ (1) Highly rejecting of student contributions.
_____ (2)
_____ (3) Somewhat rejecting of student contributions.
_____ (4)
_____ (5)
_____ (6) Somewhat accepting of student contributions.
_____ (7)
_____ (8) Extremely accepting of student contributions.

15. *Treatment of Students; Individualistic*

_____ (1) Teacher frequently treats class members individualistically.
_____ (2)
_____ (3) Teacher often treats class members individualistically.
_____ (4)
_____ (5)
_____ (6) Teacher rarely treats class members individualistically.
_____ (7)
_____ (8) Teacher never treats class members individualistically.

16. *Treatment of Class Members: Unitary*

_____ (1) Class members are always treated as a unit.
_____ (2)
_____ (3) Class members are frequently treated as a unit.
_____ (4)
_____ (5)
_____ (6) Class members are sometimes treated as a unit.
_____ (7)
_____ (8) Class members are never treated as a unit.

17. *Preparation for Class*

_____ (1) Teacher is very prepared.
_____ (2)
_____ (3) Teacher is prepared.
_____ (4)
_____ (5)

_____ (6) Teacher is only somewhat prepared.
_____ (7)
_____ (8) Teacher is not at all prepared.

18. *Enthusiasm*

_____ (1) The teacher is very enthusiastic.
_____ (2)
_____ (3) The teacher is enthusiastic.
_____ (4)
_____ (5)
_____ (6) The teacher is only somewhat enthusiastic.
_____ (7)
_____ (8) The teacher is not at all enthusiastic.

19. *Task Oriented*

_____ (1) The teacher is very task oriented.
_____ (2)
_____ (3) The teacher is task oriented.
_____ (4)
_____ (5)
_____ (6) The teacher is only somewhat task oriented.
_____ (7)
_____ (8) The teacher is not at all task oriented.

APPENDIX D

Questionnaire Evaluating Skill Center

General Questions to Evaluate the Skill Center

This questionnaire is an attempt to identify the opinions of students at Crane High School about the skill center project.

1. Based on what you know about the skill center, what would you recommend to a friend? (check one)

   _____ a. Try to get into the skill center.
   _____ b. Do not take part in the skill center

2. If you were in a position to change this skill center

   _____ a. What would you keep?
   _____ b. What would you drop?
   _____ c. What would you add?

3. Circle either "yes" or "no" to show us how you feel about these things in the skill center.

a.	Right now, lessons are more interesting than they were in the beginning of the school year.	Yes	No
b.	Skill center teachers are using more interesting materials now than they were at the beginning of the school year.	Yes	No
c.	I like being grouped with the same students in all my classes.	Yes	No
d.	Skill center teachers give more individual help now than they did at the beginning of the school year.	Yes	No
e.	I am learning more now than I did at the beginning of the school year.	Yes	No

4. Are you in any student organizations or clubs, like the band, sports, or student council? Yes No
   Which one(s)?

5. About how many times do you think you have talked to a school counselor this year?

6. If you have some personal problem, who here in school would you talk it over with? Check one:

   _____ (a) a teacher
   _____ (b) a skill center teacher
   _____ (c) another student
   _____ (d) a counselor
   _____ (e) other (who?) _____

General Questions to Evaluate the Skill Center

7. Is there anything else you want to say about the skill center?

APPENDIX E

General Questionnaire about

Crane High School

General Questions About Crane High School

This questionnaire is an attempt to identify the opinions of students at Crane High School.

