DOCUMENT RESUME

ED 128 901 EA 008 672

TITLE	School=Community Participation in Determining School Effectiveness.
INSTITUTION	California State Dept. of Education, Sacramento.; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.
PUB DATE	76
NOTE	24p.; For related documents, see EA 008 673 and ED 066 822; Photos may reproduce poorly
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Board of Education Role; Community Role; *Cooperative Planning; *Educational Assessment; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Guidelines; Parent Role; *School Community Relationship; Staff Role; Student Role

ABSTRACT

This booklet provides a brief overview of educational evaluation and presents basic guidelines for developing a cooperative school-community program of educational evaluation. It is designed for use in conjunction with a lengthy handbook, "Education for the People: Volume III," which explains in more detail basic principles and methods of evaluation that can be used in assessing the effectiveness of educational priorities, programs, and personnel. The booklet briefly examines different approaches to educational evaluation, discusses the role of different community members and school personnel in educational evaluation, and describes different stages of the evaluative process. (JG)

SCHOOL=COMMUNITY PARTICIPATION IN DETERMINING SCHOOL EFFECTIVENESS

TO BE USED IN
CONJUNCTION WITH VOLUME 3
OF EDUCATION FOR THE PEOPLE

"The support and success of public education is directly dependent upon achieving and maintaining public trust in the schools and those who run them, and in assuring that educational programs paid for with public funds are appropriate to public needs."

Progress
Report to the Legislature and State Board of Education

SCHOOL=COMMUNITY PARTICIPATION IN DETERMINING SCHOOL EFFECTIVENESS

THE PUBLIC AND YOUR SCHOOLS

The challenge facing public education today is to provide the opportunity for education to every citizen, and more, to provide an opportunity for quality education relevant to each person. To achieve that goal, schools must learn to respond better to the range of needs, hopes, and individual differences that make up a society of many cultures and economic conditions.

The best way to insure that schools are responsive to the people is through full participation by the people in the evaluation of education. Education is too vital a function of life to be controlled by a few, no matter how good their intentions. Students, parents, teachers and taxpayers have a real stake in the quality of their schools — they must be heard: they must share in the responsibility for providing sound education; they must accept the responsibility to participate in developing the educational system; they must accept and be actively involved in learning from each other; and they must share in evaluating. Such is the nature of true education.

School districts will choose their own methods for citizen participation in school evaluation. This booklet presents some proven methods to assist in this task.

EVALUATION FOLLOWS GOAL SETTING

Volumes I and II of **Education For The People** proposed a process for setting goals which involved all members of the school=community: students, parents, teachers other school staff and citizens at large. Its aim was to facilitate the process of involving citizens directly in their local schools so that there would be better understanding on the part of educators as to what citizens want their children to learn and better understanding on the part of citizens related to the educational program which must be developed to accomplish derived goals.

In issuing the third volume of **Education For The People**** the Joint Committee on Educational Goals and Evaluation and State Department of Education propose to expand the dialogue between educators and the other members of the school=community by getting citizens involved in examining and evaluating the extent to which goals are being achieved. This booklet presents basic evaluation knowledge for all members of the school=community.

Volume III explores evaluation in some detail as reference material for school=community members on committees or councils with specific responsibility for developing or carrying out evaluation programs. **Volume III** also presents a glossary so that people will have a common understanding of terms used in evaluation.

**Joint Committee on Educational Goals and Evaluation, **Education For The People, Volume III, a Handbook for Determining School Effectiveness,* Sacramento: California Legislature and Department of Education, 1975.

WHAT IS EVALUATION?

Evaluation is a process for gathering information to determine how schools and students are achieving the goals set by the school=community. For example, a goal might be that students should enjoy attending school (the supposition being that learning more likely takes place when students have positive rather than negative attitudes toward school activities). Several kinds of information might be gathered to assess whether a student enjoys school: asking the student directly whether he or she enjoys school; asking similar questions of the student's peers, family and teachers; and observing the student both within and without the school to determine the extent to which the school experiences leave the person joyous.

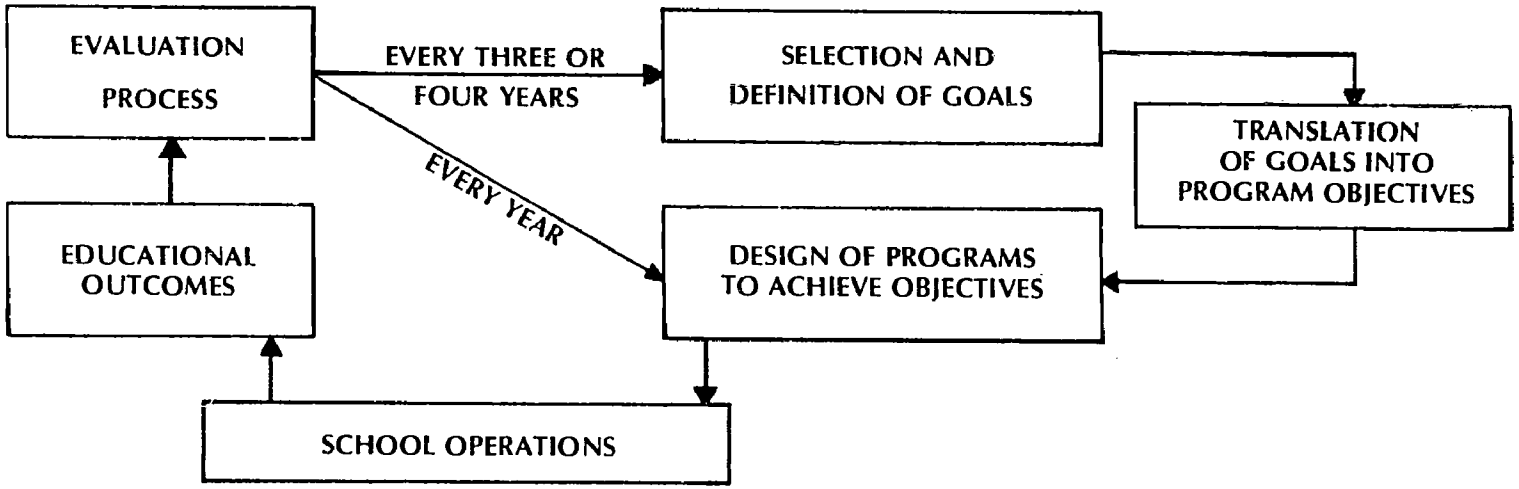
After information is gathered, it is combined to get an indication of how well the student enjoyed school. The collection of such indications for all students in the school might reveal that some proportion of students enjoyed school very much, another proportion enjoyed school mildly, another proportion was indifferent, and another proportion disliked school. The sizes of their proportions would give the school=community a meaningful evaluation of how well that particular goal was being reached. A complete evaluation program for the school=community would develop such evaluative information for every goal.

WHY EVALUATE?

The primary purpose of evaluation is improvement of school programs. After a school=community develops goals, the school develops programs intended to achieve those goals. The evaluation process measures how well the programs have actually brought students to the desired goals. The evaluation process may identify clues as to how programs might be improved (but pursuit of those clues and the design of programs are not a part of the evaluation process).

For example, with respect to the goal of making school enjoyable, the evaluation process accomplishes its purpose by determining that, say, 85% of the students like school. The purpose then is to change the program to try to increase that proportion in the future. Parents and teachers might inquire more clearly into the nature of the dislikes, and take actions to alleviate underlying causes, such as:

(i) Transfer students whose personalities clash with certain teachers;



(2) Institute training programs for teachers who generate more dislike than like;

(3) Suggest changes in the program or learning environment to improve students' enjoyment of school;

(4) Institute tutoring programs for students whose dislike stems from their own poor performance in school;

(5) Arrange seminars to assist parents of disliking students to generate a more positive attitude toward school in their children.

Another purpose of evaluation is modification of program objectives. It may become apparent after several tries that a certain objective is impossible to achieve or at least impossible within the amount of resources reasonably devoted to programs for achieving it. Then the school=community would revise the objective to more modest dimensions. Thus, a school=community might decide it can't afford to try to make school enjoyable for every student and modify the objective to seek enjoyment or at least neutrality for a high proportion, say 80%, and to keep strong dislike down to a small proportion, say 3%.

The role of evaluation is shown by the accompanying chart which relates the major components of a community's education process.

These components continually recycle through the years. Goals are selected; goals are translated into program objectives; programs are designed; the school implements those programs; the programs achieve certain outcomes in children; the outcomes are evaluated. As a result of the evaluation, programs are modified and goals may be modified — and the cycle starts all over again with the long range goal of constantly reviewing and revitalizing the educational process.

Evaluation may serve another purpose (if the school=community desires) by including processes for evaluating outcomes that have no particular relation to school programs. Children learn a great deal from their parents, their brothers and sisters and other relatives, from their playmates and schoolmates, and from the community at large. The community may wish to set goals for this out-of-school learning. For example, an ethnically mixed community may consider tolerance to be an important goal for its children. The evaluation program could include a process for evaluating the progress of children toward that goal. In this way, the education of children is better shared between the home, the school, the community, and the child.

Figure 1 EVALUATION MATRIX

The Purposes of Evaluation for Decision-Makers at Each Level of Information

Decision-Makers / Level of Reporting of Information	Teachers/Principal and Instructional Staff	Individual Student	Parents of Individual Student	School Advisory Council	District, State, and Federal Officials
INDIVIDUAL STUDENT/ TEACHER/ ADMINISTRATOR	1.0 To support teacher-learner-parent relationship 1.0.1 To identify learner needs, interests, strengths 1.0.2 To determine effectiveness in meeting learner needs, interests 1.0.3 To assist self-understanding of personal growth 1.0.4 To facilitate input to goal setting and program development 1.0.5 To assist reconsideration of learner objectives 1.0.6 To assess the effectiveness of instructional personnel	1.1 To support teacher-learner-parent relationship 1.1.1 To facilitate goal setting and attainment of objectives 1.1.2 To provide insight and self-understanding 1.1.3 To encourage positive motivation 1.1.4 To assist task clarification	1.2 To support teacher-learner-parent relationship 1.2.1 To facilitate goal setting and attainment of objectives 1.2.2 To learn about the academic, social and physical growth of their child 1.2.3 To support involvement in the educational process 1.2.4 To understand the teacher's perceptions of their child	Not Applicable	Not Applicable
SCHOOL/ PROGRAM	2.0 To determine school/ program effectiveness 2.0.1 To assist self-evaluation 2.0.2 To assess the attainment of school/program objectives 2.0.3 To facilitate school=community relations 2.0.4 To assist input into school policy and program development	2.1 To determine school/ program effectiveness 2.1.1 To assist self-evaluation 2.1.2 To assist input into school policy and program development 2.1.3 To assess the attainment of school/program objectives 2.1.4 To facilitate school=community relations	2.2 To determine school/ program effectiveness 2.2.1 To assist self-evaluation 2.2.2 To assist input into school policy and program development 2.2.3 To assess the attainment of school/program objectives 2.2.4 To facilitate school=community relations	2.3 To determine school effectiveness 2.3.1 To assist program development & modification, site and fiscal planning 2.3.2 To identify staffing needs 2.3.3 To re-assess school needs, philosophy, goals, priorities & attainment of objectives 2.3.4 To provide basis for school=community input 2.3.5 To determine staff effectiveness	2.4 To assist the realization & reconsideration of program objectives & priorities 2.4.1 To provide input to district policy 2.4.2 To assist in program, site, & fiscal planning 2.4.3 To identify & communicate program needs & effectiveness 2.4.4 To identify staffing & resource needs 2.4.5 To assess administrator effectiveness (district only)
DISTRICT, STATE, FEDERAL	3.0 To determine effectiveness of programs & systems 3.0.1 To assist program development & modification 3.0.2 To provide input to district policy, resource allocation & decision-making 3.0.3 To assess staffing and in-service needs 3.0.4 To assist state & federal planning	3.1 To determine effectiveness of programs & systems 3.1.1 To assist program development & modification 3.1.2 To provide input to district policy, resource allocation & decision-making 3.1.3 To assist state & federal planning	3.2 To determine effectiveness of programs & systems 3.2.1 To assist program development & modification 3.2.2 To provide input to district policy, resource allocation & decision-making 3.2.3 To assist state & federal planning	3.3 To determine effectiveness of programs & systems 3.3.1 To assess program effectiveness & needs 3.3.2 To provide input to district policy, resource allocation & decision-making 3.3.3 To assess staffing and inservice needs 3.3.4 To assess administrative support needed 3.3.5 To assist state & federal planning	3.4 To determine effectiveness of programs & systems 3.4.1 To assess program effectiveness & needs 3.4.2 To assist dist., state, & fed. planning 3.4.3 To provide basis for resource allocation 3.4.4 To assess administrator effect (district) 3.4.5 To identify trends

LEVELS OF REPORTING AND UTILIZING INFORMATION

The Evaluation Matrix (Figure 1, p. 4), shows the purposes of evaluation for decision makers. The matrix differentiates among the types of information needed by persons who are involved in different aspects of evaluation.

School=community members should be sensitive to the differing levels at which evaluative information will be reported and utilized. Good evaluative information may be interpreted at multiple levels and be addressed to different types of decision-makers. The matrix presents a two-way classification system for identifying the level at which information is to be reported and the decision-makers who will use the information.

The vertical dimension on the Matrix lists the three major levels at which evaluative information is likely to be reported and utilized: the individual student; the program or school, and district, state or federal. Information about the individual student is important to three types of decision-makers: the teacher/principal/staff responsible for designing the educational program for the student; the individual student himself; and the parents of the individual student. Information about individual students is **not** appropriate for use by the school advisory council or at the district, state, or federal levels. Hence, the two cells under those headings are marked "not applicable".

RELATION TO OTHER EVALUATIONS

The school=community evaluation described herein focuses on the school=community goals and is not much concerned with district, state or national goals or programs (except as they are shared by the school). Its energies are devoted primarily to determining how well students in the school are achieving school=community goals. The information developed by this local evaluation may assist the district and state in making policy decisions relating to education, but that would be an incidental purpose. The important purpose is use by the school=community at the local level.

LIMITATIONS OF CURRENT EVALUATIONS

The present state of the art of evaluation can only be described as inadequate. To demonstrate how limited it is, consider this list of goals widely used by California school districts in establishing their own goals and priorities:

1. Understand and practice the skills of family living;
2. Learn how to be a good manager of time, money, and property;
3. Gain a general education;
4. Develop good character and self-respect;
5. Develop skills in reading, writing, speaking, and listening;
6. Learn and understand the changes that take place in the world;
7. Learn how to examine and use information;
8. Develop a desire for learning now and in the future;
9. Develop pride in one's work and a feeling of self-worth;
10. Prepare to enter the world of work;
11. Practice and understand the ideas of health and safety;
12. Learn to respect and get along with people who think, dress, and act differently from oneself;
13. Understand and practice democratic ideas and ideals;
14. Learn to respect and get along with those with whom we work and live;
15. Learn how to use leisure time;
16. Learn how to be a good citizen;
17. Develop the ability to make job selections;
18. Learn to appreciate culture and beauty.

For most of these goals there exist no established instruments. However, the fact assessment instruments aren't refined in many areas shouldn't diminish the priority placed on such goals. Nor should the present state of the art of evaluation inhibit efforts at program or personnel development in these areas. Some communities have put some of these social and affective goals ahead of reading, writing, and arithmetic; more will likely do so in the future. Yet these goals have received little or no attention from test developers. **Volume III** suggests constructive alternatives to tests for progress toward these goals.

The state of the art of evaluation is seriously inadequate in detecting regrettable results of schooling. For example, some teachers emphasize the mechanics of writing (spelling, grammar, punctuation, and legibility), while not developing such valuable attributes of writing as imagination, imagery, wit, style, insight, purpose, suspense, and entertainment. Consequently, many students are not developing full writing skills. Hence they believe they cannot write. Current evaluation systems don't reveal shortcomings of this kind.

SELECTING METHODS OF EVALUATION

The limited development of evaluation methods means that for most goals and objectives, the school community must rely on their own ways of gathering information. In fact, carefully developed methods exist only for some of the traditional academic goals. For such goals, tests are normally used, for they closest measure what children have learned without any influence of personal judgment of those scoring the tests. However, even with respect to such tests, caution must be exercised on two fronts. The school=community goal may be structured so that it is impossible to find a standard test appropriate for it. One must be sure, before adopting a test, that it indeed measures progress to the desired goal and not to some other goal that merely resembles the derived goal in certain respects. When a directly applicable standard test can't be found, the school=community must develop its own method. That will have disadvantages (pointed out in **Volume III**), but it has the most important property: direct relevance to the goal.

The second caution concerns hidden hurdles which make the test inappropriate for some students. For example, many tests assume a knowledge of the English language, unwarranted for children whose parents speak limited or no English. Other tests assume knowledge of the white middle American cultural background — an assumption unwarranted for most minority children and many less affluent white children. Minority persons must participate in developing evaluation programs to guard against inclusion of inappropriate evaluation techniques.

For many of the school=community's goals, there is no adequate standard test. Even for goals for which tests exist, one should avoid placing an overemphasis on standardized testing. Throughout, remember that the primary standard in assessment should be the **relevance** of the particular technique to decisions about development of the student and the particular goal under consideration. Ultimately, the **meaningfulness** of an assessment device and its implications for **change** in the student, in goals or in the learning situation, are more important than statistical or other technical properties of a test score.

TRADITIONAL VERSUS WHOLE SCHOOL EVALUATION

The traditional approach to evaluation is based on the assumption that a student's learning can be separated out of the school, not to mention the family and community, and evaluated apart from the context in which he or she lives and learns.

The whole school approach assumes no student wishes to be dumb or ignorant and therefore that a student who fails to learn to his or her full potential has somehow been turned off by the school or at least failed to be turned on by the school. Hence the whole school approach focuses on the school as a human organization in which every member (student, parent, principal, teacher, teacher's aide, secretary and janitor) has an important role. Whole school evaluation examines the school in its entire range of activities. Many activities go on in any such large collection of humans that may seem unrelated to the formal learning activities. There are leaders, followers, and outcasts; cliques and intrigues; teacher's favorites and behavior problems; competition for rewards and implicit understanding that some will never get rewards no matter how hard they compete; secure and insecure adults as well as students; bullies and the bullied; daily triumphs and defeats — while the defeats may appear trivial to adults, they can be absolute disasters to students.

Whole school evaluation declares that the key to success or failure can be found somewhere in this mass of human interactions. It may not be easy to find but if the school=community is determined that every student shall learn to full potential, the community must undertake full investigation of total impact of the school on those students who are not learning well. That means every significant interaction of student with another person (adult or peer) must be considered. Every student and adult in the school must admit to the possibility that his or her behavior toward the failing student may be contributing to the failure. Parents are not exempt from this search and would hopefully be anxious to change any aspects of their own behavior which might be interfering with learning.

Thus whole school evaluation demands full dedication to learning on the part of everyone in the school=community and, in particular, a willingness on the part of every adult and student to accept personal responsibility for helping others to learn, and for being a learner one's self. Advocates of whole school evaluation believe a school=community which seriously undertakes this approach can bring about exceptionally high morale and appreciation for accomplishment in a school and hence exceptionally high levels of growth for all students.

TRADITIONAL VERSUS WHOLE PERSON EVALUATION

The traditional evaluative approach implies that a student can be separated into relatively independent parts — an arithmetic part, a reading part, a writing part, a citizenship part, an athletic part, a personality part, and so on — and that an accurate appraisal of the student's progress can be assembled from separate measurements of those parts.

Whole person evaluation asserts that a measurement of a person which focuses on one of his or her parts is of such limited usefulness as to be hardly worth the effort. A person's score on an arithmetic test sheds little light on the person as a whole; a whole person has many dimensions beyond that. How can one make a useful judgment about the whole person on the basis of a measurement of a single dimension? A traditionalist answers that an arithmetic score is useful for judging whether that person needs to put more effort into developing arithmetic competence.

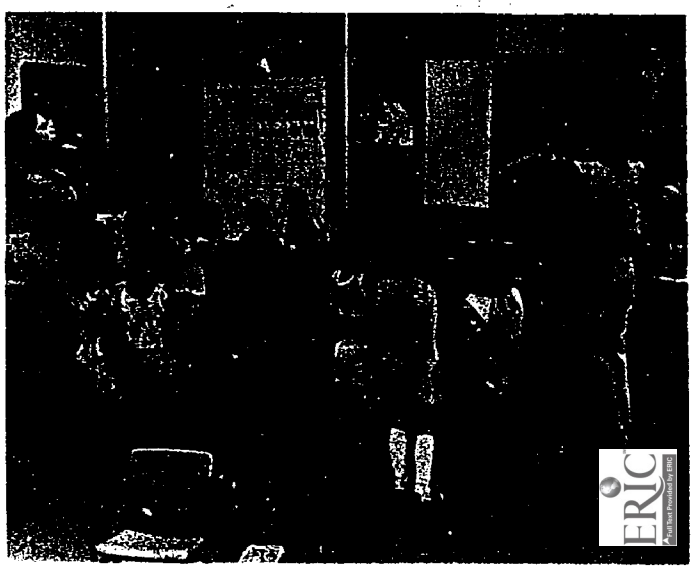
The advocate of whole person evaluation has two responses. First, that's no basis for saying the person should devote more effort to such development because that depends on other characteristics of the person. If the person has great mathematical talent, always makes high scores on mathematics tests, and has decided to become a mathematician, it makes sense for that person to devote much effort toward developing his/her mathematical talent. If a person who scores low in mathematics has extraordinary artistic talent and is resolved to become a portrait painter, then it might not make much sense for him or her to devote much effort to mathematics. Diagnostic testing may be useful, but it's not best to make a recommendation about what a person should do on an isolated bit of data.

Second, a test is not needed to make even that judgment. The student is aware of his or her arithmetic competence; so are the teacher, fellow students and probably even parents are reasonably so. A judgment by the student and those who are concerned about the student about how much effort should go to arithmetic doesn't need a test score; it rests on the nature of the whole person — not on the measurement of the present level of competence.

The essential advantage of whole person evaluation is in the personalization and humanization of evaluation. Within human limitations, the student is viewed with all his or her talents and failings and those concerned with the educational program can make sensible decisions about it and have the best possible basis for persuading the student it is sensible. Persuasion is easier because in whole person evaluation, the student's own goals and value judgments are considered. This contrasts to basing a student's educational program on test scores alone.

PERSONAL VALUES OF STUDENTS

A superior educational system provides a unique education for each student especially related to his or her talents and interests. As individuals, students should be evaluated on the basis of their progress toward their own personal goals, as well as their progress toward school=community goals. Of course, schools and parents have a responsibility to try to persuade each student to select goals appropriate to his or her own talents and interests which at the same time give the student a reasonable prospect of a satisfying life. But identity with the school=community goals is not a test of the validity of the student's goals. The diversity of goals and priorities from community to community is evidence of that.



SOME PROPERTIES OF GOOD EVALUATIVE PROCESSES

1. **Comprehensiveness.** Every goal should be included in the evaluation process. If some goals are omitted, the programs serving those goals may not be improved. Balance is uncommon in evaluation processes. The tendency is to evaluate goals that are easy to evaluate (that is, for which tests are readily available) and to neglect goals difficult to evaluate. Traditional goals for which well-developed evaluation tools exist should not be relied on exclusively, nor preclude efforts to develop evaluation procedures for other important goals.

2. **Positive posture.** Too often evaluation processes are looked upon as devices for detecting who is not doing well. A good evaluation process studiously avoids that posture. Its philosophy is that the purpose of the evaluation is to discover what and how **improvements** might be made. It focuses more on programs than on persons.

3. **Protection of privacy.** It is not acceptable or necessary to reveal information about an individual's progress to anyone other than that individual and one or two other persons charged with interpreting its meaning to the individual. In the case of a student, only the student, the teacher and the student's parents would normally have access to the information, although a counselor or school psychologist might be included (Ed. Code Sec. 10901).

4. **Constant attention to usefulness.** There is a strong tendency in any information gathering endeavor to collect certain categories of information because "it might be useful to someone." The result is a great waste of effort because such information usually gets filed away never to be examined by anyone. A good evaluation process will specify in advance, for every item of information to be collected, who will use the information and for what purposes.

5. **Simplicity and clarity of reporting.** Professionals in the field of evaluation have developed a fairly elaborate vocabulary not useful for communicating with non-professionals. All essential ideas should be translated into laypersons' language and included in all reports to students and the public. Particularly, the general public must have a thorough understanding of how progress toward goals is being measured and what the progress has been, as measured. Otherwise, citizen participation in school=community decisions will fall short of its potential for improving students' education.

SCHOOL=COMMUNITY PARTICIPATION IN DETERMINING SCHOOL EFFECTIVENESS

SCHOOL ADVISORY COUNCILS

One way to accomplish citizen participation is to form advisory councils at every school and for the district. Advisory councils provide an opportunity for meaningful participation, for school personnel and lay citizens to work earnestly together.

The school advisory council (council) is called upon to advise. It advises the principal, the school=community, and the district on certain school matters, and generally acts as the middleman between the school and the community on educational affairs. (See Figure 2, p. 11.)

A council is preferably composed of equal numbers of parents, students, other community members, and school staff. In primary (K-3) schools, parents take the place of student members, thereby providing those councils with one-half parents, one-fourth other community members, and one-fourth school staff. Procedures must be developed to assure effective representation of divergent points of view on the council. Election and selection by lot are the most democratic methods.

Generally, the task of the council is to help knit together the needs of the community and the goals, programs, evaluation design and resources of the individual school. This can be accomplished by:

- serving as a steering committee for the goal setting process (see **Volumes I and II**)*;
- overseeing a periodic review of school needs;
- recommending an evaluation design for the school;
- reviewing progress toward the school's goals;
- facilitating communication between the school and community;
- providing a forum for discussion of important issues related to goals and evaluation;
- providing necessary information to categorical aid programs' advisory committees, where they exist (see p. 17).

It is not the council's job to develop and maintain instructional and evaluation programs. That is the responsibility of the professional educator, in cooperation with students and parents. The council should advise on school level decisions, leaving day-to-day operations to the principal, teachers, students and other staff members.

*Joint Committee on Educational Goals and Evaluation. **Education For The People, Volume I, Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California** (Sacramento: California Legislature and State Department of Education; 1972).

*Joint Committee on Educational Goals and Evaluation. **Education For The People, Volume II, A Resource Book For School=Community Decision-Making** (Sacramento: California Legislature and State Department of Education; 1972).

TRAINING OF SCHOOL= COMMUNITY MEMBERS

The assignments recommended for school= community members will often be new to them. Roles must be clearly defined to facilitate these new relationships. Communication and leadership skills are needed. Lay participants require a minimal level of knowledge of school law and governance, budgeting, and educational alternatives to contribute effectively to the advisory process.

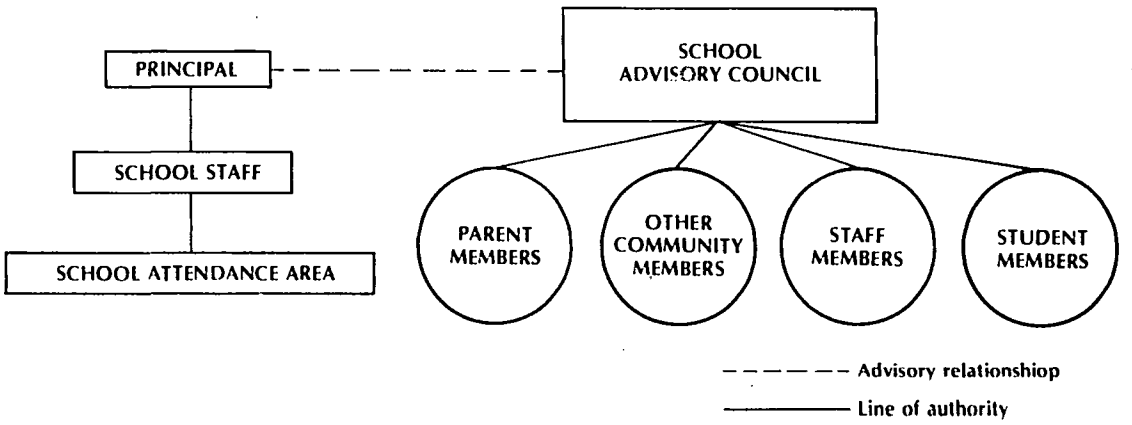
Training in these areas will benefit most participants including school personnel. It will help prevent frustration and misunderstanding, and contribute to healthful cooperation and consensus-building for all. School, district and state resources should be provided for such training.

USING MEETINGS TO SOLVE PROBLEMS

All the responsibilities delegated to the various district=community members require goodwill, patience, forthrightness, and good communication, to make effective decisions.

Participatory decision-making provides an opportunity for facilitating understanding, increasing motivation, and building trust. At the same time it creates the possibility for disappointment, frustration, and conflict. Personal expectations and values, organizational roles, and human uncertainty all contribute to an uneasiness about working in groups, unless the participants are bound by some common goals and have learned to work together. Specific care should be given to creating the conditions for effective group processes. (See **Education For The People Volumes I, II and III,** for additional information on participatory decision-making.)

Figure 2. SCHOOL ADVISORY COUNCIL MODEL



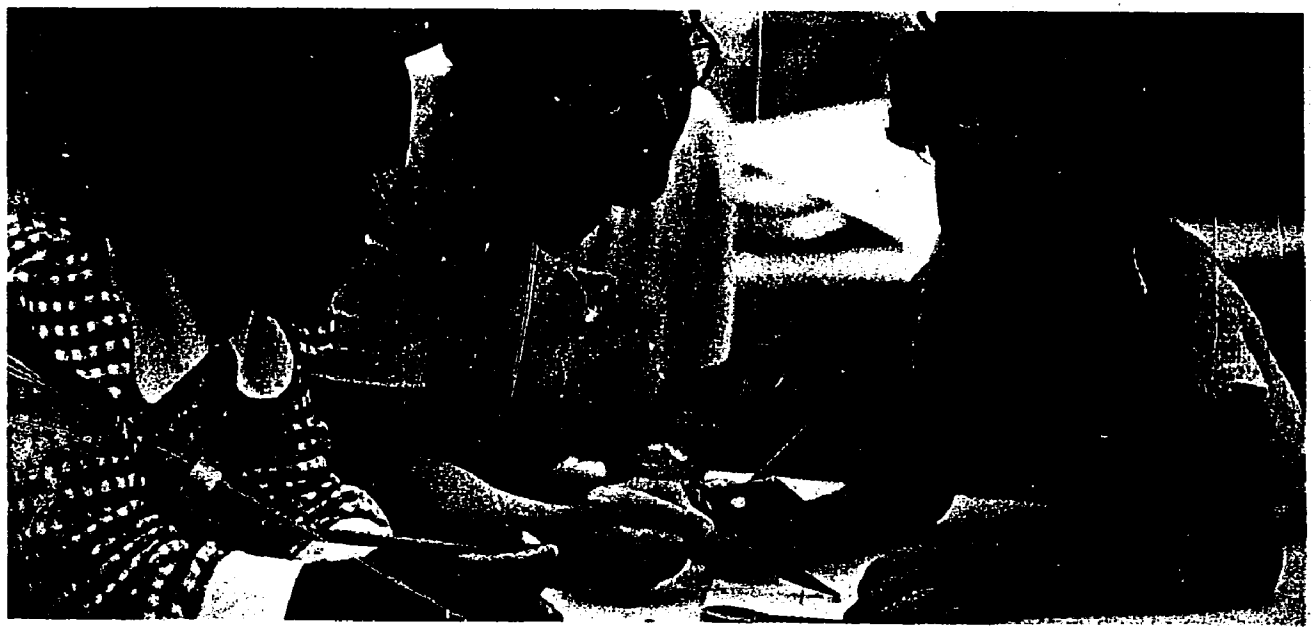
PRINCIPAL'S ROLE

Accountability and responsibility for local school decisions must rest with the principal, who operates under the delegated authority of the superintendent and governing board. In having final responsibility, the principal should consider all factors and viewpoints bearing on an issue (especially advice from the council on goals, evaluation and budget priorities).

The responsibility for personnel matters at each school site rests with the principal. The school advisory council may advise the principal of general concerns regarding students and school personnel. However, any challenge to the conduct or competency of an individual student or staff member must be pursued through procedures established by State law and/or policies of the school district.

The school principal, working under the specific direction of the superintendent, would have the responsibility to:

- establish a school advisory council in accordance with district procedures;
- attend all school advisory council meetings or provide an alternate;
- be responsible for recording council proceedings and keeping council minutes;
- provide secretarial services for council activities;



- advise the council on goal setting, evaluation design, program implementation, and other concerns;
- consider advice and viewpoints regarding goal setting, evaluation design, program implementation, and other concerns;
- provide adequate housing, supplies, and accommodations for council activities;
- be a go-between for council, staff, students, parent groups, district administration, and interested citizens;
- forward advisory council suggestions which could affect other schools in the district to the district advisory council;
- communicate specific actions taken by the governing board, based on council suggestions, to the school advisory council;
- forward recommendations and suggestions from school council to district council when such suggestions or recommendations are outside the scope of the local school's authority to decide.

THE ROLE OF THE DISTRICT ADVISORY COUNCIL

Moderate and large school districts will find the need for a district advisory council to coordinate and present the work of the school councils. Its role is similar to that of school councils, except it advises on districtwide matters. It is the funneling agency for school councils to the superintendent and governing board. (See Figure 3, p. 14.).

The district council would be made up of representatives of the various school councils, with a few members elected-at-large or selected by lot from the district as a whole. Procedures should assure fair representation of parents, students, other community members, and staff on the council. (In large districts, administrative zones can be established and zone councils elected. These would channel information to the district council.)

The district advisory council along with the superintendent, would consider recommendations made by the various school councils. When appropriate, these recommendations would be presented to the governing board by the superintendent. In turn, the district council or superintendent makes recommendations to school councils.

All policy decisions are the responsibility of the governing boards.

ROLE OF PARENT-TEACHER-STUDENT GROUPS

Parent-teacher-student groups in school districts are an already established link between school and community.

Typically, these groups serve the following functions at both school and district levels:

- attempt to build strong parent-teacher-student relationships;
- advise the principal/superintendent on important issues;
- serve as a community channel between staff and parents;
- generate parental support for the school program;
- sponsor community service activities;
- encourage parental involvement in the formal education of children;
- protect the rights and welfare of students.

These groups are encouraged to contribute to the school decision-making process by studying school-related problems and submitting recommendations to district administrators and governing boards, and by cooperating with school advisory councils in their studies and recommendations.

GOVERNING BOARD'S ROLE

The governing board establishes policies under which the district administrative staff operates the school district.

Direct responsibilities which may be assumed by the board which affect advisory councils include:

- developing goals and procedures for community involvement;
- adopting programs to meet local community needs;
- developing a policy for establishing advisory councils;
- approving an advisory council plan which encourages community involvement;
- establishing communication procedures with all segments of the district= community;
- acting on district advisory council recommendations submitted by the superintendent;
- financing the operation of councils, including training, consultants, and facilitating participation of members;
- acting on an annual district progress report to the community submitted by the district advisory council;
- acting on an annual school progress report to the community for each school in the district.

SUPERINTENDENT'S ROLE

The superintendent operates under the delegated authority and policies of the governing board. (The people elect the board, the board hires the superintendent.) He is responsible for federal, state and local requirements and programs.

The superintendent, working under the general direction of the governing board, may also:

- serve as advisor to the district advisory council;
- establish a district advisory council in accordance with board procedures;
- develop procedures governing the operation of the council;
- attend district advisory council meetings or provide an alternate;
- provide supplies for council activities;
- analyze issues and viewpoints, before advising the district council;
- advise the council on issues;
- act as liaison between council, district staff, and governing board;
- advise the council on legal matters, board policy, procedural requirements;
- inform the district council of actions taken by the governing board;
- implement actions recommended by the district council after receiving governing board approval;
- notify a principal of anticipated action affecting enrollment, program, staff, or facilities of a school.

STUDENT REPRESENTATIVE(S) TO THE BOARD

Student opinion provides important information for the evaluation of school policy and program alternatives. A governing board may therefore wish to establish a student representative(s) to the board to act as liaison — a channel of communication — between students and the governing board.

Guidelines for a student representative might include the following:

- the representative(s) serves in a non-voting advisory capacity to the governing board;
- the representative(s) attends regular meetings of the governing board (present law doesn't permit the student representatives to vote);
- expenses incurred in performing duties as student representative(s) will be paid by the district;

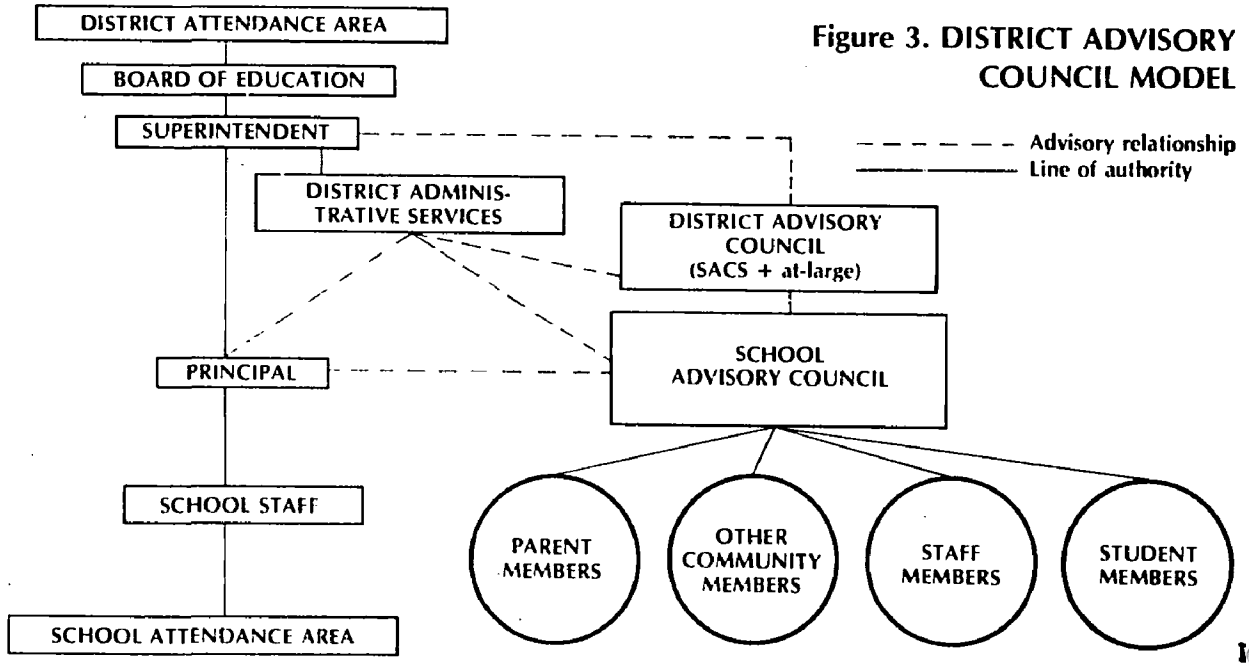


Figure 3. DISTRICT ADVISORY COUNCIL MODEL

- the representative(s) is accorded the same consideration and treatment as a regular member;
- the representative(s) attends meetings of the district advisory council to maintain liaison with student, staff, and community members;
- the student representative(s) should be elected.

ROLE OF CERTIFICATED EMPLOYEES

Teachers and other instructional staff have rights and responsibilities as employees and interests and concerns as professionals which should be considered at all levels of decision-making in a school district. Participation on school and district advisory councils provides teachers a voice in evaluation of policies and programs.

COMMITTEES TO PLAN AND EVALUATE CATEGORICAL AID PROGRAMS

Many schools and districts receive state and federal money to serve students in certain categories (e.g.: handicapped, retarded and intellectually gifted students; and programs to improve reading, mathematics and bilingual education). Most categorical programs require parent participation.

Parent and community involvement on advisory committees are required by the State Board of Education for districts to receive categorical program funds (form A-127).

These programs require districts to involve parents, teachers, and community representatives in the planning, implementation, and evaluation of their programs. They require each participating district and school have an advisory committee with broad representation of the parent population, staff, and community. Students may serve on such committees where appropriate. The district is required to provide training opportunities for members of advisory committees.

It is suggested a categorical aid programs advisory committee be appointed at both at both the district and school levels to serve as the advisory bodies for programs targeted for a portion of the student population. (See Participatory Decision-Making Model, p. 19.) These committees may utilize task force advisory groups in each program area to increase participation, distribute the work load, and meet federal and state requirements.

The advisory council would operate for the school as a whole, the committee for categorical aid programs only. The council and committee should communicate and cooperate.

The district advisory committee, composed of elected representatives from each of the school advisory committees in the district plus a few district-appointed members, is the funneling agency for school committees to the superintendent and governing board (see Figure 4, p. 19). Its basic responsibility is information exchange with the district advisory council, the superintendent, district staff, and school committees to assure the careful planning, operating, and evaluation of categorical aid programs. The superintendent, in cooperation with the district committee, may appoint ad hoc or permanent task forces to oversee development of individual programs.

SUPPORT NEEDED FOR ELEMENTARY SCHOOL PRINCIPALS

Most state and federal programs are concentrated among students in their formative years. Each program requires its own set of evaluative data, many times derived from the same or a similar group of students. As a result, elementary school principals have been hardest hit with additional responsibilities. Often the elementary principal is the school's only administrator, without additional support to assist in administering these special programs and meeting federal and state requirements.

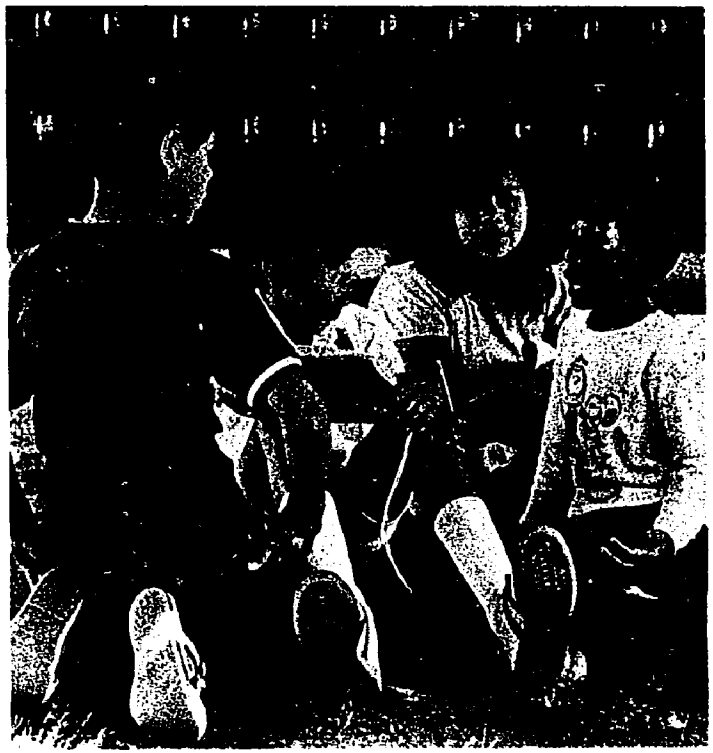
Hence, creation of a categorical aid committee **and** a school advisory council at an elementary school risks complicating an already complicated situation. Training the principal and school=community members to maximize their effectiveness in working together is much needed. Additionally, the state should improve the coordination of state evaluation activities to reduce the duplications and demands on school and district administrators.

ORGANIZING FOR THE EVALUATIVE PROCESS AT EACH SCHOOL

The school advisory council advises on the design for the evaluation process, the board adopts it and it is the responsibility of the school staff to implement it. The council is the expert on community values and goals; educators are experts in designing and operating educational programs; designing an evaluative process requires both sets of experts. The design activity provides an unparalleled opportunity for precise communication between both parties, who must have a thorough appreciation of the other's position if the evaluation is to serve its purpose.

The school advisory council at each school begins the process of developing an evaluation design specific to its school programs.

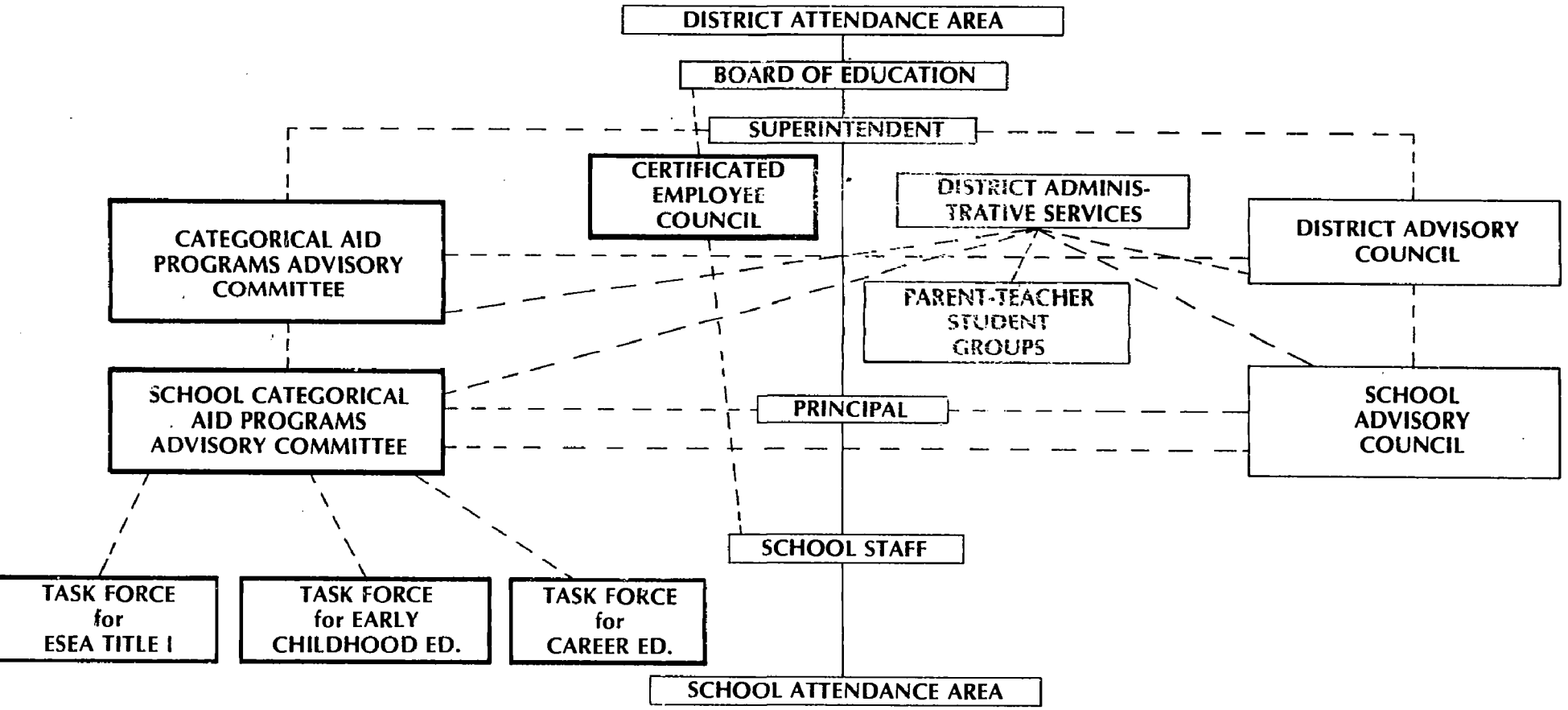
This evaluative process does not intend that school=communities get directly into the area of program redesign (including curricula, program objectives, and material selection). That is left for professional staff to determine, with input from students, and utilizing assessment data and recommendations generated by the evaluative process. Such program plans would be shared with the school advisory council and interested members of the school=community.



SPECIFIC STAGES IN THE EVALUATIVE PROCESS

No two evaluation systems will ever be alike, because of the unique context of each school program. Some stages in the process might be common to most activities. (See Figure 5, p. 21.)

Figure 4. PARTICIPATORY DECISION-MAKING MODEL



Note: Any school district advisory body or individual may report directly to the governing board on urgent or unresolved matters.

– – – – – Advisory relationship
——————— Line of authority

Stage A. The school advisory council reviews the products of the school's goal setting process to assure that plans for evaluation fit within the philosophy of the school as reflected in the school's goals.

The council meets with other members of the school=community to deepen their understanding of the needs of the community and the context of school programs. Program designers (including classroom teachers, curriculum developers, etc.) are invited to participate so the school advisory council gains understanding of how school goals were translated into specific programs and objectives.

Some criteria for evaluation will be found in the program's objectives. Often these are so explicit that it's easy to examine data and verify whether objectives were achieved. This is true of objectives stated in measurable terms (e.g.: all high school students can comprehend with 90% mastery the front page of the local newspaper). Some good program objectives are not so explicit, but may be defined by a list of assessment items which are measurable.

Stage B. After receiving clarification from the various groups and/or individuals, the school advisory council defines an evaluation philosophy consistent with their community context and school goals. This is a critical stage. It's possible that some goals, programs, and objectives are not amenable to evaluation through standardized techniques (such as paper-and-pencil tests). The council must not view evaluation as a routine function (e.g.: classroom teachers administering three tests at the beginning and end of the school year).

A sound evaluation philosophy makes the task easier; it points out a variety of techniques for the evaluation plan; it makes information accessible to the advisory council. In effect, an evaluation philosophy built on the solid foundation of educational philosophy, as reflected in goals, broadens the possibilities open to evaluation systems and offers assurance that evaluation is an integral activity related to educational planning.

Stage C. Once the advisory council has a clear picture of its mission and philosophy, and a sense of school goals and their translation into school programs, it may begin to participate in designing an evaluation program for its school.

Components of the design might include:

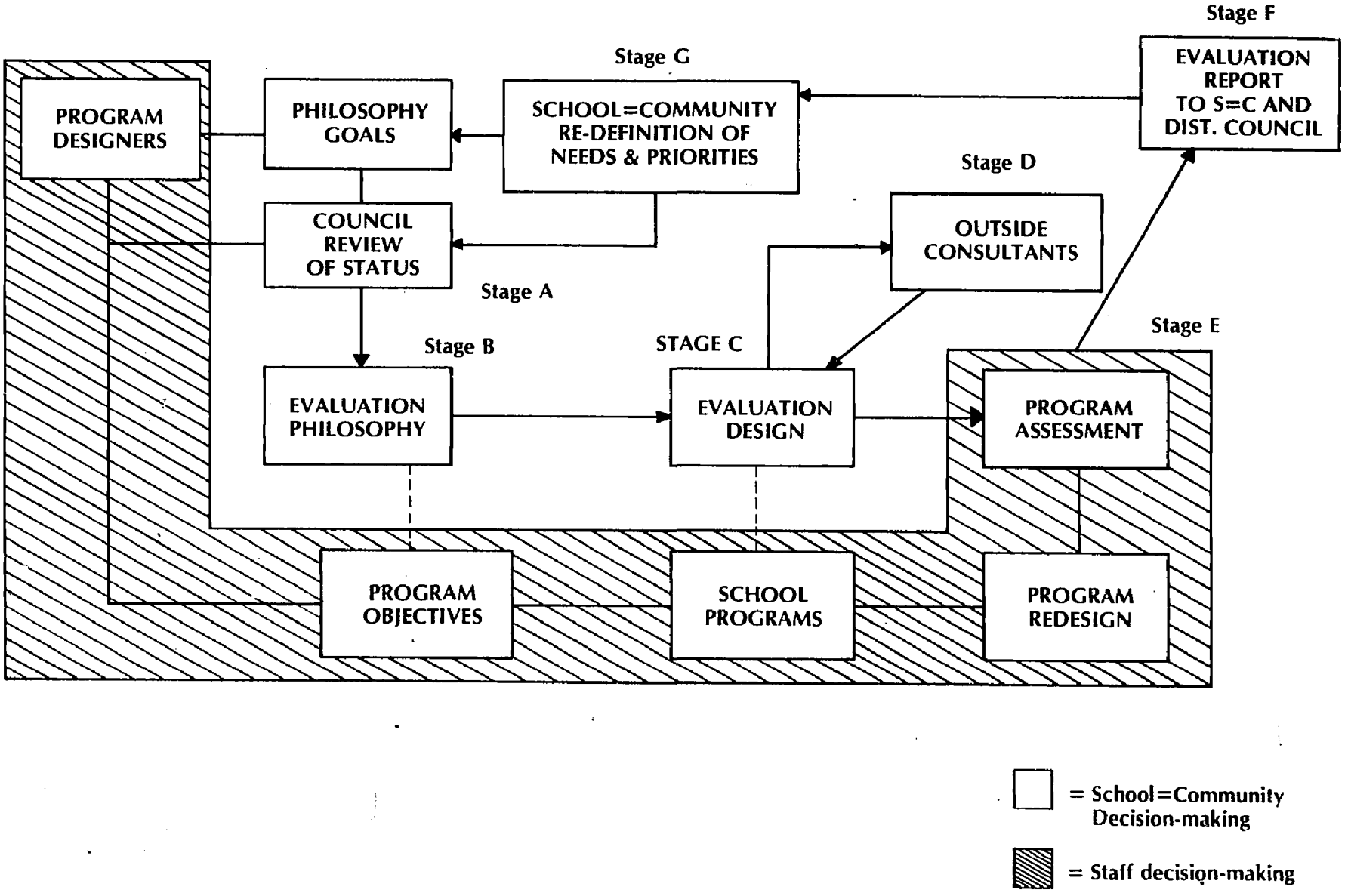
- Why we are evaluating. Every evaluative activity should have a purpose. Directly or indirectly, are we evaluating to establish a basis for a particular kind of decision (e.g.: to better allocate money), to facilitate communication, to increase participation, or to raise achievement levels? The reason should be made clear to the school=community.

- What is to be evaluated (statements on specific programs and their respective goals and objectives). This might include a child's learning in specific subject areas; personal development components; the learning environment; a staff development program; a program's effectiveness in relationship to its cost; the utilization of resources (e.g.: physical facilities and human resources); or a program for increasing school=community participation in program planning and implementation.

- How it is to be evaluated (a statement specific to each "what"). This includes strategies (plans of action) for how programs are to be evaluated, and when, and perhaps more important, the **context** of the evaluation activity. (How will the evaluation affect the learner, teacher, or program?).

Stage D. The school advisory council can rely on the experience of district, county, and State Department of Education consultants. They can inform on evaluation

Figure 5. STAGES IN THE EVALUATIVE PROCESS



techniques, and in the use and reporting of data. They can assist in the interpretation of state and federal policies and laws.

Other consultants (scholars, researchers, academicians) can serve a similar function. (A researcher can comment on the validity or limitations of a particular test.)

Within the evaluation design, the school council recommends various techniques compatible with the program objectives for assessing the educational process and progress.

Stage E. Then an implementation plan is drawn and carried out: scheduling is done, responsibilities identified, and strategies for monitoring implementation of the plan are installed. Systematic assessment of progress toward goals is conducted. This information becomes the basis for evaluation of the program.

Stage F. After all information is collected and analyzed, a description of the progress toward meeting goals and objectives is written by the council. This might be done annually or otherwise as needed — dependent upon the purposes of the plan.

The statement is reported to the school = community and district advisory council to inform them of the school's progress toward achieving goals and objectives.

The statement is used as the basis for redesigning school programs and reworking program objectives, if appropriate. This feedback for redesign feature assures evaluation is performed in the context of what's important to that school.

Stage G. The statement of progress toward achieving the goals and objectives of specific school programs is used as the basis for an evaluation of the success of programs in meeting the community needs, and the impact of school programs in meeting school goals.

(See **Education For The People, Volume III, A Handbook for Determining School Effectiveness,** for more detailed information. It's available at your school.)

WHAT YOU CAN DO NOW

We have explained the task ahead of you. We now look to you to make this decision-making process a reality. We have some suggestions. You'll come up with more possibilities.

School administrators and governing board members may:

- Take the initiative and get the decision-making process started.

Students, parents, teachers and other school=community members may:

- Request the district governing board to establish advisory councils and/or committees for the district and at each school;
- Ask the principal and superintendent about their plans for involving the school=community in evaluation of the school and district programs;
- Hold neighborhood meetings to discuss the strengths and weaknesses of the school program;
- Invite resource persons to speak about the future and the implications for schools;
- Ask teachers to allow time for class discussion on relevance in education (what schools should be doing for students and the community);
- Seek to serve on school and district advisory councils and committees;
- Organize, in cooperation with school administrators, faculty, students and community, forums on relevance and accountability in education.

For assistance, call or write:

- Your school or district office;
- Your county schools office;
- State Department of Education
  721 Capitol Mall
  Sacramento, CA 95814
  Telephone: (916) 445-4688

CALIFORNIA STATE LEGISLATURE
JOINT COMMITTEE ON EDUCATIONAL GOALS AND EVALUATION
&
CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, State Superintendent

DOCUMENT RESUME

ED 128 902 EA 008 673

TITLE	Education for the People: Volume III. A Handbook for Determining School Effectiveness.
INSTITUTION	California State Dept. of Education, Sacramento.; California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.
PUB DATE	76
NOTE	256p.; For related documents, see EA 008 672 and ED 066 822
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	Cooperative Planning; *Educational Assessment; Educational Planning; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Guidelines; *Models; Program Evaluation; Questionnaires; School Community Relationship; Student Evaluation

ABSTRACT

This handbook explains basic principles and methods of evaluation that can be used in assessing the effectiveness of educational priorities, programs, and personnel. Volumes I and II provided guidelines to assist in the setting of communitywide educational goals; Volume III is intended to help schools and communities carry out educational planning, implementation, and evaluation in order to meet those goals. The handbook is organized into three main sections containing several chapters each. Section A provides a general introduction to evaluation in education; section B examines the evaluation of program effectiveness in educational settings; and section C discusses the evaluation of student programs. More than half of the handbook consists of appendixes A, B, and C, which present examples of evaluation methods and explain important ideas suggested in sections A, B, and C. Each appendix contains resource material related to its corresponding section. The handbook is designed for use in conjunction with a companion booklet, "School=Community Participation in Determining School Effectiveness," which provides a brief overview of educational evaluation and presents basic guidelines for developing a cooperative school-community program of educational evaluation. (JG)

education for the people

volume III

A Handbook for Determining
School Effectiveness.
Summer 1976

to be used in conjunction with the booklet
School=Community Participation in Determining School Effectiveness

FOREWORD

The California Legislature and State Department of Education are committed to improving the public's access to and involvement in the decision-making process in schools. The support and success of public education is directly dependent upon achieving and maintaining trust in the schools and those who run them by assuring that educational programs paid for with public funds are appropriate to the needs of the people.