1. Circle either "yes" or "no" to show us how you feel about these things in Crane High School.

   a. Right now, lessons are more interesting than they were at the beginning of the school year. Yes No

   b. My teachers are using more interesting materials now than they were at the beginning of the school year. Yes No

   c. My teachers give me more individual help now than they did at the beginning of the school year. Yes No

   d. I am learning more now than I did at the beginning of the school year. Yes No

2. Are you in any student organizations or clubs, like the band, sports, or student council? Which one(s)? Yes No

3. About how many times do you think you have talked with a school counselor this year?

4. If you have some personal problem, who here in school would you talk it over with? Check one:

   _____ (a) a teacher

   _____ (b) another student

   _____ (c) a counselor

   _____ (d) other (who?) _____

APPENDIX F

Questionnaires (with data) Administered to:

Skills Center Personnel

Faculty Members and

Satellite Staff

_____ Hi Impact

To: Skills Center Personnel _____ General Staff

From: Chicago Satellite Staff

Please fill in and return to the Skills Center by Friday. We'll give you feedback on the results when we have the results. Thanks.

1. Has the Satellite Project offered to you the services you require to:

	YES	SOMEWHAT	NO
a. become more sensitive to and aware of your students' individual needs?	____	____	____
b. help you plan better programs for your students?	____	____	____
c. help your students perform better in school?	____	____	____

2. Have you, as a result of the Project, improved your skills in diagnosis and assessment (the use of tests and other related materials), and in related skill development for students?
____ YES ____ SOMEWHAT ____ NO

3. Have you increased your use and understanding of student records, and other background information, in helping your efforts with your students?
____ YES ____ SOMEWHAT ____ NO

4. Have you increased the amount of cooperative planning with other teachers this year?
____ YES ____ SOMEWHAT ____ NO

5. Do you feel your students have gained anything from your involvement in the Project?
____ YES ____ SOMEWHAT ____ NO

6. How well do you feel your students have met the terminal objectives, as developed by the Skills Center staff, of the Project?

MAJOR OBJECTIVE	YES	SOMEWHAT	NO
Demonstration of proper school-related behavior	____	____	____
Demonstration of self-control	____	____	____
Demonstration of increased self-esteem	____	____	____
Demonstration of independence in learning	____	____	____
Appreciation of the world of knowledge and arts	____	____	____
Demonstration of improvement in reading and language	____	____	____
Demonstration of improvement in mathematics	____	____	____
Development of increased intellectual skills	____	____	____
Development of leadership qualities	____	____	____
Increased interaction with the community	____	____	____
Development of a realistic view of the world of work	____	____	____

7. How has your attitude toward teaching and students been affected by the Project?
____ IMPROVED ____ NO CHANGE ____ DETERIORATED SOMEWHAT
____ IMPROVED SOMEWHAT ____ DETERIORATED

Tabulation results from Skills Center Staff

8 Hi Impact

To: Skills Center Personnel

6 General Staff

From: Chicago Satellite Staff

Please fill in and return to the Skills Center by Friday. We'll give you feedback on the results when we have the results. Thanks.

1. Has the Satellite Project offered to you the services you require to:

				3 YES	2 SOMEWHAT	1 NO
2.4	2.2	a.	become more sensitive to and aware of your students' individual needs?	4 2	3 3	1 1
2.2	2.0	b.	Help you plan better programs for your students?	4 1	2 4	2 1
2.3	1.8	c.	help your students perform better in school?	4	2 5	2 1

2. Have you, as a result of the Project, improved your skills in diagnosis and assessment (the use of tests
01.4 and other related materials), and in related skills development for students?
3 0 YES 2 2 SOMEWHAT 3 5 NO

3. Have you increased your use and understanding of student records, and other background information,
2.2 in helping your efforts with your students?
1 3 YES 4 0 SOMEWHAT 3 2 NO

4. Have you increased the amount of cooperative planning with other teachers this year?
2.2 2 2 YES 5 2 SOMEWHAT 1 1 NO

5. Do you feel your students have gained anything from your involvement in the Project?
02.7 3 3 YES 2 2 SOMEWHAT 3 0 NO

6. How well do you feel your students have met the terminal objectives, as developed by the Skills Center Staff, of the Project?

			YES	SOMEWHAT	NO
2.1	2.8	Demonstration of proper school-related behavior	3 4	3 1	2 0
1.8	2.0	Demonstration of self-control	0 0	6 5	2 0
2.0	1.8	Demonstration of increased self-esteem	2 0	4 5	2 1
1.6	2.5	Demonstration of independence in learning	0 2	5 2	3 0
1.7	1.5	Appreciation of the world of knowledge and arts	0 0	5 2	2 2
2.0	2.3	Demonstration of improvement in reading and language	3 1	1 3	3 0
1.8	2.0	Demonstration of improvement in mathematics	1 0	2 3	2 0
2.0	1.7	Development of increased intellectual skills	2 0	4 2	2 1
2.3	2.5	Development of leadership qualities	3 2	4 2	1 0
1.3	1.3	Increased interaction with the community	1 0	0 1	5 2
1.6	1.7	Development of a realistic view of the world of work	1 0	2 2	4 1

7. How has your attitude toward teaching and students been affected by the Project?

3 IMPROVED 3 NO CHANGE 0 DETERIORATED SOMEWHAT
2 IMPROVED SOMEWHAT 0 DETERIORATED

KEY:
BLACK . . . . Hi Impact
RED. . . . . GENERAL STAFF
YES . . . . . 3 PTS.
SOMEWHAT . . 2 PTS.
NO . . . . . 1 PT.

Figure 21.

TO: Faculty members of Crane High School

FROM: Chicago Satellite Staff

Would you please fill out this (3-minute) questionnaire and deposit in the box marked "CHICAGO SATELLITE" (on the counter) by Friday. We would much appreciate it. Thanks.

1. Are you now or have you ever been involved in the Chicago Satellite Project?

   _____ YES _____ NO

2. Do you know of the Chicago Satellite Project?

   _____ YES _____ NO

3. Do you know what the Project is attempting to do?

   _____ YES _____ A LITTLE _____ NO

4. Which of the following goals, in your opinion, are aims of the Project (check the space at left).

   a. _____ Development of new programs for students.
   b. _____ Development of new programs for teachers.
   c. _____ Improving student skills and performance.
   d. _____ Improving teacher skills and performance.
   e. _____ Teaching of pupil personnel skills to District 9 faculty.
   f. _____ Preparing students for post-high school opportunities (educational and vocational).
   g. _____ An improvement of Crane's community image.
   h. _____ Development of an effective planning force, involving Crane, the University of Illinois, and local community people.

5. What, if anything, do you feel Crane (and/or District 9) has gained from the Project?

____ 1972-73 coursework
____ 1973-74 coursework

TO: District 9 personnel who have taken or are now taking the Staff Development course(s) offered by the University of Illinois, Chicago Circle College of Education.

FROM: Chicago Satellite Staff

Please fill out the questions below as honestly as you can. Thanks.

1. Have you developed an innovation plan?

   _____ yes _____ partially _____ no, but plan to _____ no

   If your answer was yes or partially,

   a. have you developed a plan for implementing the innovation?

   _____ yes _____ partially _____ no, but plan to _____ no

   b. do you have a plan for the evaluation of your innovation, and dissemination of its results to others in the school or district?

   _____ yes _____ partially _____ no, but plan to _____ no

2. Have you initiated an innovation in your school?

   _____ yes _____ partially _____ no, but plan to _____ no

3. If your answer was yes or partially, was it successful?

   _____ yes _____ partially _____ don't know yet _____ no

4. Do you feel that the conduct of the course and its contents have been relevant to your expectations and needs?

   _____ very much so _____ somewhat _____ not at all
   _____ generally yes _____ very little

5. What, if anything, do you feel you have gained from the course?

6. What, if anything, do you feel Crane and/or District 9 has gained from this course?

To: the persons addressed

From: Chicago Satellite Staff

Please fill out and return as per directions. We will appreciate your honest comments. Thanks.