The power to decide what kind of a person each shall be — what kind of a society we shall be — must be shared among the individual, the family, and those broader social/institutional groups which shape our society. This principle is one of the cornerstones of democracy which must be real in our living and is best learned in the family, the community, and the school.

We all recognize that our schools cannot stand still during this era of knowledge explosion and rapid change. Yet, change for the sake of change without purposeful direction could be as disastrous as no change at all. Change should serve the changing needs of the people.

These needs have been articulated through the goal setting process in school= communities and districts to determine what they want to accomplish, hopefully through broad-based participation. Presumably, new programs have been set within the framework of viable educational philosophies. Now it is essential that school=communities and districts evaluate these programs to determine whether they are making progress toward meeting their goals, and to take steps to improve programs. Evaluation is the third necessary step to effective change.

Students, parents, teachers, administrators, staff and community members should all have active roles in deciding the kind of school they want. All of them should share the responsibility — each in a particular way — for assuring the relevance and excellence of their schools *for all students*.

The various roles and responsibilities in educational planning and evaluation are continuous and inter-related functions which do not lend themselves to simple description. Almost every job to be done in schools, however, requires the ability to work cooperatively with others. This handbook is provided to assist in the making of cooperative decisions in democratically-run schools.

John Vasconcellos
Chairman,
Joint Committee on Educational
Goals and Evaluation

Wilson Riles
State Superintendent of
Public Instru

INTRODUCTION

Education For The People, Volumes I and II, provided guidelines to assist school=communities and districts in setting community-wide educational goals. Those guidelines provided a method for integrating local processes into a process for identifying and reporting goals established throughout the state, but were not binding on local school officials. The gathering of goals statewide is intended to help the state become more aware of and responsive to local goals and priorities, while protecting the right of school districts to establish unique programs designed for their communities.

This *Handbook For Determining School Effectiveness, Volume III* in the series, is designed to assist school=communities and districts as they enter their phases of educational planning, implementation, and evaluation to meet the goals. The procedures suggested in this *Handbook* are *not* mandated. They suggest an organizational structure which school=communities and districts could use for educational planning and evaluation.

Evaluation is to provide information to the school=community; including students, parents. teachers, administrators and other school staff; in order to enhance the total process of decision-making. All too often evaluation processes are looked upon as devices for detecting who is not doing well. A good evaluation process studiously avoids that posture.

The *Handbook* explains the basic principles and methods of assessment that might be used in evaluating the effectiveness of goals, priorities and programs, environments, personnel, schools, and districts according to the local situation.

Assessment should *not* be used p[illegible]itively or for making direct comparisons between schools and/or programs. This means that each school=community and school district should have autonomy in setting goals for its educational program and the self-governing right to evaluate movement toward these goals.

The *Handbook* cannot cover all facets of evaluation in a comprehensive way but it can serve as an encouragement to school=communities and school districts to use relevant procedures in evaluating progress toward meeting their goals.

TABLE OF CONTENTS

Glossary

Introduction to the appendices

Appendix A

Appendix B

Appendix C

Section A

EVALUATION IN EDUCATION: AN INTRODUCTION

Chapter 1

OVERVIEW OF EVALUATION

What Is Evaluation?

Evaluation is a two-fold process:

(1) to assess effectiveness in meeting educational needs and goals of the school = community; and,

(2) to determine ways of increasing educational effectiveness.

The evaluative process assumes that programs have been implemented pursuant to adopted goals. The major task is to determine the extent to which needs are being met in relation to the goals agreed upon by the school = community. This chapter provides the school = community with some general information about designing an evaluation program. Specific details about evaluation are included in later chapters.

A general purpose of evaluation is to meet a responsibility to students, their parents, and other citizens. If education is to have constructive public support and involvement, sound information must be made available. Students and their parents need to know how well the student is progressing. Citizens must know what needs a program is intended to meet and have a realistic picture of the objectives of a program. Citizens also need an accurate description of the substances of a program, and they will need information about the effectiveness of the program.

It is an explicit aim of the Legislature that students and their parents play a meaningful part in the design and development of any evaluation program or system that directly or indirectly is used to evaluate students (see Appendix A-1).

An evaluation system must first gather information about how schools and students are achieving the goals set by the school = community. For example, a goal might be that students should enjoy attending school—the supposition being that learning is more likely to take place when students have positive rather than negative attitudes toward school activities. There are a number of kinds of information that might be gathered to assess whether a student enjoys school, for example:

(1) ask the student whether he or she enjoys school;

(2) ask the student's parents and brothers and sisters;

(3) ask the student's teachers;

(4) observe the student in different school settings;

(5) interview the student to get impressions of the value of school activities in which the student participates.

In devising an evaluation program, a decision would be made as to how much effort should go into evaluating this particular goal, depending on its assigned priority, and then a set of information items corresponding to the five above would be adopted which could be carried out with that amount of effort.

After the information has been gathered, the information about a particular student would be combined to get an indication of how well the student enjoyed school. The collection of such indications for all students in the school would reveal that some proportion of students enjoyed school very much, another proportion enjoyed school mildly, another proportion was indifferent, and another disliked school. The sizes of these proportions would give the school = community an assessment of how well that particular goal was being reached.

A good evaluation program would accumulate evaluative information for every goal over a period of time and indicate the areas in which the most work is needed. It would aid in identifying needs and ways to overcome deficiencies in the school program.

Good evaluative information often has multiple applications. For example, data about the progress of individual students in a particular subject (say mathematics) may

help the teacher offer materials and learning opportunities tailored to the needs of each student. This same information, summarized at the classroom or school level, may be useful in allocating resources and personnel (such as aides). The same information, combined with similar data from other schools, may be used at the district level. It may be used in reporting to the school board and the public, may provide a sound basis for making applications for future funding, and may serve to identify needs that call for program planning. Data from districts throughout the state may be useful for identifying state priorities.

Why Evaluate?

The evaluative process attempts to measure how well programs have actually brought students to the desired goals. The evaluative process may identify clues as to how programs might be improved but the redesign of programs is not a part of the evaluative process.

For example, with respect to the goal of making school enjoyable, the evaluative process would have accomplished its purpose by determining that, say, 15% of the students disliked school and a decision was made to correct this deficiency. The purpose of arriving at that determination is to change the program to try to diminish that proportion in the future. Parents and teachers might inquire more closely into the nature of the dislikes, identify underlying causes, and recommend various actions to alleviate their causes, such as:

(1) Instituting special training programs for certain teachers who seem to generate more than their share of dislike;

(2) Arranging that students whose personalties seem to clash with the personalties of certain teachers be placed under other teachers;

(3) Instituting special tutoring programs for students whose dislike stems from their own poor performance in school;

(4) Arranging seminars for the parents of disliking students to assist the parents to help generate a more positive attitude toward school in their children.

Another important purpose of evaluation is modification of goals and/or program objectives. It may become apparent after several tries that a certain goal seems impossible to achieve within the amount of resources reasonably devoted to achieving it. In that case the school=community would revise the corresponding objectives to more modest dimensions. Thus, a school=community might decide that it cannot afford to try to make school enjoyable for every student and modify the objective to see enjoyment or at least neutrality for a high proportion, say 80%, and to keep strong dislike down to a small proportion, say 3%.

The role of evaluation in the educational enterprise is depicted in Figure 4, p. 20 which relates the major components of a community's education process so far as the school is concerned. These components continually recycle as the years go by. Goals are selected; goals are translated into program objectives; programs are designed; the school puts those programs into operation; the programs achieve certain outcomes in children; the program processes and outcomes are evaluated. As a result of the evaluation, programs are modified and goals may be modified—and the cycle starts all over again with the long range of constantly reviewing and revitalizing the educational process.

Evaluation may serve another purpose, if the school=community desires, by including processes for evaluating outcomes that have no particular relation to school programs. Children learn a great deal from their total environment, including parents, their brothers and sisters and other relatives, from their playmates and schoolmates, and from the community at large. The community may wish to set some goals for some of this out-of-school learning and use the evaluation program to assess progress toward those goals. An ethnically mixed community may consider compassion to be an important goal that the community wishes to impress on its students by example in all its everyday activities. The evaluation program could include a process for evaluating the progress of students toward that goal. In this way, the education of children and youth can be better shared between the home, the community and the school.

Relation to Other Evaluations

A great many evaluation activities currently exist in American education. The Federal Government finances a number of special programs; for example, aid to low income students, aid to handicapped children, and aid for vocational education. The State of California sponsors other programs, such as the bilingual education program and the Miller-Unruh reading program. Individual districts have a variety

of special programs. All these need to be evaluated so that agencies providing the funds can make informed judgments about the continuation or reformulation of programs. Usually each has its own evaluation process and very often citizens participate as members of committees responsible for such evaluations.

Additionally, districts and the State have regular testing programs to assess student progress toward conventional educational goals such as reading, writing and arithmetic. These are carried out by the larger school systems. Information gathered from these evaluations should be readily available for local evaluation programs.

The school=community should not let district and state requirements for information have any significant impact on its local evaluation program. That is to say, of the total effort devoted by members of the school=community, including students, to all evaluation purposes, the great bulk should be allocated to the demands of the local school=community evaluation process and very little to the demands of all the other evaluation processes.

Limitations of Current Evaluations

The present state of the art of evaluation can only be described as inadequate. To get an idea of how limited the coverage is, the following list of goals is presented as one that was used by many California school districts in setting up their own goals and priorities.

1. Understand and practice the skills of family living;
2. Learn how to be a good manager of time, money, and property;
3. Gain a general education;
4. Develop good character and self-respect;
5. Develop skills in reading, writing, speaking, and listening;
6. Learn how to examine and use information;
7. Develop a desire for learning now and in the future;
8. Develop pride in one's work and a feeling of self-worth;
9. Prepare to enter the world of work;
10. Practice and understand the ideas of health and safety;
11. Learn to respect and get along with people who think, dress, and act differently from oneself;
12. Understand and practice democratic ideas and ideals;
13. Learn to respect and get along with those with whom we work and live;
14. Learn how to use leisure time;
15. Learn how to be a good citizen;
16. Develop the ability to make job selections;
17. Learn to appreciate culture and beauty;
18. Learn and understand the changes that take place in the world.

For the majority of these goals there exist no established instruments. However, *the fact that assessment instruments are not fully refined in many areas should in no way diminish the priority placed on goals in those areas.* Neither should the state of the art of evaluation at present inhibit efforts to evaluate program or personnel development in those areas.

Some communities have put some of these social and affective goals ahead of reading, writing, and arithmetic because of their importance to participation in a highly organized society. While these goals have received little attention from test developers and most have received no attention at all, this handbook suggests some constructive alternatives to tests for assessing progress toward these goals.

Another inadequacy in the current status of evaluation is that existing processes do not detect certain regrettable effects of schooling. For example, some teachers emphasize the mechanics of writing such as spelling, grammar, punctuation, and legibility while not developing the importance of such valuable attributes of writing as imagination, imagery, wit, style, insight, purpose, suspense, and entertainment. Consequently, many students, especially minority students, are not developing writing skills, for they believe they cannot write. Current evaluation systems don't reveal shortcomings of this kind.

Selecting Methods of Evaluation

The restricted development of evaluation methods means that for most goals and objectives the school=community will have no choice but to rely on their own ways of gathering information. In fact, carefully developed methods exist only for

some of the traditional academic goals. Naturally for such goals tests would normally be used for they come closest to measuring what children have learned without any influence of personal judgment by those scoring the tests. However, even with respect to such tests, caution must be exercised on two fronts. The school=community goal may be structured so that no appropriate standard test can be found. One must be sure, before adopting any method, especially a test, that it does indeed measure progress to the desired goal and not to some other goal that merely resembles the derived goal in certain respects. When a directly applicable standard method cannot be found, then the school=community may develop its own method. That will have a number of disadvantages which are pointed out later, but it will have the most important property—direct relevance to the goal and the local context.

The second front on which caution must be exercised is in the possibility of hidden hurdles which make the method inappropriate for some students. For example, many tests assume a knowledge of the English language which is unwarranted for children whose parents do not speak English or have limited knowledge of English. Other tests assume good knowledge of the white middle American cultural background—an assumption which is not warranted for most minority children and many white children from less affluent families. It is necessary that these persons participate in the development of evaluation programs to guard against the inclusion of inappropriate evaluative techniques.

For many of the school=community's goals there is no adequate standard test. In fact, the reader should be cautioned against placing an overemphasis on standardized testing. When selecting methods of evaluation it should be kept in mind that the primary standard in assessment should be the relevance of the particular technique to decisions about development of the student and to the particular goal under consideration. Ultimately, then, the *meaningfulness* of an assessment device and its implications for *change* in the student, in goals or in the learning situation are more important than the statistical or other technical properties of a test score.

A number of options are available. Very briefly: (1) a consultant or educator may be able to assist parents with appropriate evaluation procedures; (2) a consultant or research worker may be able to devise a reasonably satisfactory test; (3) staff members at the district level may be able to devise a technique; (4) teachers at the school may do so; (5) parents and teachers may be able to devise a survey questionnaire which gets at important aspects of the information desired; and (6) one can always seek the personal judgments of teachers, parents, and students.

When evaluation depends on personal judgments it is important to obtain multiple judgments. By obtaining multiple judgments there is a chance of balancing out personal biases; the chance is improved if the judgments are obtained from many persons with quite different backgrounds or perspectives. (Thus, three judgments by a teacher, a student, and a parent are much to be preferred over five judgments by five teachers or five students.)

Traditional Versus Whole School Evaluation

The traditional approach to evaluation is often described as being based on the assumption that a student's learning can be separated out of the school, not to mention the family and community, and evaluated apart from the context in which he or she lives and learns. Additionally, this assumption implies that a student can be separated into relatively independent parts —an arithmetic part, a reading part, a writing part, a citizenship part, an athletic part, an art part, and so on—and that a reasonably accurate appraisal of the student's progress can be assembled from measurements of these separate parts.

The whole school approach assumes that no student wishes to be dumb or ignorant and therefore that a student who fails to learn to his or her full potential has somehow been turned off by the school or at least failed to be turned on by the school. Hence the whole school approach focuses on the school as a human organization in which every member (student, parent, principal, teacher, teacher's aide, secretary and janitor) has an important role. Whole school evaluation would examine the school in the entire gamut of its activities. A great many activities go on in any such large collection of human activities that are apparently unrelated to formal learning. There are leaders, followers, and outcasts. There are cliques and intrigues. There are teacher's favorites and behavior problems. There is competition for rewards and implicit understanding that some will never get rewards, no matter how hard they compete. There are secure and insecure adults as well as students.

There are bullies and the bullied. There are daily triumphs and defeats—and while the defeats may appear trivial to adults, they can be absolute disasters to students.

Whole school evaluation declares that the key to success or failure can be found somewhere in this mass of human interactions. It may not be easy to find, but if the school = community is determined that every student shall learn to full potential, then the community must be prepared to undertake full investigation of the total social impact of the school on those students who are not learning well. That means that every significant interaction of a student with another person (adult or peer) must be taken into account. Or, to put it another way, every student and adult in the school must admit to the possibility that his or her behavior toward the student may be somehow contributing to the student's success or failure. Of course, parents would not be exempt from the search and would presumably be anxious to change any aspects of their own behavior which might be interfering with learning.

Thus, whole school evaluation demands unusual dedication to learning on the part of everyone in the school = community, and, in particular, a willingness on the part of every adult and student to accept personal responsibility for helping others to learn. Advocates of whole school evaluation believe that a school = community which seriously undertakes this approach can bring about exceptionally high morale and appreciation for accomplishment in a school and hence exceptionally high levels of growth for all students.

Traditional Versus Whole Person Evaluation

Whole person evaluation asserts that a measurement of a person which focuses on one of his or her parts is of such limited usefulness as to be hardly worth the effort. A person's score on a math test sheds very little light on the person as a whole; a person has many other dimensions in addition to the math dimension. How can one make any useful judgment about the whole person on the basis of a measurement of a single dimension? A traditionalist might answer by observing that a math score is useful for judging whether or not that person needs to put more or less effort into developing mathematical competence.

The advocate of whole person evaluation would make two responses to that answer. Firstly, it is impossible to say on the basis of such a score that a person should devote more or less effort to such development because that recommendation depends on a great many other characteristics of the person. If the person has great mathematical talent, always makes very high scores on mathematics tests, and has firmly decided to become a mathematician, then it would make a great deal of sense for that person to devote much effort toward developing his or her mathematical talent. If a person who regularly scores low in mathematics has extraordinary artistic talent and is resolved to become a portrait painter, then it might not make much sense for him or her to devote much effort to mathematics. While diagnostic testing may sometimes prove useful, generally speaking it is not best to make a recommendation about what a person should do on the basis of an isolated bit of data.

The second response which the advocate of whole person evaluation would make is that a test is not needed to make the judgment. The student is reasonably aware of his or her math competence; the teacher is quite aware of it; fellow students are aware of it; even parents are probably well aware of it. A judgment of how much effort a student should devote to math should depend on more than just a test score.

The essential advantage of whole person evaluation is in the personalization and humanization of evaluation. Within human limitations, the student is viewed with all his or her talents and failings and dreams and advantages and disadvantages in focus. The student and those concerned with the educational program of the student would have the best possible basis for making sensible decisions. This is possible because account has been taken, in whole person evaluation, of the student's own goals and value judgments. This is in contrast to the practice of basing a student's educational program on test scores alone.

Personal Values of Students

Students are people with their own values, aspirations and interests. Therefore, student progress should be evaluated in relation to students' personal goals, as well as their progress toward school = community goals. Of course, schools and parents have a responsibility to try to assist each student select a set of goals appropriate to his or her own talents and interests, which at the same time give the student a reasonable prospect of a satisfying life. But identity with the school = community goals is not a test of the

validity of a student's goals. The diversity of goals and priorities among communities is evidence that many value structures exist. A student may conform to the values of one community but not another. Allowances for these differences among students should be made.

Some Properties of Good Evaluative Processes

1. *Comprehensiveness.* Every goal should be included in the evaluation process. If some goals are omitted, the programs serving those goals may not be improved. Balance is uncommon in evaluation processes. The tendency is to evaluate goals that are easy to evaluate (that is, for which tests are readily available) and to neglect goals difficult to evaluate. Traditional goals for which well-developed evaluation tools exist should not be relied on exclusively, nor preclude efforts to develop evaluation procedures for other important goals.

2. *Positive posture.* Too often evaluation processes are looked upon as devices for detecting who is not doing well. A good evaluation process studiously avoids that posture. Its philosophy is that the purpose of the evaluation is to discover what and how *improvements* might be made. It focuses more on programs than on persons.

3. *Protection of privacy.* It is not acceptable or necessary to reveal information about an individual's progress to anyone other than that individual and one or two other persons charged with interpreting its meaning to the individual. In the case of a student, only the student, the teacher and the student's parents would normally have access to the information, although a counselor or school psychologist might be included (Ed. Code Sec. 10901).

4. *Constant attention to usefulness.* There is a strong tendency in any information gathering endeavor to collect certain categories of information because "it might be useful to someone." The result is a great waste of effort because such information usually gets filed away never to be examined by anyone. A good evaluation process will specify in advance, for every item of information to be collected, who will use the information and for what purposes.

5. *Simplicity and clarity of reporting.* Professionals in the field of evaluation have developed a fairly elaborate vocabulary not useful for communicating with non-professionals. All essential ideas should be translated into laypersons' language and included in all reports to students and the public. Particularly, the general public must have a thorough understanding of how progress toward goals is being measured and what the progress has been, as measured. Otherwise, citizen participation in school = community decisions will fall short of its potential for improving students' education.

The Terminology of Educational Evaluation

School = community members who participate in determining their school's effectiveness will need to familiarize themselves with the terms and concepts used in educational evaluation. It is extremely important that both educators and laymen try to establish a common language to use for assuring mutual understanding.

The Glossary in this handbook provides some definitions for widely used terms. In addition, Appendix A-2 presents some concrete examples for a better understanding of terms and concepts used throughout this handbook.

Chapter 2 .

SCHOOL-COMMUNITY INVOLVEMENT IN EVALUATION

The Public's Right to Participate

"The support and success of public education is directly dependent upon achieving and maintaining public trust in the schools and those who run them, and in assuring that educational programs paid for with public funds are appropriate to public needs."[1]

The challenge facing public education today is not only to provide the opportunity for education to all citizens—but to provide an equal opportunity for quality education relevant to everyone. To achieve that goal, schools must themselves learn to respond to the range of needs, hopes, and individual differences that make up a society of many cultures and economic conditions.

The best way to insure that schools are responsive to the people is through full participation in the total operation of schools by the people. Education is too vital a function of life to be controlled by a few, no matter how good their intentions. Students, parents, teachers and taxpayers have a real stake in the quality of their schools—they must be heard; they must share in the responsibility for providing sound education; they must accept the responsibility to participate in the development of the educational system; they must accept and be actively involved in learning from each other. Such is the nature of education.

School districts will find their own methods for gaining citizen participation in school affairs. This handbook presents some of the more proven methods to assist districts in this task. The companion booklet provides more specific information.[2]

One way to accomplish citizen participation is to form advisory councils at every school and for the district. Advisory councils can provide an opportunity for meaningful participation if school personnel and lay citizens work earnestly together.

The Function of Advisory Councils

Many schools will have a single advisory council which will have the responsibility to represent their fellow citizens not only in development of the evaluation process but also in the development of school=community goals and perhaps in other activities. Other school=communities may have separate committees to deal with different activities and, specifically, have an evaluation committee whose only major responsibility would be the evaluation process.

The decision about the committee structure derived would be a responsibility of the whole school=community.

In any event, all committees or councils should include parents, students, other community members, and school staff. Many communities feel there is much to be said for equal representation of these four categories of school=community members. There are basically two different ways representatives might be selected: one is by election and the other is by lot. The school=community would decide which it preferred, within legal and administrative requirements.

Elected representatives might be nominated and elected directly at a public meeting, or a nominating committee might be elected which would seek out good candidates who would be voted upon at a future public meeting or by some other method such as a mailed ballot.

If representatives are to be selected by lot, a selection committee might be elected at a public meeting. This committee would then determine representatives by some such procedure as the following: assuming for the moment that one parent is to be selected, names of all interested parents would be written on separate slips of paper and put in a container and thoroughly mixed. A name would be drawn in the presence of all committee members and the person selected would then be thoroughly briefed on all the responsibilities he or she would be obligated to fulfill. If the person were unwilling to accept such responsibility, the committee would go back to the container and draw a second name. This process would be repeated until a person was found who was willing to serve. If two representatives needed to be selected, two names would be selected from the box in the first drawing and alternates would be drawn for each as necessary until two willing representatives had been found.

[1]Joint Committee on Educational Goals and Evaluation, *Progress Report to the Legislature and State Board of Education,* Sacramento; California Legislature, July, 1973, pp. 1-2.

[2]Joint Committee on Educational Goals and Evaluation, *School=Community Participation in Determining School Effectiveness* (booklet), California Legislature and State Department of Education, 1976.

Similarly, representatives of students could be selected by placing in a container names of all interested students at a school meeting and drawing one or more names at random. Students drawn would be informed that the responsibilities are substantial and might interfere with their school work. On the plus side, that disadvantage will likely be more than balanced by the education and experience they will receive in community affairs, and may be credited.

Teacher representatives may be relieved of some of their regular duties so that their work on the evaluation process will not be entirely a personal contribution; it is not as easy for a teacher to say *no* as it is for members of other groups in the community.

Representatives selected by the lot process tend to reflect the typical membership of the group, whereas representatives selected by an election process tend to reflect the more prominent members who commonly take some leadership in community affairs. The school = community might make the decision as to which kind of representation it prefers.

A variety of other means can be used by the community to arrive at nominating or selection committees. The important principle is that they be completely democratic and insure against domination by some subgroup of the whole community.

The school advisory council (council), as the name states, is called upon to advise. It advises the principal, the school = community, and the district on certain school matters, and generally acts as the middleman between the school and the community on educational affairs. (Figure 1 illustrates one advisory council model.)

Generally, the task of the council is to help knit together the needs of the community with the school's philosophy, goals, program objectives, programs, evaluation design, and budget priorities. This can be accomplished by:

-serving as a steering committee for the goal setting process (see *Volumes I and II*)[1]

-overseeing a periodic review of school needs

-recommending an evaluation design for the school

-monitoring progress toward the school's goals

-making communication between the school and community easier

-providing a forum for discussion of important school issues

-providing necessary information to categorical aid programs advisory committees (committee) where they exist

It is not the council's job to develop and maintain instructional and evaluation programs. That is the responsibility of the professional educator, in cooperation with students and parents. The council should advise on school level decisions, leaving day-to-day operations to the principal, teachers, students and other staff members.

The role of the district advisory council is very similar to that of the school councils, except that it serves to advise on district matters, rather than on the school level. It serves as the funneling agency for school councils to the superintendent and governing board (Figure 2).

Generally the district council would be comprised of representatives of the various school councils, with a few members elected-at-large or selected by lot from the district as a whole.

Procedures can be established to assure equitable representation of students, community members, and staff on the council. (In large districts, administrative zones can be established and zone councils can be elected to serve those zones. These zone councils could then channel information to a district council.)

The district advisory council would take into consideration recommendations made by the various school councils. These recommendations would be analyzed by the district council and presented to the governing board by the superintendent.

The superintendent operates under the delegated authority and policies of the governing board (The People elect a board and the board hires a superintendent.) Besides his responsibilities to consider federal, state and local requirements and programs which affect the school district, the superintendent may also serve as advisor to the district advisory council.

All final actions remain the responsibility of the governing board, which acts as the final arbiter of unresolved issues.

[1]Joint Committee on Educational Goals and Evaluation, *Education For The People, Volume I, Guidelines for Total Community Participation in Forming and Strenthening the Future of Public Elementary and Secondary Education in California,* Sacramento; California Legislature, 1972.
Joint Committee on Educational Goals and Evaluation, *Education For The People, Volume II, A Resource Book for School = Community Decision-Making,* Sacramento; California Legislature, 1972.

Training of School = Community Members

The assignments recommended for the school = community members may be new to them. Training would benefit most participants. Roles will need to be clearly defined in order to facilitate these new relationships. (See booklet.[1])

Communication and leadership skills are needed in these assignments. Lay and student representatives will also require a minimal level of knowledge of school law and governance, budgeting, and educational alternatives to contribute effectively to the decision-making process.

Training in these areas can help prevent frustration and misunderstanding, and can contribute to healthful cooperation and consensus-building for all established advisory groups. School, district and state resources should be provided for such training.

Using Meetings to Solve Problems

All of the many responsibilities cited in this handbook to be performed by various district = community members will require a considerable amount of good will, patience and forthrightness on the part of participants to achieve good communication and to make effective decisions.

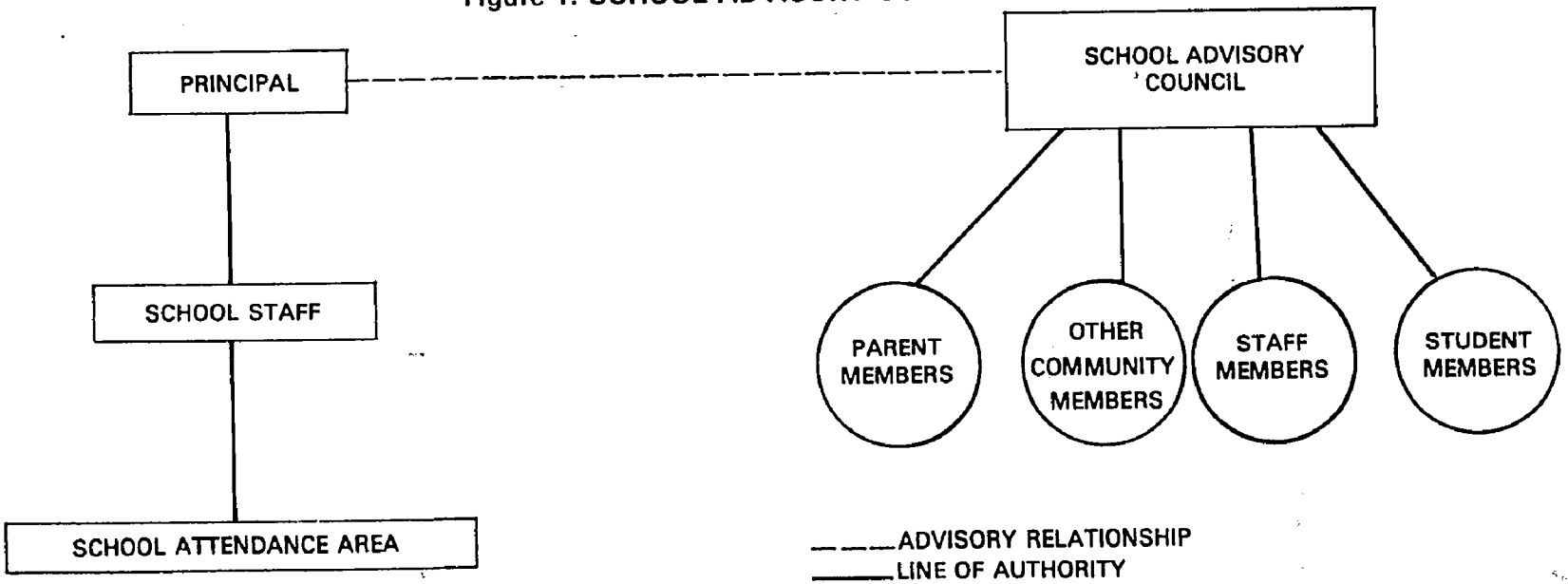
Participatory decision-making creates the possibility for disappointment, frustration, and conflict as well as providing the opportunity for facilitating understanding, increasing motivation, and building trust. Personal expectations and values, organizational roles, and human uncertainty all contribute to an uneasiness about working in groups unless the participants are bound by some common goals and have learned to work together. It is recommended that specific care be given to creating the conditions for effective group processes. (See Appendices A-3 and A-4 for guidelines.)

Committees to Plan and Evaluate Categorical Aid Programs

Many schools and districts are eligible to receive state and federal money for special programs serving students qualified in certain categories. Categorical aid programs provide funds for educating handicapped, retarded and intellectually gifted students, for instance. Programs to improve reading, mathematics and bilingual education are also funded. Most schools and districts receive funds for setting up such programs for eligible students. Most of the categorical programs require some form of parent participation.

[1]Joint Committee on Educational Goals and Evaluation, *School = Community Participation in Determining School Effectiveness* (booklet), Sacramento; California Legislature and State Department of Education 1975.

Figure 1. SCHOOL ADVISORY COUNCIL MODEL



Specific provisions for parent and community involvement on advisory committees are part of the regulations adopted by the California State Board of Education which apply to the consolidated application for funds (using form A-127) under multifunded programs (see Chapter 6.)

These regulations stipulate that districts maintaining such programs shall involve parents, teachers, and community representatives in the planning, implementation, and evaluation of their comprehensive programs. They further stipulate that each participating district and school shall appoint an advisory committee with broad representation of the parent population, staff, and community. Students should also serve on such committees where appropriate. The district is required to provide training opportunities for members of the advisory committees.

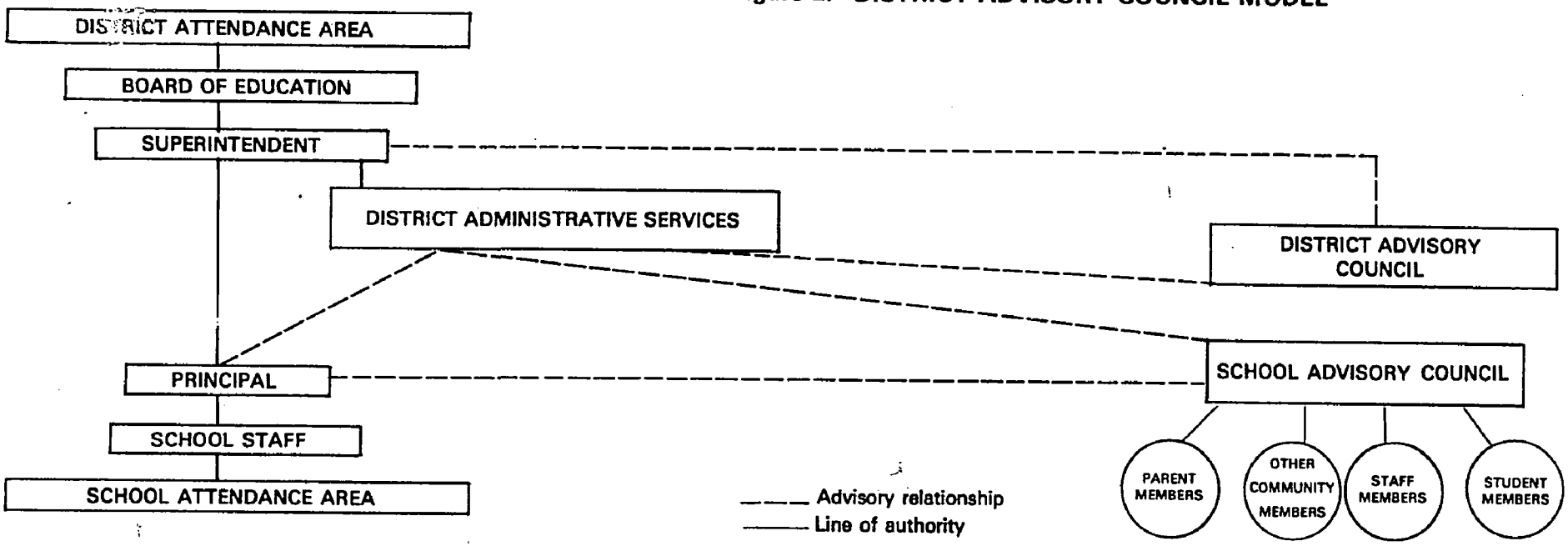
To facilitate the implementation of such specially funded programs in participating districts without interference or conflict with the work of the district and school advisory councils, it is suggested that a categorical aid programs advisory committee (committee) be appointed at both the district and school levels to serve as the advisory bodies for those programs, which are targeted for a portion of the student population. (See Figure 3)

These committees may utilize task force advisory groups in each program area to increase participation and distribute the work load.

The school advisory councils would generate necessary information and direction for the school as a whole, while the school categorical aid programs advisory committee would utilize such council-derived information as is pertinent to its needs. The school council and committee would maintain open channels of communication, assisted by the principal, to assure compatibility and cooperation in their combined efforts.

The district-level categorical aid programs advisory committee (district committee), composed of elected representatives from each of the school advisory committees in the district plus a few district appointed members, is the funneling agency for school committees to the superintendent and governing board (Figure 3). Its basic responsibility would be to exchange information with the district advisory council, the Superintendent and

Figure 2. DISTRICT ADVISORY COUNCIL MODEL



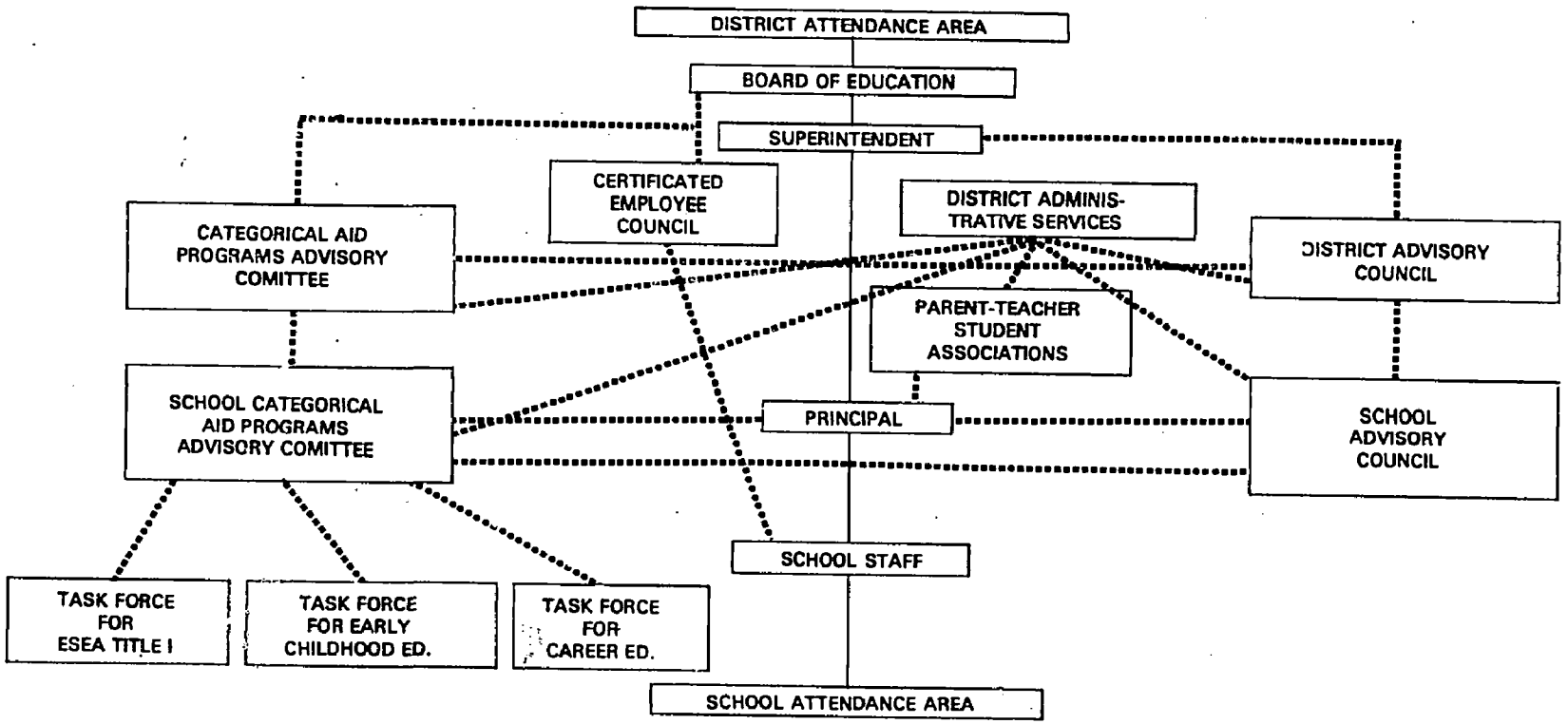
district staff, and school committees to assure the careful planning, monitoring, and evaluation of categorical aid programs. It may be within the district committee's prerogative to appoint ad hoc or permanent task forces to oversee the development of a particular program, depending upon legal and administrative requirements.

Support Needed for Elementary School Principals.

Since most state and federal programs are concentrated on students in their formative years, elementary school principals have been hardest hit with the additional responsibilities associated with these programs. Each program seemingly requires its own set of evaluative data, many times derived from the same or a similar group of students. Most often the elementary principal is the school's only administrator, without virtually any additional support to assist in administering these special programs.

For the above reason, the creation of categorical aid committees and school advisory councils at elementary schools runs the risk of further complicating an already complicated situation. Training the principal and school=community members to maximize their effectiveness in working together while minimizing the demands is a much needed service the state and districts might provide. Additionally, the state should continue to improve the coordination of state evaluation activities to reduce the duplications and demands on school and district administrators.

Figure 3. PARTICIPATORY DECISION—MAKING MODEL



Chapter 3

DESIGNING AN EVALUATION PROGRAM

Organizing for the Evaluative Process at Each School

The school advisory council advises on the design for the evaluative process while it is the responsibility of the educators to carry it out. The council is the expert on community values and goals; educators are experts in planning and operating educational programs. The design of an evaluative process requires both sets of experts; the design activity provides an unparalleled opportunity for precise communication between them because both parties must have a thorough appreciation of the other's position if the evaluation is to serve its purpose.

The school advisory council at each school begins the process of developing an evaluation design specific to its school programs.

The evaluative process which the Legislature is suggesting does not intend that school=communities get directly into the area of program redesign. Program redesign—including curricula, program objectives, and material selection—would be left for teachers and other professional staff to determine, with input from students. The assessment data and advisory recommendations generated by the evaluative process should be utilized during this stage. Naturally, such program plans would be shared with the school advisory council and interested members of the school=community.

Specific Stages in the Evaluative Process

While no two evaluation systems will ever be exactly alike, primarily becasue of the unique context of each school program, some stages in the process might be common to most activities. (See Figure 4,)

Stage A. The school advisory council reviews the products of the school's goal setting process to assure that their design for evaluation fits within the philosophy of the school, a philosophy which is immediately reflected in the school's goals.

The council meets with other members of the school=community to strengthen their understanding of the needs of the community and the context of school programs. Program designers (including classroom teachers, curriculum developers, etc.) are also invited to participate in the sessions so that the school advisory council can gain a precise understanding of the way in which school goals were translated into specific programs and program objectives.

Some criteria for evaluation will be found in the program's objectives. Many times these are stated in such explicit terms that it would be an easy matter to examine data at the end of the school year and verify whether or not the objectives had been achieved. This is true of objectives which have been stated in measurable terms; for example, all high school students can comprehend with 90% mastery the front page of the local newspaper.

Program goals are not so explicit, and are defined by a list of assessment items which are measureable:

Goal - Possess the abilities and skills needed to engage in the processes of science[1]

Sample Items

1. Choose from among several possibilities the best hypotheses for why paint on one side of a house doesn't last as well as the paint on the remaining sides.

2. Interpret a graph showing the effect of different diets on the weight of guinea pigs.

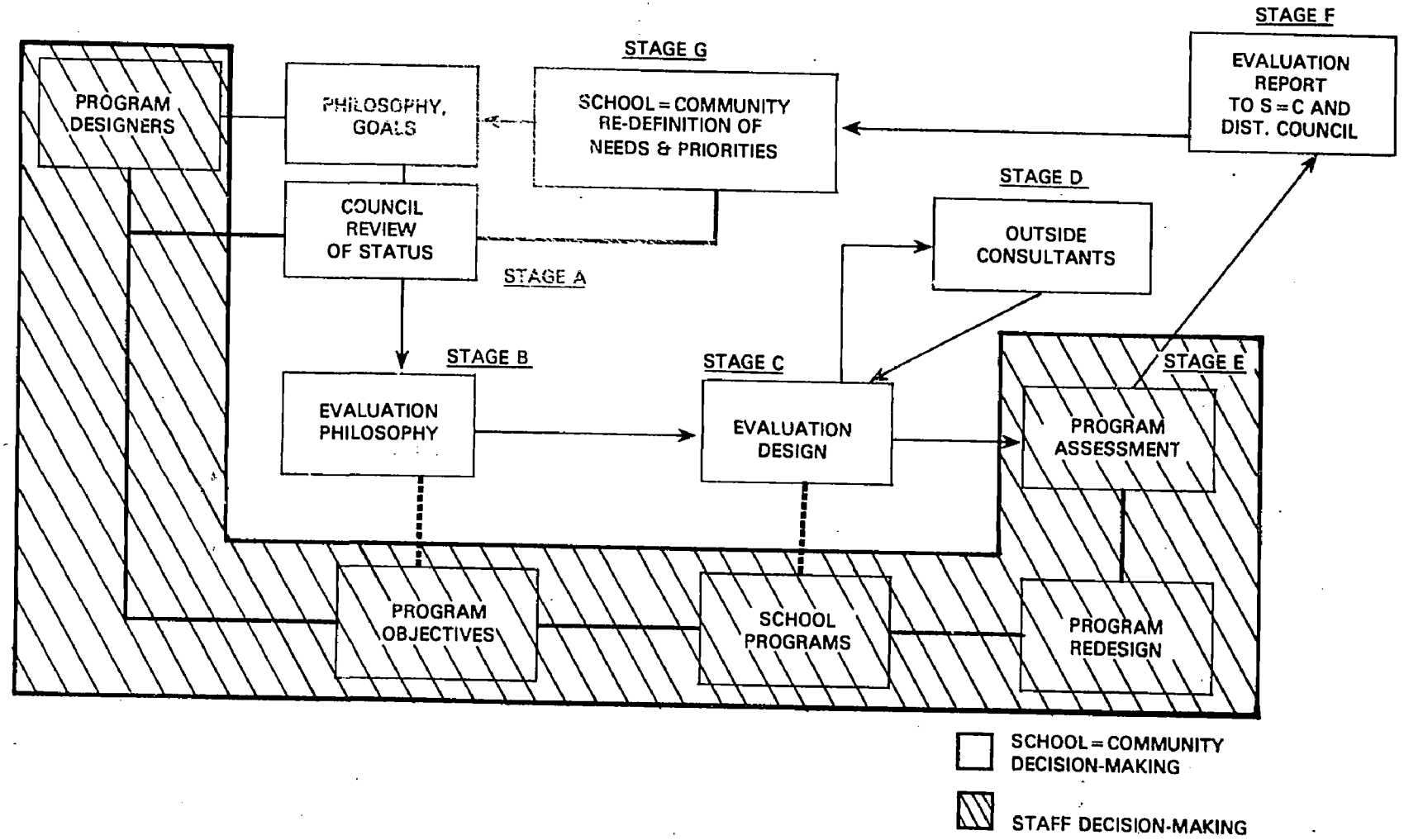
3. Interpret tabular data to correctly determine which series of four weights best establishes that one object is heavier than another.

4. Perform a simple experiment by timing the period it takes a pendulum to swing back and forth 10 times.

5. Determine the density of a wood block using the beam balance and a weight of unknown mass.

[1]National Assessment of Educational Progress, *Science: National Results 1970,* Denver; Education Commission of the States, July, 1970.

Figure 4. STAGES IN THE EVALUATIVE PROCESS



These items are measurable. They are also anticipated objectives or outcomes—what the teacher or student anticipate to represent progress toward achieving a goal. However, some objectives are not anticipated. Perhaps in a reading skills program the student not only scored higher this year than last year but also expressed greater enthusiasm toward reading. While the higher score was anticipated, the student's greater enthusiasm toward reading was not.

This is a simple example but it does serve to point out that the evaluation design must be broad and flexible enough to account for both anticipated and unanticipated outcomes. It must also be sensitive enough to include techniques for evaluating both the product and process of schooling.

Stage B. After receiving clarification provided by the various groups and/or individuals, the school advisory council sets about defining an evaluation philosophy which is consistent with their community context and school goals. This is a critical stage in the process since it is entirely possible that some goals, programs, and program objectives are not amenable to evaluation through standardized techniques (such as paper-and-pencil tests). Hence, the council must resist the temptation to view evaluation as a routine function, such as having classroom teachers administer two or three tests at the beginning and then at the end of the school year.

A sound evaluation philosophy can make the task easier, it can point out a variety of methods and techniques for inclusion in the evaluation plan; it can make various sources of information accessibile to the advisory council. In effect, an evaluation philosophy built on the solid foundation of a school's educational philosophy, as reflected in its goals, can broaden the horizons of possibilities open to evaluation systems and offer some assurance that evaluation is a positive integral activity in relationship to educational planning.

Stage C. Once the advisory council has a clear picture of its mission and philosophy, and a vivid sense of school goals and their translation into concrete school programs, it may begin to develop an evaluation design for its school.

Components of such a design might include:

-Why are we evaluating? Every evaluative activity should have a purpose. Are we evaluating to establish a basis for a particular kind of decision, to better allocate money, to facilitate communication, to increase participation, or to raise achievement levels? (There are many other reasons for evaluating which emerge.) Whatever the reason, we want to make it clear to all others in the school=community, for, in the long term, we evaluate for that group.

-What is to be evaluated (statements on specific programs and their correspondent objectives)? This might include a child's learning in specific subject areas; personal development components; the learning environment, a staff development program; an analysis of a program's effectiveness and/or cost efficiency; the utilization of human and material resources; or a program to increase school=community participation in program planning and implementation.

-How it is to be evaluated (statements specific to each "what")? These statements include strategies (plans of action) which deal with how programs are to be evaluated, when they are to be evaluated, and perhaps most important, the *context* of the evaluation activity. (How will the evaluation affect the learner, teacher, or program?).

Stage D. In formulating an evaluation design, the school advisory council might want to rely on the background and experience of district, county, and State Department of Education consultants. These persons might be able to provide information on specific evaluation instruments and techniques, and in the use and reporting of data. They can also assist in the interpretation of state and federal policies and laws as they affect school decisions. Hence, the contributions of various district, county and state consultants can support the comprehensive development of an evaluation design.

Other consultants, such as scholars, researchers, and academicians, can serve a function similar to that of the school-related consultants. A researcher might, for example, be able to comment on the validity of a particular test or provide a sense of the limitations of that test.

Within the evaluation design, the school council recommends various types of techniques for assessing the educational process and progress which are most compatible with the program objectives.

Stage E. After these stages are completed, an implementation plan is drawn and carried out by the staff, scheduling is done, responsibilities identified, and strategies for monitoring the effective implementation of the plan are installed. Systematic assessment of progress toward goals is conducted. This information becomes the basis for evaluation of the program.

21

Stage F. After all information is collected and analyzed, a description of the progress toward meeting goals and objectives is written by the council. This might be done annually or as needed—this is dependent upon the actual purposes of the plan.

The statement is reported to the school = community and district council to inform them of the school's progress toward achieving goals and objectives.

The statement is used as the basis for redesigning school programs and reworking program objectives, if appropriate. This feedback for redesign feature of the statement assures that evaluation is performed in the context of what is important to that school.

Stage G. The statement on progress toward achieving the goals and objectives of specific school programs can be used as the bases for a new (or re-) evaluation of the success of programs in meeting the needs of the community, the relationship to and impact of school programs in meeting the school's goals, and the precision of program objectives in reflecting and promoting school goals.

The Collection of Information

There are various kinds of information which may be collected:

- observations of the learning environment and/or school program
- interviews of students
- judgments made by parents, citizens, teachers, or fellow students
- appraisals of work student products (papers, experiments, art work, etc.)
- observations of student behavior
- standardized test results (tests purchased from test publishers)
- informal test results (tests devised at the school)

As a general rule it is sensible to obtain fairly precise information (as from an arithmetic test) only if precision is important to ascertaining progress toward the goal; in any case, there exist no precise means for getting information about many goals and objectives, and designers will rely on opinions and judgments. They would, of course, give much attention to selecting those opinions and judgments which could most reliably be expected to provide the desired information. There is no reason why one type of information should be used to evaluate a goal; in many cases, designers will wish to use several types and may wish to specify the relative importance they attach to each type.

Once decisions have been made about the kinds of information which will be used, a great deal of work must be done to determine the best means of collecting the information.

Who will construct the questionnaires? Who will outline the interview formats? Who will carry out the interviews? How will parents' judgments be obtained? From how many parents? How will they be selected? Who will carry out the observations of students? What specifically will they observe and how will they record their observations? What specific standard tests will be used? Who will construct the informal tests? This work is best done by trained professionals.

There must also be a detailed plan for using the information once it has been gathered. Ordinarily, users cannot take the time to sort through a large mass of information. It must be tabulated in ways that highlight the important messages contained in the mass so that it can be quickly and easily perceived. Different organizations of information are appropriate for different users. An individual parent would normally get information about his or her child. Teachers would be interested in tabulations related to students in their classes; program designers would be interested in other tabulations involving all students in the program. The council will make judgments about the adequacy of programs and make decisions as to whether programs must be revised. The organizing and reporting of information should be done with the needs of the various users in mind.

Besides those who must make judgments and decisions about educational programs, numerous others should receive various summarizations of the information. The community will desire information about the overall performance of their school; various employees of the district will desire certain parts of the information in order to judge overall performance of the district school system; members of the board of education and perhaps city officials will be interested in certain summarizations. Once the community has devoted the resources to gathering and analyzing the information, it should be widely and freely available to all who desire it so long as there is no violation of privacy of an individual.

Historically, resources for evaluation have been less than what is needed. Some work on the evaluation program by the school staff will be covered by the school budget. School budgets should include evaluation but that would not demand a large allocation; a reasonable proportion of school resources should be devoted to evaluation and the major part of that would be in the form of staff time. Designers may be able to find other resources in the form

of their own time, students' time, time of parent volunteers recruited for the purpose, and perhaps assistance from other school-related organizations such as the PTA. When the information program is fully laid out and all the available resources totaled it will usually turn out that there are not nearly enough resources to do a thorough job of evaluation of every goal in every year. At this point the designers must choose among several compromises such as: (1) do a less than thorough job of every goal in every year, (2) do a thorough job on half the goals in one year and the other half in the next year, (3) do a thorough job on a subset of the goals in a given year and a hasty job on the remaining goals in that year—then in the next year. do a thorough job on a different subset of the goals so that over a two or three or four year cycle every goal gets thorough evaluation once during the cycle. These are simply *illustrations* of possible compromises and various others will occur to designers.

After the information requirements are detailed and the resources allocated, then a complete plan must be spelled out which schedules who will do what work and when it will be done.

Specialists with familiarity in developing evaluation programs should be involved at various stages of the process. The designers would thereby have access to technical assistance as they wish. District offices of education might be able to provide such assistance via the district staff. If not, the district office may be able to recommend a few nearby persons with evaluation experience.

Levels of Reporting and Utilization Information

The Evaluation Matrix (Figure 5) states the purposes of evaluation for decision makers. The matrix differentiates among the types of information needed by persons who are involved in different aspects and types of evaluation. It presents a two-way classification system for identifying the level at which information is to be reported and the decision-makers who will use the information.

The vertical dimension on the Matrix lists the three major levels at which evaluative information is likely to be reported and utilized: the level of the individual student; the program or school level, and district, state or federal level. Information about the individual student is important to three types of decision-makers: the teacher/principal/staff responsible for designing the educational program for the student; the individual student himself; and the parents of the individual student. Information about individual students is *not* appropriate for use by the school advisory council or at the district, state, or federal levels. Hence, the two cells under those headings are marked "Not Applicable".

Program Evaluation

Programs develop out of identified needs. Something does not occur as it should, and the discrepancy between what is and what should be is identified. Goals are stated, objectives are developed, and programs are planned and implemented.

There are nine critically important elements of educational program evaluation. These elements are (1) context, (2) goal(s), (3) program description, (4) evaluable objectives, (5) responsible people (6) a sound evaluation plan, (7) relevant and accurate instrumentation, (8) careful data collection, editing and analysis, and (9) useful reporting and utilization of results.

[1] *Context*

The context of program evaluation includes the target group, characteristics of the learners. the setting in which the program will or does occur, etc. A statement of context might read as follows:

The students participating in this reading program are enrolled in grades 2 through 6 at the Hillside Elementary School. Only those students enrolled in the regular school program who participate for a minimum of 120 days and are not candidates for any of the district's special classes will be included in the final evaluation report. The geographic setting of this program is urban; the socio-economic level distribution is 60% low, 40% middle; the demographic mix is 20% black, 5% Asial, 30% Mexican-American, and 45% white. About 60% of the students have not moved in the past five years, 20% have moved once in five years, and 20% have moved two or more times in that period, (See Appendix C-10.)

[2] *Goal[s]*

Goals are specific to the program under consideration. For example, the goal for the reading program implied in #1 above might be: The students will improve their reading performance as a result of an integrated educational program derived from diagnostic and prescriptive procedures, planned individualized instructional programs, media support systems, and a reading learning center.

[3] *Program Description*

A plan for practical evaluation should begin with an accurate description of the improvement objectives and characteristics

Figure 5. EVALUATION MATRIX

The Purposes of Evaluation for Decision-Makers at Each Level of Information

DECISION-MAKERS / LEVEL OF REPORTING OF INFORMATION	Teachers/Principal and Instructional Staff	Individual Student	Parents of Individual Student	School Advisory Council	District, State, and Federal Officials
INDIVIDUAL STUDENT/ TEACHER/ ADMINISTRATOR	1.0 To support teacher-learner-parent relationship. 1.0.1 To identify learner needs, interests, strengths. 1.0.2 To determine effectiveness in meeting learner needs, interests. 1.0.3 To assist self-understanding of personal growth. 1.0.4 To facilitate input to goal setting and program development. 1.0.5 To assist reconsideration of learner objectives. 1.0.6 To assess the effectiveness of instructional personnel.	1.1 To support teacher-learner-parent relationship. 1.1.1 To facilitate goal setting and attainment of objectives. 1.1.2 To provide insight and self-understanding. 1.1.3 To encourage positive motivation. 1.1.4 To assist task clarification.	1.2 To support teacher-learner-parent relationship. 1.2.1 To facilitate goal setting and attainment of objectives. 1.2.2 To learn about the academic, social and physical growth of their child. 1.2.3 To support involvement in the educational process. 1.2.4 To understand the teacher's perceptions of their child.	Not Applicable	Not Applicable
SCHOOL/PROGRAM	2.0 To determine school/program effectiveness. 2.0.1 To assist self-evaluation. 2.0.2 To assess the attainment of school/program objectives. 2.0.3 To facilitate school-community relations. 2.0.4 To assist input into school policy and program development.	2.1 To determine school/program effectiveness. 2.1.1 To assist self-evaluation. 2.1.2 To assist input into school policy and program development. 2.1.3 To assess the attainment of school/program objectives. 2.1.4 To facilitate school-community relations.	2.2 To determine school/program effectiveness. 2.2.1 To assist self-evaluation. 2.2.2. To assist input into school policy end program development. 2.2.3 To assess the attainment of school/program objectives. 2.2.4 To facilitate school = community relations.	2.3 To determine school effectiveness. 2.3.1 To assist program development & modification, site and fiscal planning. 2.3.2 To identify staffing needs. 2.3.3 To re-assess school needs, philosophy, goals, priorities & attainment of obj. 2.3.4 To provide basis for school = community input. 2.3.5 To determine staff effectiveness.	2.4 To assist the realization & reconsideration of program objectives & priorities. 2.4.1 To provide input to district policy. 2.4.2 To assist in program, site, & fiscal planning. 2.4.3 To identify & communicate program needs & effectiveness. 2.4.4 To identify staffing & resource needs. 2.4.5 To assess administrator effectiveness (district only).
DISTRICT, STATE, FEDERAL	3.0 To determine effectiveness of programs & systems. 3.0.1 To assist program development & modification. 3.0.2 To provide input to district, policy, resource allocation, & decision-making. 3.03 To assess staffing and in-service needs. 3.0.4 To assist state & federal planning.	3.1 To determine effectiveness of programs & systems. 3.1.1 To assist program development & modification. 3.1.2 To provide input to district, policy, resource allocation & decision-making. 3.1.3 To assist state & federal planning.	3.2. To determine effectiveness of programs & systems. 3.2.1. To assist program development & modification. fed. planning. 3.2.2 To provide input to district, policy, resource allocation & decisionmaking. 3.2.3 To assist state & federal planning.	3.3 To determine effectiveness of programs & systems. 3.3.1 To assess program effectiveness & needs. 3.3.2 To provide input to district, policy, resource allocation & decision-making. 3.3.3 To assess staffing and inservice needs. 3.3.4 To assess administrative support needed. 3.3.5 To assist state & federal planning.	3.4 To determine effectiveness of programs & systems. 3.4.1 To assess program effectiveness & needs. 3.4.2 To assist dist., state, & fed. plann. 3.4.3 To provide basis for resource allocation. 3.4.4 To assess administrator effect (district). 3.4.5 To identify trends.

of the program: the number and types of teachers, aides, counselors, and any other persons involved in the program; the specific materials, methods, and activities planned or undertaken in the program; how long the program lasted or will last and/or how often the materials and methods of the program will be used (that is, continuously, an hour a day, one day a week, and so forth); and where the program took (or will take place. There may be many different schools in the program. There may be a school-within-a-school. There may be off-site services which are part of the relevant program.