1. Which of the following are, in your opinion, the major goals of the Chicago Satellite Project? Rank the ones you choose in order of importance (1 = most important) by placing the rank number in the space at the left; leave any others blank.

   a. _____ Development of new programs for students.
   b. _____ Development of new programs for teachers.
   c. _____ Improving student skills and performance.
   d. _____ Improving teacher skills and performance.
   e. _____ Teaching of pupil personnel skills to District 9 faculty.
   f. _____ Preparing students for post-high school opportunities (vocational and educational).
   g. _____ An improvement of Crane's community image.
   h. _____ Development of a planning team, involving Crane, the University of Illinois, and local community people.

2. Which of the above goals do you feel have been met (list by letter): _____

   Which do you feel have *not* been met? _____

3. What, if anything, do you feel you have gained from your involvement in the Project?

4. What, if anything, do you feel Crane (and/or District 9) has gained from the Project?

TO: Students of EdPsy 425E

FROM: Chicago Satellite Staff

1. Do you feel that the conduct of the course and its contents have been relevant to your expectations and needs?

_____ very much so _____ somewhat _____ not at all
_____ generally yes _____ very little

2. What is good about the course?

3. What needs improvement?

4. Comments:

APPENDIX G

Student Responses to Teacher Behavior

Student Responses to Teacher Behavior

Summary Table

Key:

+	=	Student responses which indicate teacher behaviors and classroom activity which support the terminal objectives of the Project.
–	=	Student responses which indicate teacher behaviors and classroom activity which is not supportive of the terminal objectives of the Project.
±	=	Student responses which indicate ambivalence about teacher behaviors and classroom activity in terms of the terminal objectives of the Project.

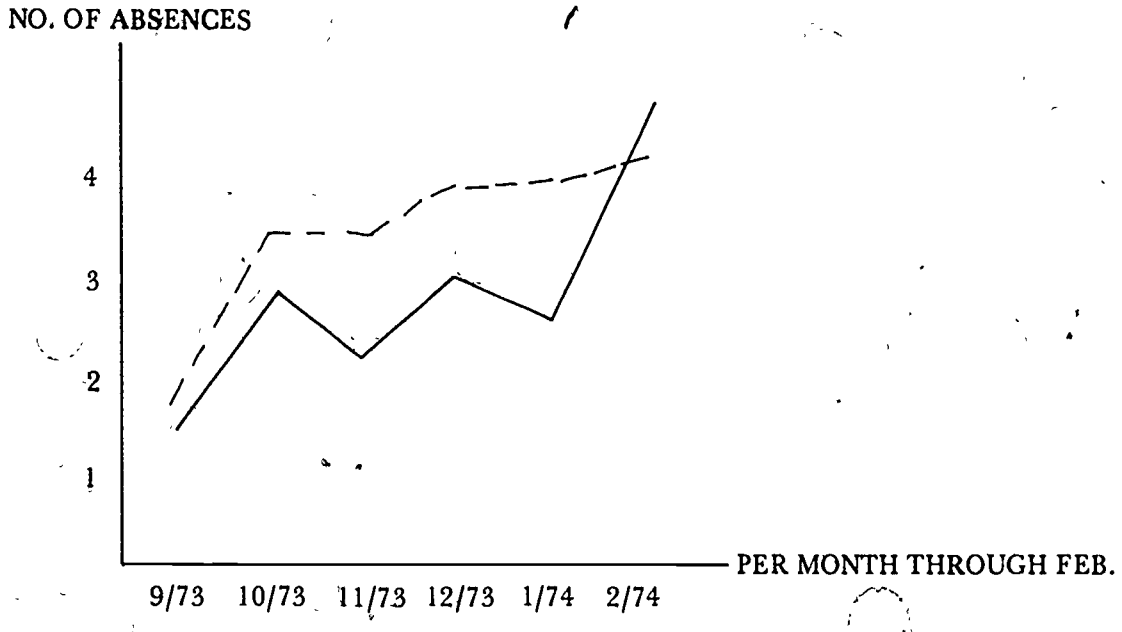
1. My teacher encourages me to do my best.	+	+	+	+	+	±	+	+
2. The grading procedures in this class are fair.	±	±	+	+	+	±	±	+
3. My teacher becomes impatient with students who do not understand the lesson.	+	±	+	+	+	+	+	+
4. I usually feel at ease in the classroom.	±	±	+	±	+	±	±	+
5. My teacher is friendly outside the classroom.	+	+	+	+	+	+	+	+
6. My teacher appears to enjoy teaching this subject.	+	+	+	+	+	±	+	+
7. My teacher feels that my ideas are worthwhile.	–	±	+	±	±	±	±	±
8. My teacher makes me feel that I am important to the class.	–	–	+	±	±	±	±	+
9. Much of our class time is spent listening to our teacher tell us about the lesson.	+	±	–	+	±	±	±	–
10. My teacher asks questions that cause us to think about things that we have learned.	±	+	+	+	+	±	+	±
11. My teacher encourages me to take part in classroom activities.	±	±	+	±	+	±	+	±
12. Classroom presentations are sometimes made by students rather than by the teacher.	–	–	±	–	±	±	–	+
13. Students are often allowed time in class to talk among themselves in groups about what they are learning.	±	–	+	–	+	±	–	–
14. My teacher is often busy grading papers or doing some other personal work while we are working in class.	±	±	±	±	±	–	±	+
15. My teacher doesn't like to admit (his, her) mistakes.	±	±	+	+	+	+	+	+
16. When we start new work, my teacher helps us to see why the work is important to all of us.	±	+	+	+	+	+	+	+
17. My teacher spends much class time discussing topics unrelated to the lesson.	+	±	+	+	+	±	+	+
18. My teacher yells at students in front of the class.	±	±	+	+	+	±	+	+
19. When I miss school, my teacher lets me make up my work.	±	±	–	+	+	±	±	+
20. My teacher gets very angry and punishes the class even when the whole class is not at fault.	+	–	+	+	±	+	+	+