It is essential for those students who are participating in the programs to be identified and the extent of their exposure to the program assessed.

(4) *Objectives*

One of the basic elements of a useful program evaluation is the identification of objectives which can be evaluated with tangible criteria of progress. For each major objective of a program, there should be clear and concrete ways of knowing whether, and to what extent, that particular objective has been achieved. Program objectives related to the intellectual development of students often use achievement tests as criteria; however, non-test criteria (such as the program objective "The pupil wil be able to express his ideas clearly in daily conversation") are also applicable. Objectives and corresponding criteria are frequently stated in terms of noncognitive observable behavior, such as attitudes, psychomotor skills, self-concept, health practices, etc. The measure in any case should be selected or devised to fit the objective.

The mere availability of a test or other measure, however widely used, should not influence the selection of program objectives.

Many program objectives and criteria may be stated in terms of school or program indicators. For example, evaluation programs may use attendance data, frequency of parent participation, proportion of students seeking further instruction, or the frequency of use of materials and facilities such as libraries or drop-in centers.

In some circumstances, the process of formal measurement will affect the behavior being assessed. Unobtrusive measures can sometimes be used to avoid that difficulty.

It is often beneficial to employ more than one criterion in determining how well a particular objective has been achieved. For example, primary grade pupils' attitudes toward classroom equipment and facilities may be assessed both through interviews and classroom observations.

For program evaluation to be useful it need not deny either unintended effects or non-measurable objectives. Performance of previously stated objectives need not be the only source of evaluative information. In some instances important unanticipated effects can and should be documented. These unforseen effects may be particularly valuable in planning and defining objectives for the future. Also, any educational program is likely to have *some* objectives that are not immediately subject to measurable criteria. Though criteria cannot be specified, these objectives may still be important. But so long as a sizeable proportion of the objectives are criteria-related, useful program evaluation is possible.

(5) *Participants*

Probably the single most critical element of educational program evaluation is the contribution of the people participating. Program evaluation can be useful only if the people involved are able to make the contributions expected of them. In many instances, this means that people must be informed, sometimes trained, and certainly given the time and resources necessary to accomplish their part of the evaluation task. The responsibility for accountability should be assumed at all levels of the program—students, school staff, parents, consultants, external specialists, administrators, and ultimately, the district governing board.

(6) *An Evaluation Plan*

Basically, program evaluation is intended to answer the questions: (a) to what degree were the program objectives achieved; (b) would they have been achieved without the program; and (c) how did the program achieve its objectives? Some designs try to use comparison groups and careful timing of information collection. Comparison groups are frequently used to compare the status of participants in the program to similar people who are *not* affected by the program.

When these comparison groups are admininstered the same criterion instruments as the people in the program, judgments can be made about the relative effectiveness of the program. When it is not possible to have both a program and a comparison group, the scores of norm groups may be used for comparison purposes. The norm groups of standardi-

zed tests are the most commonly used for this purpose. However, district, county, and state performance information is sometimes available. Since such norm groups were not designed to be comparable to any one particular program group, caution must be exercised in basing evaluative inferences on them. Another possibility is to compare the progress of the program group with their own previous performance.

The timing of information collection is another major design consideration. Three times often used are: preliminary (pretest). progress, and summary (post-test).

Some evaluation designs use pre-post criteria information and a comparison group. In pre-post design, a measure of performance is taken before the program has begun and after it is over.

A post-test only design is desirable when a pretest might alter the effects of the program being evaluated. Such a design involves taking a measure of performance only at the end of the program and comparing the performance of program groups with that of the comparison group.

Collecting evaluation information in an educational program while it is in progress can be especially timely. Such an evaluation design can indicate strengths and weaknesses in the program and can serve as a basis for improving the program. On the other hand, teachers and others can use the information from this type of design both in planning future activities and in determining which students need particular services or materials.

The design elements of comparison groups and time-of-information-collection may be combined in many ways, depending on the nature of the educational program and other planning considerations.

Person-sampling involves measuring the progress of a randomly selected sample of students from the program group and from the comparison group. The performance of this sample can provide a reliable estimate of the performance of the entire group of students.

The absolute *size* of a sample is not as important as being certain that persons are selected randomly, and that all persons who were selected for the sample actually are measured. For most purposes a sample of 30 is a minimum and 75 to 100 respondents is preferable. Persons should be selected by chance as they would be selected in a lottery. For example, if the designers wish to test a sample of students, they may decide to select a sample of 70 students from among those participating in the program. To do this, they should first make a complete list of every student in the program. Then they should put the names on separate slips of paper, put them in a bowl, mix them up, and keep selecting names until they reach 70. If the designers have a table of random numbers, they can simply number all the students on the list and then test those students whose numbers come up on the table of random numbers until they have 70 students. Such tables appear in the appendix of most statistics books. After the students have been selected, it is important that all 70 students be assessed. The more non-assessed students in the sample, the less accurate the findings will be.

In *item-sampling,* each student in a program completes only a randomly chosen portion of the measuring instrument. For example, each student might be required to complete only ten of the 100 items on a multiple-choice test. Through item-sampling, an estimate of how the entire group would perform on the entire test can be obtained without administering the entire test to each student. It is also possible to combine person-sampling with item-sampling. For instance, a sample of the students in a program could each complete a sample of the items on a test.

(7) *Measurement Instruments*

A quantifiable method used to determine whether an objective has been achieved is called a measurement instrument. Many different techniques and measures will be described in other portions of this handbook (see Appendix and Section B). Designers will have to decide which measures, among the many possible, it will use. The following questions are among those they will want to consider in selecting a final set of measures.

(a) Do the tests or instruments being considered measure the types of behavior that are relevant to the objectives and goals of the program in *your* school = community? Use measures which focus on *those* objectives. Look at the questions. Examine the content. Read what the publisher or researcher says about what it is the instrument measures (see Appendix B-1).

(b) When there is a choice between two different measures, each of which seems equally relevant, select the measure which is most reliable. There are two kinds of reliability—statistical reliablity and internal consistency. Statistical reliability means that a measure produces approximately the same score when taken repeatedly by the

same person. Internal consistency means that the measurement items are correctly placed to produce an accurate response.

If the educational staff plans to interpret and use scores to plan programs for the individual student, they will be concerned with individual reliability. If scores are to be used only as measures for a program or school, the school advisory council will be concerned with school or program level of responsibility. In general, the more items in a measure, the more stable the individual score will be and, hence, the greater the reliability. The reliability of school scores will be higher than individual level reliabilities. A measure that is too short to yield a highly reliable score for an individual student can be sufficiently reliable when the scores of all students in the school are combined into a single average for the entire school.

Related to the concept of *reliability is the* standard error of measurement. It is commonly known that every test has related to it an error of measurement. This error of measurement reflects the fact that a student would have made a somewhat different score on the test if the circumstances of the test has been different or if the test had been composed of a different set of items. This error may be quite large, particularly when the obtained score is near the midpoint of the range of scores. For example, let us suppose a student obtained a score of 50 on the third grade reading test. It is quite probable that the error would be up to ten points; thus, we can say with confidence that the person's true score probably lies somewhere between forty and sixty. Such probable errors must always be taken into consideration when making interpretations about individual performance from group achievement survey instruments. Of course, this error is reduced significantly when one talks about group results. Then, rather than referring to the standard error of measurement, one refers to the standard error of the mean of the measurement, which rarely exceeds two or three percental points. Thus, group interpretation tends to be more precise than does interpretation of individual scores.

(c) Do the designers wish to be able to compare their school or program with other schools or programs? If so, they will want to include some standardized measures in its evaluation plan. If they are not concerned with how the program or school compares with others, non-standardized measures may be adequate.

Standardized measures are reasonably objective in nature, except in special cases as discussed in Chapters 5 and 6. That is, *there is a standard set of responses* to each question and the scorer always scores responses in the same fashion. Standard tests have been administered to a group, usually a group representative of a particular population, e.g., fourth graders in the United States. Thus, the scores of students in the school = community can be compared with the average scores of the students in the sample on which the measure was standardized. These average scores are called norms. Usually, the statistical reliability is reported. Non-standardized measures usually have not been published, have not been normed, and have not been tested for reliability. However, at times it will not be possible to find a standardized measure of the objective which the school = community wishes to measure and non-standardized measures are the only instruments available.

(d) Are the measures valid? Validity is simply defined as the extent to which an instrument measures what it purports to measure.

(e) How many measures of the same characteristic shall a council use in the evaluation program? If an objective is quite important to a school = community, it is probably wise to secure more than one measure for that objective. This would be especially true if the designers plan to use non-standardized evaluation procedures. If they find that the results from two or three measures of the same objective agree, then it will have greater faith in the finding.

(f) Do the designers wish to measure changes over time? It is difficult to detect changes over time because many measures are not sensitive to programmatic changes in the school. This lack of sensitivity is especially true of measures that have been standardized on large national populations. *Designers may find that unobtrusive measures*, such as vandalism rates, absenteeism, and so forth, may, in fact, be *more* sensitive to changes over time resulting from programs directed at non-academic outcomes and processes than more formalized procedures.

(8) *Data Collection, Editing and Analysis*.

Data collection and editing are essential parts of an evaluation plan. Preparations must be made for the distribution of instruments, the training of people in the use of the instruments (to protect validity and reliability), and for editing data. Most information collected in field-settings will have some recording errors and occasionally directions are misunderstood. It is important to plan for editing (or quality control) as part of the information-collection process. No matter how sound the design, or how careful the analysis, infor-

mation contaminated at the source is of little evaluative use.

Analysis and summarization of the information to be collected should be carefully specified *before* the evaluation plan is put into action. The nature of analysis will be based upon the design.

(9) *Reporting and Using the Results*

Any evaluation effort is a waste of time unless the advisory council and the school = community use the results to improve the program of the school so that it more nearly meets the objectives and goals of the school = community. Therefore, the council should ask itself at the time it develops its evaluation procedures, "What will we do with these results?" "How will this information help us to meet our objectives?" "When we are finished and the information is all in, will it provide us with a basis for deciding *what* we should change in our school = community and *how* we should change it?" Any test or measure that cannot meet the test of these three questions should be eliminated from the evaluation procedures.

Those responsible for educational programs in school districts will find program evaluation useful in clarifying and making concrete the needs assessment that was the basis for instituting the program. Preliminary measures may result in some modification of the original needs assessment. As the program progresses, needs may change or be met from various sources. Progress information can be used to keep the program consistent with changing needs. Evaluation will provide data for updating the needs assessment and may identify unanticipated problems.

These possible applications imply that the information produced by program evaluation is reported in an understandable form, on a timely basis, to those who can use it. School boards are, of course, important users of program evaluation information. Sometimes overlooked as users of evaluative information are district and school staff, parents, students, and the general community served by the school. These recipients of program evaluation are, and should be, also the sources of the information. Their cooperative involvement produces useful program evaluation. The results of program evaluation can be presented through news releases, interviews, by press coverage of school board meetings.

Chapter 4

PROBLEMS AND LIMITATIONS OF EVALUATION

Introduction

Professional educators and citizens have a common interest in striving to improve education in California. The improvement of education should involve a program of evaluating both the processes and results of schooling. In order to maintain constructive and effective evaluation programs in the schools, all persons involved in the evaluation process should be aware of the potential problems and limitations of any evaluation program. This chapter is devoted to a discussion of potential problems and limitations which should be avoided so that the adopted school evaluation program becomes optimally effective.

Lack of Definition

An effective program of educational evaluation is possible only with clearly defined goals and objectives. Therefore, the first task in any evaluation program is to crystallize and clearly define the goals and objectives of the school program at the local level. Since the statewide goal setting program in California is a recent and first-time effort, some school districts will not have adequately defined their goals and objectives, and others have done so without consulting a broad range of citizens in the school = community. The lack of clear definition of purpose in these school districts will impede their evaluation programs.

Dissonance Between a School and Its Goals

Another problem may be a lack of agreement between the program and the goal it is intended to achieve. The program may have a clearly specified set of objectives but is not organized to lead to the goal which the community had in mind This often happens when there is no readily available program appropriate to a goal. Instead of trying to develop a suitable new program, program designers will sometimes adopt a ready-made program which seems to move approximately toward the desired goal. Here evaluators can make a large contribution to improving educational programs without gathering any data at all — they merely need to observe that the program is not pointed directly at the goal.

A related difficulty is lack of suitability of the program material for the students to be served by the program. The material may relate to the goal well and have a well-chosen sequence of objectives but the activities may be too difficult or too easy for the participants or may demand skills which many of them have not developed sufficiently well. For example, many programs use materials which require good reading skills; it would make no sense to use such programs with students who do not read well. There is nothing to be gained by going through the motions of evaluating such a program because it is a foregone conclusion that it will be ineffectual. The program should be revised immediately and before more time and resources have been wasted to verify that it is not suitable. Of course, all programs require flexibility to serve a range of student needs.

Built-In Resistance

A difficulty already alluded to in earlier chapters is emotional opposition to evaluation based on the assumption that evaluation is intended to discover errors and find fault. The only way to combat such opposition is to go all out to accentuate the positive. This means focusing on programs and program materials rather than on students and teachers. Since nothing is perfect and since the world keeps changing anyway, there is always ample opportunity to improve educational programs. The evaluation program exists to discover where the most rewarding improvements might be made. The evaluation program should emphasize positive values and constantly guard against blaming or down-grading individuals.

Distortion of Information

Fear of evaluation not only creates opposition to an evaluation program, it also creates faulty data. Knowing how an evaluation is supposed to come out, many individuals will stretch their responses to questionnaires mightily in order to assure that whatever they are being questioned about will look reasonably satisfactory. Mostly such respondents are not deliberately falsifying data; they are merely

kidding themselves as to how well things are going. Teachers may inadvertently help students with the answers or give additional time, thereby distorting the results. Certain procedures may be utilized to minimize the distortions, e.g., by checking the validity of the instrument, by administering to the same sample of students a similar but different instrument, or by checking the instrument's reliability by repeated administrations of the instrument to the same group. Thus, designers of an evaluation system should be ever alert to the necessity for assuring the accuracy and verifiability of the information which they collect.

Lack of Follow-Up

A common criticism of evaluation programs is that there is often no follow-up of the findings of the program. The program is carried out year after year; reports are written each year as to how the educational programs can be improved; yet nothing happens. The educational programs go on as before, unaffected by the evaluation findings. Of course, it is a total waste of effort to evaluate if there is no impact on programs. Designers should explicitly guard against this possibility by including in the plan a phase for recommending program revisions. The school advisory council should be diligent about keeping close trace of all such recommendations until their final deposition is reasonable and proper.

Lack of Instruments

It has already been pointed out in Chapter 1 that most school goals will have no data gathering device appropriate to them. Hence designers should be prepared at the outset to develop their own questionnaires, tests, or other devices for getting the information necessary for evaluating progress toward those goals. In many cases teachers at the school may be relied upon to develop appropriate tests and to participate in scoring them. Frequently, information requirements may be relatively small business the attainment of many objectives can be determined by a few well-focused observations and a few judicious questions.

It is worth pointing out again that designers should strive hard to avoid focusing their efforts on goals that seem to be easy to evaluate to the neglect of goals that appear difficult to evaluate. The commercial availability of tests of the more academic goals all too often lures evaluators into structuring the evaluation program largely around those academic goals. It is easy because one can simply buy tests off the shelf and pass them out to the students. Goals which have no standard tests are comparatively troublesome; designers must make a number of decisions about what kinds of information are needed and then must do the hard thinking inevitably involved in creating suitable instruments and procedures for getting the information. These more difficult goals must necessarily get a disproportionate share of design effort. Resources devoted to actual operation of the evaluation program (time of respondents, resources devoted to tabulating and analysis of data) should, of course, be equitably divided among all goals.

Consumption of Time

A common criticism of evaluation activities made by both teachers and students is that the information gathering efforts take valuable time away from educational programs. To minimize this problem, designers should avoid getting large amounts of data from each student. It is rarely necessary to assess every student; evaluation mainly needs average performance of students in an educational program and that can be obtained from a random or stratified sample of students. In those instances in which information is needed from every student, perhaps the requirement can be joined with a teacher's need to gather individual information in a way that the information need only be mildly modified to serve both purposes. Of course, students' time devoted to evaluation is by no means wasted if it has significant value in giving students knowledge and experience with processes they may face throughout their lives. These processes of appraisal of individual performance are essential for self-growth as well as the effective operation of any kind of organization—be it a football team, a volunteer fire department, or a large corporation.

Lack of Instrument Validity

When commercial tests are used, their appropriateness to the goal should be carefully verified. All too often evaluation programs lay themselves open to criticism because chosen instruments were not well related to the goals being evaluated. For example, to assess the success of a program aimed at improving reading comprehension it would be a mistake to use a test which measures only reading vocabulary, because vocabulary is only one aspect of comprehension. No matter how sophisticated and extensively analyzed the vocabulary test might be, for the purpose at hand it would be distinctly inferior to an untried, locally developed product specifically directed to the actual goal. Current studies indicate such a lack of instrument

validity for a majority of available instruments.[1]

Limitations of Testing

The basic purpose of testing should be to obtain information; that is, one would find out what students have learned and whether or not what the teacher has been doing is working, and, ideally, the information obtained would be used to make decisions about what aspects of the educational process should be changed. Viewed in this matter, testing should be a helpful, constructive experience for students. Oftentimes, it has not been. Many students have been unfairly labeled as low achievers, placed in mentally retarded and emotionally handicapped classes, and otherwise made to feel inferior. In a country where mediocrity is not highly valued, the vast majority of the students are labeled as average or below.

The problems inherent in testing are particularly evident with the utilization of standardized tests. Standardized testing has tended to become an institution in this country. The two types of test most commonly used in the public schools are the standard tests of intelligence and the standard test of academic achievement. Intelligence (or IQ) tests purport to assess a student's native intelligence, or his ability to learn and reason. Achievement tests measure what a students has learned about a given subject area — usually reading and mathematics, but may include any subject area covered in the curriculum. Intelligence tests may be administered individually or in groups. The most common usage of the term "IQ Test" refers to the individually administered standard test of intelligence, while the group administered intelligence test is sometimes referred to as a test of scholastic ability. Academic achievement tests were designed to be group administered.

The type of scores resulting from standardized testing have limitations when used at the classroom and student level. The results are reported in terms of averages and range of scores, and not in terms of what a student knows or does not know. A student will be told that he reads worse than 80% of the students, that he is, somehow, worse than the average student. It does not tell him what he needs to learn to "catch up"; it does not help to redirect his instruction. Because of lack of correlation with the curriculum, these tests do not tell a teacher any more than they do the student. Standardized tests tell a teacher which of her students read better than others (this she already knew), and whether her class scored better or worse than other classes. A test, to be useful at the classroom level, should tell a teacher whether her students learned what she expected them to learn and what she should teach them next. For this reason standardized tests have proved ineffective as tools to aid in the management of instruction in the classroom, just as they have proved ineffective for educational accountability.

Standardized tests, to be sure, can provide valuable information at certain educational levels. They have been used to allocate state and federal funds to districts whose performance levels indicated below average standing in basic skills, and have served to obtain information on systems performance. They can serve to provide reasonably reliable data on students from white middle class families for whom the tests were originally developed. However, when used to make school level decisions, sensitivity to cultural and linguistic bias, inconsistencies in test administration, and awareness of the type of information provided are prerequisite to a successful measurement and evaluation effort. It is possible to respond to each of these factors with careful planning and some special attention to measurement practices.

Fluctuations in Test Scores

A troublesome problem often arises because people tend to expect consistency in test scores. Actually there is a considerable fluctuation of scores obtained by the same student when he or she is tested over the same material by several entirely appropriate tests. The fluctuations depend on such factors as how the student feels on the particular day, how alert he or she was, how motivated to do well, what specific material the test happened to sample that day, and so on. Other causes for fluctuations may be the varying conditions under which the tests are given.

[1]Center for the Study of Evaluation (ECRC): *Pre-School - Kindergarten Test Evaluations,* UCLA, Los Angeles, 1971.
Center for the Study of Evaluation, UCLA: *Elementary School Test Evaluations,* Los Angeles, 1970.
Center for the Study of Evaluation (RBS): *Test Evaluation - Tests of Higher Order Cognitive, Affective, and Interpersonal Skills,* UCLA, Los Angeles, 1972.
Interstate Educational Resource Service Center: *Measurement of Affect and the Humanizing of Education; Part IV Search for Affective Instruments,* final report, Affective Educational Project Salt Lake City, Utah, 1973.

Since these random fluctuations cannot be avoided, the fact that one student made 77 on a test while another made 74 is a meaningless difference; if the test had been given another day the scores might have been reversed. These fluctuations may not cause a problem with program evaluation because the average of the scores of a number of students tend to have much less fluctuation since the individual fluctuations tend to average themselves out. But people tend to attach importance to relatively insignificant differences between individual scores. Of course, one remedy is to attempt to educate them about the presence of random fluctuations in test scores.

READING LIST

Ahmann, J. Stanley and Marvin D. Glock, *Measuring and Evaluating Educational Achievement,* Allyn and Bacon, Boston, 1971.

Combs, Arthur, *Educational Accountability: Beyound Behavioral Objectives,* Association for Supervision and Curriculum Development, Washington, D.C., 1972.

Creighton, James L., Synergy: *Citizen Partici-Pation, Public Involvement Skills Workbook* (4th ed.), Sunergy Consultation Services, Cupertino, Cal., August, 1974.

Dailey, Charles A., *Assessment of Lives; Personality Evaluation in a Bureaucratic Society,* Jossey-Bass, San Francisco, 1971.

Davies, Don, *Citizen Participation in Education; Annotated Bibliography,* Institute for Responsive Education, New Haven, Conn., 1973.

Eisner, Elliot W., "The Perceptive Eye: Toward the Reformation of Educational Evaluation" (paper presented to American Educational Research Association), Stanford University, Palo Alto, Ca., March, 1975.

Evraiff, William, Editor, *What Parents Should Know About Public Schools,* Department of Education, San Francisco State College.

Gilroy Unified School District, *The Role of the School Administrator,* Gilroy, Calif. 1973.

Harmon, Willis W., *Context for Education in the Seventies,* Educational Policy Research Center, Stanford Research Institute, December, 1969.

Home and School Institute, Inc., *School and Parent-Community Involvement: Career Development for Teachers and Administrators,* Washington, D.C., 1973.

Joint Committee on Educational Goals and Evaluation, "Bringing Education to the People" (final report), California Legislature, Sacramento, Calif, 1975.

Joint Committee on Educational Goals and Evaluation, *Education For The People, Volume II, A Resource Book For School=Community Decision-Making,* California Legislature, Sacramento, 1972.

Joint Committee on Educational Goals and Evaluation, *School=Community Participation in Determining School Effectiveness* (booklet), California Legislature, Sacramento, 1975.

Joint Committee on Educational Goals and Evaluation, *The Way to Relevance and Accountability in Education,* California Legislature, Sacramento, May, 1970.

Monahan, William W., and Johnson, Homer W., *Decentralized Decision Making Toward Educational Goals,* Sunnyvale, 1973.

National Congress of Parents and Teachers, *Looking in on Your School,* National Congress of Parents and Teachers, Chicago, Ill., 1971.

Joint Committee on Educational Goals and Evaluation, *Education For The People, Volume I, Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California,* California Legislature, Sacramento, 1972.

National Association of Elementary School Principals and National School Public Relations Association, *Your Child—From Home to School,* National Assn. of Elementary School Principals and National School Public Relations Assn., Washington, D.C., 1972.

National School Public Relations Association: *Citizens Advisory Committees; Public Participation Increases; Guides Change in American Education,* National School Public Relations Association, Arlington, Virginia, 1973.

National School Public Relations Association, *Ideas for Improving Public Confidence in Public Education,* National School Public Relations Assn., Washington, D.C.

Palmer, Parker and Elden Jacobsen, (Action Research: A New Style Politics in Education,) Institute for Responsive Education, Boston, November, 1974.

San Diego Unified School District, *School=Community Goals,* San Diego Unified School District, August, 1973.

Stanwick, Mary Ellen, (Patterns of Participation; Report of a National Survey of Citizen Participation in Educational Decision-Making) Institute Responsive Education, Boston, April, 1975.

Straus, David, and Doyle, Michael, *Participatory Decision-Making,* Interaction Associates, Inc., San Francisco, Calif., December, 1971.

Study team of the Institute for Responsive Education, ("The Community at the Bargaining Table",) Institute for Responsive Education, Boston, January, 1975.

Stufflebeam, D.L., *Evaluation as Enlightenment for Decision-Making,* Evaluation Center, Ohio State University, Columbus, Ohio, January, 1968.

Templeton, Ian, ERIC Clearinghouse on Educational Management, *Communicating With the Public,* National School Public Relations Association, Arlington, Virginia 22209, 1972.

Tyler, Leona E., *Tests and Measurements* (Second Edition), Prentice-Hall, Englewood Cliffs, New Jersey, 1971.

Tyler, Ralph W. and Richard M. Wolf, editors, *Crucial Issues in Testing,* McCutchan Publishing Corp., Berkeley, 1974.

Section A

REFERENCE LIST

1. Center for the Study of Evaluation
   Marvin Alkin, Director
   UCLA Graduate School of Education
   Los Angeles, California 90024
   - Relative to educational evaluation

2. Fountain Valley Elementary School District
   Michael Brick, Superintendent
   Number One Lighthouse Lane
   Fountain Valley, California 92708
   - Relative to advisory councils

3. Institute for Responsive Education
   Don Davies, Director
   704 Commonwealth Ave.
   Boston, Massachusetts 02215
   - Relative to citizen participation in educational evaluation

4. Instructional Objectives Exchange (IOX)
   P.O. Box 24095
   Los Angeles, California 90024
   - Relative to criterion-referenced tests

5. Minneapolis Public Schools
   John B. Davis, Jr., Superintendent
   Special School District No. 1
   Minneapolis, Minnesota 55413
   - Relative to community participation in school district evaluation

6. National Committee for Citizens in Education
   Suite 410, Wilde Lake Village Green
   Columbia, Maryland 21004
   - Relative to citizen participation in educational evaluation

7. Oakland Unified School District
   Ruth Love Holloway, Superintendent
   1025 Second Ave.
   Oakland, California 94606
   - Relative to citizen involvement in school and district planning

8. Palo Alto Unified School District
   Newman Walker, Superintendent
   25 Churchill Avenue
   Palo Alto, California 94606
   Relative to community and staff involvement in educational planning and evaluation

10. The California Junior State
    Richard T. Prosser, Executive Director
    495 California Avenue
    Palo Alto, California 94306
    - Relative to student participation in personnel evaluation and on advisory councils and governing boards.

33

Section B

EVALUATION OF PROGRAM EFFECTIVENESS

Chapter 5

EVALUATION OF THE LEARNING ENVIRONMENT

Introduction

The quality of learning is directly and indirectly affected by the environment in which education takes place. An appropriate environment can greatly aid learning while an inadequate environment can hinder learning processes. The evaluation of the quality of the learning environment is thus an important aspect of an overall educational evaluation program.

Four Dimensions of Environment

An educational environment can be seen as having four unique and yet closely related dimensions. Each of these dimensions is important and should be assessed through one or more of the methods suggested.

Physical Setting
When assessing the physical setting, emphasis is usually placed upon gathering data about the various 1) spaces, 2) special facilities, and 3) resources available in the school. (See Appendix B-1.)

Organizational Design
When assessing the organizational design, emphasis is usually placed upon gathering data about the 1) scheduling, 2) grouping, and 3) administrative and management arrangements in the school. (See Appendix B-2.)

Instructional Process
When assessing the instructional processes, emphasis is usually placed upon gathering data on the 1) particular curricular alternatives in use, 2) staffing arrangements, 3) media and support services available, and 4) evaluation and reporting procedures used. (See Appendices B-2 and B-3.)

Human Relations
When assessing human relations, emphasis is usually placed on gathering data on the 1) values, 2) attitudes, and 3) communication and relationship dynamics found to exist among students, parents, teachers and administrators. (See Appendices B-2 and B-3.)

How to Assess the Learning Environment

Information may be obtained from all concerned persons about the quality of the learning environment. Assessment of the educational environment can be developed in three parts. Generally councils will use any or all of three techniques to assess the quality of the school environment.

Observation
Individuals or groups can be assigned the task of visiting educational facilities and recording and reporting their observations and the observations of administrators, teachers and students about the quality of conditions in the environment.

Checklist
The council can initiate the development of a check-list on which parents, students, teachers and principals can rate the quality of spaces, facilities and conditions listed on the checklist.

Environmental Analysis
Experts in environmental analysis can be called in to make more thorough and in depth analysis of the overall environment and of specific aspects of the environment with which the council is most concerned.

How to Evaluate?

No single model of an educational environment is recommended. In all instances the educational environment should be evaluated relative to the extent to which it is consistent with the school's stated *philosophy* and *goals*. Just as there are different educational philosophies and goals, so, too, there should be different educational environments. No single environment is best. An environment will be rated highly if it is in harmony with the philosophy and goals that have been established.

In all instances the educational environment should be evaluated relative to the extent to which it meets the particular *needs of the people* and *programs* that exist within it. No one environmental model will be best. Rather, an environment will be rated highly if it is supportive and

facilitates the relationships and activities necessary to carry out the program and meet the needs of the people within it.

Environment Outside of School

Learning is affected greatly by the quality of other environments experienced by the learner. For this reason it is often recommended that education concern itself much more directly with the home and community environments so that it can cooperate with, draw upon, and compensate for aspect of these environments that positively and negatively affect the learning process. The learner's existence is affected by all of these environments. The closer they can be brought to communicate and cooperate in supporting the learning process the greater will be the overall positive effect of the environment on learning.

Community Environment
When gathering information on the community environment, emphasis is usually placed on gathering data on the extend to which facilities, activities, and resource persons in the community are related to education. Various aspects of the cp,-munity may be contributing to, irrelevant to, or interfering with the educational process. Data can be gathered on government, business, industrial, cultural, recreational, religious, health, welfare and service organizations in the community as well as on formally and informally organized youth groups and activities.

Home Environment
When collecting information on the home environment, emphasis is usually placed on gathering data on the quality of basic need satisfaction, media we, social and occupational patterns, interpersonal familial relationships, educational attitudes and values, and cultural characteristics as these either support or interfere with various aspects of learning.

School = Community Relations
In assessing the community and home environment, school councils may want to pay particular attention to the degree of isolation or articulation between the school and the home and community. For example, it might be desirable to evaluate the extent to which parents and other resource persons and community activities actually avail themselves of the opportunity to participate the and/or utilize the school environment. On the other hand, councils can also evaluate the extent to which the school extends out to and includes recreational, cultural, social, and occupational activities available in the community as part of its ongoing program.

Example: Assessing the Environment

The following questionnaires and "report card" to help parents rate the school environment are presented as examples.[1]

[1]Developed by the United Bronx Parents, New York City, working under a project funded by the U.S. Department of Health, Education and Welfare.

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

In order to help get the things you want for your school, parents need facts. They must be able to compare their school with other schools in their city and state. In this time of budget crisis, parents must be very well informed about their school, so they can work most effectively to get what it needs.

If you can supply answers for your school only, will you help the parents get the other information from the Board of Education and the State Education Department?

Thank you.

Physical Condition of the School

1. Is your school overcrowded? yes no
   How many schools in our city are more overcrowded? _____
   How many schools in our state are more overcrowded? _____

2. How old is our school building?
   How many schools in our city are older? _____
   How many schools in our state are older? _____

The Principal

1. How much money does our school spend per pupil per year? _____
   How many schools in our city spend more than that? _____
   How many schools in our state spend more than that? _____

2. What is the average teacher salary in our school? _____
   How many schools in our city pay more than that? _____
   How many schools in our state pay more than that? _____

3. What percentage of our teachers are non-white? _____
   How many schools in our city have more non-white teachers?
   How many schools in our state have more non-white teachers? _____

Students Learn What They Need to Know and Get Help

1. What percent of our students READ on or above grade level? _____
   How many schools in our city do better than that? _____
   How many schools in our state do better than that? _____

2. What percent of our students do MATH on or above grade level? _____
   How many schools in our city do better than that? _____
   How many schools in our state do better than that? _____

School = Community Relations

1. What percent of our *students* are absent each day? _____
   How many schools in our city have less absenteeism? _____
   How many schools in our state have less absenteeism? _____

2. What percent of our teachers are absent each day? _____
   How many schools in our city have less absenteeism? _____
   How many schools in our state have less absenteeism? _____

3. What percent of our students are poor and eligible for Federal Title One Funds? _____
   How many schools in our city have more poor students? _____
   How many schools in our state have more poor students? _____

4. What percent of our students are non-white? _____
   How many schools in our city have more non-white students? _____
   How many schools in our state have more non-white students? _____

PRINCIPAL'S COMMENTS:

1. What do you think is the best thing happening our our school?
   _____
   _____

2. What do you think is our school's biggest problem?
   _____
   _____

SCHOOL DATE

PRINCIPAL

A REPORT CARD TO HELP PARENTS *RATE THEIR CHILD'S SCHOOL*

The report card on these pages is based on suggestions in our booklet *How Good Is Your Child's School?* You may or may not agree with the things we list here. Change this report card to suit your needs. Give *less* points for things you don't think important. Give *more* points for things you think more important. Be sure to ask many students how they feel. Ask them to rate *your school, too. After all, they are the* ones who go there everyday. Then, go see your principal. Discuss your findings with him. Together, see how you can work to improve the school.

Distribute the Report Card Widely - *Get Many Opinions*

You need to know how other parents feel about the school. If your school has 1000 pupils, at least 100 parents should mark a report card. Some may make a special inspection. Most will simply mark the card according to their previous experiences in the school.

Students know the school best. They are there every day. Get their opinion. Even in grade school, older pupils can be involved. You might also include some recent graduates.

Ask administrators, teachers, paraprofessionals—everyone—to *mark report cards* also.

How to Figure Out Your School's *"Mark"*

Get an average for the parents by adding up all the parent report cards and dividing the total by the number of cards turned in. That becomes the PARENTS' AVERAGE FOR YOUR SCHOOL. Get a student and teacher average the same way.

It is crucial that you involve various groups and get each one's opinion. In the South Bronx, where we tested this material, in one school students gave a mark of "35", and the principal gave "95"! If the principal thinks his school is perfect and the students think it is terrible, it is clear there is a communication gap . . . at the least!

If everyone agrees the school needs improvement in the same areas, you will be able to act one way. If not, another procedure is called for.

Take a Survey of Student Opinion

You may now feel you have learned enough from your visits, or you may want more information.

A Good Way to Get Information is to *Ask the Students*

Following is a sample questionnaire. Adapt it for your school. It should be used for students first, and then for parents, teachers, and administrators. It is shorter and easier to use than the report card.

Stand outside your school before pupils enter or as they leave. Ask them to fill out the form while you wait. Take your survey to street corners, parks, bus stops, candy stores, pizza parlors, pool rooms. . .everywhere. You can learn a lot by listening to the students' comments and a small group of parents can easily collect several hundred opinions in two or three days.

Compare the Answers

The student is the daily consumer of school services. He is not easily fooled by promises of programs which never get started. . .or never reach him.

After you have surveyed the students, give out the questionnaire to teachers, parents and administrators. Give it to paraprofessionals and anyone else who cares about the students.

If Everyone Agrees, *Your Job is Easy*

If everyone gives the same answers, you can proceed together with an action campaign. For instance, if students, teachers and parents all agree the lunches are bad, that is the problem you should work on. You are certain to have good support.

But If Groups Disagree, *Move Carefully*

For example, if most teachers answer "yes" to the question: "Do students and teachers get along?" but most students answer "no" to the same question, you must investigate further.

Whatever you do, RESPECT EVERYONE'S OPINION. Don't ever say, "Oh, what does *he* know!" If you listen carefully, and try to work together with many other parents, you have made a good start.

PHYSICIAL CONDITION OF THE SCHOOL

	Excellent	Satisfactory	Unsatisfactory
Streets around school are clean and safe:			
The School is clean and well kept:			
Bathrooms are clean, with soap and paper:			
Lunchroom is clean and safe:			
School is not overcrowded:			
The school is not like a jail:			
Lunchtime is pleasant and relaxed for everyone:			
Books and materials are plentiful and well used:			
Is this a good school?			
Are the lunches good?			
Is the building in good shape?			

Parents Comments: _____

Students Comments: _____

SUGGESTED SCORES:

Excellent 2
Satisfactory 1
Unsatisfactory 0

Your School Score: _____

THE PRINCIPAL

Is the principal doing a good job?	Excellent	Satisfactory	Unsatisfactory
The principal knows what is happening in school:			
He or she knows how to help his teachers perform well:			
He is not afraid to remove bad teachers:			
He is not a dictator. He welcomes help and ideas:			
He answers questions directly and clearly:			
He is energetic and works hard:			
He always wants to make his school better:			
He is determined that all his students will do well:			
Student record are never used to hurt students:			

Parents Comments: _____

_____

Students Comments: _____

_____

SUGGESTED SCORES:

Excellent 2
Satisfactory 1
Unsatisfactory 0

Your School Score: _____

ATTITUDES	Excellent	Satisfactory	Unsatisfactory
Parents and teachers like the school:			
Teachers don't scream at students:			
Teachers pronounce pupils' names correctly:			
Teachers and students are not absent a lot:			
Fairness is not a problem for teachers of students:			
Teachers and students respect each other:			
Teachers believe every child can learn:			
Teachers are fair to everyone: there is no prejudice:			
Do students and teachers get along?			
Are the teachers fair to all students? (Regardless of race, religion, sex, etc.)			
They learn to help each other:			
He talks with students often. He listens to them:			
Students feel free to tell their problems to teachers:			

Parents Comments: _____

Students Comments: _____

SUGGESTED SCORES:

Excellent 2
Satisfactory 1
Unsatisfactory 0

Your School Score: _____

STUDENTS LEARN WHAT THEY NEED TO KNOW AND GET HELP

	Excellent	Satisfactory	Unsatisfactory
Do most students go to classes?			
Students learn to read well:			
They do well in math and other subjects:			
They are prepared for the real world:			
They develop many talents and skills:			
They learn to think for themselves:			
They are helped to want to learn:			
They participate a lot in class:			
All students are expected to learn:			
Every pupil who reads poorly gets lots of help:			
Every pupil who learns slowly gets extra help:			
Students having difficulty get the best teachers:			
If many don't learn, the school changes its methods:			
The school has many different ways of teaching:			
Do students learn what they need to know?			
Does a student get help if he needs it?			

Parents Comments: _____

_____

Students Comments: _____

_____

SUGGESTED SCORES:
Excellent 2
Satisfactory 1
Unsatisfactory 0

Your School Score: _____

42

SCHOOL = COMMUNITY RELATIONS	Excellent	Satisfactory	Unsatisfactory
The school has a good reputation in the community:			
The principal and teachers help build up the community:			
The community is involved in many school activities:			
Teachers make home visits often:			
Parents and other neighbors feel welcome in the school:			
He likes parents to visit at all times:			
Teachers see parents before problems get big:			
Very few students get suspended or thrown out:			
Students aren't afraid of teachers:			

Parents Comments: _____

_____

Students Comments: _____

_____

SUGGESTED SCORES:
Excellent 2
Satisfactory 1
Unsatisfactory 0

Your School Score: _____

SCHOOL REPORT CARD

Score Sheet

SCHOOL _____ DATE _____

CATEGORY	SUGGESTED TOP SCORE	YOUR SCHOOL SCORE
Physical Condition of School Building	10 points	
The Principal	20 points	
Students Learn What They Need to Know and Get Help	20 points	
Attitudes	20 points	
School = Community Relations	10 points	

TOTAL SCHOOL SCORE: 100 points

PRINCIPALS COMMENTS: _____

44

HOW DO YOU FEEL ABOUT YOUR SCHOOL?

QUESTIONNAIRE FOR STUDENTS, PARENTS, TEACHERS AND PRINCIPALS

SCHOOL DISTRICT

YOU ARE A? STUDENT_____ PARENT _____

TEACHER _____ PRINCIPAL _____

(Check One)

The School Advisory Council has formed a Committee to evaluate our school.
We want to know how you feel about the following:

	YES	NO
1. Is this a good school?		
2. Is the Principal doing a good job?		
3. Do students and teachers get along?		
4. Do students learn what they need to know?		
5. Does a student get help if he needs it?		
6. Do most students go to classes?		
7. Are the lunches good?		
8. Is the building in good shape?		
9. Are the teachers fair to all students? (Regardless of Race, Religion, Sex, etc.)		

Chapter 6

EVALUATION OF MULTIFUNDED PROGRAMS

Developing Comprehensive Evaluation of Multifunded Programs

The state requires comprehensive evaluation on a school-by-school basis for multifunded programs which are for specific categories, such as:

Compensatory Education

- ESEA, Title I
- Educational Disadvantaged Youth, SB 90
- Demonstration Programs in Reading Mathematics

General Education

- Early Childhood Education, SB 1302
- Bilingual Education, AB 2284
- Indian Education, SB 1258
- ESEA, Title II (except Phase II)

Vocational Education (Basic Entitlement)

Child Development

- Early Childhood Education, SB 1302

Such evaluation needs to be built into the basic program planning. Objective data that are relevant to the program operation should be collected and reported in order to respond to the public and the legislature when they ask questions as: How well did schools and districts fulfill the legislative intent of these specially funded programs? What have schools done differently in program planning than was done in the past? Did the evaluation process discover information that would not otherwise have been found? Was information discovered that went beyond that which had been planned?

The state is required to report program results based upon data received from districts in multifunded areas. Therefore, data must be summarized and presented in a form to allow the Office of Program Evaluation and Research to verify, analyze and summarize local projects for the State Board of Education, California Legislature, Governor, and the U.S. Commissioner of Education. The specific format for reporting the evaluation data is provided by the Office of Program Evaluation and Research in the State Department of Education.[1]

In the sections that follow, the most common program components have been identified and suggestions made as to how each component may be evaluated. The project evaluator should identify the components contained in the educational plan of the program and then refer to the following sections for suggestions as to how to evaluate and report each of the components. An overall picture of program effectiveness based upon varying degrees of success or failure should emerge which will be useful to the local district and decision makers in future planning at the various levels of reporting. Appendix C-4 is an example of a program evaluation report.

Component A: Student Development

Student development in academic, nonacademic, physical and work readiness activities should be evaluated as follows:

1. Preliminary information should be collected and a narrative description of existing services, conditions or activities should be presented in order to develop a base from which to estimate improvement or progress. These data should be expressed in terms that are compatible with the needs assessment and proposed end-of-year report.
2. Objectives should be clearly stated.
3. Pre- and post-test data on standardized instruments must be collected on participants from tests administered during the year of the program. While it is assumed that diagnostic assessment will be done for purposes of instruction, the standardized instruments will be reported to the state. The choice and use of any diagnostic instrument is the prerogative of the local school and district.
4. Local management should establish timelines for implementation and process evaluations of each of the proposed activities.
5. The final report should include an analysis of test data and other outcomes related to the specific objectives of the component.

[1]State Department of Education, *A Handbook for the Evaluation of Multifunded Educational Programs,* Sacramento; California State Department of Education, 1973.

Component B: Supportive Services

Health Services, counseling and guidance, library services, and psychological services are examples of the kinds of activities that would be evaluated under supportive services.

1. Preliminary information should be collected and a narrative description of existing services should be presented in order to develop a base from which to estimate improvement or progress. These data should be expressed in terms that are compatible with the needs assessment and proposed end-of-year report.

2. Objectives for each of the activities should be clearly stated.

3. Services such as counseling sessions, home visits by school nurse, psychological work-ups, or availability of books may be evaluated by comparing the extent of the services before and after the project was implemented.

4. Records regarding the frequency and types of services requested by pupils, staff and parents may be kept.

5. When an objective relates to a change in behavior or attitude on the part of a pupil, observation checklists, records of behavior and other locally designed instruments may be used to measure change of pupil behavior.

6. Activities specified in the project should be identified and monitored to determine the extent to which the plan was actually put into operation, the reaction of staff and pupils to what was actually done, and other pertinent information.

7. The final report should include an analysis of data collected from questionnaires, checklists, interview form or other instruments and should be supplemented with a narrative description of what was done, including subjective judgments about positive and negative results.

Component C: Intergroup Relations

Intergroup relations activities are designed primarily to alleviate racial, social or linguistic isolation. A variety of activities may be implemented to facilitate the goal of effective intergroup relations including structured human relations activities, ethnic studies and other activities designed to promote the objectives.

1. Preliminary information should be collected and a narrative description of existing services, conditions or activities should be presented in order to develop a base from which to estimate improvement or progress. These data should be expressed in terms that are compatible with the needs assessment and proposed end-of-year report.

2. Objectives for this component should be clearly stated.

3. When an objective relates to a change in pupil attitude or behavior, locally developed or standardized instruments as well as questionnaires, rating scales checklists, observation schedules, and anecdotal observations may be used to show change.

4. The activities specified in the project should be identified and monitored in order to determine the degree to which the specified activities were actually implemented.

5. The final report should include a complication of data collected from questionnaires, checklists, interview forms or other instruments and should be supplemented with a narrative description of what was done, including subjective judgments about positive and negative results.

Component D. Parent Participation and Community Involvement

Parent and community involvement takes place at several levels, ranging from an advisory role to districts and schools through goal setting, evaluation design, discussion of issues, communication with the public, and participation in the instructional program on a paid or volunteer basis.

1. Preliminary information should be collected and a narrative description of existing services, conditions or activities should be presented in order to develop a base from which to estimate improvement or progress. These data should be expressed in terms that are compatible with the needs assessment and proposed end-of-year report.

2. Objectives for this component should be clearly stated.

3. Results of committee work may be reported in terms of the number of recommendations made and implemented or kinds of changes that have occurred. This could be a narrative report with quantified data when they are available.

4. Parent involvement could be reported in terms of:
   (1) changes in parent's skills in understanding and responding to school and pupil needs, or,
   (2) teacher's skills in understanding and responding to pupil and community needs.

   Examples might be parents or aides taking additional training, members volunteering services, specific work assignments with students, communications, inservice, use of facilities in school programs or other concrete examples of involvement.

5. Participation on committees can be quantified in terms of participants and frequency of the participation.

6. The final report should include a compilation of data collected from questionnaires, checklists, interview forms or other instruments and should be supplemented with a narrative description of what was done, including subjective judgments about positive and negative results.

Component E: Parent Education and Staff Development Components

Parent education could be concerned with the development of parental skills, awareness of children's needs, attitudes towards school, increased knowledge of school operations, or other specific needs as determined by the district or schools.

Staff development could be concerned with teacher skills in the classroom, awareness of pupil and community needs, attitude changes of staff, increased knowledge, or other specific needs as determined by the district or schools.

1. Preliminary information should be collected and a narrative description of existing services, conditions or activities should be presented in order to develop a base from which to estimate improvement or progress. These data should be expressed in terms that are compatible with the needs assessment and proposed end-of-year report.

2. Objectives for this component should be clearly stated.

3. Assessment should be made of the following factors:

   a. Were the appropriate persons involved in the activities?

   b. Did the participating persons learn what was expected from the sessions?

   c. Was there any change of teacher or parent behavior in the classroom or at home as a result of the activities?

   d. Did the scheduled activities stimulate participants to engage in further individual activities on their own initiative such as enrollment in additional workshops, taking advanced courses, or developing their own projects?

4. The final report should include a compilation of data collected from questionnaires, checklists, interview forms or other instruments, and should be supplemented with a narrative description of what was done, including subjective judgments about positive and negative results.

48

Chapter 7

PERSONNEL EVALUATION

Responsibility for Personnel Evaluation

This chapter is included in a handbook on school evaluation because the activities and performances of the principal, teachers, and auxiliary instructional staff are crucial to the success of the school. The *real* school philosophy and goals are best exemplified in the attitudes and behaviors of the faculty. Therefore, school evaluation, while focusing primarily on goals, program objectives, process and outcomes, necessarily examines the impact of staff on progress towards the goals and objectives for the purpose of facilitating self-improvement of staff members.

Evaluation of individual staff members is the responsibility of designated supervisory school personnel—persons who have been delegated this responsibility by the governing board and administration. The school advisory council and other advisory committees should not become directly involved with the evaluation of individuals, either students or staff members, but should assess from time to time the overall impact of staff on students, in relation to the educational philosophy and goals of the school.

The Stull Act

Legislation was recently enacted which established a new basis for the evaluation of certificated personnel—standards of expected student progress. The "Stull Act" (Appendix B-5) required districts - which may have previously been evaluating teachers, administrators and other certificated staff on the basis of dress, social habits, general appearance, professional attitude, or other amorphous characteristics - to focus attention on the results of teaching for evaluating personnel. This was a fundamental shift in approach, and caused fear within much of the teaching profession.

Six major causes of the fear were heard: heard:

1 - the original intent of the bill was "punitive", i.e., to get rid of teachers;

2 - a general state of unpreparedness existed to engage professional staff in identifying and negotiating meaningful instructional objectives;

3 - a hurry-up deadline was imposed for transition into a significantly different approach to evaluation;

4 - no funds were appropriated to assist the implementation;

5 - problems of administration and implementation of the law would occur under these constraints; and,

6 - there was the potential unfairness in evaluating teachers on student gains given the diversity in backgrounds, skills and interests of students.

In spite of the problems raised, the new law puts the emphasis in evaluation on students' progress in school. The Stull Act *can* provide a basis for positive, constructive evaluation of certificated personnel *if* trust is established between the evaluator and the person being evaluated (the evaluatee). The element of trust is essential to achieve effective personnel evaluation.

Comments on Certificated Personnel Evaluation

Throughout this handbook, the emphasis is upon program evaluation rather than the evaluation of personnel. Hopefully and ideally through the implementation of good program evaluation techniques will come *constructive self-evaluation* of personnel as part of the total program.

Educators *want* to know how well they're doing and how they can work more effectively. They want their personal assessment to be honest, fair and private. They want the evaluation to be ongoing and progressive rather than ominously final or summative. And, most important, they want non-threatening non-punitive evaluation which is focused on helping them and the students meet established goals. Whatever the evaluation procedures chosen to determine effectiveness, it might be well to keep these points in mind:

1 - Each staff member needs freedom to grow. Respect should be given to the resourcefulness, uniqueness and individuality of all personnel if we are to foster these same qualities in students.

2 - During evaluation sessions, comments made to the evaluatee which serve to illustrate that person's degree of

success should always be presented in a positive way. The principal or evaluator(s) should first point out areas of strength and then pin-point weaknesses with clear concrete suggestions on how these areas could be strengthened (using many of the evaluatee's own ideas.)

The evaluator can, of course, offer suggestions, cite examples, conduct inservice training, etc. and finally encourage the staff member to fashion all these components into his or her own personal program for the ultimate benefit of the student.

3 - It is very important that personal information about a specific individual's weaknesses be limited to that person and his or her immediate supervisor. Supervisors responsible for evaluation should have training. The school advisory council and categorical aid programs advisory committee should concern themselves only with indications of success or failure of the program without labeling individuals or requiring personal data for public information. This is assuming, of course, that the evaluator will be skilled in evaluation — including observational and interpersonal skills and the ability to discern among alternative educational practices — and that he will act in the best interests of the total school = community, including the staff.

It is tempting for the committee members as well as the public in general to wish to rate or rank personnel and try to identify the "weakest or strongest" staff members. When information of this kind is released to the public it can have a devastating effect on the morale of the staff. They can become insecure, distrustful of one another and enter into relentless competition to obtain a better evaluation than their fellow teachers. While some healthy competition is good, the feelings just described are not conducive to a good school atmosphere for staff and students.

Unfortunately, there is still with us a small percentage of incompetent educators. It is often mistakenly believed that a punitive evaluation system ensures elimination of these people and keeps everybody else "on their toes."

In reality the punitive evaluation system punishes, intimidates, unduly pressures and inhibits everybody, good and bad.

Basic Elements of Personnel Evaluation

The formal education of students is a complex process involving many persons in a multiple number of relationships. The student is the key person — the reason for a school's existence. The teacher and parents are of next importance to the instructional process, in different ways. If the student, his teacher and parents are not working for the same goals, the learning process becomes inefficient, sporadic, and full of frustration for the student.

Traditionally, parents and students have been viewed as only incidentally or indirectly involved in the organization of schools — their counsel and participation in school decisions has not really been instrumental in the administration of schools.

When the focus of evaluation is the extent of student learning, the role of the student and parent becomes more active. That is, a teacher's and school's "success" depends on student and parent cooperation to maximize learning. The efforts of school personnel to establish cooperative home-school relationships should be taken into account. If students or parents decline to cooperate, the school's ability to educate is lessened.

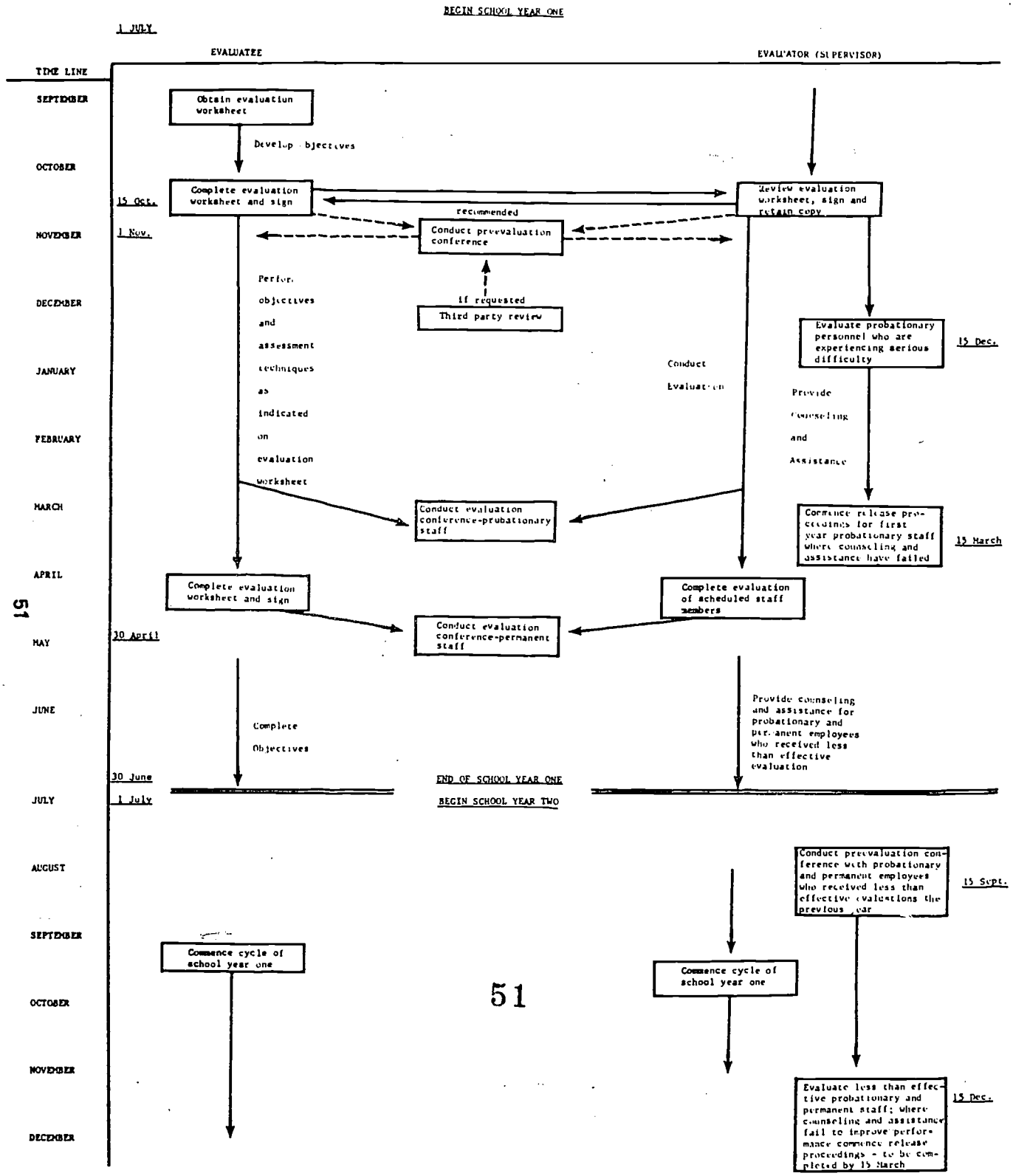
Under these new circumstances, the evaluation of certificated personnel should be done within the full context of the evaluatee's situation: what constraints are operating which the evaluatee has little or no control over; what kind and level of support is needed to accomplish specified objectives; does the person being evaluated facilitate or impede the development of support between the district/school/class, the student, and his home?

In addition to focusing on student progress, school personnel evaluation should consider other contributions made by staff members including participation and leadership in extra-curricular activites, staff training programs, and community service.

Effective personnel evaluation processes have both formal and informal components. It is a continuous process which does not spring surprises on the person being evaluated.

Figure 6, displays a suggested schedule for incorporating both formal and informal evaluation procedures into the school year. Forms may be incorporated in the evaluation process to proivde a record of both the evaluator's and the evaluatee's comments during the formal conferences. A first order task in personnel evaluation is the writing of evaluation specifications for every certificated position. These establish the areas in which performance is to be evaluated, and help identify the specific bases for evaluation (i.e., goals and objectives, assessment techniques, support required, etc.).

Figure 6. PERSONNEL EVALUATION SCHEDULE[1]



[1]Taken from *Performance Evaluation Manual for Certificated Staff,* San Diego Unified School District, San Diego, 1972.

Observational Techniques for Evaluating Teaching

A variety of techniques may be utilized in evaluating teaching so long as they produce information directly related to the job description, the objectives established in the pre-evaluation conference, and are acceptable to both the evaluator and the teacher being evaluated. Standardized and non-standardized data, observational information, and self-evaluations (personal meaning information) can all be utilized effectively in the process. A good check on the validity of the information is made when various techniques are used in combination.

It is recommended that formal conferences be held at regular intervals following many informal discussions between the teacher and evaluator (see Figure 6). Throughout these discussions attention is focused on progress of students towards the identified objectives, the appropriateness of objectives, the types of support/resources required, and on effects of the school climate and organization on teaching. A prime focus of these conferences is the extent to which the teacher's attitudes and practices are compatible with the school's philosophy, goals and programs.

Observation of the teacher with students is a critical part of the evaluation process. Observation procedures could be developed with teacher participation that assure recognition of the uniqueness of the instructor's teaching style in particular classroom situations. Appendix C-6 is an example of a classroom observation instrument developed jointly by teachers and administrators.

The law only requires formal evaluation of tenured teachers every other year. Districts may elect to incorporate less formal evaluation procedures in years the tenured teacher is not being formally evaluated.

Approaches to self-appraisal have been developed which provide a promising source for methods of self-evaluation. Teachers and administrators can gain personal insights which can lead to the discovery of talents and skills which they were able to use in working with their students by keeping journal accounts of their teaching experiences. New curriculums, fresh approaches to human relationships, and renewed self-confidence are some of the by-products of these cooperative methods. (See Appendix B-9)

Evaluating the Evaluator

Consistent with the purposes expressed in Chapter 1, the evaluation process should help members of the school=community learn about themselves and their relationships with others, and provide feedback for examination and re-direction.

Applied to personnel evaluation, these purposes support the practice followed in many districts of systematically collecting the opinions of students, teachers, and other staff on the effectiveness of their supervisors with each other, teachers, and other staff.

The feelings of students, teachers, administrators and parents may be assessed and incorporated into the evaluation of certificated personnel. Appendices B-6 and B-7 contain different techniques for conducting such surveys.

Assessment of the effectiveness of the superintendent may include informal opinion surveys authorized by the governing board. This information would be utilized in formal evaluation conferences conducted by the board annually, along with pertinent information gathered through other means.

The governing board, although evaluated by the public through the electoral process, may establish objectives for itself against which self-evaluations may be conducted. By so doing, the board demonstrates that all members of the school district are accountable to the students, the staff, and to each other in different respects, and everyone is making a conscious effort to work together for some shared goals.

Chapter 8

EVALUATION OF THE SCHOOL SYSTEM

System Evaluation Defined

The total educational system involves the entire society directly or indirectly. Evaluation of the system similarly involves the whole society. Since an organization so all-embracing cannot find an outside agency truly disinterested in every phase of its activity, evaluation must be accomplished by relying on one segment of the system to evaluate another segment. Thus we find teachers evaluating children, parents and children and supervisors evaluating teachers, voters evaluating school boards, school boards evaluating district officials, district officials evaluating staff and citizen support of education, and so on. Some of these evaluations are simply informal judgments as when a citizen votes in a school bond or school board election; others involve elaborate planning and data gathering as when the State carries out a statewide assessment program. This chapter focuses on a very small selection of all these evaluations that might be discussed in considering the total evaluation of the system. Specifically, the chapter is primarily concerned with evaluation of schools and of districts by school advisory councils and district advisory councils. At the end of the chapter a few comments are made about district evaluation of the State Department of Education.

School Evaluation by Councils

A school advisory council will probably wish to generate information in the community over and above that which the school provides. For this purpose it may wish to create simple survey questionnaires for parents, children, educators or citizens who do not have children in school. To guide the construction of such questionnaires, councils may wish to refer to a fairly comprehensive booklet titled *Looking in on Your School.*[1]

A council may seek to relate and share the school's program with other councils to discover how the school is similar and different from other schools. It is not easy to make appraisals of this kind because the mix of programs is different between schools, the emphasis and goals may be different, and the population and environment are different.

Schools will vary in achievement of their program objectives, because of differences in students, goals, resources, personnel, etc. A school might be exceedingly successful in accomplishing objectives only because they were too easy. Similarly, over-ambitious goals and objectives may cause a school which has performed very well to appear to have failed.

A council may be interested in the school's allocation of resources and may need considerable amounts of financial data. Not only will it need total costs of individual programs, but it will also need to assess the implications of transferring resources from one program to another. Care must be taken to insure that the amount of funds available and not the program itself is the reason for any failure to meet objectives.

This problem of evaluating the balance of the school's allocation of resources is still more difficult with respect to goals that have no specific resource allocation. Most schools, for example, do not have explicit programs for such personal development goals as social competence, development of interpersonal skills, self-confidence, creativeness, ethics, ability to concentrate, and so on; these goals are expected to be pursued indirectly within the traditional academic programs and hence have no explicit budget. It may be necessary to think seriously about creating explicit programs for personal development goals when the indirect pursuit is clearly not having sufficient success.

Evaluation of Schools by District Councils

The district advisory council will probably oversee the whole complex of schools in the district with respect to how well they are progressing toward district goals, both instructional and institutional. For this purpose, the district council will rely heavily on the individual school evaluation by councils.

[1]*National Congress of Parents and Teachers, 700 North Rush Street, Chicago, Illinois, 60611.*

The district council should also evaluate the work of school councils, since they are an important part of the school district; however, the district council should plan those evaluations in advance. That is, the district and school councils should co-operatively set up criteria for effective council operations and jointly determine how the assessment information will be employed to strengthen council operations in the future. Appendix B-10 presents a sample year-end report prepared by a school for the district.

If for some special purposes the district should require additional information on school programs or operations, it should normally minimize the demands on time by person-sampling or item-sampling. The bulk of evaluation effort should be concentrated on the local school programs at the school level. It would be a mistake to devote appreciable resources to evaluations which do not serve school evaluation needs.

School Accreditation

One source of comprehensive and detailed procedures for evaluating schools is the office of the Accrediting Commission for Secondary Schools.[1]

Forms for the evaluation of high schools, junior high or middle schools, and elementary schools are available. This Commission is a part of the Western Association of Schools and Colleges, one of the six regional accrediting associations in the United States. Accreditation involves a comprehensive self-study which must be based on the particular goals and objectives appropriate to the community served by the school. Following the self-study a visiting committee comes to the school and functions much as an outside educational audit as described in this chapter. The visiting committee verifies the adequacy of the self-study and provides commendations and recommendations for consideration by the staff and community.

Since approximately 98% of California high schools participate in this program, copies of the most recent self-study and report of the visiting committee should be available at your local high school.

Though only high schools and junior high schools are accredited by the Commission, evaluation forms and recommended procedures are available for middle schools, elementary schools and district central office services. An increasing number of schools and districts are taking advantage of the evaluation services provided by the Commission.

The evaluation forms are in a constant state of revision as the evaluation/accreditation process is continually monitored so as to provide the most effective means possible to provide direction for improvement of school and district programs and services. Participation in the program is voluntary as it is with all other regional accrediting associations. The associations are non-profit, completely independent of any state or federal control, and provide services for public, private and church related schools.

Evaluation of Districts by District Councils

There are a number of aspects of district evaluation. Citizens in a district evaluate the school system. The governing board evaluates the system. The state assesses certain district activities. The district council evaluates the district educational endeavor, and so on. This section focuses explicitly on one aspect: the district council evaluation of the district office operations. For this purpose, the district office includes the governing board and all persons employed by the school district who do not spend the majority of their working hours in a local school; we are referring primarily to the board, the superintendent and his deputies, and all of the staff activities that take place under their immediate supervision, usually from a central office.

The district office does not teach children, hence, while its ultimate goals are like those of schools, its immediate goals are mostly institutional. They relate to management and services it provides which are intended to support the schools. We shall catalogue some of those services that are most relevant to the school and district councils' missions. The evaluation of the district office would be mainly a judgmental assessment of the scope, quality, and responsiveness of the services.

The district council may wish to get information directly from citizens as to how well the school system as a whole appears to be fulfiling district needs. Here again, sampling procedures would be used. As an illustration, there follows in Appendix C-12 items from a questionnaire used in a survey of a scientifically seleted random sample of 400 residents of a district.

Another extremely valuable source of information for district purposes is the

[1]Accrediting Commission for Secondary Schools, 1499 Bayshore Highway, Burlingame, California 94010

experience of high school graduates in finding satisfying adult roles in society. An example may be found in Appendix B-13 which contains the beginning of a survey carried out by a district of persons who left high school five years before the survey was taken.

Following are aspects of district operations which might be assessed by the council:

Effective communication. The district office is the hub of communication for district-wide activities. The district council should evaluate from time to time the effectiveness of the district communications network.

Program development. The district office has primary responsibility to assist schools develop educational programs uniquely appropriate to the school=community goals. In this activity district personnel can make a most valuable contribution by designing fresh programs specifically aimed at each school's goals or at least imaginatively modifying standard programs.

Effective personnel. Schools rely heavily on appropriate personnel for carrying out the programs. It can be done by carefully matching personnel competencies to program requirements and school characteristics. The principal and staff, if involved in personnel selection, can help avoid mismatches. The district council may choose to assess the effectiveness and relevance of staff training programs conducted or sponsored by the district.

Allocation of resources. Priorities should be established as a basis for the allocation of resources. Since resources are always limited, the elaborateness of programs must be constrained if they are to feasible within the resources available. The public should share responsibility with the board, staff, and councils for a sensible match between program elaborateness and program resources. See Appendix C-14 for a budget priority questionnaire.

Effective evaluation. The district office can suggest alternative procedures appropriate for assessing progress toward specific objectives and should be able to point out their advantages and disadvantages in nontechnical language so that school personnel and the council can make informed judgments consistent with community values. When there exists no procedure which seems to fit certain needs of the council, district personnel might assist in finding appropriate modes of evaluation. Hopefully, these guidelines will be useful in this regard.

Cost-benefit analysis. The district office may develop a considerable body of planning information which will enable the district council to make judgments about the appropriateness of resource allocations. Mostly this information will enable estimation of the change in the effectiveness of a program when a given amount and type (dollars, personnel, facilities, materials) of resource is removed from or added to the program. Such planning factors can only be developed by extensive cost-benefit analysis of a large number of programs—a task quite beyond the capacities of individual school=communities.

Comparative data. Councils will necessarily depend on the district for data from other schools and districts to be used as a frame of reference for analyzing performance of their own schools. The raw data will seldom be appropriate for direct comparison, hence the district office might develop transformations which will increase the validity of comparisons and for clarifying the factors which the councils must take into consideration when such comparisons are made.

Effective reformulation of programs. It is too late to discover at the end of a school year that a program did not perform as expected. The district may assist the school's evaluation process to include on-going monitoring devices for programs so that serious deficiencies can be detected promptly and measures taken to remedy them. The district may also prescribe appropriate remedies and assist schools to put them into effect. In some cases this may require additional allocations of resources to the school and hence shifts of resources from other schools or from the district office.

Coordination of interschool programs. In many instances, schools will have insufficient resources or an insufficient number of students to mount special programs (for example, for physically handicapped students) and will need to develop such programs to assure that they adequately serve the students, include all schools that need such assistance, are equitably supported, and are effectively evaluated.

District Program Audit

The purpose of the financial audit in business and industry is to report or pinpoint deficiencies in the accounting system that might be remedied by a new practice or improvement of a practice. As a result, the yearly financial audit points to the adequacy of the accounting system for

providing information for decision-making. School districts should perform a similar audit of its programs.

The district may maintain its own educational accounting system — in education, we refer to these auditing-systems as the management and evaluation function. Specifically, these are the set of management and evaluation procedures designed to provide information and allow for management decisions and change. An audit cannot provide a complete and comprehensive evaluation of every program within a district. What can be done is three-fold: 1) the examination and verification of district-prepared evaluations of educational programs, 2) data collection, analyses and evaluation of a sampling of programs within the district, and 3) examination and critique of the adequacy of the district's management and evaluation system. These three educational audit functions can be called *evaluation verification, evaluation sampling, and management and evaluation system.*

The district program audit is focused on these questions:

1. Are there sets of operationally defined goals statements available at the district level and to what extent are they translated into programs at the various operating levels within the district?

2. Have the educational plans of the individual schools been implemented into school practice?

3. Are the district procedures and regulations in accord with the educational philosophy, goals, program objectives and priorities?

4. Have the district governing board and administration taken specific actions to achieve institutional and instructional goals?

5. Are the district and school budgets and allocation of resources consistent with identified priorities? (See Appendix B-14.)

District Evaluation of the State Department of Education

Like the district office, the State Department of Education does not teach students. Its ultimate goal is effective learning for California children and youth, but its immediate goals have to do with helping districts to help schools to help students. Districts should conscientiously evaluate that help so that the State Department can be guided as to how it can improve its services.

A primary role of the State Department is to carry out those managerial and service functions which would be wasteful for the individual districts to duplicate. For example, in the recent statewide goal setting exercise, a large number of schools placed self-esteem high on their list of goals. This means that district personnel might advise schools about what alternative methods are available for developing self-esteem and what are the best procedures available for assessing self-esteem. It would be extremely wasteful of California's resources for every district to do the research necessary to advise schools knowledgeably about all the options available to them with respect to the development of self-esteem. The research should be coordinated by the State Department and a complete report of the findings distributed to the districts. If it should turn out that the options do not appear to be all they should be, then it would be the responsibility of the individual districts, supported by the State Department, to initiate a development effort for generating effective programs for developing self-esteem and instruments for assessing self-esteem.

The primary basis on which districts would evaluate the State Department would be on the responsiveness of the Department to requests for program materials, adequately trained personnel, auxiliary services, and evaluation systems for the entire spectrum of goals in the California school=communities.

A second important service which should be given priority by the State Department in helping individual districts is assessment of the educational implications of changing times. The State's educational system must be continually modernized not merely with respect to educational technology but with respect to what is relevant for the students during their lives. Dissemination of information on present trends and projections of the future can assist districts in their educational planning.

56

Chapter 9

STATE AND NATIONAL ASSESSMENT

What Is the State's Role in Evaluation?

There is not likely to be any quarrel with the premise that increasing the effectiveness of programs is a major goal of state and local educational systems, nor that evaluation of programs is necessary if effectiveness is to be improved. But, a more satisfactory introduction to this discussion, at least in the opinion of many, might be, "Should the State be involved in the evaluation of education?" "Is not the effectiveness of the education of their children more properly in the domain of local communities and the parents concerned?" "Is not local satisfaction the test of the effectiveness of the educational program and opportunities provided the learners in the State?" The best answer to these questions is, "Yes," but a "qualified yes."

The primary role of the state in the evaluation of local programs is to assist the local district in the determination of how well it has reached the goals determined by the local school=community. It is not the purpose nor the intent of the state to evaluate local programs in order to mandate goals or to bring pressure upon local districts.

As discussed below, state government does have a contribution to make to local districts by offering advice and assistance when requested. As a part of the educational system, the state may also require information for its own purposes - such as evaluation of multifunded programs (Chapter 6) - and the assessment of statewide needs.

By remaining silent upon the matter of education, the authors of the Federal Constitution placed the responsibility for education with the states, tacitly recognizing the need to maintain the values of various subgroups within the society. Article IX, Section 1, of the Constitution of California states, therefore, "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement."

State government is in a position to influence the potential for achievement of these goals. "The Legislature shall provide for a system of common schools by which a free school shall be kept up and supported in each district. . ." (Article IX, Section 5). Provision for the support of the public school system is likewise written into the Constitution(Article IX, Section 6).

The state, therefore, is involved in education, and through such actions as levying taxes, passing laws, distributing funds, offering incentives, and facilitating communication between the government and the people can exert great influence on what happens to the children of California. However, as stated by the Joint Committee on Educational Goals and Evaluation, "Statewide program priorities should not be binding on school districts; they will not be supra-goals for California Education."[1]

In California, the trend has been for fewer state mandates; the intent of the Legislature being that within broad minimum standards and guidelines, local districts should develop programs that will best fit the needs and interests of pupils and communities. The George Miller, Jr., Education Act of 1968 (S.B. 1) was designed to allow enough flexibility to meet the variation in needs and abilities of individual districts and learners and to allow for modification of instruction to permit technological change and innovation.

The reason for this legislation was "to release students from the mold that prevented design of a program geared to the needs, interests, and abilities of each student."[2] Individual districts were encouraged to develop programs geared to community needs which could utilize the resources, talents, and facilities available to the pupils; that is, the development of broad, comprehensive, balanced programs that would allow for experimentation, innovation, and community involvement in better education. The Act provided the opportunity for local districts to function without the constraints previously imposed by various state mandates in the area of curriculum.

[1]Joint Committee on Educational Goals and Evaluation, *Critical Questions and Answers,* Sacramento; California Legislature, July 5, 1973, p. 1.

[2]Miller, George, Jr., Education Act of 1968, S.B. 1, *Review, Analysis, and Comparison with the Present Law,* Prepared by Region VI, California County School Superintendents' Association, June 5, 1968, p. 10.

Really significant improvements in school programs come from local interest, involvement, and sharing of new ideas and experiences. "Rigid, uniform standards set by the State for all programs have not resulted in significant improvement in education."[1]

Philosophy of the Joint Committee

Volume I of *Education For The People* points out that the public, specifically the local community, must become involved in the setting of educational goals, and that ". . .process include the extensive and intimate involvement of the public with students and educators at the local education agency." Local control of education is acknowledged and protected by the state; however, incorporated in this philosophy of local control of education is also the deep commitment that accountability for the quality of public education is the responsibility of the "total community," including the Legislature.

As a member of the educational community, state government has a responsibility to support progress toward those goals established by the efforts of the local communities. From its position of being able to observe progress from a distance, and to synthesize data from many sources, the state is in a position to formulate policies regarding funding, programs, and management systems that will support local efforts, and, at the same time, provide public education capable of meeting the needs of all the people.

The Joint Committee believes state evaluation should assist rather than preempt local evaluation. The Joint Committee wants to improve information gathering and reporting at all levels in public education, to facilitate self-correction and self-improvement. From student to legislator there should exist a method of evaluation sufficient and appropriate to assist the decision-making process. The Committee is anxious to protect the integrity of each level of decision-making while insuring that California public schools can become a better functioning, more understandable system.[2]

Why Evaluate Local Educational Programs at the State level?

Evaluation has been defined as "the collection, processing, and interpretation of data pertaining to an educational program. Evaluation. . .(includes) descriptions and judgments as to the quality and appropriateness of goals, environments, personnel, method and content, and outcomes.[3] Yet, evaluation of local programs is not a panacea for educational ills.

Local educational systems are being held more and more accountable for the effectiveness of their programs and operations by their constituents. Yet, nothing is inherent in any evaluation system or procedure that guarantees that there will not be neglect of educational responsibilities. "Evaluation" can provide a means for determing when these responsibilities have been neglected.[4]

State government is under continual pressure to provide more funds and more support services for local education. Although the state is committed to support of local education, it is also committed to the increased effectiveness of educational programs for all children. By review of the success and effectiveness of programs throughout the state, the Legislature can bring its considerable resources to bear upon the support of local programs. Exemplary programs can be identified and suitable recognition provided to districts which are outstandingly effective in reaching goals and in dealing with the special needs of children. For programs that are less successful, incentives to improve, coupled with assistance advice, will facilitate improvement of programs or evaluation techniques or procedures.

As the state attempts to assess how well school systems are performing, it is often difficult to document that funds were used effectively, or even as prescribed by local objectives. "Did the outcomes of education justify the expenditures?" Unfortunately, the state often finds itself relatively unprepared to answer this question.

One reason for evaluation of programs by the state is, then, to determine that funds have been spend appropriately and that there has been benefit to schools on a statewide basis.[5]

Teachers and administrators should be provided the basic information that will enable them to assess the effectiveness of their programs. The state can enhance local evaluation by supplying data that allows comparison of effectiveness with that of other similar districts. Such evaluative information need not interfere with local systems, but instead provide additional data that permits more relevant appraisal at the local level.

[1] Joint Committee on *Educational Goals and Evaluation,*

[2] Joint Committee on *Educational Goals and Evaluation, The Way To Relevance and Accountability in Education;* Calif. Legislature Sacto. 1970, p. 14.

[3] *Volume 1,* p. 6.

[4] Dyer, Henry S., *A Design for an Accountability New York System for the New York City School System,* p. S-4.

[5] Dyer, Henry S., *Statewide Evaluation*—What are *The Priorities?* Phi Delta Kappan, June, 1970, p. 558-559.

When releasing data, the state must recognize its responsibility to provide sufficient information to allow proper use of the data. Merely providing scores or other raw data without supplementary information may easily lead to improper or invalid comparisons.

Some evaluative functions are best done at the state level. For example, only the state has the research capacity to assess and analyze general trends. The state is in the best position to identify truly exemplary programs from among those being conducted, and to study the factors related to success.

Stimulation of research and experimentation aimed at upgrading the quality of education is, likewise, a responsibility of the state. There is the danger that the entire educational enterprise in the state will be struck on dead center at a time when social and technological change is becoming increasingly rapid, unless a statewide evaluation program encompasses research and experimentation.[1]

From the position of seeing overall program effectiveness, the state can be sensitive to the needs of local communities. Hypotheses to be tested through research can be identified, and new ideas tried in local schools.

It must be remembered, however, that any efforts at decision-making at the state and local levels, self-evaluation, research and experimentation, program development, or other aspects of the educational process, are supported by the tax dollars of local citizens. Citizens have the right, therefore, to expect an accounting of benefits received for the money. While the judgment of success or value placed on a given program may vary from district to district, the willingness of the community to support education and the enthusiasm with which they do so, is very much related to knowledge of results.

Even more than knowledge of results as a "right", because they pay for it, citizens must know what progress is made because they are part of the educational process. There is a "decreasing willingness to accept the assumption that someone else knows better than I do what's good for me."[2] The goal setting process described in *Education For The People* reflects the state's recognition of the need to ask individual citizens what they want for their children. Knowledge of results is inherent in this philosophy.

The state believes that a major goal of education is to help the individual to assess his own progress toward the attainment of his goals. "The schools of the State (should) become places where teachers, administrators, trustees, parents, and students together explore what it means to be human and generate the kinds of dialogue that are necessary to begin creating alternative structures, styles, and curricula that will in fact enable young human beings to respect themselves and discover their own capacities for having a future that is meaningful."[3]

"Modern education must produce far more than persons with cognitive skills. It must produce human individuals, persons who can be relied upon to pull their own weight in our society, who can be counted upon to behave responsibly and cooperatively. We need good citizens, free of prejudice, concerned about their fellow citizens, loving, caring fathers and mothers, persons of goodwill whose values and purposes are positive, feeling persons with wants and desires likely to motivate them toward positive interactions. These are the things that make us human. Without them we are automatons, fair game for whatever crowd-swaying, stimulus-manipulating demagogue comes down the pike. The humane qualities are absolutely essential to our way of life—far more important, even, than the learning of reading, for example. We can live with a bad reader; a bigot is a danger to everyone."[4]

Sources and Types of Information to Be Gathered by the State

Input to the state is available from three basic sources: the classroom, the school, and the district. As an educational decision-maker, the state may expect to obtain data from all three levels. At *class* and *school* levels, the data obtained are to assist in the realization and reconsideration of program objectives and priorities. (See Evaluation Matrix.)

The individual classroom can provide information to determine program and administrative effectiveness; assist in program, site and fiscal planning; assess needs; identify and support successful programs; and to enable the state to assist local schools achieve their goals.

Classroom data are basic to all other sources and as such must be refined and reorganized before they will be particularly pertinent at the state level. While the

[1]Volume 1, p. 559

[2]Vasconcellos, John, *Education For What?* (an address to the New Consciousness Education Conference), May 5, 1973.

[3]Ibid, p. 12.

[4]Combs, Arthur W., *Educational Accountability; Beyond Behavioral Objectives,* Association for Supervision and Curriculum Development, 1972, p. 23.

Although the evaluation of the individual achievement reveals the degree of local goal attainment and is the fundamental unit in goal setting and evaluation process district goals reflect the values of the entire community. District evaluative data are the most manageable by the state and allow for the most valid generalization and feedback to local districts.

From data obtained from district level, a determination of the effectiveness of programs and systems may be made. Needs may be assessed and input obtained to provide the basis for state, and, to a lesser degree, federal planning. Decisions as to resource allocation may be made and the dissemination of outstanding program models facilitated. Trends identified will provide information for public examination and the redirection of efforts as requied to meet local and State goals.

Three examples of statewide programs are summarized below.[1]

1. California Statewide Testing Program

The State legislature has mandated a state testing program in California since

Funding for the program formerly borne 75% by local districts and 25% by the State will change so the State portion, 50% was from ESEA Title VI. It is expected that costs of the new program will be shared equally by state and local districts, and possible the state assuming a larger share.

Most students in regular public school grades 1, 2, 3, 6 and 12 are tested. Educable mentally retarded, emotionally disturbed, non-English speaking, and physically handicapped are generally excluded. Reading, math, and effectiveness of writing (formerly grammar) are the areas assessed, with no non-cognitive areas measured at the present time.

A major modification brought about by AB 665 is the change to state-constructed tests. Prior to May, 1973, pupils were tested annually, using recognized, standardized, commercially-available, normative

Test items were selected from various sources, primarily existing normative tests. Items were programmed among the subtests of the new instruments, and all items were reviewed by representatives of ethnic and economic minorities. The instruments developed are not considered criterion referenced and are group reliable only on the basis of a matrix sampling technique of gathering data.

The test instrument administered to any given child contains only a sample of all the items from the total test. This matrix sampling technique is used in all but Grade 1, where a specially constructed reading readiness test is used to provide baseline data for prediction of expected progress in Grades 2 and 3. Teachers administer all tests; however, scoring is done by the state.

Other data are collected, including demographic information, financial characteristics of school and community, and pupil, staff and instructional characteristics. Data are designed to provide basic information to the Legislature and the public relative to the achievements of public school learners. Exemplary programs may

[1]Center for Statewide Educational Assessment, et al, *State Educational Assessment Programs, 1973 Revision,* Princeton, N.J. Educational Testing Service, 1973.

be identified, comparative analysis of districts made, and information provided to assist in allocation of funds for special reading and/or other programs. Extensive reports are prepared by the State Department of Education.

The program is intended to continue indefinitely and to interface with the educational objectives of educators, citizens, and legislators.

2. Colorado Statewide Learner Needs Assessment Program.

The major purposes of the Colorado program include assessment of educational needs and cognitive non cognitive development, measuring growth, providing data for local management information systems and curriculum improvement. Being developed is a system to provide information for PPBS at the State level.

Development of the plan began in 1968 and was first implemented in May, 1970. Responsibility for conducting the program is with the State Education Agency with assistance from local systems. Federal and local funds are used to pay 75% of costs; the State Education Agency pays the rest.

All public school students enrolled in grades 5 and 11, excepting educable mentally retarded and emotionally disturbed, are eligible. A stratified sample of school districts is selected and participation of schools is requested. Schools are not required to participate. Random samples of students within grade are selected. 1.5% of eligible students participate along with approximately 15-20% of schools. New legislation will probably increase participation.

English, health, math, natural science, reading, social science, and citizenship are cognitive areas assessed. Attitudes toward school, attitudes toward citizenship, personal values in social sciences, and self-concept are non-cognitive areas assessed.

All tests and inventories were developed by the State Education Agency in collaboration with the University of Colorado Laboratory of Educational Research. Teachers assisted in process as item writers and reviewers. Cognitive items are criterion referenced, and both cognitive and noncognitive items are designed to measure individual students rather than to be primarily group-relatable measures.

In addition to the formal assessment data relative to age, sex, grade, socio-economic status, ethnicity, and languages spoken other than English is gathered. The State has responsibility for gathering and processing data; however, actual processing is done by the Laboratory of Educational Research.

Data is interpreted by the State Educational Agency and local school districts. Primary purpose for use of data is to identify needs for determination of allocation of federal funds. Reports include school and district summaries, using percentile-based [illegible] state and test summaries by special target areas and public relations information. Reports are available to parents by request.

3. Minnesota Statewide Educational Assessment Program.

The purposes of the assessment program are to provide educational decision makers with a means to diagnose relevant strengths and weaknesses and to provide resources at the various levels of indicated need to ameliorate weaknesses and to capitalize upon the educational strengths of the state.

Specific objectives include determination of performance in cognitive, affective and psychomotor domains; to account for variation in student performance; to report results to executive and legislative branches of state government, and educational agencies; and to report longitudinal progress of students toward attainment of state objectives.

The Minnesota plan was initiated in 1971. Two advisory groups, the Assessment Advisory Council and the Technical Advisory Committee, are involved in general policy establishment. The Commissioner of Education has specific responsibility for implementation of the program.

Funding has come from ESEA III (pilot phase) and a grant from a private foundation matched by state and federal resources (implementation phase). Future appropriations will be requested by the Department of Education from the Legislature.

ESEA III personnel, along with consultants from the University of Minnesota and Minneapolis Public Schools have developed objectives and exercises. A private research institute has conducted a comprehensive study and was involved in the implementation of initial phases of the program.

Target groups are defined by age and grade. Students behind grade for age are included but educable mentally retarded, emotionally disturbed, non-English speaking and physically handicapped students are not. Participation in voluntary studies

have included samples of third and sixth grade classrooms. Plans are now to add fourth, eighth, and eleventh grades. Age and grades are defined, e.g., nine-year-olds and fourth grade, seventeen-year-olds and eleventh grade, to allow for academic retardation effects.

Cognitive areas of reading and math, and in the non-cognitive area, attitudes are assessed. Future plans call for assessing the cognitive areas included in the National Assessment Program plus health and physicial education (see below for discussion of National Assessment), attitudes toward subject areas, school and careers, and citizenship, interests, personal values and self-concept.

The Minnesota program is criterion-referenced to specific educational objectives, one-forth from Minnesota exercises. A comparison will be made between Minnesota and NAP regional and national results. Additional data regarding age, sex, grade, socio-economic status, etc., is also gathered.

Data are processed by an outside contractor, who is also responsible for organizing and analyzing the data. The State Education Agency has major responsibility for interpretation with some outside assistance from universities and outside contractors.

Program results are used for program planning, public relations, allocation of state and/or local funds, and comparison purposes. Reports go to the Governor, Legislature, schools, and other educational agencies. Reaction to the program has been good with some concern about uncertainty of funding.

National Assessment of Educational Progress

The mobility of the population has made the quality of education a national as well as a local concern. Futhermore, the increased holding power of schools and the numbers of students going on to higher education have pushed the costs of public education beyond the means of local communities. Very large state and federal expenditures are required to supplement local efforts.

Citizens concerned with expenditure of public and private funds have not always had sufficient information about where and how funds might be allocated most effectively.

The three previous examples have described specific state programs relating to the educational concerns of that state. National Assessment is the first nationwide effort to provide citizens and educators with dependable information about how the United States is meeting agreed-upon educational objectives.

National Assessment, after encouragement in 1963 from Francis Keppel, then U.S. Commissioner of Education, began in 1964. Ralph W. Tyler served as the first chairman of the "Exploratory Commitee on Assessing the Progress of Education." Funds came initially from the Carnegie Corporation and later the Ford Foundation Fund for the Advancement of Education. Current funding is largely from U.S.O.E., National Center for Educational Research and Development, and the Carnegie Corporation.

Results obtained from most achievement tests are based upon what the average student knows. They do not necessarily indicate what is being learned by students of varying degrees of ability and opportunity. The Committee concluded, therefore, that new methods of determining what students have learned were necessary.

The National Assessment program is to collect information about the knowledge and skills of nine-, thirteen-, seventeen-, and twenty-six- to thirty-five-year-old individuals in ten subject areas taught in schools: citizenship, science, art, career and occupational development, literature, mathematics, music, reading, social studies, and writing. Selected subject areas will be assessed each year, with reassessment at appropriate intervals to show what progress is being made. A carefully selected sample of eligible individuals represents the country as a whole.

In selecting the sample, care was taken to make possible the identification of specific problems relating to groups of individuals. Data are gathered, therefore, using 120,000 - 140,000 individuals subdivided by sex, geographic region, age groups, type of community, race and socio-economic level.

Four age groups were selected: *nine,* when there has been exposure to basic educational programs; *thirteen,* the end of elementary education; *seventeen,* the end of high school; and *young-adults* (26-35). Large cities, urban fringe, middle-sized cities, and rural-small towns were selected from the northeast, southeast, central, and west. Black, white, and other racial groups were represented in the sample.

Educational objectives were developed for each subject field. In order to insure

that the objectives represented current, generally accepted goals of education, they were reviewed by citizens, educators, and subject matter specialists. Exercises to assess knowledge, skills, and other education achievements were then developed, using a variety of approaches: questionnaires, interviews, observation, performance of tasks, choice and short-answer questions. Each exercise reflects one of the objectives, is easily understood, and samples knowledges and skills at three levels: those things that practically all can do, those that an average number can do, and those that only the most able can do.

In the field of science, for example, 87% of nine-year-olds knew that thick, dark clouds usually bring rain, 92% that a human baby comes from its mother's body. However, only 22% recognized a suitable definition of a "scientific theory" (e.g. it explains why some things act the way they do).

Most thirteen-year-olds know that brushing teeth prevents tooth decay (98%), and dark clouds bring rain (93%), but only 26% could identify the explanation of why an ocean fish fossil was found on a mountain rock (e.g., that the mountain raised after the fish died).

At seventeen, 93% know gasoline comes from petroleum, and that certain animals and plants live in the desert (98%). Only 18% know atomic nuclei are more dense than the rest of the atom.

Much of the fundamental, scientific knowledge and skills of adults is "general knowledge" read out of magazines or TV. 95% know that vaccination is why so few people in the United States get smallpox. Only 31% correctly answered an exercise about the blood type of an offspring if the parents had OA and OB types.

These have been only the most abbreviated of examples. For a thorough discussion, the reports available from the Education Commission of the States should be consulted.[1]

National Assessment does not give information about how well an individual performed relative to other individuals or to a norm. It is criterion-referenced and tells what various age groups know or do not know about various subject areas: what information or skills they have. Data is published only in terms of large groups of individuals within the four major geographical regions. This means of reporting avoids comparisons among individuals, schools, or school systems.[2]

Reports of the National Assessment Program are designed to be easily understood by parents and the general public, as well as to provide information for school administrators, legislators, school boards, and scientific specialists.

The intent is that the results be heard, understood, and discussed by those who have the capability for initiating needed changes and producing improvement in education.[3]

[1]Education Commission of the States, 822 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado, 80202, or N.A.E.P., Room 201A, Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan, 48105.

[2]National Assessment of Educational Progress, *Report 1, Science: National Results. Observations and Commentary of a Panel of Reviewers,* Denver; Education Commission of the States, July, 1970.

[2]National Assessment of Educational Progress, *Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers, Denver;* Education Commission of the States, July, 1970.

[3]National Assessment of Educational Progress, *General Information Yearbook* (Report No. 03/04-GIY), Denver; Education Commission of the States, December, 1974.

READING LIST

Accrediting Commission For Secondary Schools, *Criteria For Accreditation,* 1499 Bayshore Highway, Burlingame, Califronia 94010, July 24, 1974.

Association of California School Administrators, Henry Weiss, Managing Editor, "Assessment/ Evaluation", *Thrust for Education Leadership,* Association of California School Administrators, Vol. 1, No. 6, Burlingame, Calif., May, 1972.

Association of California School Administrators, *Procedures for Appraising the Modern High School—Form A, Form B. Form C,* Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges, Burlingame, California, 1973.

Beers, Joan and Paul Campbell, *State Educational Assessment Programs 1973 Revision,* Educational Testing Service, Princeton, New Jersey, 1973.

The Black Advisory Task Force to the Child Development Associates Consortium, "Collaborative Assessment: A Position", the Child Development Associates Consortium, August, 1974.

Bonjean, Charles N., Richard J. Hill and Dales S. McLemore, *Sociological Measurement: An Inventory of Scales and Indices,* Chandler Publishing Co., San Francisco. 1967.

California School Boards Association Guidelines for Evaluating a Superintendent, California School Boards Ass.,Sacramento,1975.

California State Department of Education: *California State Testing Program: 1971-72 and 1972-73,* California State Department of Education, Sacramento, 1973.

California State Department of Education: *Manual of Instructions for Completing the Consolidated Evaluation Report for Multifunded Educational Programs,* California State Department of Education, Sacramento, 1973.

Campbell, Vincent and Janet Santos, *Televote; A New Civic Communication System,* American Institutes for Research, Palo Alto, California, February, 1975.

Carithers, Polly, *How to Conduct Low Cost Surveys - A Profile of School Survey and Polling Procedures,* National School Public Relations Association, Arlington, Virginia, 1973.

Dyer, Henry S., "Statewide Evaluation—What are The Priorities?", Phi Delta Kapan, June, 1970.

Educational Factors, Inc., *The Community Profile Process: A Descriptive Presentation,* Educational Factors, Inc.

Halpin, Andrew W. and Don B. Croft, *The Organizational Climate of Schools,* Midwest Administration Center, The University of Chicago, Chicago, 1964.

Hunter, Madeline, *Teacher Appraisal Instrument [T.A.I.],* University Elementary School, UCLA, 1973. (Used only in conjunction with *Competencies Required In Order To Use The Teacher Appraisal Instrument.*]

Kegan, Daniel, Dept. of Ind., Eng. and Mgmt. Scis., *SCALES/RIOS: An Inventory of Research Instruments,* Northwestern University, Evanston, Ill., 1970.

Lonsdale, Richard C., "Maintaining the Organization in Dynamic Equilibrium", in Daniel E. Griffiths, ed., *Behavioral Science and Educational Administration,* The Sixty-third Yearbook of the National Society for the Study of Education, Part II, The University of Chicago Press, Chicago, 1964, pp. 142-177.

McElvanly, Charles T. and Matthew B. Miles, "Using Survey Feedback and Consultation", in *Organization Development in Schools* by Richard A. Schmuck and Matthew B. Miles, National Press Books, Palo Alto, 1971.

Miller, Delbert C., *Handbook of Research Design and Social Measurement* (2nd ed.) David McKay Company, Inc., N.Y., 1970.

Minneapolis Public Schools, *The Minneapolis Accountability Project: Community Evaluation of School Programs, Second Year Report,* Minneapolis Public Schools, Minneapolis, Minnesota, 196.74.

Moreno Valley Unified School District, *Interview Guide High School Principal,* Moreno Valley Unified School District, Sunnymead, Califronia, 1973.

National Assessment of Educational Progress, *General Information Yearbook,* (Report No. 03/04-GIY), Education Commission of the States, Denver, Colorado, December, 1974.

National Assessment of Educational Progress: *How Does National Assessment Differ From Other Testing Programs?,* National Assessment Office, Ann Arbor, Michigan.

National Assessment of Educational Progress, *Robert 1, Science: National Results. Observations and Commentary of a Panel of Reviewers,* Education Commission of the States, Denver, July, 1970.

National Assessment of Educational Progress, *Report 2. Citizenship: National Results-Partial. Observations and Commentary of a Panel of Reviewers,* Education Commission of the States, Denver, July, 1970.

Oakland Unified School District: *Bulletin 1967, Guidelines for Community Involvement in Principal Selection,* Oakland Unified School District, Oakland, Calif., June, 1973.

Parent-Teacher Association, *Looking In On Your School-Questions to Guide PTA Fact Finders,* National Congress of Parents and Teachers, Chicago, Illinois, 1971.

Price, James L., *Handbook of Organizational Measurement,* D. C. Health and Co., Lexington, Mass., 1972.

Project Redesign, *Schools in Palo Alto as Seen by Parents, Teachers, Students,* Palo Alto Unified School District, Palo Alto, Calif., 1974.

Roberson, E. Wayne, *Teacher Self-Appraisal Elementary Teachers Work Book,* Educational Innovators Press, Tucson, Arizona.

Roberson, E. Wayne, *A Manual for Utilizing the Teacher Self-Appraisal Observation System,* Educational Innovators Press, Tucson, Arizona.

Schmuck, Richard A. and Matthew B. Miles, *Organization Development in Schools,* National Press Books, Palo Alto, 1971.

Schmuck, Richard A. et al, *Handbook of Organizational Development in Schools,* Palo Alto, Calif.

Simon, Anita and Gil Boyer, *Mirrors for Behavior: An Anthology of Classroom Observation Instruments,* Research for Better Schools, Inc., Philadelphia, Pa., 1970.

Steinhoff, Carl Robert, *Organizational Climate in a Public School System: A Final Report,* USOE Cooperative Research Program, Contract # OE-4-10-255 (Project #8-083), Syracuse, New York, 1965.

Stemnock, Suzanne K., *The Evaluatee Evaluates the Evaluator,* ERS Circular, Educational Research Service, Washington, D.C., November 5, 1970.

Stern, George C., *People in Contest: Measureing Person-Environment Congruence in Education and Industry,* John Wiley and Sons, Inc, New York, 1970.

Taylor, Elaine N, Robert Vineberg and S. James Goffard, *Procedures for Surveying School Problems: Some Individual Group, and System Indicators,* (A Manual), Human Resources Research Organization (HumRRO), Alexandria, Virginia, 1974.

Thomas, John H., Stuart C. Smith and John S. Hall, ERIC Clearinghouse on Educational Management, *Polling and Survey Research,* National School Public Relations Assn., Arlington, Virginia, 1973.

Vincent, William S., *Indicators of Quality Orientation Manual and Observer Instruments,* Institute of Administrative Research, Teachers College, Columbia University, New York, 1968.

REFERENCE LIST

1. Accrediting Commission for Secondary Schools
   Western Association of Schools and Colleges
   1499 Bayshore Highway, Suite #244
   Burlingame, California 94010

   - Relative to school accredation

2. Alum Rock Union Elementary School District
   William Jefferds, Superintendent
   2930 Gay Avenue
   San Jose, California 95127

   - Relative to community and staff involvement in educational planning and evaluation

3. Belmont School District
   Claude C. Turner, Superintendent
   2960 Hallmark Drive
   Belmont, California 94002

   - Relative to evaluation of school programs

4. Building Systems Information Clearinghouse
   School Planning Laboratory
   770 Pampas Lane
   Stanford, California 94305

   - Relative to design and assessment of building facilities

5. California Association of Student Councils
   Gloria Jones, Advisor
   c/o Grossmont High School
   P.O. Box 1043
   La Mesa, California 92041

   - Relative to student evaluation of teachers

6. California State Department of Education
   Alex Law, Chief
   Office of Program Evaluation and Research
   721 Capitol Mall
   Sacramento, California 95814

   - Relative to California assessment and evaluation programs

7. Center for the Study of Evaluation
   Marvin Alkin, Director
   UCLA Graduate School of Education
   Los Angeles, California 90024

   - Relative to educational evaluation

8. Educational Facilities Laboratories, Inc.
   477 Madison Avenue
   New York, New York 10022

   - Relative to desisign and assessment of building facilities

9. Educational Finance Reform Project
   Robert Singleton, Director
   P.O. Box 44818 Hancock Station
   Los Angeles, California 90044

   - Relative to evaluation of educational policy

10. Escondido City Elementary School District
    James Slezak, Superintendent
    Fifth Avenue and Maple Street
    Escondido, California 92025

    - Relative to decentralized budgeting and resource allocation at the school and district levels

11. Interstate Educational Resource Service Center
    Kent Worthington, Director
    136 East South Temple, Suite 1720
    Salt Lake City, Utah

    -Relative to evaluation of the learning environment

12. Minneapolis Public Schools
    John B. Davis, Superintendent
    Special School District No. 1
    Minneapolis, Minnesota 55413

    -Relative to community evaluation of school district programs

13. National Assessment of Educational Progress
    J. Stanley Ahmann, Director
    700 Lincoln Tower
    1860 Lincoln
    Denver, Colorado 80203

    -Relative to national assessment of education

14. Palo Alto Unified School District
    Harold Santee, Superintendent
    25 Churchill Avenue
    Palo Alto, California 94306

    -Relative to personnel evaluation guidelines and techniques, and district planning

15. San Juan Unified School District
    Ferd. Kiesel, Superintendent
    3738 Walnut Avenue
    Carmichael, California 95608

    - Relative to personnel evaluation guidelines and techniques

Chapter 10

THE EFFECTS OF STANDARDIZED MEASUREMENT ON MINORITY STUDENTS

Introduction

The adequacy of standardized normative tests for evaluation purposes has been debated in recent years. Proponents of their use argue that they constitute the most efficient, accurate, objective means of acquiring information about large numbers of people in the most economical fashion. Others argue that these instruments are myopic—assessing only a small segment of the whole person—that they are culturally and linguistically individual, and that they often hold little relationship to the curriculum. Previous chapters have dealt with the general problems associated with those tests. Their use with minority students in particular has come under attack. This chapter is concerned with that problem.

The terms "standardized" and "normative" are used throughout this chapter. In some cases the reference is made to achievement tests. in other cases to intelligence tests, which are different in purpose and are not to be confused. Frequently, they have been developed and normed in much the same way, however. For that reason, they will not always be referred to separately in this chapter.

Achievement tests are designed to measure what a student has learned in school from specific instructional programs. An assumed goal of the school is that all students will do well on these tests. Because of home and background factors, some students come to school much more prepared for these tests than others. It is not uncommon to find, therefore, that not all groups of students do equally well on these tests. This is not to say that the test is biased. It may or may not be. If students from certain cultural or linguistic backgrounds score lower, however, because of the vocabulary, grammar or content of test items, or the context or setting of items, or any other aspect of the test causes a student to miss items when, in fact, he does possess the knowledge or skill in question, then the test may be said to be biased.

Intelligence tests, on the other hand, are designed to measure the potential a student has for school learning. They rely on the assumption that all students have had equal opportunity to develop the skills being tested. In many cases this assumption is not true. Children from cultural minorities have pre-school and out-of-school experiences that do not relate as directly to the questions that are found in many intelligence tests. For them, the results cannot be taken at face value, at least not as an indication of their intellectual potential. This chapter describes some of the consequences when school personnel have not understood these factors.

Many feel that the processes followed to develop and norm these instruments, in themselves, discriminate against minority populations. It is important that school advisory councils be aware of these issues as they participate in the development of evaluation designs and in reviewing reports of testing conducted in their school = communities. In this chapter we will discuss some of the more serious issues in historical perspective and consider alternatives to the present testing system.

An Historical Perspective

The original intelligence test was developed in France around 1908 by Alfred Binet, in order to identify children with learning disabilities and separate them from those who could benefit most from the regular school program. Professor Lewis Terman of Stanford University, Professor Henry Goddard of Princeton and Professor Robert Yerkes of Harvard were the three men instrumental in the importation, translation and adaptation of the Binet IQ test. Like most other translations, something was lost. In this country, the IQ test was used to measure a person's native or inborn intelligence, often as a genetic phenomenon, despite Binet's warnings that learning experience and cultural opportunity had an impact on performance.

During the early years of its application in this country, the IQ test was used to provide scientific evidence in support of

Chapter 10

THE EFFECTS OF STANDARDIZED MEASUREMENT ON MINORITY STUDENTS

Introduction

The adequacy of standardized normative tests for evaluation purposes has been debated in recent years. Proponents of their use argue that they constitute the most efficient, accurate, objective means of acquiring information about large numbers of people in the most economical fashion. Others argue that these instruments are myopic—assessing only a small segment of the whole person—that they are culturally and linguistically individual, and that they often hold little relationship to the curriculum. Previous chapters have dealt with the general problems associated with those tests. Their use with minority students in particular has come under attack. This chapter is concerned with that problem.

The terms "standardized" and "normative" are used throughout this chapter. In some cases the reference is made to achievement tests. in other cases to intelligence tests, which are different in purpose and are not to be confused. Frequently, they have been developed and normed in much the same way, however. For that reason, they will not always be referred to separately in this chapter.

Achievement tests are designed to measure what a student has learned in school from specific instructional programs. An assumed goal of the school is that all students will do well on these tests. Because of home and background factors, some students come to school much more prepared for these tests than others. It is not uncommon to find, therefore, that not all groups of students do equally well on these tests. This is not to say that the test is biased. It may or may not be. If students from certain cultural or linguistic backgrounds score lower, however, because of the vocabulary, grammar or content of test items, or the context or setting of items, or any other aspect of the test causes a student to miss items when, in fact, he does possess the knowledge or skill in question, then the test may be said to be biased.

Intelligence tests, on the other hand, are designed to measure the potential a student has for school learning. They rely on the assumption that all students have had equal opportunity to develop the skills being tested. In many cases this assumption is not true. Children from cultural minorities have pre-school and out-of-school experiences that do not relate as directly to the questions that are found in many intelligence tests. For them, the results cannot be taken at face value, at least not as an indication of their intellectual potential. This chapter describes some of the consequences when school personnel have not understood these factors.

Many feel that the processes followed to develop and norm these instruments, in themselves, discriminate against minority populations. It is important that school advisory councils be aware of these issues as they participate in the development of evaluation designs and in reviewing reports of testing conducted in their school = communities. In this chapter we will discuss some of the more serious issues in historical perspective and consider alternatives to the present testing system.

An Historical Perspective

The original intelligence test was developed in France around 1908 by Alfred Binet, in order to identify children with learning disabilities and separate them from those who could benefit most from the regular school program. Professor Lewis Terman of Stanford University, Professor Henry Goddard of Princeton and Professor Robert Yerkes of Harvard were the three men instrumental in the importation, translation and adaptation of the Binet IQ test. Like most other translations, something was lost. In this country, the IQ test was used to measure a person's native or inborn intelligence, often as a genetic phenomenon, despite Binet's warnings that learning experience and cultural opportunity had an impact on performance.

During the early years of its application in this country, the IQ test was used to provide scientific evidence in support of

the notions of that era—that Indians, Mexicans and Blacks were socially and racially inferior. In his first book describing the Stanford Binet Intelligence Test[1], Professor Terman stated, ". . .Dullness seems to be racial or inherent in the family stocks from which they come. The fact that one meets this type with such extraordinary frequency among Indians, Mexicans and Negroes suggests quite forcibly the whole question of racial differences in intelligence,". . .cannot be wiped out by any scheme of mental culture. Children of this age group should be segregated in special classes. They cannot master abstraction but they can often be made efficient workers."[1] That kind of thinking is out of place in today's world, now that the achievements and abilities of minority persons are beginning to be recognized and accepted. In that regard, there is still a long way to go.

One of the most widely reported studies which clearly confirms the cultural bias of IQ tests is one in which groups of immigrants to this country were tested and found that those who had been in this country 0 to 5 years had IQ's lower than immigrants who had been in this country 5 to 10 years. Immigrants here between 10 to 15 years scored still higher and those here 15 to 20 years even higher. Immigrants who had been in this country 20 to 25 years were found to have average IQ's.[2] In other words the longer an immigrant had been in this country the higher his IQ test. The cultural bias in IQ tests can also be seen in another study based on data gathered during World War I when thousands of men were tested by the Army. The results of that massive screening revealed that Blacks from the Northern states scored higher than Whites from the Southern states, but Whites from the North obtained scores higher than Blacks from the North. It is clear from this evidence that the closer a group comes to approximating the White middle class standard on which the test is based, the higher will be the score that the group obtains.

Cultural Bias in Test Construction

A normative test is a survey of items representative of the content that a test is supposed to measure, against which an individual or group can be compared to a referant group. The procedures for construction of these tests are essentially the same now as they were when the original instruments were developed. The process is one in which experts compose a large pool of individual items which are consequently field tested on representative samples of the norming population. The largest segment of that sample is the White middle class. The problem of cultural bias stems from this fact. The items constructed and selected represent the life experiences of students from that social, cultural and linguistic background—the White middle class. In a recent report[3] the author concludes that, "Just as the degree of minority representation in standardization samples can have only a small influence on norms, minority group presence in the tryout samples dominated by some solid majority will not accomplish much." In other words, the presence of minority students in the tryout sample will not accomplish much to change the nature of normative tests because the statistical techniques employed in item selection are based on the performance of the majority of the students.

Once the items are selected and compiled into a complete test, the group standards or norms are established by administering the test to larger samples of subjects. This norming sample is supposed to be representative of the total population; however, it was not uncommon to find that minority subjects were omitted from the norming populations.[4] Even when minorities are present in the norming population their effect can only be minimal since the content of the test was determined by the White middle class majority, thus predetermining consequent performance.

School communities must understand that normative tests are built upon several assumptions:

1) That all students have or should have the same kinds of experiences as those in the norming population;

2) That all students understand, speak, read and write standard English.

The implication of such assumptions is clear; that is, the experiences, expectations and language of the White middle class population on which the tests are normed become *the standard* against which all students will be compared. You will not find items reflecting the unique cultural experiences of Blacks, Mexican-Americans, Puerto Ricans, American Indians, Asians,

[1]Terman, L.M., *The Measurement of Intelligence,* Boston; Houghton-Mifflin, 1916.

[2]Bringham, C.C., *A Study of American Intelligence,* Princeton, N.J.; Princeton University Press, 1923.

[3]Green, D.R., "Racial and Ethnic Bias in Test Construction", *Final Report of U.S. Office of Education,* Contact No. C.O.E. 9-70-0058 (057), 1972.

[4]Wechsler, D., *The Measurement and Appraisal of Adult Intelligence,* 4th edition, Baltimore: Williams and Williams, 1958.

etc., included in normative tests. To ask minority students to provide specific answers to questions that describe situations they have had little or no opportunity to experience, or to confront them with questions that reflect a completely foreign set of values, is to put these students at a definite disadvantage. Is it reasonable to ask a ghetto student how he would find his way out of a forest? Is it reasonable to expect that merely translating questions such as, "Who wrote Hamlet?" into Spanish will make the item more meaningful to a child in the barrio? Is it fair to ask an American Indian student, "Who discovered America?" and expect the answer 'Christopher Columbus'?" Would a student from a poor family be able to give the expected answer to the question, "What is the advantage of paying bills by check rather than with cash?"

The fact that these questions may reflect the experiences of the majority culture places minority students at a disadvantage. Low test scores are often interpreted as indicating low intelligence or achievement, whereas, cultural bias in the tests or other factors may be the cause.

Underlying all the principles of testing is the basic assumption that a test measures what it claims to be measuring. A score on a mathematics test should reflect a student's knowledge of mathematics, and not his ability to understand the standard English in which the instructions are given. A reading comprehension test should measure a student's ability to understand and reason and not his familiarity with the culturally laden situations presented. Normative tests have consistently and systematically violated these principles when used with minority students.

Cultural Bias in Testing Conditions

A test which yields a comparative score should insure that the conditions of the testing are equal for all students. Testing conditions and test format may influence outcome. Research has shown that the following factors, *if not controlled,* may have a significant effect on performance.

1) The ethnicity of the examiner may have significant effects on the scores of minority group children;

2) The language used in the testing situation (both for instructions and for test items) can affect scores;

3) The thinking processes tapped by the test format may militate against students from sub-cultures;

4) Past experiences with tests influence performance on tests (that is, the pupil who previously has had gratifying experiences in being tested is likely to do better than one for whom test taking has been a negative experience);

5) Familiarity with the test-taking procedure should be assured each student; and,

6) Non-test related variables such as general health conditions, sight and hearing, hunger and emotional well-being can affect test outcomes and should be considered, at least for the obvious cases.

Sensitivity to these and other factors is a prerequisite to a successful measurement and evaluation effort. It is possible to give some special attention to measurement practices.

Current Uses and Abuses of Normative Tests

The present day uses of those tests in the public school continue to have influence on the lives of minority students. Most school districts, by state regulations or local choice, use some normative tests of academic achievement as a means of determining student progress. For some programs, the test results provide a way for the funds to be allocated to districts and schools where the relative needs of the majority of students are greatest. However, as has been pointed out earlier, the validity of the data obtained on minority students (who are unlike the norming population) are suspect. Some school districts, such as New York and Philadelphia, have voluntarily limited or eliminated the use of normative achievement tests. Others, such as Washington, D.C., have been forced by court action to discontinue such testing because of the "tracking" systems that such testing promoted.

Tracking or ability grouping is a means of classifying and sorting students on the basis of their performance on normative tests. Students who obtain high scores are assumed to possess greater ability than those who score low. It should not be difficult to understand why Black and Mexican-American students are over-represented in the low ability groups. The following quote from a recent report of the U.S. Commission on Civil Rights sums up the evidence of the effects of ability grouping: ". . .research on the actual effects of ability grouping does not support the assertion that it has positive academic effects". "Ability grouping as practiced produces conflicting evidence of usefulness in promoting improved scholastic achievement in superior groups, and

almost uniformly unfavorable evidence for promoting scholastic achievement in average or low-achieving groups."[1]

Unfortunately, there is still another area in which the minority child is being victimized by testing practices, and that is in the assessment and subsequent placement in special classes for the educable mentally retarded (EMR) and the mentally gifted (MGM). Unlike ability grouping and grade retention, which, at least theoretically, hold out the hope that the students will "catch up" with their peers, students in an EMR class are told, in effect, that they cannot compete in a regular classroom environment and must remain in special classes. Although only a small proportion of all students are in EMR classes, Mexican-Americans and Blacks are much more likely than Anglos to be placed in them. In California Mexican-American students comprise 16 percent of the total student population and Blacks comprise 9 percent. The latest available statistics reveal that 23 percent of the students in EMR classes are Mexican-American and 25 percent are Black. The opposite situation[1] exists in the classes for the mentally gifted. Minority students are denied admission to these classes because, as has been previously discussed, the individual IQ tests they are required to take to determine eligibility systematically underestimate their functioning. Black and Mexican-American students make up less than 3 percent of the population of MGM classes while they constitute 25 percent of the total student population in the State of California.

School = communities may wish to reflect on the thinking of prominent minority educators today. This thinking reflects an attitude that says. . ."Let's stop testing, diagnosing and prescribing for the student and start testing, diagnosing and prescribing for the system!"

Educators must begin not only to recognize the failure of the system in educating minority children, but to acknowledge that change must occur at all levels—from the policies set in the State Legislature to the educational environment created in the schools and the communities of this state.