21. My teacher compliments us when we do good work.	+	±	+	+	+	±	+	+
22. My teacher does not embarrass us when we give a wrong answer.	±	±	±	+	+	±	±	+
23. My teacher tells us the purposes of the lesson.	+	±	+	+	+	±	+	+
24. My teacher reviews important ideas and facts at the end of each lesson.	–	+	+	+	+	±	+	+
25. My teacher's speed in giving the lesson is just right. It is neither too fast nor too slow.	±	±	+	+	+	+	+	+
26. My teacher uses words that I can understand.	+	±	+	+	+	±	±	+
27. We often take a test before we start topics so the teacher can see how much we already know.	–	±	–	–	–	–	±	±
28. My teacher explains the assignments clearly.	±	±	+	+	+	+	+	+
29. My teacher expects us to complete assignments that are too difficult.	±	±	+	+	±	±	+	+
30. Our tests include many questions that have not been discussed in class.	+	±	+	+	+	+	+	+
31. The textbooks used in this class are too hard for me to read.	+	+	+	+	+	+	+	+
32. Our tests are too long to finish in one class period.	+	+	+	+	+	±	+	+
33. My teacher often repeats almost exactly what the textbook says.	+	±	–	–	–	±	±	±
34. Much of our class time is spent answering questions that are written in the textbook.	+	±	+	–	±	+	±	+
35. My job is to copy down and memorize what the teacher tells us.	±	–	–	±	–	±	–	–
36. The textbook is about the only source of information discussed in class.	+	±	+	+	±	±	±	+
37. If I don't agree with what my teacher says, (he, she) wants me to say so.	–	±	+	+	+	±	+	+
38. We are encouraged to go beyond regular classroom assignments and do some work on our own.	±	–	+	±	±	±	+	+
39. This class is boring because we rarely do anything new or different.	±	+	+	+	+	+	+	+