Non-Standard Assessment

In general non-standard assessment is the attempt to find out as much as possible about what is going on in a school system in a complete sense, without reliance on traditional, standardized instruments.

The school's constituency is broad. It includes students, parents, teachers, the community, professionals and political leaders. Each aspect of this constituency requires different information. Non-standad assessment, or "full assessment", refers then to the attempt to provide information to each constituency in a manner that will permit meaningful interpretations to be made. This means accounting for *all* major sources of variance in pupil and school performance—including human and material factors—to the degree and level of quality that current assessment technology and perspectives permit. We propose full assessment as an alternative to traditional assessment—assessment based primarily upon student achievement test scores alone. To achieve this end, school districts may establish district-wide and school-wide committees for the purpose of developing an integrated full assessment program. Local goals clearly specified and integrated with the general aims of education may be reviewed by these committees. In order to determine the extent to which these goals are being met, data of the following kinds can be collected at the same time.

a. the student

1. Data on the student's intellectual, emotional, social and physical growth during a given school year. Such data may come from skillfully developed teacher made measures, or from properly administered and properly integrated standardized measures, from careful observation, or preferably from interview and discussion among the student, the parents, and teachers.

b. the teacher

1. Data on the teacher's preparedness in his field of specialization and his skill in teaching by means of carefully developed peer and student assessment, or by means of properly developed, administered and interpreted standardized measures.

2. Data on the teacher's sensitivity to interpersonal interactions. For example, video taped scenes of cross-cultural insults or "putdowns" which happen subtly in everyday interactions have been developed. Teachers are then asked to interpret what they see. Such an exercise can reveal the degree to which a teacher can accurately observe interactions which are relevant to potentially racist behaviors.

[1]U.S. Commission on Civil Rights, *Toward Quality Education for Mexican-Americans,* Report VI, Washington, D.C.: Department of Health, Education and Welfare, February, 1974.

3. Data on the teacher's knowledge of the background of all students with whom they work. Data should be collected regarding the general experience with ethnic groups in the school and the degree of teacher involvement within the community served by the schools.

c. the school in general

1. Data on the ethnic balance of school staff, both certified and non-certified.

2. Data on the subject content which is being taught. For example, some existing standardized tests do not accurately measure the course content of a particular school's curriculum.

3. Data on the extent and manner in which ethnic groups are treated in instruction and curriculum materials.

4. Data on minority students as reflected in school records, such as: comparative suspension rates, comparative referral rates for disciplinary action, comparative attendance rates, comparative rate of extra-curricular involvement, comparative distribution of minorities throughout regular classes in the school program.

d. the parents

1. Data on parent satisfaction with the school.

2. Data on parent involvement with the school.

3. Data on the parent-student-teacher interactions.

e. the community

1. General census type information of the demography of the community.

2. Descriptive records of parent involvement in school affairs.

3. Sample survey of community evaluation of school performance.

4. Survey of community agency interaction with school students. For example, in a local pediatrics clinic it was reported that the vast majority of school age children and youth receiving medical services in the clinic held anxieties, frustrations and generalized reactions necessitating avoidance of school.

In order to tap the full domain of student activity and growth, it will be necessary for the local assessment team to make a plan to look at things which are not currently measured by standardized instruments. Many of these things are far more important than the things which tests seek to measure. Parents and professionals state many goals which they consider to be vital. These goals frequently appear in curriculum guides. They seem to be too vague or too complex to be assessed. This is not the case. Reasoned judgment can be trusted in assessment.

Parents are concerned that schools help students to become socialized into shared community values. They are also concerned that students become increasingly more independent and self-directed. Parents are concerned that their sons and daughters have opportunities to exercise their creative potential. There are many other such goals. Yet there are no standardized assessment procedures to help parents and professionals to know how students are progressing or performing in these domains.

Indeed, since the primary school assessment activity involves the use of standardized tests, there is a tendency for the school to accomodate its program to goals which these limited tests measure. The school's program increasingly ignores and fails to reflect attempts to meet such goals as those mentioned above. There are few rewards for school people who seek to orient programs to include these goals. Often this failure operates to the disadvantage of minority students in particular, although all students are victims.

Let's take one of the goals mentioned above as an example, "to facilitate personal development." For schools to do this requires a careful definition of personal development and some systematic attention to finding out where students are developmentally. This does not mean students should be compared to a national norm. This means that teachers, parents and students together must seek to observe developmental activities and make deliberate plans for changing school practices to help students as they grow and learn. For example, every parent of an adolescent knows how vital it is for teenagers to talk to each other. Adolescents spend endless free hours on the phone or at a gathering place talking to peers. They seem inexhaustible in their conversation. This active communication spills over into the school setting at free times, but also during structured times. This is an urgent need for adolescents. How then does the school program show that it recognizes this developmental phase? How many teachers recognize the dynamics beyond being annoyed at "dis-

turbing" behaviors? How are formal course offerings planned to accomodate or adjust to the need? Is there a part that the selection of course content can play to capitalize on this vital student concern? Observation, group discussions, interviews with students, interpretations by parents, consultant interpretations and recommendations will all be necessary. No evaluation process is complete which leaves the impression of academic material treated in linear fashion. Therefore, some non-standard procedures are required.

A Model for Non-standard Assessment

There are few models of systematic assessment procedures which go beyond the use of standardized tests. None are complete in themselves. However, an illustration of a nonstandard assessment model is necessary at this point. The reader is cautioned that the model which is presented in Appendix B-9 was developed to assess the progress of paraprofessional teachers (Child Development Associates) rather than elementary or secondary school students. However, the principles of the procedure which are applicable to fit a particular school setting can be determined by the school assessment team. It is not possible here to illustrate how such a procedure could work at every school. The objective here is to present a concept of and rationale for assessment which is an alternative to traditional assessment in schools.

Chapter 11

EVALUATING IN CONTEXTS: SOME EXAMPLES

The Focus of Evaluation

The focus of evaluation is inferred from the goals and objectives of the school = community. Because of this connection, the level of generality of objectives may indirectly prescribe the methods of assessment to be used; objectives with a general content require a broader base of information for assessment than do objectives stated in more specific terms.

When planning an evaluation program, the school advisory council or other planning body might choose between a *program* or *school* approach to evaluation and assessment. As the school = community develops an evaluation program, the question of whether the evaluation will be focused on programs, e.g., a third-grade reading program, or the totality of the school process will inevitably arise.

It should be clear that these two focuses are not mutually exclusive, since either focus taps the reality of a person's experience. It is primarily in the limits of experience that the processes differ.

The difference between the program and school focus in evaluation might be seen more clearly when the following questions are addressed, using reading as an example of a program focus:

Program Focus

1. What kind of reading program?
2. What kind of reader?
3. What kind of experience in reading?

School Focus

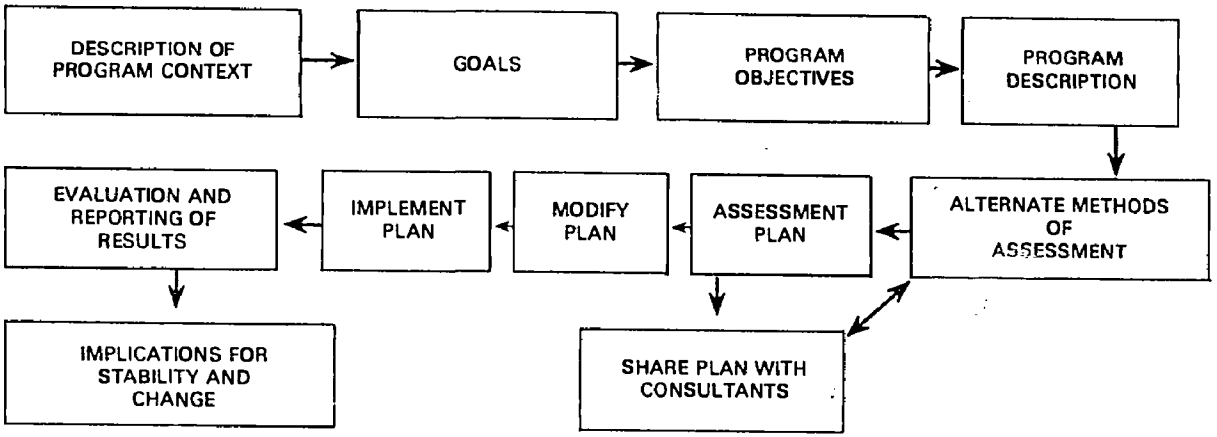
1. What kind of school?
2. What kind of learner?
3. What kind of experience in school?

These questions are different. The program focus is limited to evaluating the components and impact of a specific program, while the school focus is on the total school. Each of the three questions on either side address the experiences of persons in the school = community. It is in the limits of the experiences when considered for evaluative reasons that the difference occurs. For example, in the program focus, one might ask of our third-grade reading program, what are the objectives of the reading program? What are the experiences of the students in reading? What are the experiences of the teachers in teaching reading? What are the resources available in the teaching of reading? What are the feelings of the learners in the reading program? How important is reading to the total school experience, and to the reader's parents, and to the community?

In the school focus, the limits of experience are expanded and the varieties and depth of experiences considered are greater. For example, in the school focus, we might ask is our school overcrowded? If it is, what is the experience of the students in relationship to this? How does our school building affect student interest and motivation? Do the students learn to read well? Do they enjoy reading? Do they participate a lot in class? How do they interact with other students and the staff? Do they learn to think for themselves? Do they enjoy coming to school? Do our teachers enjoy teaching? Do our teachers feel they can talk to our students and vice versa? Are our students helped in wanting to learn?

As we can see from these examples, the difference of the program and school foci lies in the limits of experience considered in the evaluative emphasis. Both foci, however, deal with the whole person, e.g., the whole student, the whole teacher, the whole principal, etc. Schools sometimes try to "split up" the experiences of persons. For example, educators sometimes act as if the thought processes of people can be taught and evaluated apart from their feelings, values, experiences, and physical appearance. Both the program and school foci attend to these aspects of human experience as they exist together; both foci reflect the fact that the various aspects of a person's experience and behavior cannot be separated in reality. To express an idea is to think and feel at the same time.

Figure 7 PROGRAM FOCUS



Objective information (such as historical facts or physical measurements) is of most value to the student and the teacher (as well as the administrator) if the student has learned to apply such information in everyday living. The attitude and the value the student develops toward the information acquired are directly related to the personal meaning it has for the student. How a learner or a teacher or an administrator or a parent feel about themselves is directly related to the success of the person as a learner, problem-solver, decision-maker, planner, evaluator, creator, achiever, etc.

Dependent upon the recommendations made by the school advisory council for selecting the program focus or the school focus, the following outlines are provided. The first outline is the Program Focus and the second the School Focus. These are followed by examples of program and school evaluations based on the outlines.

Program Focus

In most cases, an evaluation process with a program focus would follow this sequence (see Figure 7):

1. Description of Program Context
2. Goals
3. Program Objectives
4. Program Description
5. Alternate Methods of Assessment
6. Assessment Plan
7. Share Plan with Consultants
8. Modify Plan
9. Implement Plan
10. Evaluation and Reporting of Results
11. Implications for Stability and Change.

PROGRAM FOCUS

EXAMPLE I: READINESS FOR WORK

1. **Context**

The target group is 10th and 11th grade students at Hillside High School who have expressed a desire to develop a post high school plan. The geographic setting of this school is urban; the community economic distribution is 60% low income, 40% middle income; the ethnic mix is 20% Black, 30% Mexican/American, 45% white and 5% other. About 60% of the students have lived in the school attendance area for over 5 years, 20% have moved once in five years, 20% have moved two or more times in that period.

2. **Goal**

The students will be prepared for the world of work. Students will acquire knowledge about occupational factors, job information, career planning and opportunities which they will be able to relate to their personal goals and characteristics as a result of the integration of school experiences, self-evaluations, and work experiences.

3. **Program Objective**

This program will teach students a body of knowledge and a set of skills before they leave high school which will make them better able to make decisions which relate to job choice, career choice, and other life commitments involving work. The utility of the skills and knowledges learned in this program are not only for the present, but can be applied again and

again at future decision points in the person's life.

4. **Program Description**

The program consists of a series of career guidance courses and experiences which are planned to integrate schooling, work experience and other student experiences into a meaningful whole for each student. The course work includes units on the organization of occupations, the occupational exploration process, social influences on occupational preferences, the skill of occupational analysis, career choice strategies and theories, and the process of integrating educational and career planning.

Closely coordinated with this course work is a work experience program designed to prepare students to actually perform work in a real job context. This means training students in a basic job skill such as retail clerk, hospital aid, drafting, typing, etc. It means teaching the student while he he is in that work situation the coping or interaction skills of mature adults such as punctuality, accepting responsibility, attention to work assignment directions, friendliness, and those social values which prompt students to be sensitive to the needs of others and to anticipate the effects of their own actions on others. The program, therefore, is not limited to the school setting, but takes into account and utilizes students' experiences at school, at home and in the community.

The body of knowledge their students learn will help them plan more realistically and accurately their educational career goals. Whether students are bound for jobs after high school or for years of college and graduate school, this program will help them perform better those tasks of sorting out and making judgments at critical points in their careers.

5. **Available and Alternate Methods Of Assessment**

The following methods of assessment may be used:

A. Measures. Assessment instruments may be used to increase the student's self knowledge.
Types of measures include:
1. Vocational interest
2. Vocational aptitude
3. Achievement in various skills and subjects
4. Career maturity
5. Attitude toward careers and jobs

B. Interviews. Counselors using the the counseling interview may help students evaluate and integrate information and prepare a post high school career-educational plan.

C. Reports. The following kinds of people may prepare reports:
1. Teachers may report on student performance for each curriculum objective.
2. Work experience employers may report on performance of students on the job relative to the program objective.
3. Counselors may report on the assessment of the career maturity of students.

D. Self reports. Each student may report on his reactions to the following aspects of the program:
1. Work experience
2. Instructional program
3. Self-appraisal program

E. Surveys. Surveys may be made of:
1. Educational plans prepared by students
2. The number, classifications, and attitudes of participating work experience employers.
3. The reaction of students, parents, teachers, and counselors to the program.
4. Follow-up surveys of work-related choices actually made by the students.

6. **Develop a Plan of Assessment**

A. Consult with a resource specialist in preparing a plan.

B. Select methods and techniques of assessment.
1. Self knowledge. Students may acquire self knowledge through test information gained from vocational interest, aptitude, placement, comprehensive interest-aptitude-personal history, and career maturity. The quality of self knowledge held by a student may be assessed by a self report and a counselors report of the client. The counselor's and client's reports must be treated as confidential information. Only the more general aspects such as vocational and academic interests, tentative levels of potential or tentative degree of career maturity can be assessed.
2. Instructional. All information and skills learned through instruc-

tional programs may be assessed with subject matter achievement tests and self reports.

3. Work Experience. The social-work coping skills of students learned in the work experience program may be assessed by a panel of judges including the work experience coordinator and self reports of students.

C. Design of specifications

4. Timeline. The various phases of planning should be placed into a timeline by the SAC. Objectives such as organizational meeting, selection of a consultant, development of plan including resource analysis, having plan checked by others, turning plan over to the school administration, feedback information from the plan as it is implemented, and modification of the assessment plan after feedback has been analyzed and integrated.

5. Resources. Any plan is dependent first on the number of resources which translate plans into operation. Representatives of school administrations should furnish the SAC with resources which can be used, specifying available funds, teachers, counselors, clerical support staff, instructional materials, administrative support, and work experience contacts in the community.

D. Assignment of Responsibilities. The chairman of the SAC, working in cooperation with the consultant and the administration, can sort out the various assignments of committee members and assign them. Committee members in sub-committees might be assigned the following tasks which could then come before the whole committee.

7. **Share Plan With Consultants**

After the goal, program objective, program description, and assessment plan have been developed, the administration should arrange to have other consultants in the area such as state, county, or university personnel critique the plan prepared by the committee.

8. **Implementation**

After modifications, if any, have been made as a result of the critique, the administration may implement the plan.

9. **Evaluation and Reporting of Results**

As the assessment unfolds, data may be gathered which will indicate weaknesses in the program. For example, certain work experience programs may not stimulate student interest enough to keep them motivated to stay in it. Or some of the instructional programs may need improving.

Conversely, the strengths of the program should be identified. For example, a majority of self reports by students might show that students are learning a great deal about occupations in the world of work and how to explore occupations. Job information available to students may increase their perception of what they can realistically expect after completing school.

10. **Implications**

Recommendations would be made in the evaluation report from the SAC to the administration based on the results of the assessment on how to improve the program through specific modifications. The staff would consider these recommendations in their program redesign and planning activities.

From the reviews of information gathered by the assessment plan, committee members, consultants, administration and staff can begin to see what kinds of modifications need to be accomplished.

With professional support, the members may review data on program and cost effectiveness. For example, this kind of analysis could show that by clustering many students in a large group for audio-visual programs on occupations, how to get a job or the way to use self knowledge information, considerable teacher costs could be saved. Or, by teaching students about work attitudes when they are engaged in work experience, data would show that sharp increases would occur in student career maturity as measured by a career maturity attitude scale.

PROGRAM FOCUS

EXAMPLE II: READING

1. **Context**

The students participating in this program are enrolled in grades 2 through

6 at the Hillside Elementary School. Only those students enrolled in the regular school program who participate for a minimum of 120 school days and are not candidates for any of the districts' special classes will be included in the final evaluation report.

2. **Goal**

The students will improve their reading performance as a result of an integrated educational program derived from diagnostic and prescriptive procedures, planned individualized instructional programs, media support systems, and a reading learning center.

3. **Program Objective**

By June 1975, students in grades 2 through 6 enrolled in the regular school program who have been in attendance a minimum of 120 days will achieve at least one month's growth in reading for each month of reading instruction as determined by a pre and post assessment schedule.

4. **Program Description**

The Hillside Elementary School has historically followed the overall school district plan for reading instruction at the primary and upper elementary grades. The advent of school level planning has allowed the opportunity to explore the use of new instructional methods commensurate with available technology. As a result of an Instructional Fair held in the school district during the Spring of 1974, teachers and parents of students at Hillside were exposed to media support systems designed to promote reading achievement. Following a series of meetings, the Hillside Parent Advisory Group and staff resolved to explore the feasibility of specialized media in the teaching of reading.

5. **Available and Alternate Methods of Assessment**

The method of assessment will be largely dictated by the objectives stated in (4). A commonly used test of reading achievement may be selected. This instrument should contain test items congruent to the course content. In addition, teacher constructed criteria referred tests can be used as process checks on student needs and achievements.

It is possible that the publisher of the instructional materials has produced end of unit tests which could be used as an alternative measure. The best assessment method available to teachers is to sit down with students to listen to and observe their reading. Notes or checklists are useful for recording these observations.

6. **Develop Plan of Assessment**

In consultation with a resource specialist (either from the district or outside) select appropriate instruments, determine schedule of testing and other methods to be used to assess and report reading progress. Assign responsibility for test administration and teacher in-service training (if necessary), scoring of the tests and analysis of data.

7. **Share Plan with Others**

The completed plan and timeline can develop anticipated information displays and should be shared with appropriate groups.

8. **Implementation**

Implement instructional and evaluation plan.

9. **Evaluation and Reporting of Results**

After final data collection the data should be analyzed or planned to show increments obtained by students. This growth can be contrasted with either the absolute standards in the objectives and/or with a comparison to either predicted growth or the growth of a comparison group.

10. **Implications**

The results should be presented to the staff and implications for action determined.

PROGRAM FOCUS

EXAMPLE III: PHYSICAL GROWTH

1. **Context**

The target group is 11th and 12th grade students at Ocean View High School. The attendance area is urban and the community is predominately made up of middle income families. The general motor skill ability of the students is slightly above average, however since the K-6 and middle schools lack adequate physical plant and outdoor activity facilities, the general physical fitness level of the students is slightly below average.

2. Goal

The physical growth and development discipline at Ocean View has four major goals. They include: life sports development; physical fitness; health education; and an instructional activity program that allows development in the areas of balance, flexibility, coordination, courage, and sportsmanship.

For 1975 one of the four goals will be evaluated specifically:

> Students will have acceptable levels of physical fitness relative to his or her sex, age, and weight to better enable them to participate with their peers and allow a life-long appreciaton for physical activity. In addition to acceptable performance levels, students shall have knowledge and understanding of health and life-fitness goals.

3. Program Objectives

A. All students will show an increase in their cardiovascular endurance level from the beginning activity unit of the school year, as indicated by: (5-A)

B. All students will develop and maintain an acceptable level of muscular strength-endurance, as indicated by: (5-B)

C. All students will have a basic knowledge of lifetime personal fitness goals; how to develop and maintain their individual exercise and nutritional program, as indicated by: (5-C)

D. All students will have a positive attitude toward their bodies and the need for maintaining physical fitness, as indicated by: (5-D)

4. Program Description

Specified to obtain a desirable performance level for physical fitness, a portion of each student's daily activity program will be allotted for vigorous activity required to develop the heart, lungs, and muscles. A period of approximately 12 minutes will be provided for activities such as jogging-running, swimming, cross country running, interval rope jumping and continuous rhythmical activities or exercises.

5. Available and Alternate Methods of Assessment

A1. Pre and post testing of the recovery heart rates of each student, utilizing the Harvard or Bench step technique.
A2. Pre and post testing of the number of segments each student can complete around a 440 yard track in either the 6 or 12 minute timed run.

B1. Pre and post testing of the pull-up test.
B2. Pre and post timed rope climb.
B3. Pre and post push-up test.
B4. Pre and post sit-up test.

C1. Written test scores.
C2. Student discussions.
C3. Observation of class activity.

D1. Student attitude and activity survey.

D2. Observation of class, school, and community participation in physical activity.
D3. Observation of interest in athletic contests.

6. Develop a Plan of Assessment

A. Consult with a resource specialist.
B. Select appropriate tests or develop achievement norms relative to the sex, weight, and age of students tested.
C. Review the test data and compare pre and post testing mean scores.
D. Develop an attitude and activity survey to assess each student's commitment to physical fitness and growth.

7. Share Plan with Consultants

Following completion of the preliminary plan of assessment, the council and administration should arrange to have specialists in the area critique the plan.

8. Implementation

After necessary modifications of the plan are made, the evaluation design should be implemented.

9. Evaluation and Reporting of Results

A data reporting system that allows each student's scores to be recorded may be developed. Following the final data collection, an analysis of both student and mean score gains or losses should be made. A comparison with norms for individually predicted gains should then follow. Time should

be allotted by the administration for staff in-service discussion, review, and critique. Responses on the attitude and activity surveys should be recorded and taken into consideration in planning changes in the program.

10. **Implications**

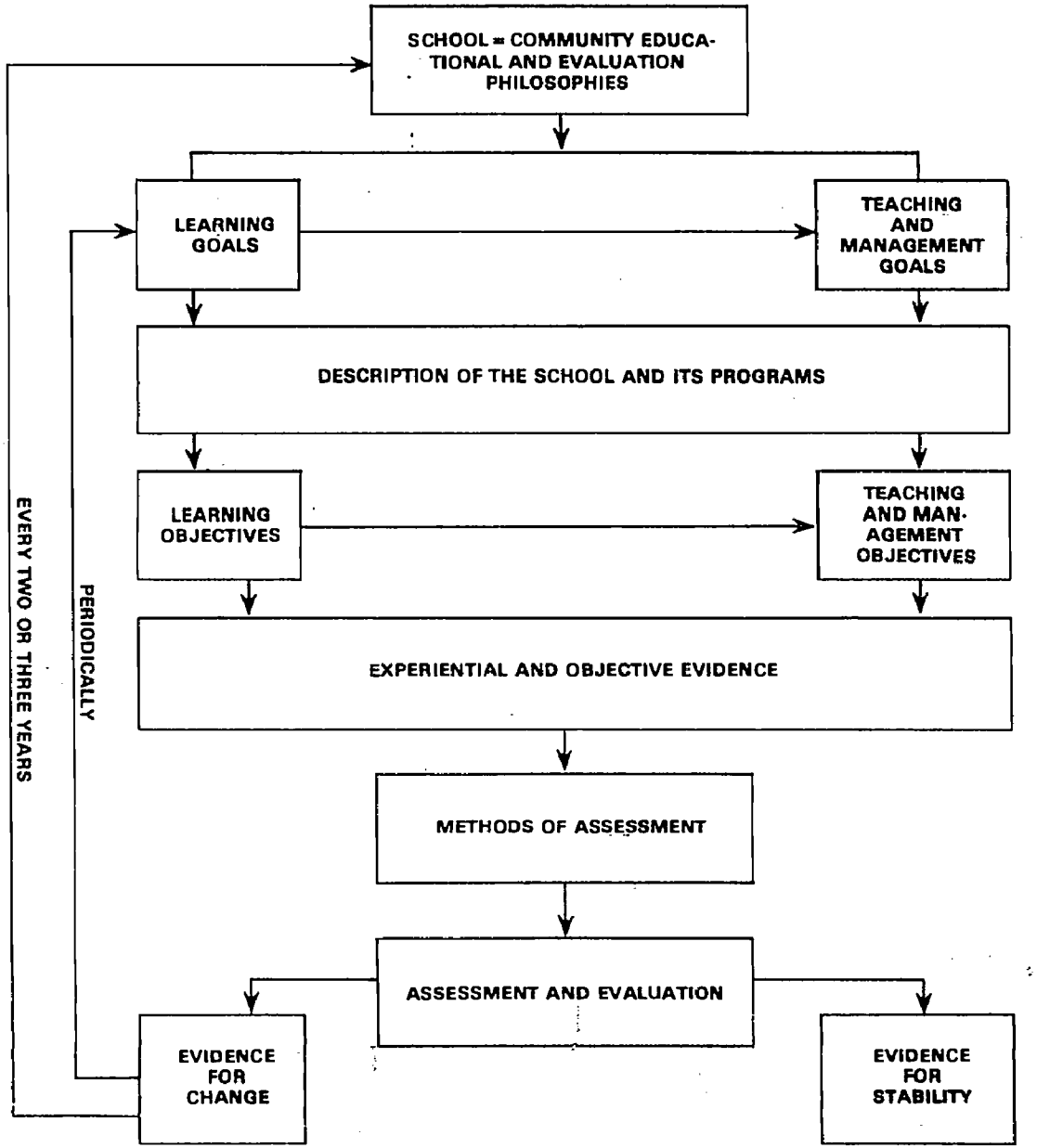
Results should be presented to the staff with recommendations made that are based on the results of the assessment. From the results, information gathered may be used by the administration, consultants, and staff to modify, redesign and plan future programs. If a stable degree of growth has been assessed, the activity plan should be continued for another year. If unstable growth is revealed, an analysis of the activities, the physical plan, and time allotment must be reviewed with recommendations for future change and stability made by the principal and staff. A referral system for students screened as low fitness subjects, due to obesity or physical handicaps, may be developed.

SCHOOL FOCUS

The school focus evaluation would probably follow this sequence (see Figure 8):

1. Description of the School and its programs
2. School = Community Educational and Evaluation Philosophies
3. Goals
4. Objectives
5. Experiental and Objective Evidence
6. Methods of Assessment
7. Assignment of Responsibilities
8. Use Plan
9. Evidence for Change, Evidence for Stability

Figure 8 SCHOOL FOCUS



SCHOOL FOCUS

EXAMPLE IV: BROOKSIDE SCHOOL[1]

1. Description of the School and Its Programs

This school = community is urban with a population which is 75 per cent Black. The school = community is a poor one, with the mean annual income of persons in the school = community of $4,500. Most of the families in the school = community have more than four children. Many women are heads of their households. Many children receive welfare assistance. The crime rate in this community is high, and most of the adults in the school = community have a tenth grade education. Most of the families live in old buildings, once private homes and now converted into apartments with usually four families to a building. The unemployment rate in this school = community is high, with most women working in jobs for which they are over qualified but receive inadequate pay.

The school = community has tried and is trying to deal with these problems. It has "block meetings" with parents and other neighbors in the school = community; it offers a program of continuing education, with a special studies program for women. The school takes advantage of special State and Federal Aid programs and is a multi-funded school. Special programs and projects are provided in reading, mathematics, spelling, etc. The school works closely with business and government in the community and has established programs of work experience for its students. Groups of parents, students, and other neighbors and teachers have been organized to clean up and keep the school clean.

2. School = Community Educational and Evaluation Philosophies

This school = community believes that every parent knows if his child is learning but asks whether his child is learning enough and is learning what he needs. This school = community believes that each child should have the opportunity to do as well as he/she can; and that, if she/he is not, the school is responsible.

The educational philosophy of this school = community centers on maximizing the learning of children. This philosophy indicates that students have a right to learn to read well and to do well in math and other subjects. Students in this school = community have the right to be prepared for the real world, to learn to help each other, to develop many talents and skills, to learn to think for themselves, to be helped in wanting to learn. This philosophy, involving maximizing opportunities for students, dictates that books and materials be plentiful and well used and that *all* students be expected to learn.

Thus, this educational philosophy commits Brookside School and its staff to involvement: the principal knows what is happening in school and he/she knows how to help his/her teachers perform well; teachers make home visits often; and the community is involved in many school activities. Parents and neighbors feel welcome at Brookside, and this school has a School Advisory Council.

The evaluation philosophy of this school = community is similar to the educational philosophy. Evaluation should be both process and product oriented and it should include the following factors: School = community relations, attitudes, programs, physical condition of the school, student achievement and involvement, etc. Information from the evaluation should be shared with parents and others in the school = community because members of the school = community have a right to know how good their school is. In addition, information should be useful to members of the school = community; on the basis of information collected, the members of the school = community can work to make their school a better place for children.

3. Goals

Learning Goals. Brookside learning goals are as follows:

1. All students will learn to read well.
2. All students will do well in math and other subjects.
3. All students will be prepared for the real world.

[1] Taken from material produced by the United Bronx Parents, New York, City, working under a project funded by the U.S. Dept. of Health, Education and Welfare.

4. All students will learn to help each other.
5. All students will develop many talents and skills.
6. All students will learn to think for themselves.
7. All students will hold on to their desire for learning.
8. All students will have friends.
9. All students will develop their talents and interests.
10. All students will learn to participate in class and school activities.
11. All students are expected to learn.

Teaching and Management Goals. The following teaching and management goals emerged from the school=community's educational philosophy:

1. Books and materials will be plentiful and will be well used.
2. Streets around the school will be clean and safe.
3. The school will be clean and well kept.
4. Bathrooms will be clean, with soap and paper.
5. The lunchroom will be clean and safe.
6. The school will not be overcrowded.
7. If many students do not learn, the school will change its methods.
8. The school will have many different ways of teaching.
9. Students will feel free to tell their problems to teachers.
10. Student records will not be used to hurt students.
11. Teachers will see parents before problems get big.
12. The number of students suspended or thrown out of school will go down.
13. The school will have a good reputation in the community.
14. The principal and the teachers will help build up the community.
15. The community will be involved in school activities.
16. Teachers will make home visits often.
17. Parents and other neighbors will feel welcome in school.
18. The principal will know what is happening in the school.
19. The principal will not be afraid to remove ineffective teachers.
20. The principal likes parents to visit at all times.
21. The principal will answer questions directly and clearly.
22. The principal will know how his/her teachers perform.
23. Tardiness is not a problem for students, teachers, and staff.
24. Students, teachers, and other staff are not absent a lot.
25. Teachers will pronounce student's names correctly.
26. Teachers will not scream at students.
27. Lunchtime will be pleasant and relaxed for everyone.
28. Students who have difficulty will get the best teachers.

4. Objectives

The following is a list of specific objectives, with each objective coinciding with one or more goals.

Learning Objectives. Learning objectives were developed from the learning goals:

1. At the end of this school year, 100 percent of all students in all grades will show some improvement in reading achievement.
2. At the end of this school year, 100 percent of all students will show improvement in math and other subjects.
3. At the end of the school year, 75 percent of all sixth graders will have made at least one visit to businesses and other agencies in the community.
4. At the end of the school year, at least 75 percent of the students will report having helped each other at least six times during the school year.
5. At least 60 percent of the students will report having participated a lot in class and being encouraged to learn.
6. At least 60 percent of the students at the end of the school year will report liking school.

Teaching and Management Objectives.

At the end of the school year, at least 60 percent of the parents, 60 percent of the students, and 60 percent of the teachers and other neighbors in the school will report that:

1. Books and materials are plentiful and are well used.
2. Streets around the school are clean and safe.
3. The school is clean and well kept.
4. The bathrooms are clean and supplied with soap and paper all of the time.
5. The lunchroom is clean and safe.
6. The school is not overcrowded.
7. The school has changed its

methods for those students who were not learning at the beginning of the year.

8. The school has many different ways of teaching.
9. Students feel free to tell their problems to teachers.
10. Student records have not been used to hurt students.
11. Teachers have seen parents at the beginning of a problem.
12. The school has a good reputation in the community.
13. The principal and the teachers have helped in building up the community.
14. The members of the school=community have been involved in many school activities.
15. Parents have seen teachers in their homes at least three times during the year.
16. Parents feel free in talking and visiting with the principal.
17. The principal answers questions clearly and directly; parents, teachers, students, and others feel good in talking to the principal.
18. Teachers pronounce student's names correctly.
19. Lunchtime is pleasant and relaxed for everyone.

In addition, the following objectives were also developed:

1. Absenteeism, tardiness, and truancy for students, teachers, and other school staff decreased by 20 percent from last year to this year.
2. The number of students suspended or expelled will decrease by 25 percent from last year to this year.

5. Experiental and Objective Evidence

If the school has accomplished its goals and objectives during the course of this school year, then students, teachers, parents, other staff of the school, and other neighbors of the school will be able to tell members of the school advisory council that the school is good for the children. They will be able to tell the school advisory council that the school is clean and safe and that children are learning. Attitudes toward school will be good and members of the school=community will like the school, like coming to it, and will feel good about the school.

6. Methods of Assessment

In order to assess whether goals and objectives have been met and to what degree they have been met, the following methods of assessment will be used:

1. Questionnaires

Parent questionnaires will be sent out to all parents in the school=community at the beginning of the school year and then at the end. Parents will be asked to give points on each of the goals and objectives, giving *less* points for things they do not think important and *more* points for things they think important. Parents will be invited to ask many students how they feel and will be invited to ask them to rate their school as well. Parents will be invited to go see the principal and to discuss their findings with members of the school advisory council and the principal.

Principal questionnaire will be given to the principal at the beginning and the end of the school year. The principal will be invited to give information which will allow comparison of this school with other schools in the city and the state. If the principal can supply answers for his/her school only, he/she will be asked to help members of the school advisory council get information from the district governing board and the State Department of Education. The principal will be invited to add any additional information he/she thinks is important. See Page 37

2. Interviews

At least five students in each class in the school will be interviewed by an appropriate person at the beginning and at the end of the school year.

All teachers in the school will be interviewed.

At least 5 percent of all parents in the school=community will be interviewed at the end of the school year.

3. Criterion-Referenced Tests

These tests will be given to the students at the beginning and at the end of the school year in the following areas: reading, mathematics, social studies, and spelling.

4. Observations

Observations made by others will be made in the school lunchroom, classrooms, and bathrooms every two months throughout the course of the school year.

Observations made by students, teachers, and parents will be made twice a year.

7. Assignment of responsibilities

The principal and other staff will recommend to the school advisory council the person or persons who will organize and collect information needed and to be provided through the methods of assessment. The principal and other staff will assist the school advisory council in designing the parent and principal questionnaires. They will recommend person or persons to the council who will develop the interview format, the timeline for collecting information, etc.

The principal will provide a cost estimate for the evaluation plan and identify resources.

8. Use Plan

The information collected will be shared with parents, other neighbors in the school=community, teachers, and all staff. An open meeting will be held when the final evaluation report is ready and brainstorming will be conducted with all present in order to determine how to make the school better for all members of the school=community.

9. Evidence for Change, Evidence for Stability

Where evidence for change is found, members of the school=community will all come together to share in possible ways of making the school better. The principal and other staff will share with the school=community what can and cannot be done in redesigning programs, coming up with new teaching methods, etc., given time and budgetary constraints. The principal and teachers will help in revising learning, teaching, and management goals for the new school year. Where evidence for stability is found, methods, programs, etc., will continue for another year.

SCHOOL FOCUS

EXAMPLE V: RIVERVIEW SCHOOL[1]

1. Description of the School and Its Programs

This is an open school, developed as an alternative elementary school. Characteristics of the school=community include mean annual income of $12,500 per year with the average educational level being first-year of college. Most families have an average of two children each, and most families live in private homes. The school=community is open, with emphasis on involvement. Individualized learning is a key focus. There is an on-going school advisory council which is involved in philosophy clarification, goal-setting, and evaluation. The school advisory council uses the following task-orientation model in its meetings: (1) the council freely identifies areas it considers important, (2) the council defines precisely and explicitly by consensus each goal identified, and (3) the council decides on a set of observable behaviors that it will accept as evidence of achievement for each goal. This process is considered to be one of the "programs" of the school.

2. School=Community Educational and Evaluation Philosophies

This school=community believes that each student is unique and has a unique way of learning. One of the purposes of schools is to provide an environment in which students can maximize their own learning styles and their own methods of making sense of the world. This school=community believes that many of the behaviors students learn in their endeavors to make sense of the world fall within the day-to-day experiences which the student has.

This school=community is concerned that all students should grow in their empathy for other human beings and in their sensitivity to the world around. It believes in the importance of the integration of learning experiences between home and school. Total-person growth and development cannot be learned in five hours a day spent in school; neither can they be taught as a "course" in school. They must be part of one's total life experience in order to make sense and become integrated into one's everyday living.

This school=community believes that Riverview should foster human growth. This means that parents, teachers, administrators, and others in the school=community must go through the process of identifying Riverview's philosophy and goals. This will ensure that goals of the school are consistent with the goals of the people who make up the school=community.

[1]Taken from material produced by the Foundation for Urban and Neighborhood Development (FUND), Denver, for the Open Living Schools in Evergreen and Edgewater, Colorado.

3. Learning, Teaching, and Management Goals

1.0 *Involvement* - ability to take initiative and to contribute to social interactions. An active rather than passive orientation. Ability to be involved with other persons and the total environment.

2.0 *Co-Learner* - willingness to learn with and from peers. Ease of co-learning with all ages and both sexes. Respect for others with knowledge regardless of age or sex.

3.0 *Self-Awareness* - ability to know own wants, needs, likes, dislikes, abilities, strengths and weaknesses. Has a feeling for her or his potential in all areas - social, intellectual, emotional, physical.

4.0 *Positive Self-Concept* - (self confidence or self-esteem) In order to function fully, happily and effectively through life, a child must develop a positive self-concept which is indicated by a genuine feeling of selfworth and a feeling of security and peace with one's self.

5.0 *Strength* - live by your convictions. Balancing, compromising without selling out.

7.0 *Introspective Quality* - looking at own actions; wondering about them. Verbalizing your thoughts. Separating self from others, yet interacting with others. Ability to develop own value system.

8.0 *Self-Actualizing* - (problem solving) - In order for a child to become a self-actualized individual, he must develop skills which enable him to explore experiment, learn for himself, all of which require problem solving.

9.0 *Cooperativeness* - regard for others, empathy. Recognize uniqueness of others, sensitive to others, sensitive to others' feelings, not categorize others artificially. Participate rather than just observe.

10.0 *Happiness* - thought out optimism based on reality; positive orientation; view self as a successful person.

11.0 *Accepting* - of others and self-non-defensive-comfortable with self.

12.0 *Coping Ability* - (A.A. Prayer) God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference. Control over one's environment; responding to challenges.

13.0 *Able to Win or Lose* - it matters not whether you win; it's how you play the game that counts. Able to learn from losing.

14.0 *Spontaneity* - ability to react as one feels at the time one first feels it.

15.0 *Joy of Living* - relaxed, happy-capable of expressing love. Able to tolerate ambiguity. Able to hang loose. To be alert and gentle.

16.0 *Sense of the Absurd* - an appreciation of the absurd; a sense of play, sense of humor

17.0 *Love of Learning* -awareness of, and a desire for personal and intellectual growth. Ability to initiate learning from within with a minimal need for external stimulation.

18.0 *Individual Problem Solving* - able to make decisions. Able to be resourceful.

19.0 *Honesty with Feelings* - being truly able to express how one feels. Being authentic.

20.0 *Openness* - ability to express honest feelings even though it it hurts one's self. Ability to be vulnerable. Shares feelings with others. Praises others.

21.0 *Risk-Taking Ability* - freedom to fail without great anxiety. "Oh well what the hell, why not try." Expresses negative responses when appropriate.

22.0 *Autonomy* - ability to function as an independent person within a group but sensitive to the values and actions of the group; yet retaining one's own values and identity.

23.0 *Able to Exercise Choices* - to create choices, options. Trying them out. Find and exert own

strengths. Ability to set realistic and personally relevant goals.

24.0 *Genuineness, Authenticity* - ability to be himself or herself (part of self-concept).

25.0 *Equality* - race, religion, national origin, sex and age; sensitivity and not sympathy to others; honesty with one's self and others.

26.0 *Dependability* - doing what you say you'll do.

27.0 *Responsibility* - for self and others. Responsible for one's actions and decisions. Evaluate and learn from actions.

28.0 *Trust* - ability to express faith in others. Have realistically predictable views of others.

29.0 *Appreciation of past and present* - Recognize and appreciate human effort of the past - historical, cavemen, Indians, primitive people who exist today - "It's great to be human." A sense of history as JFK said: "Incorporate history into your life."

30.0 *Ability to Deviate from the Norm* - recognize one's own uniqueness, ability to choose from a wide variety of options, those which fit the individual.

31.0 *Respect and appreciate nature and one's relationship to it* - develop and maintain a positive interaction with the environment.

32.0 *Appreciation of and Application to Tasks of Everyday* - Not conformity but responsibility for one's (and everyone's) survival and one's growth.

33.0 *Sense of Self-Worth* - you are yourself, he is himself, etc. - A feeling of security, at peace with one's self - Inner directed when very young - Self-aware but not selfish; responsible to others, also - able to avoid being manipulated.

34.0 *Responsible for Own Actions* - Responsible to the community.

4. Objectives

Learning, teaching and management objectives are inferred from the next section; for the sake of brevity, they will not be repeated here.

5. Experiential and Objective Evidence

1. Relates to all and other ages-including adults.
2. Relates to other sex.
3. Confronts when appropriate.
4. Begins the interaction, a self-starter - e.g., "Hello. I'm Barbara Norton."
5. Initiates helping another; shares and is supportive - e.g., "Would you like to do this with me?"
6. Interacts non-verbally with others.
7. Requests from others.
8. Expresses opinions and feelings. (Says how she or he feels and believes without over-emotional responses.)
9. Allows others to express how he or she feels, listens to others.
10. Acts on strength of his or her convictions; behaves consistently with his or her beliefs.
11. Refrains from hurting others purposely.
12. Incorporates others' ideas, but doesn't obey blindly.
13. Changes a group's or individual's direction.
14. Asserts self without antagonizing or hurting others.
15. Uses body in a friendly, outgoing, but not hostile, aggressive manner.
16. Responds appropriately; doesn't change the subject thoughtlessly.
17. Involves self in something special, i.e., guitar, religion, vegetarianism, etc.; has something going.
18. Avoids making value judgments of others, e.g., "I think. . ." Not, "that is. . ."
19. Moves freely in new (unexpected) directions.
20. Sees new patterns.
21. Makes new combinations, play, fantasy, plastic reality, relationships.
22. Senses humor, incongruity.
23. Praises others with ease and at the time he notices them or their activity.
24. Helps others "on the spot".
25. Does not take things unnecessarily seriously. Enjoys all learning experiences and helps other people do same without becoming angry, uptight, or loosing effective composure when things don't seem to be going as one feels they should.

26. Sees humor in many things. Is aware that every thing has its humor. Understands and communicates the lighter side, especially when it aids in helping self and others in overall understanding of an experience.
27. Reports fantasy. Uses creative imagination, expands and improves on a learning situation.
28. Does what is not expected.
29. Appreciates self humor, makes others laugh at and with her or him.
30. Exaggerates playfully.
31. Sees incongruities and the humor in them and shares this awareness with others.
32. Becomes engrossed in a specific activity, i.e., a passionate involvement in what one is doing.
33. Demonstrates an increase in her or his attention span.
34. Works hard on difficult areas.
35. Questions, is curious.
36. Expresses enthusiasm for cognitive tasks.
37. Responds with interest when a new learning experience is initiated.
38. *Expresses how she or he feels* without qualification - even if the feelings are contrary to the norm.
39. Expresses strong negative feelings, as well as positive, openly-to appropriate persons or situations.
40 Deals directly with her or his own feelings.
41. Expresses feelings in appropriate manner-not hurting or violent.
42. Verbally
    A. Expresses feelings
    B. Brings up problems freely
        1) one to one
        2) in groups
        3) with adults
    C. Expresses ideas or questions even if it may be wrong.
    D. Honestly disagrees with a teacher, authority or peer.
    E. Is willing to say, "I don't know."
43. Nonverbally
    A. Maintains direct eye contact with all others
    B. Touches-spontaneously and comfortably
    C. Cries and laughs when she or he feels like it
44. Both
    A. Helps others; is open to direction, suggestions.
    B. Reacts positively to failure. Accepts and tries again.
45. Tries "something" when confronted with an impasse.
46. Chooses, from two alternatives, the one with an unknown (possibly better) outcome. Chooses self-directed activities—i.e., many teacher-directed activities have a known outcome.
47. Tries something he/she feels he/she might not be able to do.
48. Does not do something when everyone else is doing it.
49. *Tries something new, e.g., if child* says, "Hey, I've never done that; how do you do it?", etc.
50. Shares opinions, ideas, etc., when not sure if others will go along. Contributes to general group discussions.
51. Keeps his own values, while sensitive to the values and actions the group.
52. Functions independently when a sibling is present.
53. Functions on one's own (degree determined by age and maturity) at the departure of parent, or in the absence of teacher, etc.
54. Says no to suggestions of a group or another person while citing some previous belief, feeling, reason or personal conviction.
55. Chooses an activity without consulting others.
56. Does not force own views on group; does not force group into own actions - does own thing.
57. Acknowledges idea or feeling of group while starting own which may be different.
58. Sustains a project or interest, coming back to it time after time, on his/her own. (Beethoven's Ninth)
59. Expresses understanding that he/she is aware of effects of her or his own actions on others.
60. Fulfills a commitment without needing repeated pressure from outside.
61. Responds to need for action.
    A. Observes and initiates on his or own.
    B. Volunteers in response to request.
63. Responds to legitimate authority.
    A. Doesn't make excuses.
B. Deals openly with authority conflicts.
64. Makes agreements (contracts). Follows through while still developing spontaneity in learning situations.
65. Modifies behavior in relation to environment.
    A. If a certain tool doesn't fulfill the task or if environment doesn't meet the need, move to one which meets the needs; i.e., if the room you're in doesn't have the equipment, then you need to go to one

which does meet the need (library).

B. If asked to be quiet, you should either be quiet or move.

C. If you can't accomplish goals immediately, then put it off until you can (another time).

66. Confronts a problem and effects change, either internal or external.

A. In a group, if an individual convinces the others to go a different way than originally planned (EXTERNAL).

B. When you have a priority but but it doesn't or can't be accomplished and you change the priority (INTERNAL).

C. If you're into an interesting subject or project and school ends, the project can be put away and picked up the next day.

67. Gives evidence of tolerating an uncomfortable situation while pursuing own goals.

A. Trying to accomplish a task with intervention from peers (Sweeping floor and people walking through that area).

B. Studying or reading in a noisy room.

68. Channels frustration to an alternative.

A. Going outside and running or playing when classroom is no longer a productive environment.

B. Beating on a punching bag rather than a person.

67. Identifies, plans and implements and activity on his or her own.

70. Acts from internal rather than external stimuli.

71. Is occupied when he or she wishes to be.

72. Is curious.

6. Methods of Assessment

For the first year of evaluation and for the new goals, it was felt that observations would be conducted, with trial observations, to field-test the evaluative efforts occurring in at least eight classrooms. In this initial series of observations, two observers would select just one goal. They would attempt to record for a half-hour period all of the behavior of one student that would indicate the activity necessary to accomplish the goal. A pre-set coding method would be adopted, with notations made by observers using the prescribed coding. At the end of each period of observation, the observer would discuss with the teacher and students the implications of their observations.

The observers, teachers, and perhaps some students would then report to the school advisory council after the initial observations were made. From this, and observation grid for the goal would be developed and "standardized" and a timeline for making periodic observations established.

Interviews of students, teachers, and administrators would also be conducted. Parent interviews would also be conducted. The school advisory council would allocate some of its time to determining the format or content of interviews, based on goals of the school.

7. Assignment of Responsibilities

The principal and other staff would recommend to the school advisory council those persons who could serve as observers and interviewers. It was decided that observations would be conducted every second month, with interviews conducted at the beginning and at the end of the school year.

8. Use Plan

Findings of the evaluation plan will be incorporated into the school=community's operations and the entire procedure will be reviewed in public hearings, with members of the school=community providing information for reform where necessary.

9. Evidence for Change, Evidence for Stability

The school advisory council decides on the basis of the evidence for change what may be present in the school environment which inhibits growth in each goal area. The council will also review the information collected to identify what is present in the current environment to facilitate growth in each goal area (evidence for stability). These evidences are then shared with the entire school=community and the process begins again.

Chapter 12

REPORTING STUDENT PROGRESS

Introduction

This chapter on reporting student progress is based on the assumption that California schools—as expressed in district adopted goals—are striving to develop the whole student. The self-concept and attitudes of the students are not to be neglected, nor are his relationships with his peers, his family, and those in authority, when evaluating and reporting his progress in school. In this light, the suggestions for conferencing and positive reporting which follow are realistic, reasonable and consistent with the goals of the "system".

However, there will be those, particularly teachers and administrators in secondary schools, who may view the suggestions as unrealistic under the conditions in which they work. That is agreed.

The need to alter these conditions to better conform to the expressed goals of the schools seems clear. The solutions are not as clear, but they are there to be found by those who search for them

Different Reporting Practices

The first system of grading or reporting student progress was the use of percents on report cards to indicate the student's academic growth. Percents on tests were used to indicate the degree of student success on teacher made tests for determining the student's grade level achievement.[1] These percentage grades were then used on report cards to show parents how their children stood. One hundred percent was established as perfect, with descending percents indicating less than perfect achievement.

The A, B, C, D, and F designations were the next method of reporting student progress because of the difficulty in calculating scores to the nearest percent. Percentage scores were not dropped, but were translated into simple letter equivalents. The letter "A" represented 95 - 100%, "B" represented 85 - 95%, and so on. (See Figure 9.)

A third area of reporting student progress deals with converting letter grades and percent equivalents to such letter terms as "S" for satisfactory, "I" for improvement shown or "U" for unsatisfactory. Other examples are "O" for outstanding and "N" for needs improvement.

A fourth approach to reporting pupil progress is the dual marking system, where a student received a check or grade in the areas of achievement and effort. Achievement indicates how the student's scores compare with what is normally expected of students at his particular grade level. Effort indicates how well a student is working with respect to his past performance. Effort grades or checks are based on determination, work, study habits and social attitudes. This normally can be tied to three levels of performance: above grade level, at grade level, below grade level.

Another approach is Check Lists, which is a system that rates the student's attitudes and achievement using such areas as reading, language, mathematics, listens attentively, works well with others, respects authority, observes school rules and regulations. (See Figure 10.)

A sixth approach is a narrative report which the teacher uses to communicate the success or problems that a student experiences at several times during the year. The teacher writes out impressions of how well the student is doing and where improvement is needed and this normally goes home to the parent who is asked to sign or respond to this analysis. (See Figure 11.)

A seventh approach is reporting student progress by showing growth in skills and knowledge by listing objectives or units of study completed or in progress in the individual classroom. This type of system would include independent study and comments regarding attitudes affecting the school and student. (See Figure 12.)

[1]See Appendix A-16 for a description of the use and meaning of test scores.

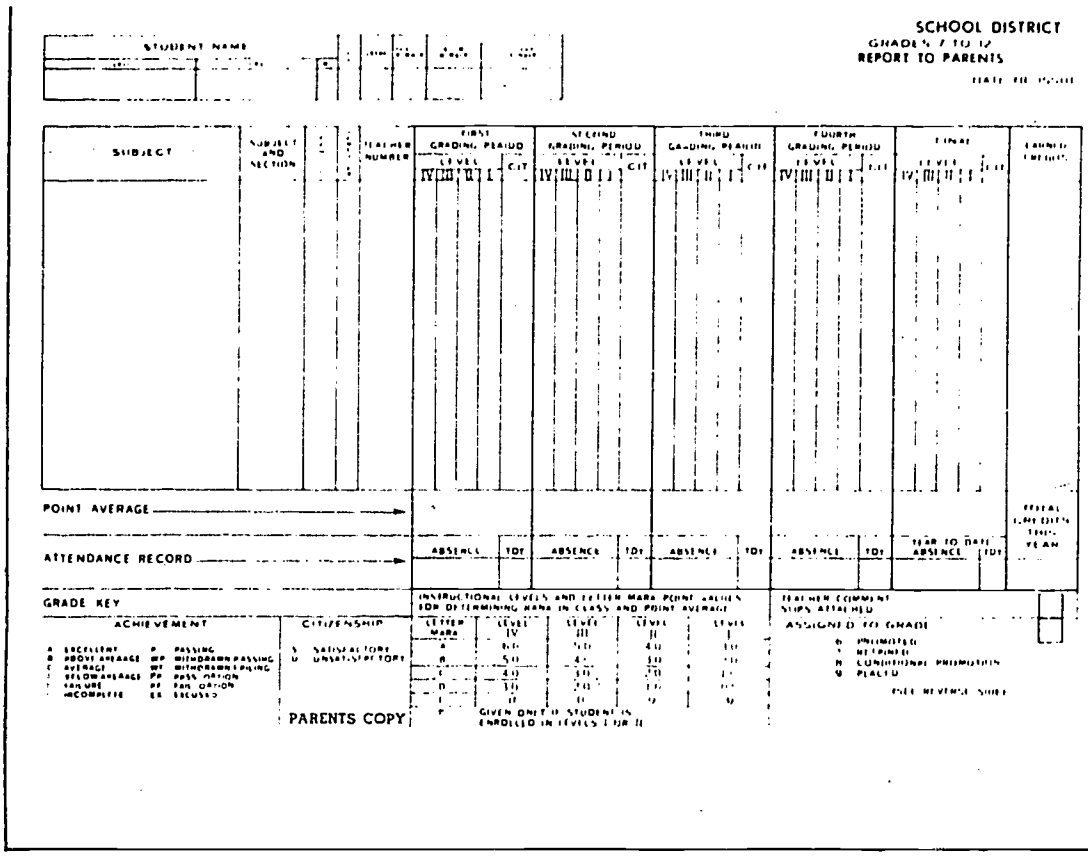


Figure 9. Letter Grading

PROGRESS IN SUBJECT SKILLS

	NOV	JAN	APR	JUNE
Reading Level: Pre-Primer				
Primer				
Book One				

Reading Skills:

1 Is learning basic vocabulary				
2 Reads with understanding				
3. Reads well orally				
4. Shows interest in extra reading				

Mathematic Skills:

1. Recognizes numerals taught				
2. Writes numerals correctly				
3 Understands value of numerals				

Language Skills:

1. Expresses ideas well orally				
2. Speaks clearly and distinctly				
3. Listens attentively when others are speaking				

Explanation of Marks

S — Satisfactory

I — Improvement Shown

U — Unsatisfactory

Work and Study Habits:

	NOV	JAN	APR	JUNE
1 Completes assigned work in allotted time				
2. Uses spare time well				
3. Works for accuracy				
4 Puts forth best efforts				
5. Follows directions				

RECORD OF ATTENDANCE

REPORTING PERIOD	Absent	Tardy
1st (Oct.)		
2nd (Jan.)		
3rd (April)		
4th (June)		

PLACEMENT FOR NEXT YEAR

GRADE ROOM

Parent-teacher conferences may be scheduled by calling the Principal's office. Please feel free to call us at any time concerning your child.

PROGRESS IN SUBJECT SKILLS

	NOV.	JAN.	APR.	JUNE
Reading Level: Pre-Primer				
Primer				
Book One				

Reading Skills:

1. Is learning basic vocabulary				
2. Reads with understanding				
3. Reads well orally				
4. Shows interest in extra reading				

Mathematic Skills:

1. Recognizes numerals taught				
2. Writes numerals correctly				
3. Understands value of numerals				

Language Skills:

1. Expresses ideas well orally				
2. Speaks clearly and distinctly				
3. Listens attentively when others are speaking				

Explanation of Marks **S - Satisfactory**

I - Improvement Shown

U - Unsatisfactory

Figure 10. CHECK LIST

Work and Study Habits:

	NOV.	JAN.	APR.	JUNE
1. Completes assigned work in allotted time				
2. Uses spare time well				
3. Works for accuracy				
4. Puts forth best efforts				
5. Follows directions				

RECORD OF ATTENDANCE

REPORTING PERIOD	Absent	Tardy
1st (Nov.)		
2nd (Jan.)		
3rd (April)		
4th (June)		

PLACEMENT FOR NEXT YEAR

GRADE **ROOM**

Parent-teacher conferences may be scheduled by calling the Principal's office. Please feel free to call us at any time concerning your child.

Teacher-student-parent conferences are an extension of this form of correspondence which is more formal, where the student and his parents meet with the teacher at school several times throughout the year to discuss the student's progress.

Teachers use other ways of reporting student progress, such as phone calls, notes, letters, home visits, parent requested conferences, surveys of student and parent attitude of class success and students telling teachers of the success of their projects.

The reporting procedures described above leave the following questions unanswered for parents, students and teachers:

1. What goals and objectives were established by the parent, teacher and student for the year and then reviewed during the year?

2. What specific progress did the student make toward the goals and objectives?

Reporting in Relation to Goals and Objectives

The purpose of reporting pupil progress is to communicate with parents and students the school's assessment of the academic, social/emotional and physical development of the student. This assessment includes a *positive analysis* of the student's skills, concept development and attitudes. Goals and responsibilities for the student's continued growth are established based on his needs, abilities and interests through the mutual effort of himself, his parents, his teachers and other staff and his peers. Reporting student progress should be built upon continuous

Figure 11. NARRATIVE REPORT

Parent Conference Summary Sheet

Child's Name _____ Date _____

School _____ Grade _____

1 Summary of classroom performance in basic subjects

2 Interpretation of group test results

3 Attitudes

4 Other comments about performance

5 Additional conference information

_____
Signature of Parent

_____
Signature of Teacher

conferencing and discussion between the student and his parents and teachers.

It is important that this positive foundation for reporting be understood by stressing the following points:

A. We take the student from where he is (not where we would like him to be) and build upon his strengths.

B. We actively involve the student and parents in helping to plan for the student's continued growth through setting mutual goals and attending conferences

C. We attempt in every way to provide more in-depth information about the student's progress to the parent and the student

Figure 12. PUPIL PROGRESS REPORT

GROWTH IN SKILLS AND KNOWLEDGE - Objectives or units of study completed or in progress at this time:

LANGUAGE ARTS (Reading, Spelling, Writing):

MATHEMATICS:

SOCIAL & PHYSICAL SCIENCES:

PHYSICAL EDUCATION & HEALTH:

MUSIC:

ART:

PROGRESS REPORT FROM LEARNING CENTER

NAME OF PUPIL

INDEPENDENT STUDY

SOCIAL BEHAVIOR - In Relation to School Rules

1. Come to school and class on time.
2. Do your work the best you can.
3. Be considerate of yourself and others.
4. Take care of our school.

Teacher(s) preparing this report:

Promoted to:

for the 19____- 19____School Year.

Many of the traditional methods used to report student progress, namely grades and achievement test scores, perpetuate certain undesirable effects which are incompatible with most instructional goals. What would be gained by abolishing these reports altogether? Serious hazards of competition would be eliminated. That is, competition transforms the teacher from a person helping students to learn to a dispenser of rewards. Instead of focusing on learning, students focus on influencing the teacher and trying to convince the teacher that they, not a classmate, should get the coveted A. Naturally such competition minimizes the help students give each other; thus it destroys a valuable learning resource.

This is not to say that tests should be abandoned. They are valuable tools for diagnosing students' learning needs, measuring student progress, and evaluating educational programs.

Reporting Through Conferencing

While continuous conferencing between student, parent and teacher is essential to an effective reporting program, it is important that the approach to conferencing or any reporting method be kept consistent with the educational program of that particular school. Those persons responsible for conducting the conferences might exercise caution that the conference not become negative or punitive in nature and that it not become a session of placing blame on the student for real or imaginary failure of the student in achieving desired goals. Only when this positive attitude is maintained during conferencing can there be real communication and rapport that can be a comfort and help to the parent and student.

The conference affords the student the opportunity of finding out exactly how he's doing in respect to his own capabilities and potentialities. Though the student's weaknesses are stated in a positive manner, he is given concrete information on his progress and he is given definite tangible steps which can be taken to bring about constructive change. He, with the help of his teacher and parents, can constructively pinpoint his weaknesses and strengths.

In the congenial, helpful conferencing atmosphere, the student isn't ranked or rated or unfavorably compared to his classmates. Neither is he labeled as "lazy or slow". Instead, lack of student enthusiasm is interpreted as the need for more insight on the part of the teacher and parents.

Though conferences are usually conducted during a time set aside for that purpose, spontaneous conferences are customarily held if the student is doing poorly. While this is sometimes necessary, it might be well to have at least one unscheduled conference to relate unusually good progress or just as a "rap" session. A meeting in this vein might do much to alleviate the bad reputation that conferencing sometimes gets.

When conducting a reporting-conference it may be helpful to use an outline or guide form. Many districts prefer to use a form of reporting that can be used as a conference guide as well as a report card. Here are some pointers in choosing a reporting form:

1. The form is brief and concise as well as informative.
2. If technical terms or numerical measures are used, there is a clear description of all terms on the sheet.
3. Any statements of progress are stated in a positive way.
   Example: Negative statement - Child does not know his math combinations.
   Positive statement - Child knows all basic combinations though 10's.
4. Any detailed explanation needed rests upon personal conferencing rather than extensive written notes which can lead to misunderstanding.
5. A good card enables parent and student to compare progress from one reporting session to another as a basis for future goal-setting.
6. The items are specific rather than general in nature. (See Figure 13.)

Great care must be taken in the selection of a reporting system by a school district. The particular method chosen must reflect the educational philosophy of the total school = community and be easily interpreted by all those using it.

A Multi-dimensional Reporting System

Five basic components of a new system which reports student progress in a multi-dimensional sense are:

1. Each student should know what is expected by an activity or unit before instruction begins. The student should know the general objectives and specific criteria each step along the way.
2. Each student in every classroom should know *how he is doing* in each learning activity or unit during the course of instruction as well as after. If he is not doing as well as his tested aptitude says he should, prompt attention should be given to the student-teacher relationship to examine the appropriateness of the program and the tests.
3. Each student should be allowed to participate with his parents and teacher in the reporting conference to enable the student to feel that he has an important role in his education, establish goals, enhance his self concept, enable the student to accept more responsibility, and establish a positive home-school working relationship.
4. In order to communicate most effectively regarding how a student is learning, the methods of reporting progress through skills, check lists, behavior scales, student progress profiles, narrative reports and parent-student-teacher conferences have the most potential for providing the positive environment to improve a student's attitude and learning capabilities.
5. Each student should develop a self-evaluation of his progress, including successes and problems, which provides personal meaning information to the teacher and his parents for incorporation in the total evaluation report. Also, the teacher needs to understand whether the goals and objectives of the school are in harmony with those at home.

The system needs to have as its base

criterion-referenced evaluation which has the following advantages:

1. It permits continuous progress through academic levels.

2. It provides clarity of feedback to the pupil and parent.

3. It provides greater precision in analyzing the effectiveness of teaching.

4. It emphasizes successful performance.

5. It permits greater pupil independence for learning.

An integrated system with a multi-dimensional approach might be illustrated through the following steps and examples of a close working relationship between the student, teacher and parent.

By using a continuum of skills in such areas as reading and math a series of instructional objectives can be established for the teacher, student and parent. Figure 13 shows one block of study skills in reading which is part of a total student profile that the teachers, parents and students are aware of and progress is reported from.

Figure 13. REPORTING PROGRESS OF SKILLS

TEACHER SUPPORT SYSTEM IN READING

STUDY SKILLS

	Reteach	Proceed		Reteach	Proceed
p-1.table of contents			4-7. skimming or rereading-new ideas		
p-2. skimming or rereading-specific information			4-8. judgment-fact, fancy, true, false		
p-3. appropriate word for context			4-9. generalization from facts		
1-1. table of contents			4-10. time & place relationships		
1-2. alphabetical sequence			4-11. phrase meanings-dialect, idioms, colloquialisms		
1-3. skimming or rereading-specific information			4-12. classifying-stories and poems		
1-4. appropriate word for context			4-13. classifying-words and pictures		
1-5. sources			4-14. classifying-related ideas & subordinate details		
1-6. generalization from facts			4-15. summarizing-own words		
1-7. following directions			4-16. summarizing-story parts, ideas		
1-8. classifying-words and pictures			4-17. outlining		
2-1. table of contents			5-1. table of contents		
2-2. alphabetical sequence			5-2. charts, pictures, maps, graphs		
2-3. skimming or rereading-specific information			5-3. timelines, flow-charts, diagrams		
2-4. finding personal pronouns			5-4. radio & TV schedule, newspaper, etc.		
2-5. appropriate word for context			5-5. radio & TV schedule, newspaper, etc.		
2-6. judgment-fact, fancy, true, false			5-6. footnotes and bibliography		
2-7. following directions			5-7. skimming or rereading-specific information		
2-8. classifying items-like or unlike			5-8. skimming or rereading-new ideas		
2-9. classifying-related ideas & subordinate details			5-9. jugement-fact, fancy, true, faise		
2-10. summary sentence			5-10. time & place relationships		
3-1. table of contents			5-11. phrase meanings-dialect, idioms,colloquialisms		

Figure shows section of *Pupil Profile* Card. This card is a continuous pro*gress record of the Student. It is also* used for daily and weekly plans for *grouping students or individual les*sons.

INTERMEDIATE PROGRESS REPORT

STUDENT _____ 19 ____ 19 ____ TEACHER _____

No mark indicates the student is not working in an area and is not being assessed

1st REPORT (Conference)

MUTUAL GOALS:

(Student) (Parent)

COMMENTS (Optional):

ATTENDANCE:

1st	2nd	3rd	4th

SOCIAL/EMOTIONAL DEVELOPMENT

The following comments are intended to indicate the unique qualities of the individual student

	2nd	3rd	4th
Shows pride in accomplishments			
Demonstrates feelings of self worth.			
Exhibits creativity, curiosity and imagination.			
Participates in activities			
Maintains positive relationships with other students			
Relates effectively with adults.			
Accepts and respects school standards			
Listens attentively and follows directions.			
Shows good judgment in use and care of property/materials.			
Shows resourcefulness and self direction			
Begins and completes tasks in a reasonable amount of time			
Assumes responsibility for own decisions and actions.			
Sets and accomplishes realistic goals.			

STUDENT _____ 19 ____ 19 ____

TEACHER _____ LEVEL _____

SCHOOL _____

No mark indicates the student is not working in an area and is not being assessed.

READING

Instructional Levels
2nd 3rd 4th

Above Grade Level
At Grade Level
Below Grade Level

ACHIEVEMENT	2nd	3rd	4th
Applies phonetic and other word attack skills			
Learns the meaning of vocabulary words.			
Reads with understanding			
Uses research skills to locate facts and information.			
Reads orally with fluency and expression.			
Chooses to read independently.			
Accepts responsibility for completing assignments (EFFORT)			

MATHEMATICS

Instructional Levels
2nd 3rd 4th

Above Grade Level
At Grade Level
Below Grade Level

ACHIEVEMENT	2nd	3rd	4th
Demonstrates understanding of math concepts.			
Applies problem solving skills.			
Computes accurately			
Demonstrates mastery of number facts.			
Accepts responsibility for completing assignments (EFFORT)			

LANGUAGE ARTS

ACHIEVEMENT	2nd	3rd	4th
Listens with understanding			
Expresses ideas clearly in speaking			
Expresses individual ideas clearly in writing.			
Uses correct punctuation and sentence structure			
Writes legibly and neatly.			
Applies spelling skills to written work			
Spells assigned words correctly			
Accepts responsibility for completing assignments. (EFFORT)			

PRINCIPAL _____ SCHOOL _____

PHYSICAL EDUCATION

ACHIEVEMENT	2nd	3rd	4th
Shows good sportsmanship			
Demonstrates development and maintenance of physical fitness			
Participates in organized activities			

ART

Participates in art activities			

MUSIC

Participates in music activities			

SCIENCE/HEALTH

ACHIEVEMENT	2nd	3rd	4th
Demonstrates an open, inquiring mind			
Demonstrates an understanding of concepts and facts			
Practices health and safety principles			
Accepts responsibility for completing assignments (EFFORT)			

UNITS TAUGHT

SOCIAL SCIENCE

ACHIEVEMENT	2nd	3rd	4th
Demonstrates knowledge of concepts facts and skills			
Makes use of reference materials			
Participates in group activities			
Accepts responsibility for completing assignments (EFFORT)			

UNITS TAUGHT

2nd REPORT

COMMENTS

Attendance

3rd REPORT (Conference Optional)

MUTUAL GOALS

COMMENTS (Optional)

Attendance

4th REPORT

COMMENTS

Attendance

Your child is being assigned to level _____ for the 19 ___ - 19 ___ school year.

_____
(Principal)

97

Each of these skill areas have objectives that start from the simple, such as "initial consonant 'b'" in phonetic analysis:

> Objective: The student will demonstrate his ability to recognize the sound-symbol relationship of the initial consonant "b" by selecting, from a set of printed choices, the word that begins with the initial consonant "b" when:
>
> 1) the stimulus word with the sound of initial consonant "b" and the set of printed choices are read aloud, and
> 2) the stimulus word alone is read aloud.

These skills on a continuum with their objectives can be tested using self-scoring tests with audio cassettes asking several questions to find out if the student understands the skill. An example in the study skill area of "judgment-fact, i.e., true, false" is:

> No doubt you have heard the old phrase, "reaching for the moon." In 1969, three men tried to do just that and made it. With the landing of Apollo II, an impossibility became a reality. (A) How marvellous it all must have seemed to Commander Armstrong as he left the landing module. (B) He stepped down and kicked the powdery dust of the moon's surface. (C) His footprints will remind us of our first step into space.
>
> 1. "Reaching for the moon" used to mean
> (a) attempting the impossible
> (b) stretching toward the sky
> (c) achieving a goal
>
> 2. Based on the story, sentence (A) is
> Fact Opinion
>
> 3. Based on the story, sentence (B) is
> Fact Fiction

The teachers, students and parents in turn, can follow a pupil's progress in the 5 major skill areas of reading, identify a student's skill level in each area of reading prior to the beginning of instruction, identify problem areas that the student should master before proceeding, help to provide the student with instruction at a level where he can perform and succeed, and help the teacher to identify possible perceptual problems.

The profile card can be used as part of reporting student progress by the teacher, student and parent sitting down to establish mutual goals at the first reporting conference. At this time, the parent and student can be given the choice of whether grades are necessary for their understanding of how these goals will be reached. Another option for the parents and student would be the use of instructional level, such as enrichment (above grade level), basic (at grade level), reinforcement (below grade level) to show student progress. In addition, the social/emotional development of a child could be illustrated in check list form in areas such as

- demonstrates feelings of self-worth
- sets and accomplishes realistic goals
- exhibits creativity, curiosity and imagination

Parents and students would also have an opportunity to comment, or, if the parents chose to, the teacher could use the same space for reporting student progress in a narrative form.

Research by Bloom and others[1] has shown that probably 90% of all pupils can achieve the objectives of school if time is permitted and varied according to the individual needs of the learners. Under a criterion referenced system of instruction and evaluation, absolute mastery and continuous progress can occur for each individual on steps leading toward his adopted goals. With this in mind, reporting student progress individualizes grading and reporting to help students improve at their own rate; parents understand what is expected in specific terms and how their child is doing in learning each of the skills of a given subject; and the teachers can hold themselves accountable for a more precise system than the former achievement test grade equivalents or "A, B, C's".

The conference for reporting student progress has been traditionally set up as a two-way communication between the school and home with parents expecting to listen and teachers expecting to talk. Another problem has to do with the numbers of students assigned to a teacher and how to arrange conferencing time.

The most effective way to communicate is the parent-student-teacher conferences, which provides all parties with the opportunity to set goals, objectives, compare concerns, collect information and exchange perceptions of classroom activities. In addition, the following information should be available:

- Examples of assignments or projects which reflect the quality of the student's achievement in relation to his ability. For example, work that is original and creative, in areas of high interest and effort, as well as low interest and effort.
- Examples of assignments or projects which reflect the functioning of the student's ability in daily activities. For example, when he is solving a problem or meeting a new situation; the quality of his thinking in class; his unusual insights and ability to grasp explanations and draw inferences and conclusions; his talents of a verbal, scientific, artistic, and social nature.
- Details about the student's personality, his emotional responses to criticism, failure, or difficulty, and other conditions that affect his personality development.
- Records of his experiences and achievements, kept by the student himself.
- Interests revealed by the student's casual conversation and by his voluntary activities.

Time should be provided at the beginning of each year for students and parents at all grade levels to meet with their teachers. In addition, a second opportunity in the winter or early spring should be provided students and teachers to meet on an optional basis. Student Profile Records as well as Report Cards should be a part of these meetings and a permanent record provided four times a year or at the end of each quarter depending upon the grouping patterns at the school. Every effort should be made by the classroom teacher to notify each parent, well in advance of the conference, of any student's progress that is unsatisfactory. The majority of the conference should be devoted to objective setting rather than reporting unsatisfactory student progress.

It is sometimes desirable to include persons in addition to the parent, student and teacher in the conference session. This person might be the learning coordinator, school psychologist, teacher of the educationally handicapped or educable mentally retarded, speech therapist, or principal.

Adequate notification and careful planning between the teacher and support staff members should be provided for when special support staff members are requested to participate in the Parent-Student-Teacher Conference. Parent should be informed prior to any conference where support staff will be in attendance.

In order to insure effective communication, the major objectives agreed upon by the student, parent and teacher need to be summarized at the end of a conference or in writing if there is no conference. Examples might be:

- Academic - schedule 15-20 minutes each evening for leisure reading
- Personal - improve organization and neatness of all written assignments
- Study Habits - develop an assignment notebook which includes due dates, book title, pages to be completed, specific directions, and a place for parent signature
- Social - Concentrate on showing greater respect and consideration for classmates when they are verbally discussing or presenting information in the classroom or learning center.

[1]Bloom, Benjamin S., J. Thomas Hastings and George F. Madaus, *Handbook on Formative and Summative Evaluation of Student Learning*, McGraw-Hill Book Company, 1971.

Establish procedures that will be used by the teacher to inform parents as to progress at school as well as to receive information relative to progress being made at home.

Finally, a group parent conference can be another way for teachers, students and parents to get acquainted and discuss the activities of the class. The session(s) would center on the teachers' educational plan, class goals, objectives in a subject(s), teaching and learning activities anticipated for the year, specific rationale for method(s) used for appraising student progress, daily schedules, and administrative procedures such as field trips.

Real community involvement means parent and student participation in identifying problems, assessing needs, changing programs for students, motivating students and allowing for "a say" in solutions and new programs involving the class and school. Reporting student progress and conferencing can be an important catalyst in the evaluation process.

READING LIST

Ahman, J. Stanley and Glock, Marvin D., *Measuring and Evaluating Educational Achievement*, Allyn and Bacon, Boston, 1971.

Beatty, Walcott H., Chairman and Editor, *Improving Educational Assessment and in Inventory of Measures of Affective Behavior*, Association for Supervision and Curriculum Development, N.E.A., Washington, D.C.

Behavioral Characteristics Progression (BCP), *BCP Prodcedures*, Santa Cruz County Office of Education, 1973.

The Black Advisory Task Force to the Child Development Associates Consortium, "Collaborative Assessment: A Position", the Child Development Associates Consortium, August, 1974.

Bloom, Benjamin S., Editor, *Taxonomy of Educational Objectives, The Classifications of Educational Goals. Handbook I: Cognitive Domain; Handbook II: Affective Domain.* David McKay Company, Inc., New Yori, 1956.

Brigham, C.C., *A Study of American Intelligence*, Princeton University Press, Princeton New Jersey, 1923.

Center for the Study of Evaluation (ECRC), *Pre-School - Kindergarten Test Evaluation*, UCLA, Los Angeles.

Center for the Study of Evaluation, *Secondary School Test Evaluation*, UCLA, Los Angeles, 1974.

Center for the Study of Evaluation (RBS), *Test Evaluation - Tests of Higher Order Cognitive, Affective, and Interpersonal Skills*, UCLA, Los Angeles.

Daily, Charles A., *Assessment of Lives; Personality Evaluation in a Bureaucratic Society*. Jossey-Bass, San Francisco, 1971.

DeAvilla, E. A., "Some Critical Notes on Using IQ Tests for Minority Children", *Proceedings of the First International Conference on Bilingual Education*, San Diego, April, 1973.

Green, D. R. "Racial and Ethnic Bias In Test Construction", *Final Report of U.S. Office of Education*, Contact Number - C.O.E. 9-70-0058 (057), 1972.

Interstate Educational Resource Service Center; *Measurement of Affect and the Humanizing of Education; Part II Instrumental Development and Use*, final report, Affective Educational Project, Salt Lake City, Utah.

Interstate Educational Resource Service Center: *Measurement of Affect and the Humanizing of Education; Part III Workshop and Procedures for Working with Schools*, final report, Affective Education Project, Salt Lake City, Utah.

Interstate Educational Resource Service Center: *Measurement of Affect and the Humanizing of Education; Part IV Search for Affective Instruments*, Final report, Affective Educational Project, Salt Lake City, Utah.

Kirschenbaum, Howard, Sidney Simon and Rodney Hapier, *WAD-JA-GET? The Grading Game in American Education*, Hart Publishing Company, 1971.

Lake, Dale G., Mathew B. Miles and Ralph B. Earl Jr., *Measuring Human Behavior*, Teachers College Press, Columbia University, New York, 1973.

Levi-Strauss, Claude, *The Savage Mind*, University of Chicago Press, 1962.

Mercer, Jane R., "The Labeling Process", (unpublished paper), October, 1971.

National School Public Relations Association, *Grading and Reporting—Current Trends in School Policies and Programs*, National School Public Relations Association, Virginia, 1972.

Ocean View School District, *Developing the Self-Concept*, Ocean View School District, Ventura, California, 1972.

President's Council on Physical Fitness, "Youth Fitness", 1973.

Program Research in Integrated Multiethnic Education (PRIME), Evaluating Integrated Elementary Education Technical Manual, University of California, Riverside, September, 1973.

Storm, Robert D. and Torrence, E. Paul, *Education for Affective Achievement*, Rand McNally & Company, 1973.

Super, D. E. and Crites, J. O., *Appraising Vocational Fitness*, (Revised edition), Harper and Row, New York, 1962.

Tyler, Leona E., *Tests and Measurements* (Second Edition), Prentice-Hall, Englewood Cliffs, New Jersey, 1971.

Tyler, Ralph W. and Richard M. Wolf, editors, *Crucial Issues in Testing*, McCutchan Publishing Corp., Berkeley, 1974.

U. S. Commission on Civil Rights Report IV: *Toward Quality Education for Mexican Americans*, February, 1974.

Webb, Eugene, Donalt T. Campbell, Richard D. Schworty and Lee Sechrest, *Unobstrusive Measures*, Rand McNally Company, Chicago, Illinois, 1965.

REFERENCE LIST

1. Bay Area Association of Black Psychologists
   Wade Noble, Chairman
   1723 Scott Street
   San Francisco, California 94115

   - Relative to assessment of minority students

2. Bay Area Bilingual Education League
   Consortium
   Robert Cruz, Director
   1414 Walnut Street, Room 13
   Berkeley, California 94709

   - Relative to assessment of bi-lingual, bi-cultural students

3. DRICE
   Sara Miller and George Brown,
   Project Directors
   School of Education
   University of California, Santa Barbara
   Santa Barbara, California

   - Relative to self-evaluation

4. Fountain Valley Elementary School District
   Michael Brick, Superintendent
   Number One Lighthouse Lane
   Fountain Valley, California 92708

   - Relative to performance assessment and reporting

5. Interstate Educational Resource Service Center
   Kent Worthington, Director
   136 East South Temple, Suite 1720
   Salt Lake City, Utah

   - Relative to evaluation of affective goals

6. National Assessment of Educational Progress
   J. Stanley Ahmann, Director
   700 Lincoln Tower
   1860 Lincoln
   Denver, Colorado 80203

   - Relative to national assessment of education

7. Sequoia Union High School District
   George P. Chaffey, Superintendent
   480 James Avenue
   Redwood City, California 94063

   - Relative to criterion-referenced assessment

8. Human Resources Research Organization
   (HumRRO)
   J. Richard Suchman, Senior Staff Scientist
   Presidio of Monterey, California

   - Relative to self-assessment

GLOSSARY

assessment

A statement of the status of the educational system as it presently exists in comparison to goals or stated needs of the system.

educational philosophy

This is a statement of beliefs about the nature of man and the relationship between the individual and society. These beliefs or values imply certain educational goals and practices.

evaluation

The collection, processing, and interpretation of data pertaining to an educational program. Evaluation would include both descriptions and judgments as to the quality and appropriateness of goals, environments, personnel, teaching methods and content, and outcomes.

evaluation plan

A devised plan for determining the effectiveness of a school in a context of relevance, growth, and accountability. A plan includes how programs are to evaluated, what is to be evaluated, and who is responsible for given areas of evaluation.

goal

A goal is a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement with a specified time period.

goal indicator

An attribute that a student, teacher, or other member of the community would possess if he/she were progressing toward a goal.

need

A discrepancy between what is and what is desired which must be overcome to reach a goal(s).

needs assessment

A collection of information to determine the needs that must be fulfilled by the school, home, or other institution to accomplish specified goals and objectives.

objective

Educational objectives define the specific outcomes needed in order to progress toward a particular goal, within a suggested amount of time.

priority

A goal or program objective of relative importance.

process evaluation

"Process evaluation" is a procedure for obtaining information which a program is in progress by revealing the degree to which the specified elements of the program has been implemented as planned (implementation information) and the extent to which program objectives are being obtained (progress information).

product evaluation

A method for determining if anticipated outcomes actually occurred after the program has been in operation for a specified period of time.

program

An educational program includes everybody and everything operating together to accomplish specified goals and objectives.

school = community

This includes every member of the entire community living within the jurisidiction of a public elementary or secondary school: students, parents, taxpayers, administrators, teachers, classified employees, old and young, poor, middle-income, and rich-in brief, everyone.

state

A term broadly used to include the Governor, the Legislature, the State Board of Education, the State Superintendent of Public Instruction and Department of Education, and the State Commission on Teacher Preparation and Licensing.

sub-goal

A sub-goal is a definer of a goal. In education, a sub-goal further clarifies the scope and intent of a more general goal. Each goal would have two or more clarifying sub-goals.

APPENDICES

INTRODUCTION TO THE APPENDICES

Appendices A, B and C which follow contain information, and examples of assessment and evaluation methods, to further describe and explain important ideas suggested in and corresponding to Sections A, B and C, respectively. Each Appendix contains resource material related to its corresponding Section.

Only pertinent and relatively short items were selected for this handbook, although many other good examples are readily available. The Reading and Reference Lists at the end of each Section provide leads to additional resources which may be helpful.

Appendix A begins with Assembly Concurrent Resolution 26, which expresses Legislative support for student and parent involvement in evaluation. The second item is a glossary of terms with concrete examples to assist the reader to understand terms used throughout the handbook. The third and fourth items list suggestions for planning effective meetings.

The first three entries in Appendix B are included to assist in assessment of the learning environment. B-4 is an example of a special program evaluation. Item 5 is the Stull Act governing certificated personnel evaluation. Items 6-8 are sample instruments for use in evaluating professional staff. The "Model for Collaborative Assessment" represents an attempt at a non-standard, cooperative evaluation conducted in collaboration with the person whose work is being evaluated. The remaining five entries comprise a set of different types of school and district assessments.

Appendix C begins with an outline of steps to be followed by an advisory council or other group in constructing their own evaluation criteria from educational goals. The next ten items are examples of different methods for collecting assessment data, including self-reports, direct process observations, attitude surveys, and different types of criterion-referenced tests covering several subject and process areas. The last insert explains the meaning of test scores.

APPENDIX A

CALIFORNIA LEGISLATURE 1975-76 REGULAR SESSION

Assembly Concurrent Resolution No. 26

Introduced by Assemblymen
Vasconcellos, Arnett, Chacon,
Campbell, Dixon, Ralph, Siegler,
and Suitt
(Coauthors: Senators Ayala and Petris)

January 16, 1975

REFERRED TO COMMITTEE ON EDUCATION

Assembly Concurrent Resolution No. 26-Relative to pupil and school evaluations.

LEGISLATIVE COUNSEL'S DIGEST

ACR 26, as amended, Vasconcellos (Ed.). Pupil and school evaluations.

Under current law, public school pupils and their parents, as a general rule, do not play an active role in the development of any educational evaluation program that evaluates pupils or their schools.

This measure would express the desire of the Legislature that public school pupils and their parents be given the opportunity to play a meaningful part in the development of any educational evaluation program or system that evaluates pupils or their schools *pursuant to guidelines developed by the Joint Committee on Educational Goals and Evaluation and the Department of Education.*

WHEREAS, The legislature has declared its intent that pupils and their parents should directly participate in school-community based goal setting; and

WHEREAS, The Joint Committee on Educational Goals and Evaluation has been directed to study and recommend systems of educational evaluation; and

WHEREAS, The Legislature recognizes its obligation to protect the rights and responsibilities of children and the young in the educational processes established by the state; and

WHEREAS, The intent of this resolution is to emphasize that the active learning of pupils is the purpose for which schools exist and that the continuous involvement of pupils and their parents in decisions which affect their lives helps realize that purpose; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That it is the desire of the Legislature that public school pupils and their parents be given the opportunity to play a meaningful part in the development of any educational evaluation program or system that evaluates pupils or their schools *pursuant to guidelines developed by the Joint Committee on Educational Goals and Evaluation and the State Department of Education;* and be it further.

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Superintendent of Public Instruction, members of the State Board of Education, each county superintendent of schools, and each elementary, high school, and unified school district governing board in the state.

EVALUATION *

A Reference Pamphlet

168

I. What is Evaluation?

A. EVALUATION IS:

1. A process of collecting, analyzing, and comparing information for the purpose of fostering better decisions.

2. A necessary leadership and management tool for instructional improvement.

3. An informed subjective judgment of progress, not just criticizing people.

4. Used to improve instructional programs.

5. Important at every level of instructional decision-making.

6. Most effective when it includes students, teachers, administrators, and others.

7. Enlightenment for decision-making; illuminating evidence which bears on potential decisions.

B. FOUR QUESTIONS

An approach to the evaluation process is established by answering these questions.

WHO will evaluate?
(see Self-External)

WHAT to evaluate?
(see Process-Product and People-Programs)

When to evaluate?
(see Formative-Summative)

HOW will the information be used?
(see Criterion-referenced-Norm referenced and Focused-Unfocused)

C. WHY EVALUATE?

Often programs don't work well at first. They can be improved and made to work over time through the evaluation process. Evaluation looks at the extent to which needs and objectives are being met and seeks to eliminate the discrepancies between what is and what should be. This information is valuable to planners, managers, learners, instructors, parents, administrators, school boards and legislators, all of whom must make decisions (at different levels) on educational programs.

D. PURPOSE

The purpose of evaluation is to improve instructional programs through informed decisions. Only when actual performance is compared with clear and measureable objectives and needed improvements are made based on human judgment of those comparisons is the complete evaluation process at work.

E. EVALUATORS

Two types of people are needed for conducting an evaluation - impartial people for collecting, analyzing, and displaying information and people who deal well with the values involved in clarifying, judging, and planning.

II. Questions for Planning an Evaluation

In planning an evaluation and deciding how to carry out each of the five steps, this ten-question guide has proven useful.

WHO, gathers HOW MUCH information, about WHAT OBJECTIVES, for WHAT GROUPS, HOW OFTEN, USING WHICH MEASURES, and compares the measurements with WHAT CRITERIA, displaying the comparisons to WHICH DECISION MAKERS, for WHAT JUDGMENTS, to make WHICH IMPROVEMENTS?

III. The Evaluation Process

A. STEP ONE

CLARIFY audiences, decisions and purposes of the evaluation process.

Clarifying the audiences, decisions and purposes of the evaluation shapes the evaluation effort and helps ensure that only useful information will be collected. The general purpose of clarification is to obtain agreement on purposes and meanings by all concerned.

Key decision-makers and others involved with the program need to meet early in the evaluation process to consider and come to agreement on the purpose of the evaluation, the audiences it is intended for and the anticipated decisions to be made based on the results. If no decisions are anticipated which might be affected by the evidence to be collected, evaluation will be a waste of time.

QUESTIONS FOR CLARIFYING

- Why is the evaluation being done?
- Who needs the information?
- What will they do with it?
- Who will make decisions about the program?
- What decisions might be made?
- What changes might be made as a result of evaluating?
- Who will these changes affect?
- Should they be involved in the evaluation?

- Does everyone understand and agree with these answers?

AGENDA

WHO will be involved?
WHEN will they meet?
WHAT needs clarifying?
HOW will they do it?

"Hanes, Inc.'s Sales Department wants us to replace our Creative Thinking classes with something more 'practical', like Business Math."

"Dosen't our present instructional program produce good salespeople?"

B. STEP TWO

COLLECT information on progress towards objectives and goals.

Decision makers need strong evidence as input. Choosing and using the proper measures are important.

Review, and if necessary, refine the objectives for the program. Consider the nature of the information needed and how often it must be collected. The information collected may be formal or informal, observations by participants or trained observers, tests or surveys, quantitative or qualitative, or any combinations of these and other measures. Most important is that all agree they are valid for the objectives and the evaluation, relevant to the decisions to be made and sufficiently strong and broad to allow wise decisions.

A GOOD OBJECTIVE IS:

- Explicit about the ultimate outcome or product of an activity
- Matched with needs and goals
- Measurable or verifiable
- Specific about conditions of measurement

A GOOD MEASURE IS:

- Acceptable to decision makers
- Appropriate and valid
- Comprehensive
- Diagnostic
- Discriminating
- Feasible
- Focused on change
- Instructor-fair
- Non-threatening
- Objective
- Reliable
- Sensitive to positive and negative outcomes
- Unobstructive

A GOOD OBSERVATION IS:

- Cautious and guarded
- Easily interpreted
- Internally consistent
- Quantified
- Relevant
- Specific
- Stated in operational terms
- Sufficient
- Timely
- Verifiable

AGENDA

WHO can best do it?
WHEN and how often?
WHAT information is needed?
HOW will progress or success be measured?

"How about using these reading and math achievement tests?"

"To measure creative thinking and sales ability? Never!"

C. STEP THREE

DISPLAY progress information and comparisons.

The information obtained is made available to concerned audiences to bring maximum input to the judging process.

Those who will make decisions about the program need to receive the information in a useful form. The privacy and feelings of any people whose work is judged by the evaluation must be protected. Often summarized or anonymous data is useful, but accuracy should be maintained. Information should be compared with objectives and standards and analyzed.

DISPLAYING INFORMATION

Decide what information should go to which audiences and how best to get it to them:

Information	Audiences	Means
Anecdotes	Administrators	Audio-visual presentations
Comparisons	Community	Computer printouts
Consequences	Counselors	Bulletin boards
Descriptive statistics	Federal agencies	Fact sheets
Facts	Instructors	Informal communications
Follow-up studies	Learners	Meetings
Objectives	Legislators	News Media
Raw data	Managers	Progress reports
Sumarized data	Parents	Status reports
Trends	Staff	
	Stage Agency	
	Supervisors	

AGENDA

WHO will be responsible?
WHEN and how often?
WHAT will be displayed?
How will it be displayed?

"I'm pleased to report that our graduates receive more awards for suggestions than any other group at Hanes, and that sales have risen wherever they are employed."

D. STEP FOUR

JUDGE the evidence for successes and needs.

Merely displaying and reporting results is not sufficient — they must be compared with objectives and judged for adequacy.

The decision makers compare progress or success information with the stated objectives and purposes and rank successes and needs. Even when certain people have major responsibility to pass official judgment on a program, opinions should be sought from as many interested or affected groups and individuals as possible. Because judgments are subjective, they should be offered with thought, accepted with care and substantiated by evidence.

PROCEDURE FOR MAKING JUDGMENTS

1. Convene decision – makers.
2. Review goals and objectives.
3. Review the evaluation procedures used and the information collected.
4. Determine successful aspects revealed by the evidence.
5. Rank success for future planning.
6. Judge the seriousness of the consequences of any continuing discrepancies between actual and desired performance.
7. Summarize and document judgments for submission to those who will plan any needed program improvements.

AGENDA

WHO will judge?
WHEN and how often?
WHAT decisions will be made?
HOW will they be made?

"I think that indicates Creative Thinking is 'practical' enough."

"Yes, we're producing good salespeople and that's what counts."

E. PLAN NEEDED PROGRAM IMPROVEMENTS

In order for evaluation to improve programs, corrective actions must be planned and carried out, based upon judgments about strong evidence.

The planners should include people with a variety of viewpoints as well as those who will authorize changes and those who will carry them out. While it is necessary to bring some emotional feelings into the planning process, the revision plans must follow from the data and judgments collected, and logically lead toward improvement.

PLANNING FOR CHANGE

1. Covene planning team and decision-makers.
2. Develop alternatives to meet needs.
3. Rank alternatives considering:
   - cost/benefit
   - feasibility
   - feedback
   - research evidence
4. Choose best alternative.
5. Replan goals, purposes, objectives. procedures, as necessary.
6. Develop new evaluation methods, tools, procedures, as necessary.
7. Retrain personnel as necessary.
8. Implement changes.

AGENDA

Who will plan?
WHEN and how often?
WHAT are the priorities?
HOW will plans be carried out?

"I think we should work on expanding our Creative Thinking classes and keep an eye on them."

"Let's do that. Evaluating [illegible] gives us useful information. I'll [illegible] the report to Hanes, Inc."

112

IV. "Whatcha Doin?" "Evaluating!"

Accrediting	Deducing	Probing
Affirming	Determining	Proving
Analyzing	Diagnosing	Questioning
Approving	Displaying	Ranking
Ascertaining	Disputing	Reckoning
Assessing	Examining	Reporting
Auditing	Gauging	Researching
Authenticating	Identifying	Reviewing
Charting	Inspecting	Sampling
Clarifying	Interpreting	Stratifying
Collecting	Investigating	Studying
Comparing	Judging	Testing
Computing	Measuring	Validating
Corroborating	Monitoring	Valuing
Critiquing	Observing	Verifying
Debating	Planning	Weighing

V. Options for Evaluating

A. FOCUSED • UNFOCUSED

A FOCUSED EVALUATION might determine that all students in two arithmetic programs had learned to add columns of numbers.

Collects information specifically related to the objectives established for the program. Information collectors are very aware of objectives and goals.

- narrower
- specific input to decision makers
- less costly

An UNFOCUSED EVALUATION might additionally uncover that students from one program now dislike arthmetic, while the others are math puzzle fans.

Collects information on objectives and on unanticipated side effects. Information collectors typically are not aware of the goals and objectives of the program.

- broader
- more intrusive
- more costly
- more input to decision makers

B. CRITERION-REFERENCED • NORM-REFERENCED

CRITERION-REFERENCED EVALUATION - We should buy this car; it's got all five features we had listed!

Comparing performance measurements with objective criteria.

- tests mastery
- fosters competition with self
- standard comparison
- used for diagnosis and verification
- compared to objectives

NORM-REFERENCED EVALUATION - No, we should buy this model! It gets better gas mileage than the average car.

Comparing performance measurements with other performances or an average.

- ranks learners
- fosters competition with others
- relative comparison
- used for ranking, grading
- compared to norms

C. Evaluating PEOPLE or PROGRAMS

PEOPLE • PROGRAMS

PEOPLE EVALUATION - Let's leave the waitress a big tip. She's really gone out of her way for us.

Evaluated by self or others to rank, select, or diagnose strengths or needs. Evaluation of others should be beneficial, not threatening.

- student's achievement and attitude
- parent's involvement
- staff's effectiveness
- administrator's management

PROGRAM EVALUATION-This restaurant's food is as good as the service. Let's come back soon.

Most often evaluated by measuring their impact on people. Preferable where program rather than personnel changes are planned; less threatening.

- group achievement and attitude
- effectiveness of instructional resources
- external influences
- cost-effectiveness

D. FORMATIVE or SUMMATIVE Evaluation

FORMATIVE • SUMMATIVE

FORMATIVE EVALUATION is tasting the stew as you're making it and adding whatever is needed.

Takes place during the development of a program and is used to adjust the program.

- subject: developing program
- tryout and revise
- parts of a program
- change-no change decisions

SUMMATIVE EVALUATION is tasting it at dinner and deciding to record the recipe for a success.

Takes place at the end of a program and is used to choose between two or more programs.

- subject: completed program
- test and implement
- the whole program
- accept-reject decisions

E. Evaluating PROCESS or PRODUCT

A PROCESS EVALUATION is making sure you are following all the directions for building the canoe.

Looks at the means by which attempts are made to reach the objectives.

- subject: implementation and validity of process
- observed in progress
- temporarily available evidence

A PRODUCT EVALUATION is using it, finding that it leaks and repairing it.

Looks at the tangible results, outcomes or ends of a program.

- ends-oriented
- reviewed at convenience
- subject: objects & results
- tangible products available as evidence

F. SELF or EXTERNAL Evaluators

SELF • EXTERNAL

SELF EVALUATION is weighing yourself, getting upset and deciding to diet tomorrow.

Planned and performed by those responsible for what is being evaluated. Where practical, self-evaluations should be independently verified.

- potential for overrating
- cooperation with changes
- familiarity with particular situation
- continuously conducted

EXTERNAL EVALUATION is the doctor telling you that 220 pounds is just too much and that you should lose 30 pounds.

Typically planned jointly and carried out by others, hopefully impartial to the outcomes. The ultimate goal is to learn from external evaluations how to better do self-evaluations.

- greater credibility
- familiarity with comparable programs
- recommendations may be ignored
- periodically conducted

VI. ASSESSMENTS vs. EVALUATIONS

ASSESSMENTS • EVALUATIONS

Some people mistake assessment or measurement for evaluation. While measuring progress is a part of the evaluation process, it must be combined with comparisons against standards and with subjective, human judgments about these comparisons to be called "evaluation." Assessment is facts-oriented; evaluation is decision - and replanning - oriented.

Assessments	Evaluations
132 pupils absent	too many; find out why
3,435 *square feet*	*need more; plan to get more space*
$729 per student	acceptable; no change needed
85° in the Library	*too hot; plan to reduce heat*
AN ASSESSMENT: "Hey, these pumpkins are two feet wide."	AN EVALUATION: "Wow, I'll buy one!"

VII. Some Types of Evaluations

accountability reports accreditation self-study content validity analysis implementation check needs assessment norm-referenced comparisons pretest/posttest gain analysis progress toward objectives	of	INSTRUCTIONAL PROGRAMS • courses • curricula • projects • strategies
assessing needs & problems attitudinal survey comparisons patterns of achievement progress measures selection	of	GROUPS • administrators • instructors • learners • managers • staff
attitudinal survey certification examination diagnostic feedback grading & assignment learning style prediction of success progress evaluation	of	INDIVIDUALS • administrators • instructors • learners • managers • staff
evaluation of goals identification of problem areas periodic reviews resource analysis unfocused evaluation for policy makers	of	MASTER PLANNING • finance • instruction • management • materials development/ acquisition
analysis comparisons corroborations critiques interpretations reviews	of	RESEARCH • analysis • controls • measures • sampling • variables

*PLANNING EFFECTIVE MEETINGS**

13 Steps to a Better Meeting

If you run good meetings, people will come back again and again, and participate *actively!*

1. At least one week before the meeting: set the time, get the place, and send out a notice with the preliminary agenda.

2. Come early — Set up and arrange the room — Bring the supplies in — Set up the sheets for the Explicit Group *Memory — Greet people — The* meeting itself.

3. Start on time.

4. Introduce everyone — Get out their expectations.

5. Get out, or revise, the agenda: Why are we here? What do we want to accomplish?

6. Set a time limit — how long will it take?

7. Order a realistic agenda — what's most important to deal with first? A suggested breakdown for meetings:

*Taken from Interaction Associates, *Meetings, Meetings, Meetings: How To Run Effective Small Groups,* San Francisco; Interaction Associates, 1972.

VIII. Some of My Best Friends Are Evaluators

STANDARDS	PROGRESS INFORMATION	JUDGMENTS	RECOMMENDATIONS FOR IMPROVEMENTS
The car will be in working order at all times.	The car does not start.	Unacceptable.	Take car to repair shop.
Checkbook must balance at the end of each month.	$62.29 overdrawn.	Too much.	Aplologize to bank. Request credit. Keep closer track against budget next month.
At least 90% of the teachers will say they prefer the new teachers lounge to the old one.	95% say they prefer it.	Great!	No change needed. Continue periodic evaluations.
I must complete 20 lessons in math by end of term to receive a bonus on my grade.	I have completed 17 units to date.	Only three left and nine days.	Complete at least one unit each three days over the next nine days.
Students in the experimental school will achieve higher average CEEB scores than those not in it.	Experimental school average: 1144 Other schools:1126	No significant difference.	Re-examine the experimental school's program, and this objective.

1. information sharing/reporting
2. problem-solving/decision-making
3. general rapping

Important: Deal with only one item at a time.

8. *Assign tasks.*
9. Review progress of the meeting (use the Explicit Group Memory).
10. Check with everyone -- how do they feel?
11. Set the next meeting time and date, with preliminary agenda.
12. Take down the Explicit Group Memory, transcribe it, and mail it out to the participants.
13. Put the room back in order.

Facilitator

- The facilitator is a neutral, non-evaluative, non-judgemental process (not people) manager. He is neither the traditional chairman nor the traditional decision-maker.
- The facilitator does not add his own ideas or content comments. To help the group break fixation, he/she offers problem-solving strategies and makes process comments.
- *The function of the facilitator is very pragmatic: to help the group solve* problems.
- The facilitator respects and defends the group members and their ideas from attack.
- The facilitator keeps the group focused on *the task.*
- *It is not the responsibility of the facilitator* to "save" the group—the group *is responsible for solving its own prob*lems.

Suggestions For the Facilitator

- Define your role at the beginning of *the meeting. Ask the group to help* you do your job.
- Constantly check with the group.
- Be positive. Compliment the group.
- Turn questions back to the group.

- Don't talk too much.
- Take care of everyone.
- Refer to the explicit group memory.
- You will make mistakes—it's okay when you do.
- Be an energizer.

Recorder

- The role of the recorder is to capture basic ideas on large sheets of paper in full view of the group.
- The recorder does not edit or paraphrase: he uses the words of the speaker.
- The recorder should write down enough of the basic ideas,so that they can be recalled later.
- Like the facilitator, the recorder should remain neutral and not enter into the problem-solving process.
- It may be that the recorder will lag behind the group. If the recorder gets lost or doesn't hear something, he/she should ask the group to stop and repeat the statement.

Suggestions For the Recorder

- Listen for key words.
- Try to capture basic ideas/the essence.
- Don't write down every word.
- Write legibly, print or write 1" to 1½" high.
- Don't be afraid to mis-spell.
- Use o-u-t-l-i-n-e form.
- Vary colors: use colors to highlight and to divide ideas.
- Underline.
- Use stars ****, numbers 1-2-3-4-5, dots °°°°°

Observer

- The role of the observer is to be sensitive to the feeling-tone of the group, that is, to be aware of the feelings that are being expressed by the group members during the discussions.
- The observer must be perceptive of any "hidden agenda" operating in the group.
- The observer should record significant feelings, both those expressed and unexpressed, to be fed back to the group at appropriate times.
- The observer ordinarily does not participate directly in the group discussion, but sensitively observes the group process.

Suggestions For The Observer

- Be aware both of what is said or left unsaid.

- Take notes of significant feelings.
- Be alert to body language as well as the spoken word.
- Don't participate orally, but observe sensitively.

Resource Person

- The resource person is someone who has specific knowledge or expertise relative to the business of the group. Ordinarily he is not a direct participant in the group discussion, but is called upon when specific resource data are needed.
- The resource person may be a single person who is present at all meetings of the group, or the group may decide to invite different persons with specific expertise for particular meetings.

Suggestions For The Resource Person

- Be brief but specific with the information requested. If you don't know data, say so; don't bluff your way.
- If information is not immediately available, know where to find it.
- Don't impose your interests or goals on the group; be responsive to the group's need for information or assistance.

Trainer

- The trainer is a person usually selected

by the group to conduct training sessions to accomplish a specific objective(s).

- The trainer is responsible for organizing and planning the training sessions.

- The trainer may conduct the meeting as an information-giver, (lecturer, resource person, etc.), or he may choose to use group dynamic techniques or other teaching methods to teach specific skills.)

Suggestions For The Trainer

- The trainer should refrain from imposing his own "agenda" on the group. Trainers should be responsive to the specified objective(s) for the session.

- The trainer should avoid creating a condition of over-dependence on himself by group members. One purpose of the trainer should be to free the group to move ahead on its own.

Group Member

- It's the responsibility of the group members to see that their ideas are adequately recorded.

- It's the group's responsibility to see that the facilitator, the recorder, and the observer remain neutral in their roles and do not manipulate the group.

- Group members should focus all their energy on the problem.

Suggestions For The Group Member

- Say what you need to say simply and briefly.

- Timing is important; express your ideas when appropriate and timely to the topic.

- Be objective in your approach. If you disagree with what is being discussed, disagree with issues, and not persons.

- Listening is as least as important as talking.

- Try to express rather than impress.

- Have a manner which is warm and understanding.

Explicit Group Memory

Writing on the walls on large pieces of poster paper facilitates group memory and focus on the task.

- It serves as a visual record of the process of the meeting.

- It respects individuals—everybody's idea is important enough to write down.

- It depersonalizes ideas.

- Participants don't have to hold onto, or defend, their ideas—it serves as a psychic release, and frees people to hear other ideas.

- It helps the facilitator and the group to recall and organize the ideas.

- It's a permanent record of the meeting.

General Notes

1. Do not assume that someone must win—at the expense of someone else's losing—when discussion reaches a stalemate; instead, look for the most acceptable alternative for all parties.

2. Avoid conflict-reducing techniques (such as majority votes, averages, claim trips and bargaining). When a dissenting member finally agrees to a solution, don't feel that he/she must be rewarded by being given his/her own way later.

3. Differences of opinion are natural and should be expected. Seek them out: try to involve everyone in the decision-making process. Disagreements can help from the group's decision, since there is a greater chance that the group will hit upon more adequate solutions through digesting a wide range of information and opinions.

Types of Meetings

Define what kind of meeting it is:

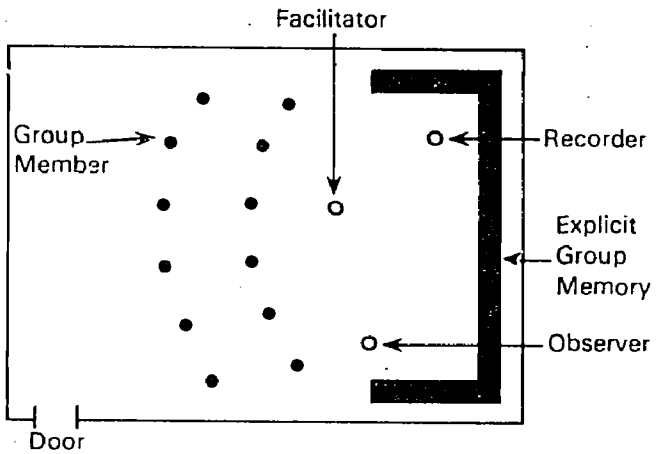
Often, confusion arises from the fact that no one knows what kind of meeting is being held, or why it was called.

Type of Meeting	*Leadership Roles*
PROBLEM-SOLVING	(facilitator)
INFORMATIONAL	(facilitator, resource person)
DECISION-MAKING	(facilitator)
TRAINING SESSION	(trainer)

Sometimes a combination of modes may be most effective: this is fine. Only, make clear what it is you're doing, and try to stay in one mode at a time to avoid confusion.

How to Arrange the Meeting Room

Proper room arrangement can greatly increase the effectiveness of a meeting.



- Focus the meeting away from the door
- Focus the group on the explicit group memory
- a semi-circle is best
- Don't put small groups in large rooms

Role Playing

Meetings often get confused when people play more than one role. For the duration of a meeting, play only one role, and make it explicit to the rest of the group.

- Facilitator
- Recorder
- Observer
- Resource Person
- Trainer

Contracts: Define roles and agree to play them out during the group meeting. If everyone understands each other's roles, then the group can function as a self-correcting mechanism (by keeping each person to the designated role).

14 Steps In Problem-Solving

1. Is there really a problem?
2. Is that the real problem?
3. Brainstorm: how do you perceive the problem?
4. Can you define the problem? Using strategies such as combine, reduce, and focus, it is helpful to get the problem defined from different points of view—from administrators, teachers, parents, students, and the community at large.
5. Does everyone agree on the problem definition?
6. Can you break the problem down into sub-problems? It is important to get agreement and to focus in.
7. Brainstorm in a positive manner: suggest alternative solutions. Encourage, everyone to voice many ideas (practical/ideal, complete/fragmented), and DON'T EVALUATE. Let other ideas stimulate you to think of more ideas. Don't vote on or select solutions. Rather, move immediately into developing criteria.
8. Develop criteria: Is it ideal? Does it make you happy? Is it possible? Is it practical? How easy or how hard would it be to implement? Describe a good solution: what would it look like?
9. Set up a grid: (try to get consensus)
10. What then? What happens if no solution works?
11. Eliminate: What don't you like? Is there a solution that you can't like with?
12. Combine the best sections of several solutions.
13. Redefine the problem. Repeat steps five through twelve.
14. The last resort: if nothing else works, resort to voting or bargaining for the most acceptable solution.

ORGANIZING FOR INTERPERSONAL COMMUNICATION AND GROUP DECISION-MAKING*

Planning for Good Communication

Human understanding doesn't just happen. Good planning and good attitudes are necessary for maximum interpersonal communication (see Section B of *Volume II*). The best planning is that which enhances attitudes of openness, cooperation, independence, and concern. The following aspects of group meetings should be considered during the process design phase to increase the probability of effective interpersonal communication.

— Convenience to participants

distance

access

safety

parking

space requirements

delivery and storage of materials

audio-visual presentations

baby sitting services

— comfortable setting

neutral psychological zone

seating

temperature control

smoking

refreshments

noise

aesthetics

— time constraints

calendar of events

frequency of meetings

time of day

participants should determine schedule

large blocks of time needed (2⅓ hours plus)

deadlines need to be set

sufficient notice of schedule

large group meetings not to exceed 1 - 1½ hours

— uses of large groups (12+) (see Section B., *Volume II*)

task orientation

reporting information

organizing activities

summarizing results

achieving consensus

— uses of small groups (3-12) (see Sections B and C, *Volume II*)

exchanging ideas and concerns

sharing information

assessing needs

— uses of committees (3-25)

research and investigation

planning

carrying out assignments

— uses of triads (3) (see Section B, *Volume II*)

training in telling

training in listening

training in observing

— techniques for arriving at needs and consensus (See Sections C and D, *Volume II*)

opinion questionnaires

fact surveys

interviews

public hearings

* Joint Committee on Educational Goals and Evaluation. *Critical Questions and Answers,* Sacramento: California Legislature, July 5, 1973, p. 1.

town hall meetings

school = community forums

committees

Delphi forecasting

Charrette process

methods of ranking

filing minority reports

keys to effective communication (see Section B, *Volume II*)

establishing groundrules

leadership emerging from the group

allowing for a mix of views

providing feedback

There are beginning to emerge, as a result of trial and error, generic structures (or models) which can guide future school = community decision-making. Some of the more advanced models and model components are included in Sections B, C, D, and E of *Volume II* for consideration, modification and use by school = communities. Section F presents comments on the involvement of certain groups requiring special consideration — the poor, teachers, and students. Section G presents some of the products of successful decision-making in two model communities.

TECHNIQUES FOR ACQUIRING INFORMATION*

1. *Paper and Pencil Questionnaire - Self Report*

Self report questionnaires are probably the most common type of assessment used in non-academic evaluations. They are relatively inexpensive; they secure responses to exactly the same questions from each respondent; and they are written so that there is a permanent record of the response. The chief disadvantage of a paper-and-pencil questionnaire is that the respondent must be able to read and understand the questionnaire, usually written in English. Thus, paper-and-pencil questionnaires are not very useful if the respondent is a primary grade student or a person who has limited English reading skills. There is also the possibility that the respondent will not understand the question but will answer it anyway. There is no sure way to detect such misunderstandings when questionnaires requiring writing are used.

Questionnaires may be highly structured or they may be open-ended. In a highly-structured questionnaire, the possible answers to each question are printed on the form and the respondent simply indicates which answer comes closest to fitting his response. The advantage of the highly structured questionnaire is that it is easy to tabulate the responses to the questions and it does not usually take the respondent as long to answer a structured questionnaire as an open-ended questionnaire. However, the open-ended questionnaire is more likely to provide new information which was not anticipated by the evaluators because the respondent is asked to write a sentence or paragraph in response to more general questions. Answers are not pre-coded. In most cases, a questionnaire with some combination of structured and open-ended questions is likely to prove most useful. One of the ways to learn about the student's feelings and attitudes is through the use of written expression. The use of the language experience approach or open-ended sentences can be very helpful in getting feedback from students, e.g.:

It makes me mad when _____

I wish people wouldn't _____

If my teacher would let me, I would _____

On rainy days I like to _____

On Mondays we _____

At the science table I wish I could _____

On a daily basis these little sentences don't require much time and provide some pretty valuable insights. All grade levels can benefit from this method. It can also be used when aides or cross-age tutors take down *the dictated sentences for children* yet unable to write.

There are three types of paper and pencil, self report questionnaires: Standardized questionnaires, non-standardized *research questionnaires; non-standardized* local measures. Each type will be described briefly with some of the advantages and disadvantages inherent for each class of instrument.

a. *Standardized* questionnaires usually consist of highly structured questions with a pre-determined set of responses for each question that are scored according to a pre-determined system. They produce a set of raw scores of persons in the sample on which the measure was standardized. Usually the reliability and, perhaps, some measure of validity is reported for the questionnaire. This information is most likely to be available if the questionnaire has been published.

b. *Non-Standardized Research Questionnaires* are instruments which have been used in research studies but which may not have been published, may not have been normed, and may not have been tested for reliability and/or validity. On the other hand, some research questionnaires have had extensive work done on them and may, in fact, have some type of norms and known reliability and/or validity. They are more difficult to locate because they are not listed in publishers' catalogues. However, there are books which contain annotated bibliographies of such measures.

c. *Non-Standardized Local Questionnaires* developed by persons in the local school=community have the distinct advantage of *dealing specifically with the objectives* adopted by the local shcool=community and can provide exactly the kind of information desired by the school advisory council. However, developing a questionnaire *is a detailed task requiring the ability* to write clear, unambiguous questions.

* Cite reference—See reading list from Sect. B-*State Department of Education Document*

2. *Paper and Pencil Ratings or Questionnaires by Others.*

Although self-reports are more common, there are rating scales and questionnaires in which one person is asked to rate or to provide information about another person. Thus, teachers may be asked to rate students; students may be asked to rate teachers; parents may rate teachers; teachers may rate parents; and so forth. Because many of the most important non-academic outcomes of educational programs are "relationships," such ratings are particularly sensitive to the interpersonal, perceptual aspects of the school learning environment. Consequently, such ratings are likely to reveal both the positive and negative aspects of the interpersonal climate. When such measures are used, the advisory council should recognize that the ratings may or may not reveal what the person being rated actually does. They do, however, reveal how the rater *perceives* the other person.