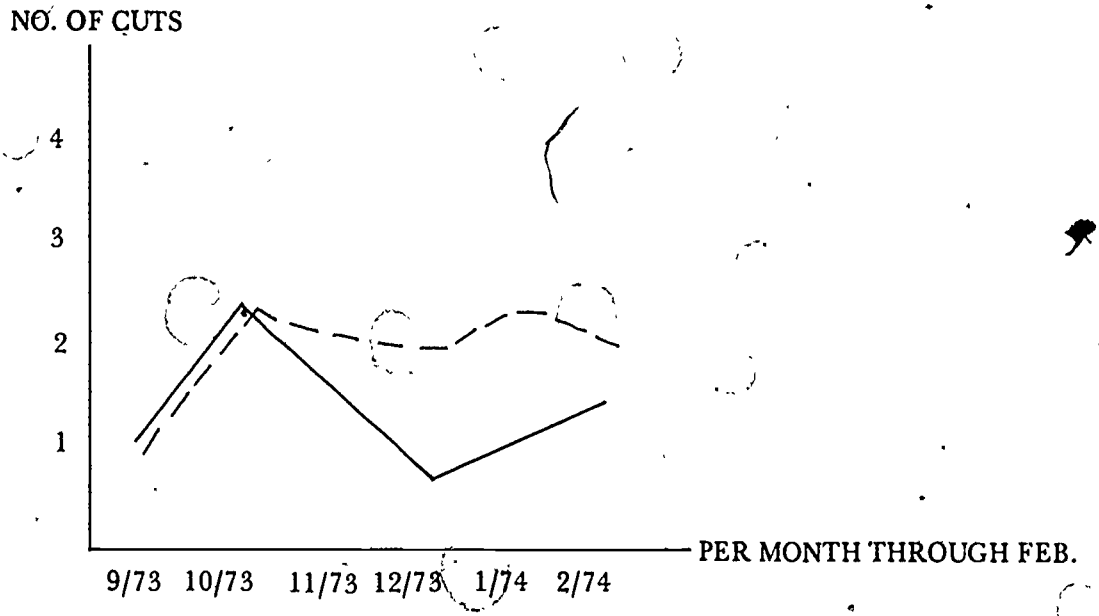
APPENDIX H

Attendance and Absence Data

ATTENDANCE INFORMATION



ABSENCE DATA



MONTHLY CUTS

APPENDIX I

Terminal Objectives of Skills Center Teachers

TERMINAL OBJECTIVES OF SKILLS CENTER TEACHERS

1. The students will demonstrate proper school-related behaviors:
   - 1.1 arrive in class on time.
   - 1.2 increase pattern of school attendance.
   - 1.3 increase pattern of class attendance.
   - 1.4 increase use of appropriate language.
   - 1.5 arrive in class prepared with the necessary materials for working, i.e., pens, paper, handouts from teacher.
2. The students will demonstrate self-control:
   - 2.1 respect the rights and feelings of others, i.e., providing each person with a chance to be heard
     - referring to peers by proper name
     - referring to teachers by proper name.
   - 2.2 assume active role in classroom management activities.
   - 2.3 participate in formulation of the rules of the classroom.
3. Students will demonstrate an increase in self-esteem:
   - 3.1 a personal appearance that reflects pride in oneself.
   - 3.2 indicate a more positive response to classroom tests.
   - 3.3 show willingness for realistic self-appraisal.
4. Students will demonstrate independence in learning:
   - 4.1 to select preplanned learning activities and see them to completion.
   - 4.2 willingness to generate their own instructional objectives and activities.
   - 4.3 use school and public library facilities successfully, i.e., secure library card, demonstrate facility with card catalogue and various reference books.
   - 4.4 use available resources in the classroom for completion of instructional objectives.
5. Students will develop an appreciation for the world of knowledge, humanities, and arts:
   - 5.1 increased participation in musical organizations at Crane.
   - 5.2 initiate and/or participate in Crane-based clubs, i.e., art, drama, newspaper, yearbook.
   - 5.3 participate in community-based educational projects for younger children.
   - 5.4 initiate extramural art/music lessons.
6. The student will demonstrate improvement in reading and language skills:
   - 6.1 significant increase in reading level from the beginning to the end of the school year.
   - 6.2 demonstrate a willingness to improve listening and speaking skills, i.e., in classroom activities, extracurricular activities, community projects.
   - 6.3 increase amount and quality of reading materials not required in the classroom setting.
7. The student will demonstrate improvement in mathematics skills:
   - 7.1 significant increase in ninth-grade level from the beginning to the end of the school year.
   - 7.2 demonstrate mathematical reasoning in solving problems in classroom and extracurricular activities.
   - 7.3 effective use of computational skills in classroom and extramural activities.
8. The student will develop increased intellectual skills:
   - 8.1 transfer learned skills to similar situations.
   - 8.2 see the end result in reasonable terms while still dealing with the original data.
   - 8.3 formulate solutions to problems using reason and logic.
   - 8.4 demonstrate analysis and critical thinking.