Various types of measures are used for this purpose. A few of the more commonly used procedures and assessments will be briefly discussed.

a. *Paper and pencil questionnaires.* Everything said about the self-report paper and pencil questionnaires applies also to questionnaires in which one person answers questions about another.

b. *Behavioral checklists* are measures in which the respondent is asked to check whether a particular behavior is present or absent. There are many such checklists available in which teachers are asked to describe students by checking those adjectives which reflect the student's behavior.

c. *Semantic-differential ratings* are similar to adjective checklists except that two adjectives are given, one for each extreme of the particular behavior. For example, an adjective pair may be noisy—quiet. The rater then places a mark on a line connecting the two adjectives at the point that for him most near describes the person. The mark is placed near the word "noisy" if the person is perceived as noisy, near the word "quiet" if the person is perceived as quiet, and near the middle if the person is perceived as neither particularly noisy or quiet. Although such adjective-pair ratings sometimes appear simplistic to the person completing the ratings, they are, in fact, quite sensitive measures of interpersonal perceptions.

d. *Open-ended verbal descriptions* are also very useful measures of interpersonal relationships and/or school climate. Descriptions may be completely unstructured, such as the comments which teachers are asked to make about each student at the close of each school year for inclusion in his cumulative record or the comments which a school psychologist makes on a student's psychological evaluation after he has been tested. Some verbal descriptions are more structured, such as sentence completion questionnaires. The sentence completion questionnaire consists of a series of incomplete questions which the respondent is asked to finish. For example, "My school is _____?" "I wish my teacher were _____." Open-ended formats are difficult to score numericaly, although some sentence completion questionnaires do have scoring schemes. They are more likely to provide unique items of information about the particular school program being evaluated which can be very useful in identifying problem areas and specific issues.

3. *Observations*

An advisory council will want to consider the possibility of evaluating the school program through direct observations at the school. Observational reporting is one of the best information sources for measuring processes. The primary difficulty with observations is that the presence of the observer is likely to change the behavior of the persons being observed. For example, a teacher is likely to behave differently when there is an observer in the room than when he/she is not being observed and students may also respond differently when there is an outsider in the classroom. For this reason, observations are likely to be most valid when the observer is unobtrusive either because he/she is a regular participant in the school program and consequently does not attract special attention or the observations are being made in a setting where an "outsider" is not likely to be noticed such as on the playground, in the school cafeteria, in the school yard before and after school, and so forth.

Observational information can be used in a variety of ways in the context of evaluation systems:

- It can provide a larger sense of the activities and behaviors of students and teachers in everyday classroom settings

- It can provide a source of information which is typically outside of the scope of that provided through formal tests and measures

- It can assist the classroom teacher or other school person in learning more about the criteria upon which they make decisions about the learning of the student.

- It can provide a source of information about the involvement of the community in learning and teaching experiences.

- It can provide a source of information relative to the overall school situation and its effect on the students.

- It can provide a basis for selection of new staff.

Observations can be grouped into three categories: Formal and Systematic; Semi-Formal and Systematic; and Informal.

a. *Formal and systematic* observations are those which use some type of observational scheme which has been carefully developed and standardized. Such observational systems usually also have carefully standardized procedures for conducting and scoring the observations. In some cases, special training will be needed by persons doing the observations to insure that the procedures are similar to those intended by the persons who developed the observational system. As in the case of standardized questionnaires, standardized observational systems have the advantage of being fully developed and providing a basis for comparing the program in one school with that in other schools.

b. *Semi-formal and systematic* observation schemes are those which may be developed locally to gather information of particular interest to a school. Such observations should be done carefully and systematically so that information gathered by one person can be compared with information gathered by another observer. Systematic information also makes it easier to tabulate findings and reach conclusions. For example, an advisory council wishing to measure peer relationships in a school may wish to have observers make maps of the student's groups on the schoolyard during recess and/or make maps of seating patterns in the cafeteria during lunch time. To assess educational processes, they may wish to observe who utilizes various resources such as the library, the ethnic center, a resource room and so forth.

c. *Informal-unsystematic* observations may also be valuable. Even a brief visit to a school reveals many of its characteristics. The observer senses whether the school is friendly by informal observations of how the secretary in the office greets the visitor, how teachers speak to students in the hall, the types of materials on the bulletin boards, and a host of other indicators. Short essays written by parents or other observers reporting their observations of the school program can be a valuable source of information.

In the context of both the day-to-day activities of the school, there are a variety of ways that an observer can operate.

To determine whether the student is in fact using his skills and knowledge (as perhaps demonstrated on a test), his interests and application of skills can be readily observed during a period when he is encouraged to *use his free time any way he wishes.*

Of course this method assumes that the material and time would be available. A student who can read but won't read poses nearly as great a problem as a student who is struggling with the fundamentals.

It can be helpful to observe students responding to specific tasks or projects, e.g., the building of rocket models in a classroom gives the observer a chance to see whether a student can apply scientific principles, read and follow directions, check mathematical aspects and perform creative thinking.

In addition, there are many incidental kinds of observations which can be made while visiting a classroom briefly which reflect the student's attitudes toward himself and his environment. For example, the following are a few things which may be observed in an elementary classroom:

1. Comfortable flow of communication, three-way, T-S S-T S-S (Teacher-Student, Student-Teacher, Student-Student)

2. Is there a presence or absence of "tattling" or putting the other guy down?

3. Do the students hesitate some, wanting to hang around school, or do they groan endlessly about having to go to school?

4. Is there a busy, purposeful buzz of noise upon entering the room or is there always silence?

5. Is there students' work displayed generously or are all the displays teacher-made or commercial?

6. Look carefully, is there any evidence of any student "repeating" or acting out" what they do at school?

7. Do the students clamor to be the "first" to get to try out the new magnet, or read the book that the teacher just read, or bring something to school that he's studying about?

8. Does each student want to improve his own work, or does he seem more interested in competition with others?

Observational information can be utilized as part of the evaluation system. Such information—or provision for it—can be built into the system in much the same way that tests and measures are built into the evaluation system. Just as a formal test is utilized to answer a certain type of question, so can observational information be included to gain insight into behavior. The use of observational information is designed to provide a certain type of information or, put differently, to answer a certain type of question. Just because the question cannot be answered with a formal test is not reason for *excluding* the question from the evaluation design; instead, one selects the type of information needed, and techniques for gathering that information which are appropriate.

Before using the information collected through observational techniques, or drawing conclusions on the basis of those observations, *it is well to check with the students in the classroom to determine the reliability of the observations.* This can be done quite simply. For example, I spend a few moments with ten students selected at random on the schoolyard and ask them how they felt about the particular learning episode which was observed. See if what most of the students report is similar to what was observed. If it was, the observations were probably accurate. If not, the areas of difference need to be explored.

Personal growth information can be used in conjunction with observational information to gather a more complete picture about the effect of the learning episode in relationship to its achieving progress toward goals and objectives.

4. *Interviews*

Although interviews are time consuming and expensive, they are a useful tool, especially for a process evaluation. Like the questionnaire, an interview may be highly structured with a set series of questions or may be open-ended and informal. The primary problem in interviewing is to secure an accurate record of the respondent's replies to the questions and to provide a situation in which the respondent feels free to speak openly about her/his feelings without fear that there may be retaliation. For this reason, it is usually best if someone who does not participate in the school program can do the interviewing.

Student interviews are quite feasible and may provide very valuable information to the advisory council. Short, tape-recorded interviews on the schoolyard asking students about their school, its program, its teachers, its principal, and so forth can provide clear insights into the school from the perspective of the student. Students need not be identified by name. Their quoted remarks can provide a most incisive analysis of the school.

5. *Student Self-appraisals*

There are various ways that a person can learn more about the richness and depth of the student's experience and personal growth. For children in the lower grades, the person might simply ask the child to relate an experience that day in school. In the higher grades, the student can write a description of the student's experiences that day in school and then tell what that means to the student. These are more direct approaches to ascertaining the personal growth of the student experiences in school. There are also other ways, less direct. For example, the student may draw a picture of himself in school during a particular lesson. Or the teacher might select a book for the student to read and then ask the student to describe what the book meant. Still other ways to learn about the personal experience of students in the classroom would involve students in a class putting on a play or skit about school experiences. Still another way would be to have the student take pictures of his experience in the classroom and use the pictures to write comments under each picture.

6. *Tests*

Tests may be given to any member of the school = community, although they are usually reserved for students. Tests provide a way, under a compressed time period, to determine student performance with regard to outcomes. Tests may be commercially prepared or locally devised by teachers. They are often grouped into categories of "objective" and "subjective". Objective tests are exercises where there is one correct answer such as true/false or multiple choice. Subjective tests are those where the answer is unstructured and there may be no right or correct response. Sentence completion and essay questions are in this category. The term subjective relates to the personal manner in which a teacher assesses the merit of the student work.

Some individuals proclaim the advantages of objective tests because they can be easily scored and quantified. Subjective tests are criticized because the standards used to evaluate students' work may vary substantially from teacher to

teacher and day to day for a given teacher. Obviously, both tests have large subjective elements in them. The way in which test items are prepared involve subjectivity. Objective tests are sometimes denounced because they test only fact learning. However, well constructed objective tests can tap some highly complex thought processes and understandings.

Neither objective nor subjective tests are favored over the other. The important consideration is whether they measure the outcome one wishes to assess.

It is important to keep in mind the fact that some complex thought processes exist in students which no standardized test, however well developed, can tap. This happens because students often use their non-standard experiences for applying their complex capacities. This is especially important to keep in mind when assessing minority students. A full discussion of the problems associated with testing minority students is presented in Chapter 10.

a. *Norm-referenced tests*

Norm-referenced achievement tests, of the sort that have been developed and distributed by commercial tests publishers, represent the most common basis of student and program evaluation. These tests are developed to measure, presumably, broad capacities of students, such as reading ability and critical thinking. The test is a survey instrument broadly representative of a specific field of knowledge and is usually limited to a relatively narrow age-grade span. The content of the test reflects common objectives of instruction in the particular field of knowledge considered.

Sometimes called "standardized tests," they are usually "objective" in nature, that is, each item has a correct answer and every scorer would obtain the same result. These tests are relatively easy to administer and scoring service is often provided. Norm-referenced tests have been administered to a group, representative of a described population, e.g., fourth graders in the United States, called a normative group. Results from any local administration can be compared against these "norms". These tests, therefore, provide comparative information, so that a given student's score is reported *not in any absolute sense,* but in terms of a relationship to scores of other students. In a similar way, averages among schools, districts, and states may be compared.

b. *Criterion-referenced tests*

With increased attention given to the formulation of instructional objectives and the growing awareness that norm-referenced tests do not always reflect local program objectives, many individuals have undertaken research and development of criterion-referenced tests. These tests have been called objective-based tests, because all items on the test are supposed to relate to stated objectives. Student performance is described in relationship to the criterion (objective) rather than to a norming group as in norm-referenced tests.

These tests provide information in terms of how well groups or individual students are performing with respect to program objectives. Data can be used to pinpoint areas of weakness in a program, so that ongoing modifications may be implemented in a cost-effective manner. These tests may be given regularly so that revision of programs within the school year is possible (see Appendix C-5).

Norm-referenced and criterion-referenced tests represent different emphases in testing, rather than discrete choices. Normative tests can be built around core objectives just as criterion-referenced tests results can be normed. The selection of test depends on the particular emphasis the local school = community desires.

The table below represents the contrasts between the two types of tests, but should not be interpreted to infer absolute differences.

A. Norm-referenced tests
1. Usually given to generate estimates of group performance. Example: how well do our students read compared to other 6th graders?
2. Usually given at the beginning or end of a school year, or both. Example: we'll test our 6th graders in May to see what they have learned this year.
3. Usually based on objectives shared in common by most schools. Example: to identify the major products of American agriculture.
4. Scores are interpreted in terms of group performance. Example: the average 6th grader in this school can read a paragraph better than 72% of all other 6th graders in the country.

B. Criterion-referenced tests

1. Usually given to assess individual needs and mastery.
   Example: what reading skills does Johnny need and which has he mastered?

2. Given periodically as needed.
   Example: we'll test 6th graders individually whenever we want to assess their progress.

3. May be based on uncommon objectives.
   Example: to identify the major agricultural products of Shasta County.

4. Scores are interpreted in terms of the level of performance demonstrated.
   Example: the average 6th grader in this school can correctly answer 7 out of 10 questions taken from a paragraph.

Subjectivity Inherent in Student Assessment

Students may produce work beyond that expected in a test or assessment situation. For instance, a book report or a term paper represents student projects which are appropriate for evaluation. One problem with the evaluation of student projects relates to the standards used to score them. "Grading", as evaluation of papers, is usually a very chancy activity, depending upon the view-point of the particular person making the assessment. A project might receive a high or low rating depending upon who was doing the rating and the implicit criteria that were being employed. Another factor that could influence assessment of student outcomes is the order in which the outcome was assessed. Sometimes higher standards are used early in the evaluation session and decay as more projects are assessed. Similarly, an adequate project might be inadvertently downgraded if it happened to be evaluated just after an excellent project. These examples of scoring problems are meant to provide a sense of the unreliability of evaluations that can occur when looking at student projects. In no way, however, should anyone imagine that use of easily scored tests (multiple choice, for instance) are supported as adequate substitutes when instructional objectives require the originality and complexity inherent in student-generated projects.

A remedy for the possible unreliability of scoring may reside in the use of explicit criteria or standards as the projects are considered. A "scoring key" that includes important points may be used to help the scorer apply comparable standards through the evaluation process. Product rating scales of this sort are extremely valuable tools. They are usually locally devised, perhaps with student participation. Two or three teachers may try them out on a few projects and then revise the rating scheme, if necessary. Once explicit criteria are available, they can be shared with students, who would then be able to develop better projects.

In cases where the statement of standards is a ponderous and/or impossible task (as in deciding what constitutes "clear writing"), the evaluation of work may be made a more responsible activity when a "jury system" is employed. Two or more individuals might be given the task of judging student products. Their average ratings might be assigned to students' work. Perhaps, when wide disagreement among evaluators were evident, the student product might be rescored.

Certainly, in a single classroom with one teacher, most evaluation of student products includes a subjective component. Not every instructional act need be objectified or quantified, i.e., given a number or numeric value. The evaluation procedure might attempt to maximize the reliability of scoring, including both its qualitative and quantitative components. In these cases, judgments are made about the utility and effectiveness of *programs* rather than the performance of individuals.

A Caution on Use of "Intelligence" Tests

All tests measure how much a child has learned about a particular language and culture. Consequently, all tests are culturally limited and are culturally biased against persons unfamiliar with the cultural tradition covered by the test. In our pluralistic society, children come from many different cultural traditions, yet standardized tests which purport to measure intelligence, aptitude, mental ability and so forth are all designed to measure knowledge of only one cultural tradition—the Anglo-American culture and the English language. Therefore, tests in current use measure how much a child has learned about the Anglo-American culture but *cannot* be used to infer anything about a child's "intelligence" or "mental ability" unless the cultural background of the child is systematically taken into account in interpreting whether the test is culturally appropriate for a particular child.

Because information needed to correctly interpret the scores of a particular child is not available to individual teachers, counselors, and principals, and they do not have the training and skill needed to correctly interpret tests that purport to measure "intelligence" or "mental ability", no such tests should be given as part of a school evaluation program and no scores from such measures (such as IQ scores) should be calculated, reported, or recorded for individual children. (This does not preclude the use of individually administered measures of learning potential by fully qualified persons who have been trained to assess the cultural appropriateness of a test for a particular child and to interpret the child's score in relation to a culturally appropriate normative framework.)

Protection of Privacy

This last suggestion raises the matter of privacy. Evaluation programs can destroy themselves by not attending carefully to protection of privacy. Data about an individual does not need to be released to other individuals; in fact, observations of an individual do not always need to be made available to the individual; they do not even have to be identifiable with an individual; the observer can merely state that the observations were of an individual in program A. Evaluators do not need individual data, they only need such statistics as the average performance, the highest and lowest performances (not identifying those who produced the highest and lowest performance), the range of performances that include 75% of the students in the program, etc. Every effort should be made to keep to an absolute minimum the access to individual data; on the other hand, statistics derived from the data should be freely available to all who desire them.

In some areas, particularly having to do with personal development goals, explicit care must be taken to protect privacy as a legal matter. Article 9 of the California Education Code, includes the following:

> Personal Beliefs
>
> 10901. No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality and religion shall be administered to any pupil in kindergarten or grade 1 through 12, inclusive, unless the parent or guardian of the pupil is notified in writing that such test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take such test, questionnaire, survey, or examination.

Of course parents should always be kept well informed about the school's evaluation program, but special care must be taken with any item that may touch one of the prohibited areas listed in the Code. With all such items, prior approval of parents must be obtained before the item can be used.

Along the same line, most parents are extremely distrustful of anything that resembles amateur psychological diagnosis or personality testing. When developing information for evaluating personal development goals such as social competence, sense of responsibility, self-confidence, integrity, self-esteem, self-discipline, and conviction, the entire program should be cast in terms of the positive rather than the negative aspects of these goals. Terms used by psychologists and psychiatrists to describe personality disorders should be absolutely avoided. Thus, there is no place in evaluating personal development goals for such concepts as aggressiveness, paranoia, fantasy, neuroses, depression, complexes, anxiety, phobias, psychoses, compulsive behavior, antisocial behavior, delinquent behavior, mental disorder, maladjustment, and the like. These clinical matters are better handled by qualified medical professionals with adequate explanation to the public. Students and their parents should have a method of appealing such labeling by educational or medical professionals.

THE USE AND MEANING OF TEST SCORES*

It has been stated that evaluation should provide information to the public as well as to educators; that to accomplish the broad purposes of evaluation, it must also help individuals learn about themselves. Evaluation is not a process whereby we accumulate vast quantities of information that have little purpose because, in many instances, this information never progresses beyond being recorded on a file card or folder, or when it does, its meaning is obscured by terminology which confuses rather than clarifies.

The different measurements, "scores" or "grades" all use numbers or symbols and they may vary in levels from the assignment of numbers for identification purposes, like placing numbers on football jerseys, to ratios for height, weight, and volume. Technical distinctions between measurement levels can be left to measurement specialists whose job it is to interpret results, but we must remember that a test score must be understood before it can be interpreted.

There are tests, scales, blanks, inventories, indexes, etc. There are ability tests, achievement tests, performance tests, etc. Each classification has many sub-categories. Some of these types have been referred to in earlier sections of this handbook, with some discussion of their attributes such as validity, reliability and usability. The following paragraphs will attempt to describe the use and meaning of test scores commonly used in schools, and the statistical terms most frequently used to explain their meaning.

Any test which includes items to be answered or activities to be performed will result in a *raw score,* or number right. A raw score, depending so much on the number and difficulty of the test items, is nearly useless in test interpretation. It does, however, provide the basis for all other types of scores. Nothing can be more accurate than it is.

Any test, whether it be teacher—made or carefully standardized, is only a collection or sample of the items which might have been included. We assume that these items are a fair representation of all possible items, and so consider the test scores as measures of the characteristic (knowledge, aptitude, interest, etc.) which is presumed to underlie the test. When we have a collection of scores from the same test, e.g., from all students in a class, or all third graders in a school, or in a district, we may wish to know where a certain person or a particular score stands in relation to all other scores.

Rank is the simplest description of relative position—the first for the best or highest, second for the next best, etc. While this may suffice for a relative score in a small and familiar group, it loses its meaning if a large number of scores are involved.

Percentile rank gives a better indication of position because it can be used with any size group. Percentile rank states a person's relative position within a defined group — thus a percentile rank of 46 indicates a score which is as high as or higher than that made by 46 percent of the individuals in that particular group. The percentile rank is probably the score most widely used in reporting results, and is probably the best type for general use in test interpretation. It is essential, however, to know the make-up of the group within which the percentile rank has been determined. Is it all fourth graders in School X, or the Supreme School District, or the norming group used by the publisher to standardize the test?

Percentile ranks are easy to understand since they state the percentage of cases in a specified group who fall at or below a given score. On the otherhand, most people fail to recognize that scores tend to pile up at the mid-point of the possible range so that differences in percentile rank at the median, or mid-point will be slight, while the same percentile difference at either extreme will be considerable.

Percentile band, as the name implies, is a band or range of percentile ranks. The purpose of reporting a continuous range rather than a single percentile rank is to emphasize the measurement error which is present in every score. The limits of the percentile band are determined statistically, and the band itself represents the range within which a person's "true" score lies.

Probably the most common score used in reporting performance of standardized achievement tests is the *grade-placement,* or *grade-equivalent* score. In spite of their appeal and apparent logic, these scores are confusing and lend themselves to all sorts of erroneous interpretation. The basic rationale for grade-placement scores is that students acquire knowledge and skill more or less uniformly throughout the school year, but that no learning occurs during the summer vacation. Grade-placements are stated in tenths of a school year with

*Written by the Advisory Committee on Evaluation.

the score indicating the year and month at which a precise degree of knowledge is presumed to be attained. A grade-placement of 5.8, for example, refers to the eighth month of the fifth grade.

Grade-placement scores are established by the test publisher by giving the same test to students at several grade placements, finding the average raw score for each grade group and distributing the intervening raw scores equally to the intervening months. Scores are extrapolated or extended at both extremes above and below the averages found.

Grade-placement scores have been widely accepted and believed. It seems reasonable to think of students who do superior school work as achieving more like students in advanced grades. However, these elevated grade-placement scores really indicate only that the students in question answerd correctly the same number of items *on this test* as did students tested at the higher grade. Depth of understanding, or curricular material common to these higher grades but not included in the test, are not measured.

A further complication arises from the fact that tests from different publishers usually give different grade placement scores. Subject matter included or emphasized differs between tests as may item difficulty. Sampling differences may also cause conflicting results.

For standardized tests, norm tables are furnished by the publisher which give various scores, such as percentiles or grade equivalents, that correspond to raw scores. These tables are based on the results of the scores obtained by the publisher when the test was standardized (administered to a representative sample of pupils across the country). Sometimes publishers furnish also special norms tables based on scores obtained from specific groups, e.g., students in urban schools, or scores made by male students and scores made by female students. It is important to know, always, the make-up of the group from which norms were derived.

Local norms are sometimes better than national norms. These are based on actual scores made by students in a particular school or district, and their use permits comparisons with other students within the community.

In order to make scores from different tests comparable by expressing them on the same scale, and/or to make possible more meaningful interpretations, various types of *standard scores* have been developed. These scales take into consideration the *mean* or average score of the distribution of scores as well as a statistically determined figure which expresses the extent of clustering of other scores around this mean. One type of standard score quite generally used, and the only one to be discussed here, is the *stanine*.

Stanine scores were developed by World War II psychologists for use with the U.S. Air Force. Such scores were intended to make the best possible use of test information that could be entered into a single column of an IBM punched card. Stanines were intended to represent bands of values. These bands were determined statistically by characteristics of the collection of scores. Each stanine represents a certain set percentage of the scores with the largest percentage (20%) comprising the middle or fifth stanine. In general it is sufficient to know that stanines 1, 2 and 3 represent below average scores, stanines 4, 5 and 6 represent average, and stanines 7, 8 and 9 represent above average scores.

For other types of evaluation instruments such as rating scales, questionnaires, interviews, observation schedules, etc., the instrument itself, and the information desired from it, determine the procedure used to obtain scores. These may be merely a tally of the number and percent of "yes or "no" responses; they may be weighted scores where individual responses can denote degree of agreement or disagreement; or the results may be not scores at all but descriptions of observed or reported phenomena. The author of such devices usually describes the scoring procedure best suited to the kinds of data obtained. For measurement instruments without norms, or with inappropriate norms, the answer to the question, "How high is high?", or "How much is enough?", must be an arbitrary decision taking into consideration the purposes intended.

One final type of score which should be mentioned is *letter grades,* one of the most common types of all. Letter grades may be determined by some comparative basis corresponding to average percentage scores on classroom tests or other performance. Some teachers have absolute faith in such a system. However, achievement levels of students can be altered tremendously by writing either easier or harder questions, and subjective rating of classroom performance encompasses many factors other than level of achievement. No type of score is perfect, but letter grades are worse than most.

Tests are not perfect. Neither are other evaluative methods: the personal interview, the rating scale, direct observation, etc. The criterion for judgment should not be perfection, but the obtainment of useful information. Tests are misused and misinterpreted. The remedy lies through better education in testing, rather than in the abolition of tests.

ASSESSMENT OF SCHOOL CLIMATE AND PHILOSOPHY*

1. To what extent have goals and objectives been developed for your school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit		Completely	

2. To what extent have the following groups been involved in developing goals and objectives for your school?

   A. Parents and community:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit		Completely	

   B. Teachers:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit		Completely	

   C. Students:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit		Completely	

3. To what extent do these goals and objectives represent a consistent and well understood school philosophy?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat		To quite an extent			To a great extent	

4. How important do you feel it is to establish affective objectives for your school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite		Extremely	

5. How confident do you feel in your ability to identify conditions that would facilitate and conditions that would inhibit (climate, methodology, teacher-student interaction, etc.) achievement of affective outcomes?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite		Completely	

*Developed by A.R. Wight and J.R. Doxsey of the Interstate Educational Resource Service Center, Salt Lake City, Utah.

6. How confident do you feel in your ability to create these conditions?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

7. How clear is your understanding of the kinds of changes necessary to integrate affective objectives more effectively into the curriculum and classroom activities?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

8. How committed would you be personally to making these changes?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

9. How effectively do you feel the staff can work together in making these changes?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

10. How open and supportive do you feel the climate would be in this district for these kinds of changes?
    A. Community openness and support:

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

    B. Administration openness and support:

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

11. To what extent do you feel the community should be involved in identifying affective objectives?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

12. To what extent do you feel the students should be involved in the process of:
    A. Identifying and defining affective objectives.

1	2	3	4	5	6	7	8	9
Not at all			Somewhat		Quite			Completely

B. Measuring outcomes (i.e., identifying evidence, providing self-report data, etc.).

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite		Completely

C. Establishing facilitative conditions.

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite		Completely

13. To what extent do individual staff feel free to discuss school problems with the principal?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite a bit		Completely

14. To what extent do you feel the principal supports the individual teacher in his/her efforts to improve instruction in the school?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite a bit		Completely

15. To what extent do teachers cooperate and support each other (as opposed to competing and criticizing each other)?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite a bit		Completely

16. How productive are the staff meetings in the school?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite a bit		Extremely

17. To what extent does the staff determine the agenda of these meetings?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			To quite an extent		Completely

18. To what extent does the staff participate in making significant decisions in the school?

1	2	3	4	5	6	7	8	9
Not at all			Somewhat			Quite a bit		A great deal

19. To what extent is a teacher's work inhibited by the students' parents?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			A great deal

20. To what extent does the community respect its teachers and trust their professional decisions?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

21. How free do teachers feel to discuss controversial issues in their classes?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

School Philsophy

In this section select the number from the following scale that best represents your feelings regarding each item "as it is" in your school now and "as it should be." Write the number in the appropriate box to the right.

In each item below, to what extent (1) is the emphasis on *a* or *b* and (2) should it be *a* or *b*.

1	2	3	4	5	6	7	8	9
Completely on *a*				Equally on *a* & *b*				Completely on *b*

	As It Is	As It Should Be
22. a. Classroom control and discipline maintained by the teacher—students quiet and in their seats.		
b. Freedom and self direction—students moving about and talking freely, assuming personal responsibility for their behavior.		
23. a. Requiring students to show proper respect to teachers and other adults.		
b. Building a climate of respect and trust among and between students and faculty.		

	As It Is	As It Should Be
24. a. Requiring students to be responsible for completing assigned tasks and abiding by school rules and policies.	☐	☐
b. Responsibility shown by questioning, challenging, attempting to identify meaningful goals and activities, and participating in development of school rules and policies.		
25. a. Punishing or reprimanding students for misbehavior, acts that hurt or offend others, or violation of rules and standards.	☐	☐
b. Student assumption of personal responsibility for his own behavior, for correction of wrongs done to others, and for acceptance of the consequences of behavior and decisions.		
26. a. Student learning objectives established by the teacher or. administration.	☐	☐
b. Objectives selected by the students and parents.		
27. a. Student assignment to a specific grade level or permanent groups.	☐	☐
b. Student identification only with temporary interest or task groups.		
28. a. Groups of students to a specific classroom space.	☐	☐
b. Flexible use of space to meet specific needs.		
29. a. Time tightly structured into activity or subject matter.	☐	☐
b. Flexible schedule to allow time necessary to pursue interests or complete tasts.		
30. a. Learning confined to the classroom.	☐	☐
b. The entire community as classroom—valuing of outside experiences.		

	As It Is	As It Should Be
31. a. Teaching subject-matter and skills.	☐	☐
b. Personal growth and development of individual students.		
32. a. Memorizing content of prescribed course material.	☐	☐
b. Seeking information to solve meaningful problems.		
33. a. Activities selected or designed by the teacher.	☐	☐
b. Student-initiated activities-pursuing his own interests, curiosity, or activities to achieve his own learning.		
34. a. Large group (class activities).	☐	☐
b. Small group or individual activities.		
35. a. Same instruction in a specified subject matter area given to all students.	☐	☐
b. Instruction modified to accomodate individual needs and preferences.		
36. a. Specified time allowed for the completion of a unit of instruction or course.	☐	☐
b. Time of completion based on individual interests and abilities.		
37. a. Instructional resources geared to specific grade levels and units.	☐	☐
b. Instructional resources available to meet different interests and ability levels.		
38. a. Instructional resources available only at specified times.	☐	☐
b. Instructional resources always available.		
39. a. Use of prescribed resources and materials.	☐	☐
b. Encouraging students to use their initiative to identify and use resources and materials.		

	As It Is	As It Should Be	COMMENTS:
40. a. The student providing answers to questions asked and solving problems assigned by the teacher.			
b. The student asking questions and identifying problems.			
41. a. The student following directions.			
b. The student making his own decisions and developing his own plans.			
42. a. Accepting facts and opinions of authorities.			
b. Questioning facts and opinions of authorities.			
43. a. "Right" answers to questions or "approved" solutions to problems.			
b. Self-expression and creative solutions to problems.			
44. a. Teaching values.			
b. Helping students clarify their own values.			
45. a. Evaluating students against group norms and thus assuring the failure of some students.			
b. Evaluating a student with respect to standards and goals of his own individualized program.			
46. a. Teacher evaluation of student performance.			
b. Self-evaluation.			
47. a. Evaluation feedback to students and parents through letter grades.			
b. Evaluation feedback through individual conferences in which achievements, diagnosed or felt needs, and prescribed or desired activities are discussed.			
48. a. Emphasis on competition among students.			
b. Emphasis on cooperation among students.			

COMPARISON OF THE OPEN AND CLOSED SCHOOL SYSTEMS*

Examine your own experience in terms of the following comparison of the open and closed systems. What has your experience been and what would you like it to be?

OPEN

The focus is on:

1. Meeting the learning needs of individual students, and society's needs for healthy, mature, productive, creative, responsible citizens.
2. Developing awareness, sensitivity, understanding, knowledge, skills, and attitudes necessary to function effectively in a chosen profession and to live a full, satisfying life.
3. Supporting pursuit of personal interests and exploration of abilities, responsibilities, aims, and ambitions with respect to personal, family, social and world needs and problems.
4. Student search for new ideas, new solutions to new problems, studying the past as it relates to the present and future; imagination, initiative, creativity, independence, and selfdirectedness.
5. Student exploration of the world outside the school to identify living and working requirements as well as the conditions and problems one can expect to encounter.
6. The student and teacher defining objectives together-contract between student and teacher regarding respective goals and responsibilities in achieving these objectives.
7. The teacher in the role of guide resource, friend, and counselor.
8. The student actively participating in the total education process, identifying needs, defining goals, planning, identifying resources, seeking information, solving problems, and assessing progress.

CLOSED

The focus is on:

1. Perpetuating the system, maintaining scholastic standards, and teaching subject matter, not individual students.
2. Covering course content and meeting requirements for graduation.
3. Requiring completion of prescribed courses which give little consideration to individual student needs, interests, or preferences.
4. Memorization of specified content, right answers and textbook problems, conformity, compliance, and student suppression of interests, imagination, and curiosity.
5. Teacher selection of course content that hopefully will provide adequate coverage of the subject matter area.
6. The teacher defining objectives, (if objectives are identified)-implicit contract obligating student to comply with course requirements.
7. The teacher in the role of course designer, information transmitter, and evaluator.
8. The student following instructions, passively receiving information, completing assignments, and taking tests.

* Developed by A.R. Wight, Interstate Educational Resource Service Center, 136 East South Temple, Salt Lake City, Utah, 84111.

9. Doing exploration of experiences, interpretations, ideas, and positions with respect to issues, events, and ideas considered significant by the students and faculty.

10. Cooperation—learning with and from peers; emphasis on individual achievement and excellence of product not attained at other's expense.

11. Self-evaluation based on personal meaning or on achievement of or progress toward meaningful objectives, using input from faculty, peers, or any other resources.

12. Evaluation resulting in an assessment of progress and analysis of needs and resources in an individual learning program—no grades!

13. Examinations designed to assess understanding of problems, issues, and key concepts and competence in application for the purpose of planning in an individualized learning program.

14. Frequent feedback to the student regarding his progress and performance in a program designed to achieve specific objectives.

15. Flexibility in scheduling to allow time to seek information, pursue ideas or interests, gain experience, and complete projects.

16. Flexibility in course length, to allow time necessary for completion of a unit or course of study—completed when objectives are achieved.

17. Lectures as one means of obtaining information, when the need is identified by the students and the professor.

18. Appointment and promotion of faculty based primarily on teaching ability.

9. Learning about the teacher's experiences, interpretations, ideas, preferences, and biases with respect to issues, events, with ideas he considers interesting or worthwhile.

10. Competition with peers—emphasis on winning, superiority over others.

11. Evaluation by the teacher based on performance in relation to that of other students on tests that call primarily for recall and reproduction of memorized content or on demonstrated skill in assigned tasks.

12. Evaluation resulting in a letter grade showing the student's relative standing in class (in reality, his inferiority in relation to society's ideal straight A student).

13. Examinations designed to discriminate among students, for the purpose of assigning grades.

14. Infrequent feedback to the student regarding his standing in the class. Program objectives unclear or unspecified.

15. Adherence to time periods assigned for classes.

16. Course length determined by length of quarter or semester.

17. Lectures as the primary vehicle for the transmission of information from the teacher to the students, based on what the teacher would like to give, not what the students have identified as a need.

18. Appointment and promotion of faculty based on publications, research, politics, and tenure.

What to include in education specifications.*

Following is a suggested outline for a thorough organization of education specifications. The outline is not intended to include every item for a new school, but can certainly be used as a starting point for any set of educational specifications.

1. Introduction

1.1 The importance and value of thorough and thoughtful planning

1.2 How this educational facility fits into the long range plan for educational facilities for the community

1.3 Procedures followed in developing the educational specifications

1.4 Procedures to be followed (including endorsement or approval steps) to convert written educational specifications into schematics, preliminary drawings, working drawings, and a completed facility

1.5 Timetable

2. The community to be served

2.1 Physical characteristics

2.2 Human characteristics

3. The pupils to be served

3.1 Grades or ages of pupils to be housed (and how this fits into the over-all pattern for the school district)

3.2 Number of pupils to be housed

3.3 Types of pupils and a discussion of their needs

3.4 Provision for future expansion

4. The educational program to be housed

4.1 Philosophy of education (a statement as to what the community believes about the education of its young people)

4.2 Goals of the elementary (intermediate, or high school) program

4.3 Basic methodological and organizational concepts for which provisions should be made

- 4.31 Pupils
- 4.32 Staff
- 4.34 Materials
- 4.35 Space

5. General environmental considerations for the facility

5.1 Visual

5.2 Thermal

5.3 Sonic

5.4 Aesthetic

5.5 Spatial relationships

6. Instructional areas

The following items should be considered for each category of space. The categories may be by academic discipline, by age group, etc.

6.1 Objectives (or desired outcomes)

6.2 Consideration of the basic concepts listed under 4.3 (above)

6.3 Activities to be housed

6.4 Persons to be housed

6.5 Furniture and equipment to be housed

6.6 Special requirements or considerations, *e.g.* environmental

6.7 Space requirements (estimates with help)

6.8 Cooperative or joint efforts with other instructional areas

6.9 Spatial relationships

7. Supportive areas (items 6.1-6.9 should be applied to each of the supportive areas as applicable)

7.1 Staff

- 7.11 Planning—working—conferencing
- 7.12 Dining
- 7.13 Relaxing

7.2 Administration

- 7.21 Public reception
- 7.22 Conferences
- 7.23 Office
- 7.24 Secretarial
- 7.25 Records
- 7.26 Data processing
- 7.27 Communications
- 7.28 Time system
- 7.29 Alarm system

7.3 Student services

- 7.31 Guidance and counseling
- 7.32 Health clinic
- 7.33 Student activities

*Herbert J. Sheathelm, "The Importance of Educational Specifications", in *Layman's Guide to School Planning,* Nation's Schools, ...

7.34 Student store
7.35 "Home base"
7.36 Lockers
7.37 Informal gathering area
7.4 General or service areas
7.41 Food service
Cafeteria (hot, cold)
Kitchens (central and satellite)
7.42 Circulation—lobbies, corridors, stairwells
7.43 Maintenance and operational
Floor and wall finishes within various areas:
Receiving
Storage
Custodial
Heating—cooling
7.44 Toilet facilities

8. Community programs to be housed

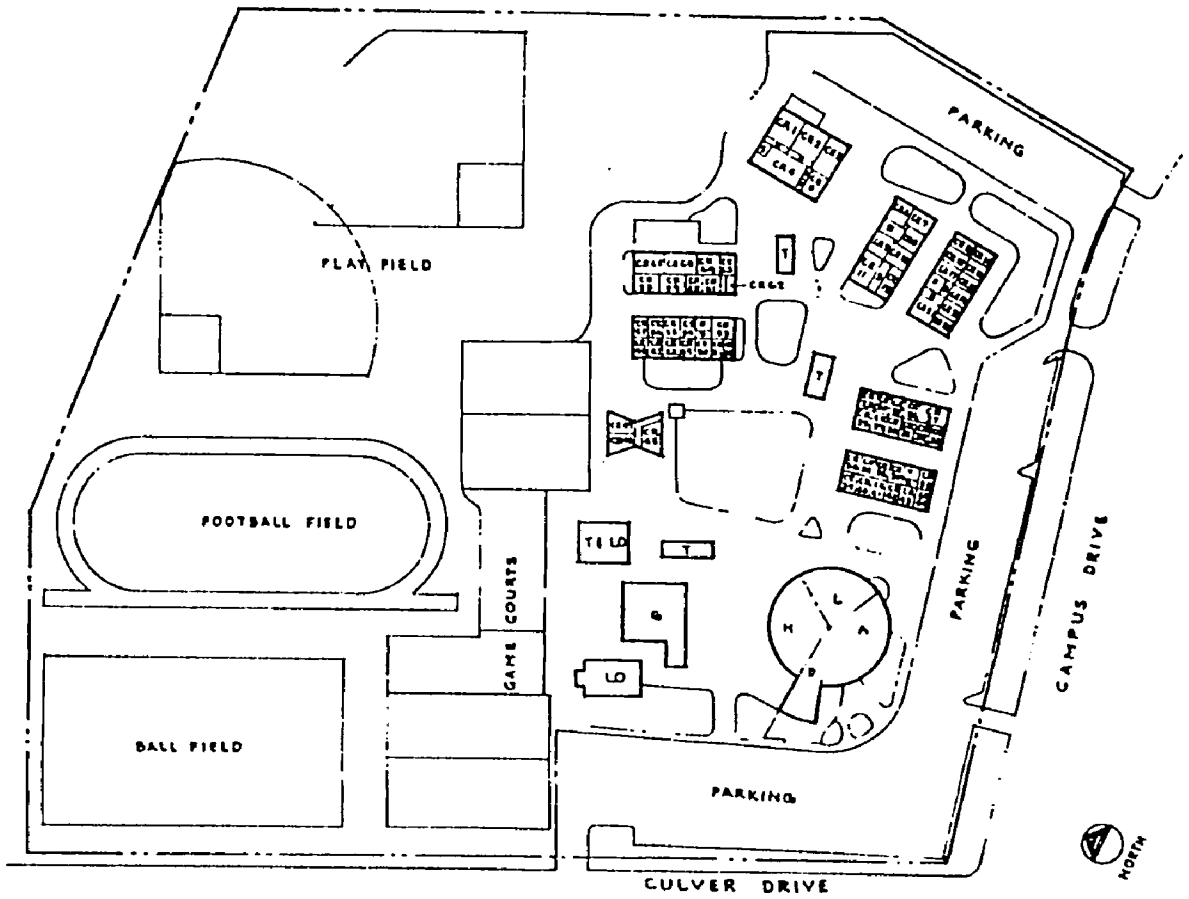
8.1 Types of programs (items 6.1-6.9 should be applied to each of the programs as applicable)
8.11 Educational (adult)
8.12 Recreational
8.13 Cultural
8.14 Social
8.2 Community agencies or services to be housed
8.3 Special facilities to be provided
8.4 Shared facilities with "regular" school program
8.5 Evening, weekend, and summer use
8.6 "Zoning" of building

9. Site considerations

9.1 Size, location, physical characteristics
9.2 Ingress and egress
9.3 Circulation on the site
9.4 Bus loading and unloading
9.5 Parking, drives, and walkways
9.6 Insulation from surrounding areas
9.7 Outdoor education programs (see instructional areas—science)
9.8 P.E. programs (see instructional areas—physical education)
9.9 Community reaction programs

PLOT PLAN OF SITE & BUILDINGS
BSP Form 100a

School or facility: University High School Site acres (usable)



REPORT OF UTILIZATION AND CAPACITY OF SCHOOL FACILITIES (Secondary) *
BSP Form 100c

SPACES & LOADING

School: University High School | Grades: 9-12 | Site Acres: 40

Address: 4771 Campus Drive | Date Occupied: December 1970

Reported by: Vic Sherreitt | Report Date:

	Type Teaching Station	Number Perm.	Number Port.	Capacity Per Station	Capacity Gross
ACADEMICS	Academic	36			
	Language Lab.				
	Journalism	1			
	Drama	1			
	Lect. Center	1			
ART	Art	1			
	Art Crafts	1			
	Ceramics	1			
	Photography				
INDUSTRIAL ARTS	Agriculture				
	Auto	1			
	Drafting	1			
	Electric	1			
	Graphic	1			
	Handicrafts				
	Machine				
	Metal	1			
	Wood	1			
BUSINESS	Bookkeeping				
	Bus. Machines	1			
	Office Practice				
	Shorthand				
	Typing	2			
	Gen. Bus.	2			
HOME-MAKING	Clothing				
	Foods				
	All Purpose				
	Homemaking				
MUSIC	Choral Music	1			
	Instru. Music	1			
SCIENCE	Biology	3			
	Chemistry	1			
	Gen. Science	3			
	Physics	2			
OTHER					

Auxiliary Facility (Give number and/or comments)

General Office	2
Staff Offices	10
Conference Rms	1
Health Serv.	1
Remedial Rm	3
Teachers Lge	1
Teachers Wkrm	3
Audio-visual	1
Library	1
M-P I	1
M-P II	
Kit. Prep.	1
Serv.	1
Cafeteria	
Stage	1
Gymnasium	1
Show/Locker	2
Auditorium	
Toilets	10
Storage	2
Outdr. Assembly	1
Parking Spaces	461
Swim. Pool	1
No. of Lockers	1,776
No. Lib. Vols.	14,000
Other	

Adjusted Capacity
1,800

*Irvine Unified School District, *Long Range Comprehensive Master Plan,* Irvine, California: Irvine Unified School District, March 1974, pp. 87-88.

REPORT OF EVALUATION OF SCHOOL FACILITIES

BSP Form 100d

School: University High School

FROM PROFILE RATING WHEEL

(Check rating)

Performance	Excellent	Good	Average	Poor	Not Acceptable
Site			X		
Space			X		
Light		X			
Heat & Air			X		
Sound		X			
Aesthetics				X	
Equipment				X	
Maintenance				X	
Overall			X		

Narrative evaluation. (Also note any problem areas together with possible solutions and explain any poor or not acceptable ratings.)

Site: Parking areas separate the high school from Culver Drive and Campus Drive making an island of the facility. No obvious relationship between buildings and open spaces exists. Location of play fields on different levels from instructional areas hampers mobility.

Space: Lack of classroom finistration; limited space flexibility. The administration—multi-purpose—library structure provides spaces having pie shapes that are functionally inadequate.

Light: Classroom lighting and lighting of other instructional spaces is poor in many areas.

Heat and Air: Fair.

Sound: Adequate; no obvious problems.

Asthetics: The architectural design of this high school has a certain residential quality. Earth tones comprise the color scheme of the exterior. The use of brilliant colors somewhere in the scheme would have offered some break in the monotony. Tne lack of any strong relationship between the shapes of the separate buildings gives an overall haphazard appearance. Recent improvements in the landscaping have greatly enhanced the open courtyards and pedestrian ways.

Equipment: Poor, requires repairs.

Maintenance: Poor.

REPORT OF EVALUATION OF SCHOOL FACILITIES

BSP Form 100d (2 of 2)

Recommendations for needed corrections and improvements (list in priority order and include a budget estimate, if possible):

1. The use of brilliant colors in selected locations throughout the school, and perhaps super-graphics would enhance the aesthetic quality of the plant.

2. Continuation of strong maintenance program is recommended.

3. Installation of large variety trees would help soften the building areas and courtyards.

4. Introduction of small group areas in the courtyards with benches for student seating would humanize the courtyards.

THE STULL ACT

Assembly Bill No. 293

CHAPTER 361 (Ed. Code)

13403. No permanent employee shall be dismissed except for one or more of the following causes:

(a) Immoral or unprofessional conduct.
(b) Commission, aiding, or advocating the commission of acts of criminal syndicalism, as prohibited by Chapter 188, Statutes of 1919, or in any amendment thereof.
(c) Dishonesty
(d) Incompetency
(e) Evident unfitness for service
(f) Physical or mental condition unfitting him to instruct or associate with children.
(g) Persistent violation of or refusal to obey the school laws of state or reasonable regulations prescribed for the government of the public schools by the State Board of Education or by the governing board of the school district employing him.
(h) Conviction of a felony or of any crime involving moral turpitude.
(i) Violation of Section 9031 of this code or conduct specified in Section 1028 of the Government Code, added by Chapter 1418 of the Statutes of 1947.
(j) Violation of any provision in Sections 12952 to 12958, inclusive, of this code.
(k) Knowing membership by the employee in the Communist Party.

13404. Upon the filing of written charges, duly signed and verified by the person filing them, with the governing board of the school district or upon a written statement of charges formulated by the governing board, charging that there exists cause for the dismissal of a permanent employee of the district, the governing board may, upon majority vote, except as provided in this article if it deems the action necessary, give notice to the permanent employee of its intention to dismiss him at the expiration of 30 days from the date of service of the notice, unless the employee demands a hearing as provided in this article.

Any written statement of charges of unprofessional conduct or incompetency shall specify instances of behavior and the acts or omissions constituting the charge so that the teacher will be able to prepare his defense. It shall, where applicable, state the statutes and rules which the teacher is alleged to have violated, but it shall also set forth the facts relevant to each occasion of alleged unprofessional conduct or incompetency.

13404.5 No report on the fitness of a teacher in a dismissal proceding shall be received from a statewide professional organization by a governing board unless the teacher shall have been given, prior to the preparation of the report in its final form, the opportunity to submit in writing his or her comments on the report and unless a copy of the report in final form is given to the teacher investigated at least 10 days prior to its submission to the board.

Such a report shall not be distributed other than to the governing board and those persons participating in its preparation, unless the teacher does not demand a hearing as provided by Section 13406.

13405. The notice shall not be given between May 15th and September 15th in any year. It shall be in writing and be served upon the employee personally or by United States registered mail addressed to him at his last known address. A copy of the charges filed, together with a copy of the provisions of this article, shall be attached to the notice.

13406. If the employee does not demand a hearing by filing a written request for hearing with the governing board, he may be dismissed at the expiration of the 30-day period.

13407. The governing board of any school district shall not act upon any charges of unprofessional conduct or incompetency unless during the preceeding term of half school year prior to the date of the filing of the charge, and at least 90 days prior to the date of the filing, the board or its authorized representative has given the employee against whom the charge is filed, written notice of the unprofessional conduct or incompetency, specifying the nature thereof with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his faults and overcome the grounds of such charge. The written notice shall include the evaluation made pursuant to Article 5.5 (commencing with Section 13485) of this chapter. "Unprofessional conduct" and "incompetency" as used in this section means, and refers only to, the unprofessional conduct and incompetency particularly specified as a cause for dismissal in Section 13404 and does not include any other cause for dismissal in Section 13404 and does not include any other cause for dismissal specified in that section.

13408. Upon the filing of written charges, duly signed and verified by the person filing them with the governing board of a school district, or upon a written statement of charges formulated by the governing board, charging a permanent employee of the district with immoral conduct, conviction of a felony or of any crime involving moral turpitude, with incompetency due to mental disability cause, as prescribed by reasonable rules and regulations of the employing school district, with violation of Section 9031, with knowing membership by the employee in the Communist Party or with violation of any provision in Sections 12952 to 12958, inclusive, the governing board may, if it deems such action necessary, immediately suspend the employee from his duties and give notice to him of his suspension, and that 30 days after service of the notice, he will be dismissed, unless he demands a hearing.

If the permanent employee is suspended upon charges of knowing membership by the employee in the Communist Party or for any violation of Section 9031, 12952, 12953, 12954, 12957 or 12958, he may within 10 days after service upon him of notice of such suspension file with the governing board a verified denial in writing, of the charges. In such event the permanent employee who demands a hearing with the 30-day period shall continue to be paid his regular salary during the period of suspension and until the entry of the decision of the Commission on Professional Competence, if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the amount of salary so paid to him during the period of suspension in case the decision of the Commission on Professional Competence is that he shall be dismissed. If it is determined that the employee may not be dismissed, the school district shall reimburse the employee for the cost of the bond.

13409. Whenever any certified employee of a school district is charged with the commission of any sex offense as defined in Section 12912 by complaint, information or indictment filed in a court of competent jurisdiction, the governing board of the school district shall immediately place the employee upon compulsory leave of absence for a period of time extending for not more than 10 days after the date of the entry of the judgment in the proceedings. The governing board of the school district may extend the compulsory leave of absence of the employee beyond such period by giving notice to the employee within 10 days after the entry of judgment in the proceedings that the employee will be dismissed at the expiration of 30 days from the date of service of the notice, unless the employee demands a hearing as provided in this article.

Any employee placed upon compulsory leave of absence pursuant to this section shall continue to be paid his regular salary during the period of his compulsory leave of absence if and during such time as he furnishes to the school district a suitable bond, or other security acceptable to the governing board, as a guarantee that the employee will repay to the school district the amount of salary so paid to him during the period of the compulsory leave of absence in case the employee is convicted of such charges, or fails or refuses to return to service following an acquittal of the offense or dismissal. If the charges against him are dismissed, the school district shall reimburse the employee for the cost of the bond upon his return to service to the school district.

If the employee does not elect to furnish bond, or other security acceptable to the governing board of the district, and if the employee is acquitted for the offense, or the charges against him are dismissed, the school district shall pay to the employee his full compensation for the period of the compulsory leave of absence upon his return to service in the school district.

Whenever any certified employee of a school district is charged with the commission of any narcotics offense as defined in Section 12912.5, or a violation of subdivision 1 of Section 261 of the Penal Code, Sections 11530 inclusive, 11540, or 11910 to 11915, inclusive, insofar as such sections relate to subdivision (c) of Section 11901, of the Health and Safety Code, by complaint, information, or indictment filed in a court of competent jurisdiction, the governing board of the school district may immediately place the employee upon compulsory leave in accordance with the procedure in this section.

13410. The notice of suspension and intention to dismiss shall be in writing and be served upon the employee personally or by United States registered mail addressed to the employee at his last known address. A copy of the charges filed, together with a copy of the provisions of this article, shall be attached to the notice. If the employee does not demand a hearing within the 30-day period, he may be dismissed upon the expiration 30 days after service of the notice.

13412. When any employee who has been served with notice of the governing

board's intention to dismiss him demands a hearing, the governing board shall have the option either (a) to rescind its action, or (b) schedule a hearing on the matter.

13413. In the event a hearing is requested by the employee, the hearing shall be commenced within 60 days from the date of the employee's demand for a hearing. The hearing shall be conducted and a decision made in accordance with Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code, and Commission on Professional Competence shall have all the power granted to an agency therein.

No witness shall be permitted to testify at the hearing except upon oath or affirmation. No testimony shall be given or evidence introduced relating to matters which occurred more than four years prior to the date of filing of the notice. Evidence of re rds regularly kept by the governing board concerning the employee may be introduced, but no decision relating to the dismissal or suspension of any employee shall be made based on charges or evidence of any nature relating to matters occurring more than four years prior to the filing of the notice.

In those causes specified in subdivisions (b), (f), (h), (i), (j), and (k) of Section 13403, the hearing shall be conducted by a hearing officer whose decision shall be binding on the board. In the event the employee is charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of Section 13403, the hearing shall be conducted by a Commission on Professional Competence. One member of the panel shall be selected by the employee, one member shall be selected by the governing board, and one member shall be a hearing officer of the State Office of Administrative Procedure who shall be chairman and a voting member of the competency panel and shall be responsible for assuring that the legal rights of the employee are protected at the hearing. If either the governing board or the employee for any reason fails to select a commission member at least seven days prior to the date of the hearing, such failure shall constitute a waiver of the right to selection, and the county board of education or its specific designee shall immediately make the selection. When the county board of education is also the governing board of the school district, the selection shall be made by the Superintendent of Public Instruction, who shall be reimbursed by the school district for all costs incident to the selection.

The member selected by the governing board and member selected by the employee shall have at least five years' experience in the specific educational function of the accused as set forth in Section 13055.

In those instances where the employee has been charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of Section 13403, the decision shall be made, by a majority vote, by the Commission on Professional Competence which shall prepare a written decision containing findings of fact, determination of issues and a disposition either:

(a) That the employee should be dismissed.
(b) That the employee should not be dismissed.

In those instances where the employee has been charged with any of the causes specified in subdivisions (a), (c), (d), (e), and (g) of Section 13403, the decision of the Commission on Professional Competence shall be deemed to be the final decision of the governing board.

The board may adopt from time to time such rules and procedures not inconsistent with provisions of this section, as may be necessary to effectuate this section.

The governing board and the employee shall have the right to be represented by counsel.

If the governing board orders the dismissal of the employee, the governing board and the employee shall share equally the expenses of the hearing, including the cost of the hearing officer. The employee and the governing board shall pay their own attorney fees.

If the governing board orders that the employee not be dismissed, the governing board shall pay all expenses of the hearing, including the cost of the hearing officer, and reasonable attorney fees incurred by the employee.

13414. The decision of the Commission on Professional Competence may, on petition of either the governing board or the employee, be reviewed by a court of competent jurisdiction in the same manner as a decision made by a hearing officer under Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code. The court, on review, shall exercise its independent judgment on the evidence. The proceeding shall be set for hearing at the earliest possible date and shall take precedence over all other cases, except older matters

APPENDIX B

of the same character and matters to which special precedence is given by law.

13439. If the employee has been suspended pending the hearing, he shall be reinstated within five days after the governing board's decision in his favor, and shall be paid full salary by the governing board for the period of his suspension.

Article 5.5 Evaluation and Assessment of Performance of Certified Employees

13485. It is the intent of the Legislature to establish a uniform system of evaluation and assessment of the performance of certificated personnel within each school district of the state. The system shall involve the development and adoption by each school district of objective evaluation and assessment guidelines.

13486. In the development and adoption of these guidelines and procedures, the governing board shall avail itself of the advice of the certificated instructional personnel in the district's organization of certificated personnel.

13487. The governing board of each school district shall develop and adopt specific evaluation and assessment guidelines which shall include but shall not necessarily be limited in content to the following elements:

(a) The establishment of standards of expected student progress in each area of study and of techniques for the assessment of that progress.

(b) Assessment of certificated personnel competence as it relates to the established standards.

(c) Assessment of other duties normally required to be performed by certificated employees as an adjunct to their regular assignments.

(d) The establishment of procedures and techniques for ascertaining that the certificated employee is maintaining proper control and is preserving a suitable learning environment.

13488. Evaluation and assessment made pursuant to this article shall be reduced to writing and a copy thereof shall be transmitted to the certificated employee not later than 60 days before the end of each school year in which the evaluation takes place. The certificated employee shall have the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the employee's personnel file. Before the end of the school year, a meeting shall be held between the certificated personnel and the evaluator to discuss the evaluation.

13489. Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once each school year for probationary personnel, and at least every other year for personnel with permanent status. The evaluation shall include recommendations, if necessary, as to the areas of improvement in the performance of the employee. In the event an employee is not performing his duties in a satisfactory manner according to the standards prescribed by the governing board, the employing authority shall notify the employee in writing of such fact and describe such unsatisfactory performance. The employing authority shall thereafter confer with the employee making specific recommendations as to areas of improvement in the employee's performance and endeavor to assist him in such performance.

CLASSROOM OBSERVATION INSTRUMENT*

Directions for Use of the Teacher Observation Instrument

Teachers need to become as familiar as the observer with the instrument and guides to be used for observation report. Prior to the use of the observation instrument, teachers should be furnished copies of the instrument and the guide sheets. Before the observation is made, ample time should be given teachers to study the instrument to be used and to ask questions regarding its use.

If a category in COR (Classroom Observation Report) is not observed during a visitation to the classroom, the observer should so note this on the observation report under the category not observed. As soon as possible following an observation, time should be set aside for the teacher and the observer to confer regarding the observation. COR guide sheets should be read carefully before a visitation and should be used by the observer during classroom visitation.

*Developed by San Juan Unified School District, Carmichael, Calif.

SAN JUAN UNIFIED SCHOOL DISTRICT

CLASSROOM OBSERVATION REPORT (COR)

Teacher _____ Class and/or Grade _____

School _____ Date of Observation _____

Observer _____

All categories observed must be checked and must include concrete and specific statements of explanation. Whenever possible the observer will answer the questions found in the observer's guide relating to the categories observed.