9. The student will develop qualities of leadership:

   9.1 tutor other students in school and/or extramural settings.
   9.2 lead group discussions.
   9.3 organize new or participate in existing clubs/organizations.

10. Student will increase interaction with the community in its broadest sense:

   10.1 visitation of community agencies, institutions, and commercial establishments.
   10.2 participation in community cultural and artistic events.
   10.3 encourage parents' involvement as resource persons in the school program.
   10.4 initiate class discussions centering on experiences and discoveries in life.

11. The students will develop a realistic view of the world of work, occupations, and their requirements.

   11.1 participation in standardized instruments dealing with vocational interest and ability.
   11.2 participate in discussions based on aforementioned test results.
   11.3 demonstrate interest in reading materials related to a particular occupation/occupations.
   11.4 participate in classroom/extramural activities related to a particular occupation.

APPENDIX J

History of the 1971-72 EPDA Program

History of the 1971-72 EPDA Project

On April 28, 1971, the Board of Education of the City of Chicago, Illinois, approved the submission of a proposal by the Department of Human Relations as a Satellite to the Indiana University Midwest Center, Pupil Personnel Services Program, Education Professions Development Act (EPDA). The proposal was approved for funding for one year beginning June 1, 1971.

The primary goal of the program was to provide a more adequate training program for personnel within the inner-city school system who spend most of their effort in working daily with people (in personnel services).

The major objectives of the program were. (1) to encourage the development of a "new professional" who would be able to relate to individuals as well as groups, to see the school system as a whole while also being concerned with the growth of the individual and groups of individuals within the system, and (2) to prepare this "new professional" to give to others the preparation necessary to enable them to work with individuals and with groups (students, teachers, administrators, parents, and others of the community) served by the school system.

The first phase of this project, an intensive five-week training program, was conducted for 32 persons selected from those responding to published announcements. This institute began on June 28, 1971, and included one full week at a residential center; during the four following weeks participants were scheduled from 8:30 a.m. to 3:30 p.m. daily until July 30, 1971.

During this period, participants were involved in a series of structural training activities designed to achieve the above goals. These activities outlined in an addendum available upon request developed skills in the following areas:

a. Goal Establishment
b. Data Collection
c. Interpersonal Communication
d. Confrontation
e. Problem Solving
f. Resource-Search Methodology
g. Group Process Skills
h. Planning and Evaluation Design
i. Conflict Identification and Resolution

The list of participants indicates the diversity of schools and districts represented and the variety of positions held by the participants in the school system. The following table indicates representation according to ethnic or racial group, age and sex:

Ethnic or Racial Group	*Age*	*Sex*
Black - 18	21-30 - 4	Male - 11
White - 9	31-40 - 17	Female - 21
Latinos - 5	41-50 - 8	
	51-60 - 3	

Each participant was encouraged to establish both personal and professional goals.

In addition, each participant developed a specific plan of action for implementation in his/her area of responsibility within or in connection with the public school system. Skills developed in the training program were applied to the actual planning for action during the remainder of the year.

Evaluation of this first phase of the program by 31 of the 32 participants (and three additional persons involved in the five-week session. one year-round intern, one staff typist, and one volunteer teacher) indicates the high degree of value which they placed on the training program.

Evaluation Responses

(Scale: 1–3, Low; 4–6, Medium; 7–10, High)

	Low	*Medium*	*High*
1. What *personal value* has this workshop had for you?	0	1	33
2. What *professional value* has this workshop had for you?	0	2	31
3. How do you rate the *design* of this workshop?	0	2	32

In considering their role as "new professionals" the professional and personal values of the workshop to the participants is of major significance, their perceptions of this value were further described by the anonymous comments written on the evaluation questionnaire on this aspect of the program and quoted verbatim in Appendix VI.

Phase II of the program involved the further training of interns through their utilization first as aides and observers and then as co-facilitators of the workshops for principals. Appendix VII presents this segment of the program. Participants also implemented in Phase II their "Back-Home Plans" as designed in Phase I.

A cooperative relationship was initiated with the University of Illinois, Circle Campus. Conferences were held with university officials, with the results that some members of the Human Relations staff and EPDA summer program enrolled in a training program at the university. In addition, a new Master's program in the College of Education was developed and proposed. Dr. Robert Rippey who was active in initiating these changes at the university level was an active participant in this program, working with the Advisory Committee and in the summer training program. The Advisory Committee included community, school, and university representatives as well as representation from a variety of ethnic groups and from different geographical areas of the city.

Implementation of "back-home" plans required some adjustments as the staff in the Department of Human Relations was decreased and as participants met with problems and increased their insights and skills as they worked with their faculties and communities.

Evaluation

The major purpose of this program as originally stated and approved was to train professional personnel such as learning consultants, guidance counselors, pupil personnel specialists, human relations experts, paraprofessionals, and community volunteers to function as in-service specialists as well as experts in staff development. Once these persons were trained, they in turn were to work with others throughout the system thereby expanding the program to reach more personnel that directly affect the student population.

Though some revisions were necessary for the last months of the program due to the loss of the principals' workshops and of six staff members, there is every evidence that the goals of the first year of the project were largely achieved and of the value of the project for the year it was in operation:

1. Thirty-two persons received intensive training to begin their development as new professionals. They will continue to utilize this training throughout their careers.
2. Their own evaluation of this experience is documented elsewhere in this report as having had high personal and professional value for them.
3. New roles were established for most of these individuals. They were given new opportunity and responsibility for the in-service training of their fellow faculty members and for working with the community. This was one of the goals of the EPDA program.
4. Skills and understandings acquired in the intensive training program and follow-up training and experiences were utilized in the workshops conducted by the participants and were shared with their faculties.
5. The value of the principals' workshops as a training experience for participants was invaluable. Observing and then working with the skilled facilitators responsible for these workshops gave EPDA participants example, practice, and confidence.
6. The principals' workshops provided these school administrators with additional perceptions, techniques, and readiness for working with their own faculties and communities in new and more productive ways. Comments from principals indicate their evaluation of this aspect of the program
7. In-service training sessions in local schools accelerated as a better schedule was provided by the Board of Education for this purpose. At the same time, through this E.P.D.A. program, more personnel were available in local schools, areas and districts who were trained for the training of other staff personnel. In addition, because of their own workshop training there was increased readiness on the part of many principals to accept such programs and to utilize the available trained personnel for training of their own school staffs.
8. The University of Illinois moved to change some of their programs in the School of Education as a result, in part, of the impact of this EPDA program and Dr. Rippey's involvement.
9. Staff members, participants, and Advisory Council members received great benefit and additional training from the workshops and conferences conducted by the Indiana University Center and which some of them were privileged to attend.
10. The project was terminated, unfortunately, in the Chicago Public Schools. Due to extreme budget cuts during the 1971-72 academic year, the Chicago Public Schools found it necessary to reduce selected special support and training service to school personnel. Due to this need, the Chicago

Public Schools staff recommended that the cooperating university (University of Illinois, Chicago Circle) become the fiscal agent. The effect of the year's program, however, will continue in ever-widening circles as a result of the professional growth of those who participated.