1. Assessment of Needs in Terms of Objectives (To be filled in before pre-conference)

Realistic assessment of students' present skills and knowledge	Adequate assessment of students' present skills and knowledge	Unrealistic assessment of student's present skills and knowedge

2. Objectives Clarified by Instructor

Objectives clearly defined	Objectives occasionally vague or indefinite	Objectives vague

3. Objectives Relate to District Objectives for the Subject Area (District objective(s) to be filled in before pre-conference)

Objectives related to district objectives	Objectives generally related to district objectives	Objectives related to district objectives only by implication

4. Organization Lesson Presentation

Exceptionally well organized	Satisfactorily organized	Poorly organized

5. Degree of Which Objectives Are Met

Objectives met by most of the students	Objectives met by some of the students	Objectives met by few of the students

6. Knowledge of Subject

Knowledge of subject broad, accurate, up-to-date	Knowledge of subject occasionally limited and/or at times not up-to-date	Knowledge of subject deficient, inaccurate, or out-of-date

7. Variety in Classroom Techniques

Uses effective and varied classroom methods and techniques	Occasionally changes method	Uses one method almost exclusively

8. Ability to Arouse Interest

Students seem highly interested	Students seem only mildly interested	Students seem generally uninterested

9. Skill in Handling Teacher-Student Interaction

Makes effort to involve total group with the classroom activities	Gives students some opportunity to become involved with the classroom activities	Gives students little or no opportunity for involvement

10. Skill in handling Student-Student Interaction.

Evvectively involves students with one another in classroom activities.	Gives students some opportunity to interact with one another in classroom activities.	Give students little or no opportunity for interaction with one another.

11. Assignments

Clear, reasonable, coordinated with class work	Occasionally indefinite	Confused or not related to the class work

12. Mannerisms

Free from distracting mannerisms	Mannerisms not seriously objectionable	Exhibits distracting mannerisms

13. Willingness to Help

Instructor exceptionally responsive to student requests for help	Instructor moderately responsive to student requests for help	Instructor generally unresponsive to student requests for help

14. Recognition of Own Limitations

Welcomes differences of opinion; honest in admitting if he does not know	Moderately tolerant of opposing viewpoints; usually willing to admit if he does not know.	Intolerant of opposing viewpoints

15. Classroom Climate

Class is orderly—students respecting each other and teacher and teacher respecting students	Class is usually orderly—students respecting each other and teacher and teacher respecting students	Class is seldom orderly

16. Suggestions for the improvement of teaching act (Must be specific)

CLASSROOM OBSERVATION REPORT
(COR Guide Sheet to the Evaluator

1. Assessment of Student needs in terms of objectives

How does the teacher assess the student's present skills and knowledges relative to the subject matter to be learned?

Is there a fair chance that the students in the class can reach the objectives?

2. Objectives Clarified by Instructor

What evidence is there that both teacher and students know what the lesson objective(s) is/are?

Are the objectives pertinent to the goals of the program?

3. Objectives Relate to District Objectives for the Subject Area

What evidence is there that the objectives established are related to district objectives for the subject area?

4. Organization of Lesson Presentation

What evidence is there that the subject matter presented is in agreement with the objective(s)?

List ways in which lesson(s) show evidence of organization such as sequence, small steps, participation, reinforcement, and evaluation (success).

5. Degree to Which Objectives are Met

What evidence is there that students have attained the objectives?

What evidence is there that some of the students have not reached the objectives?

What was the reason for some students not meeting the objectives?

6. Knowledge of Subject

What evidence is there that the teacher makes accurate presentation of concepts and facts in the subject area of his teaching responsibility?

CLASSROOM OBSERVATION REPORT

ADDITIONAL COMMENTS (to be used by observer)
NOTE (If more space needed, attach additional sheet(s).

Teaching Variables

The area below is reserved for comments. The following kinds of teaching variables might be discussed: the personal qualities of the teacher; the enthusiasm of the teacher; the amount or type of rapport between the teacher and the students; the total environment of the classroom; any variable especially important to a particular subject area. The factors discussed here will be supported by objective data.

Professional Career Variables

The area below is reserved for comments. The following kinds of professional career variables might be discussed: makes reasonable effort to further his knowledge of educational competencies; fulfills assigned non-teaching responsibilities; works cooperatively with other teachers and with the administration for the improvement of the instructional program and the betterment of the school. The factors discussed here will be supported by objective data.

Reported by: _____
Signature of Evaluator Date

Teacher: _____
Signature Date

Comments:

CLASSROOM OBSERVATION REPORT
(COR Guide Sheet to the Evaluator)

7. Variety in Classroom techniques

Describe methods and techniques observed on those methods and techniques evidenced in the teacher's planning of instructional unit.

8. Ability to Arouse Interest

How is interest expressed?

9. Skill in Handling Teacher-Student Interaction

How does the teacher elicit and encourage student interaction or involvement?

10. Skill in handling Student-Student Interaction

How does the teacher encourage student-student interaction or involvement?

Who asks the questions? (teacher, many students, bright students, slower students, intellectual bullies)

11. Assignments

In what ways are the assignments related to the class work or to the objective (s) of the lesson(s)?

How are the various ability levels and student interests taken into consideration in making the assignment(s)?

What evidence is there that the teacher gives close personal attention to and recognition of the students' work?

12. Mannerisms

How do any distracting mannerisms influence student concentration or behavior?

NOTE to Evaluator: In this category consider physical or speech mannerisms or other habits which interfere with the learning experience.

13. Willingness to Help

What evidence is there that students feel comfortable about seeking help from the teacher?

What evidence is there that the teacher answers student questions and requests satisfactorily?

14. Recognition of Own Limitations

What evidence is there that the teacher welcomes differing viewpoints?

What evidence is there that the teacher does not try to bluff or intimidate if he does not know?

15. Classroom Climate

What evidence is there that the teacher has respect for the students?

What evidence is there that the students have respect for the teacher?

What evidence is there that pupils respect each other?

What evidence is there that the class is productive?

16. Suggestions for Improvement of the Teaching Act

If the evaluator makes suggestions for improvement of the teaching act, he must write the recommendations, confer with the evaluatee, and endeavor to assist him to improve his performance. He will make as many classroom visitation as are necessary to be assured that performance is satisfactory.

B-7

STUDENT EVALUATION OF TEACHERS*

*How to Collect Information about Objectives From Elementary School Students**

As part of the evaluation process elementary school teachers will want to collect information from their students about the extent to which classroom objectives are being attained, and about their preception of learning conditions in the classroom.

Some of the elementary schools in PAUSD have been doing this for some time. Three examples of questionnaires follow. They are far from perfect, but they may help. The questionnaires may be used by elementary teachers as is; teachers may adapt them to their particular needs; or the questionnaires may give teachers ideas about how to collect data of this kind. The Research Department (x4282) is ready to give additional help on how to collect information from students if a teacher or group of teachers needs it.

*Developed by Palo Alto Unified School District, Palo Alto, California, 1973.

Show how you feel by filling in a happy, so-so or a sad face.

HOW DO YOU FEEL ABOUT . . . . . 

READING

MATH

SOCIAL STUDIES

WRITING

P.E.

ART

MUSIC

HOMEWORK

RECESS

NOON PERIOD

TUESDAY AFTERNOON

MOST OF THE BOYS AND GIRLS IN YOUR CLASS

THE BOYS AND GIRLS WHO SIT NEXT TO YOU

YOUR TEACHER

HOW DO YOU THINK OTHERS FEEL ABOUT YOU?

YOUR TEACHER

MOST OF THE OTHER STUDENTS

THE BOYS AND GIRLS WHO SIT NEXT TO YOU

SHOW HOW YOU FEEL BY FILLING IN A HAPPY, SO-SO OR A SAD FACE.

1. HOW DO YOU FEEL ABOUT GOING TO DE ANZA ....

2. HOW DO YOU FEEL DURING READING TIME? .....

3. HOW DO YOU FEEL DURING MATH TIME? .....

4. HOW DO YOU FEEL DURING RECESS PERIOD? .....

5. HOW DO YOU FEEL DURING ACTIVITIES? .....

6. IN THE FACE BELOW SHOW HOW YOU FEEL THINGS GOING FOR YOU IN YOUR LIFE.

Name _____ Date _____

SELF EVALUATION

MARK YOURSELF ON A SCALE OF 1, 2, 3, 4, 5 (1 is high . . . 5 is low)

IN READING I:

- Use my time wisely ..... ○
- Choose books I can read ..... ○
- Record new words ..... ○
- Can discuss the book I have read ..... ○
- Read different kinds of books ..... ○
- Do my reading projects well ..... ○
- Don't interrupt group activities ..... ○

IN SCIENCE I:

- Observe carefully ..... ○
- Listen carefully ..... ○
- Examine information before I make up my mind what is happening ..... ○

IN PHYSICAL EDUCATION I:

- Play my best ..... ○
- Encourage others ..... ○
- Follow rules of game ..... ○
- Am improving in skills ..... ○

IN SPELLING I:

- Complete my daily work ..... ○
- Study words at home ..... ○
- Do well on Friday test ..... ○

IN THE ROOM I:

- Use my time wisely ..... ○
- Listen to others ..... ○
- Contribute in discussions ..... ○
- Often help others ..... ○
- Am usually interested in what is going on ..... ○
- Am responsible when teacher isn't around ..... ○
- Can do my work without help ..... ○
- Can follow the rules of the room ..... ○
- Can follow directions ..... ○
- Finish my work on time ..... ○

IN MATH I:

- Can add ..... ○
- Can subtract ..... ○
- Can multiply ..... ○
- Can divide ..... ○
- Can solve word problems ..... ○
- Do my homework when it is assigned ..... ○
- Get my work in on time ..... ○

IN SOCIAL STUDIES I:

- Do my research ..... ○
- Bring in artifacts to share ..... ○
- Bring in books and materials ..... ○
- Work well in groups ..... ○
- Work well by myself ..... ○

IN LANGUAGE I:

- Write in complete sentences ..... ○
- Punctuate my sentences ..... ○
- Use the dictionary ..... ○
- Write legibly ..... ○

IN ART I:

- Like to participate ..... ○
- Am improving my skills ..... ○

IN MUSIC I:

- Like to participate ..... ○

CHESTER F. AWALT HIGH SCHOOL

*Teacher Evaluation by Secondary School Students**

This questionnaire has been designed to permit you to anonymously express your opinion about the quality of instruction and course work you have experienced. If it is to provide helpful information to the teacher, these questions will require careful consideration. Please evaluate the teacher only on the basis of *your* experience in *this* class.

Sponsored by Student Government
January 1973

TEACHER EVALUATION
Part 1

PLEASE CIRCLE ONLY ONE ANSWER PER QUESTION

Circle the degree to which you think your teacher:

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	DOES NOT APPLY
1. Assigns work which helps you learn the subject matter.	1	2	3	4	5	6
2. Allows freedom in choosing report topics, outside reading, etc.	1	2	3	4	5	6
3. Encourages interaction *between the teacher and students* during discussions.	1	2	3	4	5	6
4. Encourages interaction *among students* during discussions.	1	2	3	4	5	6
5. Is available for individual conferences outside of classroom time.	1	2	3	4	5	6
6. Encourages students to express different viewpoints.	1	2	3	4	5	6
7. Gives tests which cover only material assigned or discussed.	1	2	3	4	5	6
8. Returns homework and tests reasonably soon.	1	2	3	4	5	6
9. Informs students of attendance policy, grading and class procedures early in the semester.	1	2	3	4	5	6
10. Has a fair grading policy and applies it constantly.	1	2	3	4	5	6
11. Stimulates interest in course.	1	2	3	4	5	6

*Developed by students at Chester F. Awalt High School, Mountain View, California, 1973.

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER	DOES NOT APPLY
12. Is knowledgeable about the subject matter.	1	2	3	4	5	6
13. Gives clear explanations and instructions.	1	2	3	4	5	6
14. Chooses good reading materials.	1	2	3	4	5	6
15. Assigns a reasonable amount of work.	1	2	3	4	5	6
16. Encourages creativity and originality.	1	2	3	4	5	6
17. Respects students.	1	2	3	4	5	6
18. Is respected by you.	1	2	3	4	5	6
In his/her classroom performance, circle the degree to which you think your teacher is:						
19. Well organized	1	2	3	4	5	6
20. Enthusiastic	1	2	3	4	5	6
21. Creative	1	2	3	4	5	6
22. Unbiased - Fair	1	2	3	4	5	6
23. Flexible	1	2	3	4	5	6
24. Warm/Friendly	1	2	3	4	5	6
25. Understanding	1	2	3	4	5	6
26.	1	2	3	4	5	6
27.	1	2	3	4	5	6

MATERIALS EVALUATION
PART II

PLEASE CIRCLE ONLY ONE ANSWER PER QUESTION

Evaluate the materials used in this course.

How would you rate the:

32. Quality of the textbook used.	1	2	3	4	5
33. Quality of the audio-visual aids used (films, tapes, etc.)	1	2	3	4	5	6
34. Quality of the supplementary materials used (reading materials other than textbooks).	1	2	3	4	5	6
35. Condition of the materials or equipment used.	1	2	3	4	5	6

STUDENT BACKGROUND INFORMATION
PART III

PLEASE CIRCLE ONLY ONE ANSWER PER QUESTION

36. What is your sex?
1) Female
2) Male

37. What is your father's occupation?

1) Professional (ex., doctor, lawyer, etc.)
2) Technical (nursing, airline pilot, etc.)
3) Skilled (mechanic, carpenter, plumber)
4) Unskilled (labor, janitor)
5) Don't know

38. How would you describe yourself?

1) Spanish surname
2) White (Caucasian)
3) Black (Afro-Amer.)
4) Asian (Japanese, Chinese, Korean and Other)
5) Native American (Indian)
6)

46. Have you transferred?

1) Yes
2) No

47. Have you ever had this teacher before?

1) Yes
2) No

Circle the best answer:

44. Approximately how many class periods of this course have you missed, excused or unexcused, this semester?

1) 0 to 5 classes
2) 6 to 10 classes
3) 11 or more classes

45. How frequently do you do your homework for this class?

1) Almost always
2) Occasionally
3) Rarely
4) Doesn't apply

TEACHER EVALUATION OF PRINCIPALS*

CHULA VISTA, CALIFORNIA, Elementary School District

Use of forms by principals: Voluntary; several principals have used self-made instruments, and in 1968 an instrument developed by the Stanford Center for Research and Development in Teaching was used.

Frequency of evaluation: Not reported.

Disposition of completed forms: Stanford forms were scored by the Center and a profile was developed and sent directly to the principal. Self-made are strictly for principal's benefit.

Forms used: Two of the self-made evaluation forms are reproduced on next page.

*Taken from *The Evaluatee Evaluates the Evaluator*, compiled by Suzanne Stemnock, Washington, D.C.; Educational Research Service, 1970, pp. 12-17.

TO: All Teachers

I would like to do some self-evaluation through your eyes. I would appreciate your filling out this questionnaire on a "no pulling of punches" basis.

The behavior of the principal indicates that he is:

1. Good
2. Fair
3. Poor

Knows the facts which support the program _____

Studies all problems which may be involved before making changes in the school program _____

Consults with parents and teachers when developing new policies _____

Accomplishes a lot of work through his office _____

Is able to solve problems between teaching and non-teaching personnel _____

Utilizes the special skills and talents of others _____

Encourages a teacher and provides security which helps the teacher to work _____

Locates and makes available new and pertinent instructional materials _____

Is considerate of all religious and moral opinions _____

Makes his meaning clear _____

Plans the best use of physical facilities, time, and personnel _____

Makes wise assignment of responsibilities to each teacher _____

Takes the initiative in organizing curriculum plans _____

Is interested in what is happening in each classroom _____

Helps teachers to know whether or not they are doing a good job _____

Stimulates the teacher to be creative and independent in teaching _____

PRINCIPAL BEHAVIOR DESCRIPTION QUESTIONNAIRE

Directions:

a. PLEASE READ EACH ITEM CAREFULLY.
b. Think about how frequently your principal engages in the behavior described by the item.
c. Decide whether he always, often, occasionally, or never acts as described by the item.
d. Draw a circle around one of the five letters following the item to show the answer you have selected.

A Always
B Often
C Occasionally
D Seldom
E Never

1. Demonstrates a genuine personal interest in children.	A	B	C	D	E
2. Actively supports staff in their relationships with parents and students.	A	B	C	D	E
3. Evidences a definite philosophy of education.	A	B	C	D	E
4. Is sensitive to teachers' problems.	A	B	C	D	E
5. Is forward looking and progressive in attitude and action.	A	B	C	D	E
6. Makes important decisions on the basis of only a few facts.	A	B	C	D	E
7. Copes with parental pressures and determines the extent of influences an individual or a group should have on school policy or routines.	A	B	C	D	E
8. Is reluctant to admit his own mistakes.	A	B	C	D	E
9. Evaluates teachers' effectiveness objectively and impartially.	A	B	C	D	E
10. Has the respect and admiration of the students.	A	B	C	D	E
11. Attempts to help teachers find ways of working more effectively with problems present in their classrooms.	A	B	C	D	E

12. Remains calm and poised in difficult situations.	A	B	C	D	E
13. Makes friends for the school.	A	B	C	D	E
14. Protects staff from unjust criticism or demands made by individual parents or groups.	A	B	C	D	E
15. Makes an effort to see that teachers have adequate supplies and equipment when needed.	A	B	C	D	E
16. Is enthusiastic about his work.	A	B	C	D	E
17. Handles problems with tact.	A	B	C	D	E
18. Solicits teachers' participation in making decisions on matters with which they are concerned.	A	B	C	D	E
19. Provides teachers with the security and freedom needed to do a good job.	A	B	C	D	E
20. Hesitates to take a stand or make his position known on issues involving education.	A	B	C	D	E
21. Is friendly and approachable.	A	B	C	D	E
22. Realizes the possible value of differing points of view.	A	B	C	D	E
23. Makes decisions on the basis of logical, clear thinking—not emotionalized responses.	A	B	C	D	E
24. Keeps his expectations and requirements reasonable.	A	B	C	D	E
25. Conducts meetings effectively.	A	B	C	D	E
26. Criticizes individuals in the presence of others.	A	B	C	D	E
27. Deals fairly with all children.	A	B	C	D	E
28. Has the ability to weld the faculty into a harmonius working unit.	A	B	C	D	E
29. Looks with disfavor on the expression of opinions which differ from his.	A	B	C	D	E
30. Exhibits positive educational leadership.	A	B	C	D	E

31. Criticizes constructively through suggestions for improvement.	A	B	C	D	E
32. Carefully considers teacher suggestions when making decisions.	A	B	C	D	E
33. Follows through on discipline problems referred to him.	A	B	C	D	E
34. Makes himself readily accessible to staff members.	A	B	C	D	E
35. Gives effective interpretation of school to the community.	A	B	C	D	E
36. Shows little appreciation for teachers' efforts or accomplishments.	A	B	C	D	E
37. Is able to accept constructive suggestions gracefully.	A	B	C	D	E
38. Speaks effectively.	A	B	C	D	E
39. Compliments teachers for work well done.	A	B	C	D	E
40. Has a sense of humor	A	B	C	D	E
41. Plays favorites among faculty members.	A	B	C	D	E
42. Gives each teacher a feeling of importance as a person.	A	B	C	D	E
43. Gives little direction to school program.	A	B	C	D	E
44. Is neat and well groomed	A	B	C	D	E
45. Conducts all school affairs in honest, ethical, tactful manner.	A	B	C	D	E
46. Is able to admit errors in judgment.	A	B	C	D	E
47. Develops effective procedures which simplify and facilitate the procurement of needed supplies, communications, etc.	A	B	C	D	E
48. Deals impartially and fairly with each teacher.	A	B	C	D	E
49. Makes suggestions and corrections tactfully.	A	B	C	D	E
50. Suspends judgments and decisions until all the facts have been obtained.	A	B	C	D	E

EAST WHITTIER ELEMENTARY SCHOOL DISTRICT, CALIFORNIA
—Ceres Elementary School

Use of form by principals: Used by one principal and vice principal at end of 1968-69 school year. Will be used at midyear and end of year in 1970-71.

Frequency of evaluation; Annually.

Disposition of forms: Returned anonymously to principal, who reads them, takes notes, and forwards them to the superintendent. Effect on principal and vice principal's formal evaluations not known.

Form used:

Evaluation of Principal and Guidance Vice Principal

We are desirous of some feedback from you, relative to the effectiveness of our effort in behalf of you and the students. We need to know what we are doing well, not doing, and/or not doing well.

1. Areas where you feel we have been supportive of you.
2. Areas where we have been effective with children.
3. Areas where you feel we have not been supportive of you.
4. Areas where we have been less (or not) effective with children.
5. How can we help you become more effective in the classroom?
6. What areas are in need of more attention from us next year?
7. General suggestions for our improvement.
8. In what ways do you think that you, as teachers, can increase the effectiveness of the school's educational program

SAN JUAN SCHOOL DISTRICT, CALIFORNIA (Carmichael) *Use of form by principals:* Used systemwide since 1968-69.
Frequency of evaluation: Not reported.

Disposition of Forms: Completed forms are sent to the school principal anonymously by staff. He then summarizes the results which are discussed with his immediate superior, an assistant superintendent. Forms are not placed in personnel files, but do help the assistant superintendent in his evaluation of the principal.

Form used: Form below was developed by the San Juan Teachers Association. The district has also used the Purdue Rating Scale for Administrators and Executives.

CRITERIA FOR THE EVALUATION OF SCHOOL ADMINISTRATORS

This administrator evaluation form is for a presentation of your views concerning the effectiveness of your administrator. React to the 25 statements on the form as you see the relationship between you and your administrator. There is no requirement to sign the completed form. The following simple directions should be read before proceeding.

1. All reactions are to be put on the single sheet form.
2. Put the administrator's name on the form on the line provided.
3. Remember, if this evaluation procedure is to be truly effective, every teacher should respond, to provide as broad a base of opinion as possible.
4. If you have any written comments to make, place them on the back of the form.
5. When you have completed filling out the form, seal it in the envelope with the administrator's name on it, and return the sealed envelope to your Building President.

The rating scale:

1. The first four spaces in the rating scale on the form are numbered from 1 through 4.
2. The #1 space represents a low rating, or inadequate performance.
3. The #4 space represents a high rating, or superior performance.
4. The numbers #2 and #3 would represent progressively higher ratings, between inadequate and superior performance.
5. The space headed N/A is designed for your use in the event you feel the item does not apply to you and your relationship with your administrator; or if you simply have no information on which to base a rating.
6. Fill in the space in the rating column, for each of the 25 items that reflects your evaluation of your administrator on that item.

SAN JUAN SCHOOL DISTRICT, CALIFORNIA (*Continued*)

NAME _____

Place an X in the appropriate square.

	1	2	3	4	N/A
1. Knows and respects my individual characteristics, talents and potentialities.					
2. Is accessible when needed.					
3. Lets me know when I do a good job.					
4. Assists me in creating and maintaining good classroom discipline.					
5. I have confidence in him.					
6. Encourages my cooperation in determining the policies and goals of the school.					
7. Is hospitable to my opinions, whether solicited or volunteered,and considers them fairly and without prejudice.					
8. Avoids exchange of derogatory remarks with others.					
9. Puts good suggestions into practice.					
10 Makes faculty assignments and promotions on the basis of professional qualifications, not on the basis of personal likes or dislikes.					
11. Creates a professional environment which results in high teacher morale.					
12. Does all he can to establish the best physical working conditions.					
13. Has the ability and the courage to give constructive criticism in a friendly, firm and positive manner.					

14. Evaluates me on bases which include adequate classroom observations.					
15. Encourages me to try new methods and teaching techniques.					
16. Plans and executes profitable teachers' meetings.					
17. Supports me in my professional development.					
18. Assists me in the guidance and counseling of pupils and parents.					
19. Provides proper and continuous orientation for new teachers.					
20. Provides proper and continuous orientation for substitute teachers.					
21. Provides leadership in continuous curriculum evaluation and improvement.					
22. Treats me as a responsible adult.					
23. Helps me in orientating source materials for curriculum development.					
24. Does not make unreasonable demands for my services during my unassigned time.					
25. Has an effective philosophy of education which results in high student morale.					

A MODEL FOR COLLABORATIVE ASSESSMENT OF PARA-PROFESSIONAL TEACHER CANDIDATES*

A brief word about the description which follows is required. The description is one which was developed by the Black Advisory Task Force to the Child Development Associates Consortium. It is a narrative which was made to accompany a video-taped portfolio. This portfolio was developed as a sample of what could be done in assessment. Naturally, the video-taped portfolio sample cannot be included here for practical reasons. As a result, some material which would make the assessment process even more clear is missing. However, there is sufficient descriptive information here to permit the reader to see the possibilities of at least one model. *It should be noted that a primary consideration throughout the model which is presented is to minimize the negative impact of the assessment process upon the person who is being assessed. An awareness is also indicated of the reaction of assessor and assessee to the process and the potential contamination of results which can occur. Most important of all is the use of assessment information as timely feedback for program change and individual growth. In no case is there a suggestion that standards be minimized.*

NARRATIVE TO ACCOMPANY THE VIDEOTAPE SUMMARY OF THE COLLABORATIVE ASSESSMENT

(This narrative is designed to be used in conjunction with the videotaped summary of the Collaborative Assessment Process. For the convenience of the viewer, the Roman numerals will refer to the major titles in the videotape.)

I. *The Collaborative Assessment Process*

The first videotaped segment introduces the Collaborative Assessment Process. Key elements to be remembered by the viewer are as follows:

A. A *self-selected* portfolio. It is critical that the candidate for the CDA credential have control over the material which is used as a basis for evaluation, hence, self-selected episodes that demonstrate given competencies. Both the candidate's choice of material and the material in the portfolio itself are the subject of evaluation.

B. Collaborative is involved in the following:

1. The selection of the Community Assessment Team. This process will be described in the following section.
2. A redefinition of the broad competency areas into specific behavioral evidence of competencies. The Community Assessment Team and candidate together develop this redefinition.
3. The selection of potential events for the portfolio. The Community Assessment Team assists the candidate in making judgments about material which would suitably depict the attainment of competencies.
4. A joint determination between the Community Assessment Team and the candidate as to when the candidate is ready to develop his or her portfolio.
5. Based upon the presentation of the portfolio to the Community Assessment Team by the candidate, the Community Assessment Team will examine the candidate collaboratively to determine the level of adequacy of the candidate in all competency areas and will vote in the absence of the candidate for or against a credentialing recommendation.

C. The Collaborative Assessment Process depends upon the videotape recorder (VTR) as a primary tool for the presentation of data. In this presentation, no other materials are mentioned. However, the candidate may select records, recommendations, etc., as augmentation of the basic portfolio. The use of the VTR as a tool is intended to highlight the importance of using an actual demonstration of the candidate's competence when working with children. *The focus in the Collaborative Assessment Process ultimately is on the CDA candidate's BEHAVIOR.*

In recommending the use of the VTR as a primary tool for data collection for the basic protocol, recognition is given to the developing state of the art and its novelty in education. The viewer is

*The Black Advisory Task Force to the Child Development Associates Consortium, "Collaborative Assessment: A Position", San Francisco The Child Development Associates Consortium, August, 1974.

referred to the Fall issue of the *Review of Educational Research* where a conceptual framework growing out of a detailed review of selected literature on the use of the VTR as a vehicle for self-confrontation is developed. It is recognized that the use of this medium requires skill on the part of user and facilitator. Every Community Assessment Team will require basic training in the use of the VTR as a defice for getting feedback.

It should be kept in mind that the Collaborative Assessment Process in no way is intended to establish a laissez-faire orientation toward data which may be required to illustrate competence in a candidate. The purpose of the process is not to permit the candidate to determine that *any* evidence is adequate, nor to permit the Community Assessment Team to determine that *any* evidence is adequate. Rather, the purpose of the process is to permit both candidate and assessment team to utilize the general guidelines of the competency areas as a basis for making redefinitions which are both real and contextually relevant for a particular candidate and location. Thus, the Community Assessment Team is responsible for maintaining general standards of excellence as required by the Child Development Associate Consortium while recognizing that this excellence may be demonstrated by data developed locally, guided by concerned and competent assessment facilitators.

It is widely recognized in the competency-based teacher education movement that potential teachers may develop a series of competancies in isolation from children. This does not necessarily guarantee that in a real situation the teachers will be able to utilize competencies appropriately for the children that they face. Furthermore, they will not necessarily have mastered a set of competencies relevant to the conditions which they face. Therefore, greater accountability is assured by requiring the candidate to demonstrate expertise *in situ*.

II. Negotiations

The Collaborative Assessment Process is initiated at a given site as a result of negotiations between the Center Professional and parties to the assessment process.

A. Pools of Assessors.

Under the direction of the Center Professional, a pool of potential Community Assessment Team members will be developed for each of three constituency categories:

parents who are approved by the board of the center

an external professional who is certified by the CDAC as having the requisite skills to participate from a professional point of view in the assessment process (this may be a child development specialist, a professional-educator from a college or universty, etc.)

a center professional staff member who may be any credentialed staff member subject to the approval of the Center Professional.

It shall be the responsibitily of the Center Professional to develop as broad a list of potential Community Assessment Team members following these guidelines as may be possible to develop.

B. Once established, equity will be the guideline for participation for the three Community Assessment Team members. Any member of the Community Assessment Team may be designated by the Center Professional as the Convener of the team. Each member of the team has one vote when the assessment process is completed. Initially, a maximum of involvement will be expected from each member of the assessment team in order to help the candidate to begin the assessment process. The Center Professional will expect a minimum of three hours per week on the average over several weeks (depending upon the skill development in the CDAc) from each member of the team.

C. A central part of the collaborative process is for the CDA candidate to choose a Community Assessment Team from the eligible and available members of the three pools. It is recognized that any assessment is potentially threatening to any person. In order to minimize the threat, a candidate's choice of assessment team members is expected to be helpful. It is possible that personality conflicts may develop. It is also possible that a candidate may have little faith in the capabilities of potential team members. The best setting for the candidate to demonstrate competence is that which has a minimum of threat and a maximum of facilitation. It is suggested that candidates interview each

member of the assessment team prior to the team's being convened in order to be certain of his or her choices. The candidate will work with the center director to review the pool of potential community assessment team members.

D. *It should be noted that the participant observer is included in the community assessment team for field test purposes only!!!* In a real situation, there would be no participation observer. However, participant observation has proven to be a potent tool developed largely in the field of anthropology. For an example of the potency of this tool, the viewer is referred to the book *Inside High School* by Phillip Cusick (Holt, Rinehart, and Winston, 1973). Participant observation is a formal observational system and technique as well as a research tool of recognized validity among behavioral scientists. In addition to participant observation, it is strongly suggested that the evaluation of the field test include, where possible, expertise in visual anthropology. Because of the visual anthropology, it is expected that important information regarding the existence of collaboration as well as feedback to the client can be gained from a person with these skills.

The Collaborative Assessment Process negotiations actually begin the moment the candidate presents him or herself to the Center Professional with the intention of being assessed for the CDA credential.

III. *Orientation of the Community Assessment Team and the candidate.*

Once convened under the direction of the Center Professional, an orientation of the community assessment team and the candidate is conducted. During this time, an in-depth review of the CDAC competency area will be accomplished. The candidate will also be oriented to the CAP, along with any Community Assessment Team members for whom this is a first experience. During this phase, the attention of the candidate is focused upon the primary task of developing skills and identifying specific behaviors in teachers and children which are related to a demonstration of certain competencies.

On the film, CDA candidate Burrell is guided from general, global statements about what he does when he is working with children to build a more concrete understanding of his role in fostering the growth of children. The viewer will note that candidate Burrell began by indicating that he did not see that he contributed much at the beginning of his classes. Later, during the discussion, it emerges that a number of things had become automatic to him and that, in fact, he had carefully considered many of his actions and purposes. This is a sample of the kind of discussion that is held during orientation, a prelude to brainstorming about potential events which might demonstrate competencies.

During this phase, it will be explained to the candidate that there may be many different kinds of data which support competence in a given area. To some extent, the selection is arbitrary. However, there can be no doubt but that a number of episodes will be required to demonstrate to the assessment team that a sufficient range of competency activities has been shown in order to meet minimum performance criteria.

It should be noted that the participation of the total assessment team in this process contributes not only to the candidate's main activity, that of being assessed, but also is a kind of in-service training tool for the continuing development of parents, center staff, and professional staff. This is a direct illustration of the difficulty of separating training from assessment.

During this period, the role of each member of the Community Assessment Team will be explained and the exact procedure by which a candidate becomes credentialed will also be explained.

IV. *Portfolio of the Community Assessment Team with the CDA candidate.*

During this segment of the video film, the Community Assessment Team and candidates are shown in further refinement of a number of general competency area statements to specific behavioral examples. The discussion is followed on film by a sample episode which would be contained in a candidate's portfolio at his selection. In this episode, a young boy is being taught to "skin the cat." Particular attention should be paid to the richness of the episode. While it is intended only from the candidate's point of view, to depict an example of a way in which he assists a student to develop a positive self-concept, it is also clear that this episode might be used as an illustration of maintaining the positive functioning of children in groups. In the background, other students are watching and participating in one way or another in the event. This required the candidate to deal not only with the boy but other children as well. Later on in the portfolio review, the opportunity presents itself for the Community Assessment Team to query the candidate regarding his intent as well as his interpretation of any additional data which emerges in the portfolio. It should be noted that the Community Assessment Team will give equal weighting to the adequacy of a selected episode to illustrate a competency

area and to the candidate's interpretation of that material in the review with the team after the portfolio is presented.

A second competency is illustrated with Mrs. Love. The competency is to set up a safe and healthy learning environment. Again, it is indicated in the narration that this episode, the children clearing and cleaning eating utensils after a meal, can be utilized in more than one way. In fact, this is characteristic of most demonstrations of competence. It is only in the context of actual operations that it can be determined if a candidate truly understands a competence and its application. It would be impossible to demonstrate this understanding in a situation requiring only a paper and pencil test for evidence.

As with paper and pencil items, it is possible that a given episode may emerge as an abstraction from a more total learning environment. Because of this, no portfolio can stand alone. The assessment process can be complete only when the candidate has had the opportunity to share his or her intent, critique, or extrapolations for the future with an assessment team.

V. *The Community Assessment Team assesses the candidate.*

It is anticipated that a candidate will develop a videotape portfolio supported by other data. The videotape portfolio might reasonably be expected to be from 45 minutes to one hour in length in order to cover adequately the seven competency areas specified by the Child Development Associate Consortium. (It should be noted that competency area 7 speaks to the affective tone of communications between CDA's and those with whom they work, thus this competency pervades the other six competencies.) Several episodes would be shown under each competency area. It should be remembered that the final portfolio will represent only the tip of the iceberg. Many evaluations and assessments will already be made by the candidate in cooperation with the assessment team. The final portfolio will be a refined document.

In our actual pilot testing, it was found that by the time the final portfolio was presented to the Community Assessment Team by the candidate, the candidates seemed to be at ease, even eager to demonstrate what they could do. In no small part this seems to be due to the intimate involvement of assessment team members in the process of assessment from the beginning to the end. During the assessment process, the candidate has received almost immediate feedback on a daily basis and has learned to anticipte the questions of the Community Assessment Team members and formulate better questions of his or her own.

It is to be noted that the Child Development Associate candidates shown in the videotape are really potential CDA candidates. Neither candidate is a professional or certified teacher although both aspire to work with children and would be entering at the CDA level.

VI. *To recycle or recommend?*

Based upon the review session between the Community Assessment Team and the candidate, another meeting is held by the Community Assessment Team. During this meeting, the results of ratings by each member of the assessment team will be shared and discussed. Each member of the Community Assessment Team will rate the candidate's portfolio in terms of the seven competency areas.

VII. *The assessment of the collaborative process*

During the field test, the assessment of the Collaborative Assessment Process will be conducted. The Collaborative Assessment Process will be compared to alternative assessment processes. It is expected that heavy reliance will be placed upon a participant observer along with other instruments to determine the dynamics or existence of collaboration. However, the final criterion upon which comparison will be made between the Collaborative Assessment Process and alternative processes will be the actual level of competency attainment of candidates in one system as opposed to the other. A difficulty arises in that the training objectives may vary according to the selection process which is to be used. It is possible to conceive of an assessment process that consists of predetermined competency behaviors. This, naturally, is quite different from an assessment process which counts upon the skills of the Community Assessment Team and the candidate to redefine from general competency areas, in; specific terms, the behaviors which help to establish competence in that area. Under this circumstance, it would be questionable as to how valid the final test would be from an alternative assessment program and vice-versa. However, it will be proposed that a Community Assessment Team review any protocol materials and interview selected candidates from alternative assessment programs according to criteria established for the Collaborative Assessmen Program. It is expected that this will demonstrate some of the research proposal for an explicit statement of the assessment of a collaborative assessment.

VIII. *Conclusion*

In doing the film, an issue developed

early. Should a candidate be permitted to contrive episodes or must they be real? It was determined by investigators that there was no dependable way of identifying an episode as totally contrived or totally real. The preference of the investigators was for materials which was more real and less contrived. However, both may be utilized in the portfolio to advantage. Even contrived material offers the Community Assessment Team an opportunity to deal with actual behavioral episodes.

Only the field testing can determine how long or detailed a portfolio needs to be in order to satisfy a Community Assessment Team and the CDAC that competencies have been met. It is expected, further, that the field testing will assist in making a determination as to the optimum variety of episodes under a given competency area which will be required in order to determine that a given category of competence has been met.

The Collaborative Assessment Process involves a broad base of participation and is done without a sacrifice of quality of assessment or responsibility. Under the structure which we propose, a true partnership arrangement has been established. The CDAC can meet its responsibilities by certifying a member of the team whose duties, among other things, is to insure that guidelines for the conduct of assessment are followed. In addition, that person participates as a member of the assessment team. By having a center staff member as a member of the team, it is expected that a parent and community perspective on the part of a candidate upon children will be guaranteed. In one sense, one might say that at least two members of the team—the external professional and the center professional—stand able to assure certain professional competency developments. At the same time, at least two members of the team are likely to operate from the benefit of the broad community perspective—the center staff member and the parent. Under ideal conditions, all three members of the assessment team might be able to offer elements of expertise beyond that called for by the constituency representation principle.

In the final analysis, the Collaborative Assessment Process depends primarily upon *clinical judgement* supported by the best specific data possible. For those who are uncomfortable with clinical judgement, no amount of refinement of a collaborative assessment process will suffice. We believe that the growth of children will be the best proof of the pudding and that will favor a process which causes all parties to assessment to look closely at real things that happen to real people.

B-10

SCHOOL YEAR-END REPORT*

June 23, 1972
To: Dr. J. Slezak, Superintendent
Fr: Ron Brumley, Principal
Re: Year-End Report

The following is a report of the goals submitted in November 1971:

GOAL 1: Stimulate and encourage the use of, by teachers and students, the schools, video tape equipment, including a ½" Panosonic Camera, a video-tape recorder and monitor.

Goal 1 Process:

1-A Contact Orange Glen High School for student help in using equipment.
1-B Form an A/V crew of 4, 5 and 6 grade boys.
1-C Library Clerk tape programs off the air for playback at more convenient times

Goal 1 Evaluations:

1-A and B *Student TV Help*

In September contact was made with the Orange Glen High School A/V department. Three students were sent to Glen View and assisted us in setting up our equipment and in training three fifth and sixth graders. The high school boys returned on two other occasions for training sessions.

The extent of the use of the camera was limited this year.

a. One teacher used it three times to analyze his teaching.
b. One teacher used it twice to film her class in session.
c. A group of girls who had learned a native dance were taped.

*Developed at Glen View School, Escondido Union School District, Escondido, Calif. 1972

d. Segments of cross-aged teaching activities were filmed and played back at a parents' meeting.
e. The Mr. Blue reading program was taped and used with other groups.

1.C *Off the Air Taping*

Again, I was somewhat disappointed in the amount of usage made of the video tape equipment. However, the library clerk did use the equipment and taped off the air four programs that were used at later times by 10 classrooms.

This goal will be re-established for the 1972-73 school year as part of the responsibility of our new multi-media teacher.

GOAL 2: Organize, encourage and administer a program of greater parent involvement in the life of the school.

Goal 2 Process:

2-A Encourage staff members in parent contacts.
2-B Organize, with the Home and School Club, a regular visitation day, where parents are personally invited, by phone, to visit school and be given a guided tour and time for questions and answers.
2-C Encourage parent and non-parent volunteers to work as instructional aides and library aides.
2-D Encourage the Kindergarten staff and reading specialist to contact parents of registering kindergarten youngsters.

Goal 2 Evaluation:

2-A *Parent-Teacher Contacts*

1. To increase the number of parent contacts the Glen View staff determined in the Fall to have two complete conference periods during the year, using the two scheduled days with two minimum days, once in December and again in March. An indication of parent response can be seen in these figures:

   a. January Conferences:
      - conferences scheduled 758
      - conferences held 692

      91% attendance
      (several of the conferences cancelled or not kept by the parents were rescheduled, calls were made, and some home calls were made, not reflected in this figure)

   b. March Conferences:
      - conferences scheduled 738
      - conferences held 673

      91% attendance
      (again, counting those rescheduled, a more accurate contact rate approximate 97%)

   c. 136 parent responses to questionnaires reflected the following opinions of our system and method of conferencing:
      1. *90%* felt that the narrative report with checklists is an adequate and thorough way to communicate pupil progress.
         10% felt the system should be revised.
      2. *5%* preferred a graded (A, B, C, D and F) system only.
      3. *4%* thought that the report for their child was too general.
         96% thought that the report for their child was adequately specific.
      4. *95%* thought that the conference time was convenient.
         4% thought that the conference time was not convenient.

It might be added that on Thursday of the conferencing period evening conferences were scheduled. Almost the entire staff conferenced past 5:00 p.m. and at least 8 teachers conferenced past 7:30 p.m.

Another reflection of the staff to keep in frequent contact with the parents of their students is to review the following type of contacts and their frequency:

Room Newsletters - 8 teachers used this method of home-school communication, some weekly or biweekley and some monthly.

Conferences (other than regularly scheduled during a parent-teacher conference period) - Each staff member averaged 10 parent conferences during the year. They averaged approximately 18 phone calls per teacher.

Parent Visitation Program

With the assistance of Mrs. Elzer, an officer of the Home and School Club, a program of regularly scheduled parent visitation was organized. Four such visitations were planned for parents of youngsters in Kindergarten and grade 1. Approximately 86 parents were involved. The parents met at 8:30 a.m., were given a brief orientation, and then were guided throughout the school by the principal with stops at each grade level. Questions and answers were encouraged on the spot, in the classrooms. Each parent at these two grade levels were personally invited by phone to attend the meetings.

Parent and Non-Parent Volunteer Aides

I was quite pleased with the outcome of this goal.

a. Thirteen parent volunteers averaged 4½ hours per week the entire year assisting in the library.

b. Seventeen other parents and retired friends of the school served in the library for a part of the year.

c. Eleven parents and retired people served as volunteer classroom aides working in the area of reading, math and spelling. Their service ranged from ½ hour per day, 4 days per week to 2 hours per day.

2-D *Pre-Kindergarten Program*

To introduce our entire Kindergarten parents to Glen View School a five session program for the parents and children was organized during May and June. The reading specialist and afternoon Kindergarten teacher planned the five, forty minute sessions with the idea of giving the children a glimpse of what would occur in a Kindergarten class. The parents met in the library where various staff members (principal, reading specialist, teacher and counselor) met with them and discussed the school philosophy and goals, ways of helping their child get ready for school and discipline techniques. A lively question and answer period followed each session.

The meetings were well received and well attended with an average of 38 parents and an equal number of children in attendance each of the five mornings.

GOAL 3: Organize and supervise a faculty inservice program.

Goal 3 Process:

3-A Devote part of the pre-school workshop to curricular matters.
3-B Organize, with Rose and Conway schools, an inservice day with an effort to involve staff and make the program of immediate, practical value for the classroom teacher.
3-C Purchase the Croft Reading Inservice Program and administer to all 3-4-5-6 grade teachers.
3-D Schedule periodic inservice meetings through the year, with the specific requests and plans eminating from the Faculty Council.

Goal 3 Evaluation:

3-A *Pre-School Inservice*

Mr. John Gessel, of the County Department of Education, led a two hour math inservice session as part of our pre-school workshop. This session was oriented toward the use of the manipulative math aids recently purchased by the school.

3-B *Inservice Day*

Representatives of Rose, Conway and Glen View organized the Fall inservice day that was held at Rose School in November. The three combined staffs attended sessions of their choice, including presentations on dramatics, physical education, behavior modification, TABA, social studies, discussion of the open classroom and current reading research. From a staff questionnaire the indication was that the day was well received, the staff appreciated having choices, and that practical classroom ideas were received. The pot-luck and afternoon grade level sharing experiences were also of value.

3-C *Croft Reading Program*

After a presentation by a representative of the Croft Company to the administrative group and upon the recommendation of Sid Hollins who had led his staff through the Croft Inservice Reading Program, the Glen View staff decided to purchase the material also.

The eight, one hour lessons were presented to all Glen View teachers at grades 3, 4, 5 and 6 by the principal and the reading specialist. The lessons were a systems approach to word attack skills. A post session questionnaire revealed that:

a. All teachers involved felt that the program helped them to better understand word attack skills and to become better reading teachers.

b. They all reported that they were using the materials with their students.

c. Many of the teachers valued the organizational approach to developing the myriad of word attack skills.

d. The program was an excellent review of approches, materials and techniques in teaching word attack skills.

3-D *Other Inservice Efforts*

a. The staff determined to use one of the previously mentioned full conference days for the Image Workshop and schedule parent conferences either on minimum days or on their own time. The seventeen hour Image Workshop was held in February at the Royal Inn. It was attended by all but two teachers and by several of our aides and classified staff. There was a great deal of participation by those in attendance. A follow up session attended by 15 staff members and spouses was held in May. From staff expression it is my opinion that Image was fairly well received.

b. As an outgrowth of the Inservice Day many staff members requested that Mr. Lou Mozzini, the County Physical Education Coordinator, be invited to Glen View for an inservice presentation. He worked for two hours with groups of first and second graders with teachers involved with him and then he spent two hours with the entire staff. The best indicator of his effectiveness is that the staff spent money on materials he suggested and they implemented many of his ideas in their physical education programs.

GOAL 4: Increase the number of adult restrooms.

Goal 4 Process:

4-A Contact Clay Roberts as to the feasibility of such as addition.

Goal 4 Evaluation:

4-A *Additional Adult Restrooms*

No progress was made on this goal during the year. However, the cost for the item was placed in the 1972-73 district budget.

GOAL 5: Organize, structure and administer a program for double shifting the intermediate grade children.

Goal 5 Process:

5-A Make out schedules and assignments to implement an intermediate double shift.
5-B Develop a study to determine the effects on children and staff of such a schedule.
5-C Schedule off session activities for double shifted intermediate students.

Goal 5 Evaluation:

5-A *Double Shift Schedule*

This goal was achieved by notifying parents of the charge (after a parent questionnaire indicated their support of the policy change). The schedule for our 4, 5, and 6 graders on double session was:

A.M.- 8:00 a.m. to 12:15 p.m.
P.M.-11:55 a.m. to 4:10 p.m.

5-B (Attachment A)

5-C *Off Session Activities*

A five day program of free bowling instruction was organized with Palomar Lanes for our intermediate students who were on off session. The Friday schedule was:

For P.M. students
9:30 - 11:00 a.m.
For A.M. students
1:30 - 3:00 p.m.

Students boarded the bus at school and were returned to school. Funds for the busing was donated by the Home and School Club, the source of much of the instructional force. Approximately 60% of our intermediate children were involved. The morning session averaged 90 students for the five Fridays with the afternoon session averaging 81 youngsters.

Upon completion of the lessons Palomar Lanes organized a league program for the same youngsters, charging them $1.00 per week and providing transportation to and from school. This program lasted approximately four months.

GOAL 6: Encourage , on the part of the faculty, the writing of goals and objectives for a portion of their teaching duties.

Goal 6 Process:

6-A During pre-school workshop disduss goal setting.
6-B During initial faculty meetings encourage individuals to set goals.
6-C During initial staff conference discuss specific goals.

Goal 6 Evaluation:

6-A and B *Goal Setting*

Not as much was accomplished in this area as planned. Goal setting was discussed but no inservice was planned for. This goal will be a part of my goals for 1972-73.

6-C *Staff Goals*

Approximately six staff members set definite goals which were discussed with them during initial planning conferences and at the end of year conferences.

OTHER PROGRAMS AND ACTIVITIES:

A. *Cross-Aged Teaching*

My initial contacts with the Cross-Aged Teaching Program was as follows:

October 1 - Heard a presentation by the Title III Program Director from the Ontario Montclair School District.

October 13 - Visited the above mentioned district and observed the Cross-Aged Program in operation.

November 18 - The program director presented his project to interested Escondido teachers at Glen View.

The Glen View reading specialist then enrolled in a full-day program of inservice and shortly thereafter initiated a Cross-Aged Program at Glen View. Fourteen sixth graders on the morning session volunteered to serve as "olders" in the program. They met for a two week inservice period before meeting their "youngers". Twelve second graders and two third graders were selected by their teachers as needing extra help in a particular area. The olders and youngers were then matched by the reading specialist who served as the coordinator of the program. The fourteen matched pairs met together on Tuesdays, Wednesdays and Thursdays for tutoring. The entire campus served as their classroom. Mondays were devoted to preparation time for the olders and Fridays were used for follow-up discussions on problems and needs.

A parents meeting was held in June where the program was reviewed through pictures and video tape. Approximately 40 parents were in attendance. It is my opinion that this program was of tremendous value both to the olders and to the youngers.

B. *De-Centralized Management Efforts*

There were several areas that were discussed by the entire staff and were then acted upon as total staff initiated projects:

1. One personnel unit and two partial personnel units were applied for and granted as a result of staff decision making. The one P.U. was used to hire 4, four hour teacher aides and to carpet one classroom. The two parital P.U.'s went to implement our multimedia center planned for the 1972-73 school year.

2. The supply budget was divided equitably by grade levels according to pupil enrollment. Grade level teams then purchased those items from stores that they desired. An accounting system was set up and kept by the school secretary. The staff heartily supports this decision.

3. A staff decision was made in May to use one personnel unit during 1972-73 for implementing a multi-media center. The partial personnel unit funds were also used to implement this plan.

GLEN VIEW SCHOOL YEAR-END REPORT

June 1972
Attachment A

Goal 5-B Evaluation: **Results of Double Session Study**

In an effort to determine the effects of placing our intermediate children on double session, rather than our primary children, Mr. Stan Levy and I developed a rather loose study design with the following components:

	Reading	Attitude
Primary (1-3) Pre-Test:	The results of the Rose and Glen View May. reading tests were used for pre-test data.	A five scale 10 area, attitude scale was devised using happy faces and was administered to all primary children at both the schools in November and again in June. (Attachment B)
Primary (1-3) Post Test:	The results of the Rose and Glen View May 1972 state primary reading tests were used for post test data.	
Intermediate (4-6) Pre-Test: Post Test:	The Scott-Foresman Reading Inventory-Survey Test Form A was used with all the Rose and Glen View intermediate children in November and Form B of the same test was administered in June.	A seven scale, 7 area, semantic differential attitude scale was devised and administered to all intermediate children at both schools in November and again in June. (Attachment C)

A cursory evaluation of the data would lead one to conclude that the change of policy at Glen View, that of placing the intermediate grades on double session instead of the primary grades, did not negatively effect the students in the intermediate grades in the area of reading and general attitude toward school.

Because of the several other variables, not taken into account in this study, it would probably be unsound to say that the reason for the better results of the primary reading scores at Glen View were solely due to the fact that they were not on double session.

Year-End Report (Attachment A) Continued.

The following charts are the results of the study in the two areas mentioned:

Comparison of Glen View and Rose Primary Reading Test Results, 1971 and 1972

	Percent of 1st Grades Below 25th Percentile		Percent of 2nd Graders Below 25th Percentile		Percent of 3rd Graders Below 25th Percentile	
	1971	1972	1971	1972	1971	1972
Glen View	23%	9%	17%	13%	8%	9%
Rose	18%	25%	22%	20%	7%	25%

	Percent of 2nd Graders Not Making 1 Year's Growth (10 mon.)		Percent of 3rd Graders Not Making 2 Year's Growth (20 mon.)	
	1971	1972	1971	1972
Glen View	66%	54%	58%	61%
Rose	55%	60%	63%	55%

Comparison of Glen View and Rose Intermediate Reading Test Results. Show in mean scores.

	Rose		Glen View	
	Pre	Post	Pre	Post
Grade 4	51	52	54	64
Grade 5	61	61	62	72
Grade 6	73	73	75	77

PRIMARY (1-3)
ATTITUDE SCALE
PLACEMENT OF MEDIAN SCORES

Rankings: 1 Positive, 5 Negative

	Glen View		Rose	
	Pre	Post	Pre	Post
Music	1	1	1	1
Classmates	1	1	1	1
Reading	1	2	1	2
Recess	1	1	1	1
ME	1	1	1	1
Art	1	1	1	1
Books	1	1	1	1
School	1	1	1	1
Math	2	2	1	1
Library	1	1	1	1

INTERMEDIATE GRADES (4-6)
INTEREST INVENTORY
PLACEMENT OF MEDIAN SCORES

Rankings: 1 Positive, 7 Negative

		Good / Bad		Fun / Work		Fair / Unfair		Pleasant / Unpleasant	
		Rose	G.V.	Rose	G.V.	Rose	G.V.	Rose	G.V.
Library	Pre	2	2	2	2	2	2	2	1
	Post	2	2	2	3	2	2	2	2
P.E.	Pre	2	2	2	2	2	1	2	2
	Post	3	2	2	2	2	1	2	2
Art	Pre	1	1	1	1	1	1	1	1
	Post	1	1	1	1	1	1	1	1
Math	Pre	3	3	4	4	3	3	3	3
	Post	3	3	4	3	3	3	4	3
Homework									
	Pre	4	4	5	5	3	4	4	4
	Post	4	4	5	5	4	3	4	4
Reading	Pre	2	3	3	3	3	3	3	3
	Post	3	2	3	3	3	3	3	2
School	Pre	3	3	4	4	3	3	3	3
	Post	4	3	4	4	3	3	4	3

DISTRICT CENSUS DATA*

Selected Data for East Side Union High School District

The data on the following pages were extracted from the 1070 U.S. Census Tapes and are presented for your use in educational program planning. These data describe the residents of your school district as they were in 1970. The data are organized into the following categories:

*Prepared for Santa Clara County Office of Education by Education Factors, Inc., San Jose, Calif., March, 1973.

OCCUPATION OF RESIDENTS
EAST SIDE UNION HIGH SCHOOL DISTRICT

Occupation	Total	Percent of Total
Professional, technical, and kindred workers .	10,243	18%
Health workers	998	2%
Teachers, elementary and secondary schools	1,649	3%
Managers and administrators, except farm ..	4,215	7%
Salaried	3,645	6%
Self-employed in retail trade	264	
Sales workers	3,625	6%
Retail trade	2,021	3%
Clerical and kindred workers	10,090	17%
Craftsmen, foremen and kindred workers	9,898	17%
Construction craftsmen	2,632	4%
Mechanics and repairmen	2,465	4%
Operatives, except transport	9,085	16%
Transport equipment operatives	2,753	5%
Laborers, except farm	3,742	6%
Farm workers	696	1%
Service workers	[illegible]	11%
Cleaning and food service workers	[illegible]	6%
Protective service workers	[illegible]	1%
Personal and health service workers	1,935	3%
Private household workers	442	1%
Total employed 16 years and over	57,595	100%

Occupation	Total	Percent of Total
Professional, technical, and kindred workers	2,874	14%
Teachers, elementary and secondary schools	1,093	5%
Managers and administrators, except farm .	620	3%
Sales workers	1,417	7%
Clerical and kindred workers	7,103	36%
Secretaries, stenographers, and typists ..	2,479	12%
Operatives, including transport	3,459	17%
Other blue-collar workers	525	2%
Farm workers	170	---
Service workers, except private household .	3,170	16%
Private household workers	428	2%
Female employed, 16 years old and over ...	19,780§	100%

INDUSTRY OF EMPLOYMENT
EAST SIDE UNION HIGH SCHOOL DISTRICT

Industry	Total	Percent of Total
Construction	*4,553*	*14%*
Manufacturing	20,318	64%
Durable goods	15,813	50%
Transportation	2,211	7%
Communications, utilities, and sanitary services	1,976	6%
Wholesale trade	2,725	8%
Retail trade	8,226	26%
Finance, insurance, and real estate	2,276	7%
Business and repair services	2,753	9%
Personal services	1,946	6%
Health services	2,677	8%
Educational services	4,325	14%
Other professional and related services	1,993	6%
Public adminstration	2,632	8%
Other industries	1,668	5%
Total employed, 16 years old and over	31,434	100%

MEANS OF TRANSPORTATION AND PLACE OF WORK
EAST SIDE UNION HIGH SCHOOL DISTRICT

Means of Transportation and Place of Work	Total	Percent of Total
Means of Transportation		
Private auto: Driver	49,043	84%
Passenger	5,042	8%
Bus or streetcar	597	1%
Subway, elevated train, or railroad	257	4%
Walked to work	1,102	2%
Worked at home	972	1%
Other	1,420	2%
Place of Work		
Inside SMSA	49,446	84%
San Jose-central business district	2,305	4%
Remainder of San Jose City	27,595	47%
Remainder of Santa Clara County	20,341	35%
Outside SMSA	5,443	9%
Place of work not reported	2,867	5%
All workers	58,562	100%

EMPLOYMENT STATUS - MALE
EAST SIDE UNION HIGH SCHOOL DISTRICT

Employment Status	Total	Percent of Total
Male, 16 years old and over	53,458	100%
Labor force	45,285	85%
Civilian labor force	44,739	83%
Employed	42,270	79%
Unemployed	2,466	4%
Not in labor force	8,717	16%
Inmate of institution	251	4%
Enrolled in school	3,590	7%
Other under 65 years	2,470	4%
Other 65 years and over	2,200	4%
Male, 16 to 21 years old	7,107	100%
Not enrolled in school	2,474	35%
Not high school graduates	929	13%
Unemployed or not in labor force	473	6%

EMPLOYMENT STATUS - FEMALE
EAST SIDE UNION HIGH SCHOOL DISTRICT

Employment Status	Total	Percent of Total
Female, 16 years old and over	54,724	100%
Labor force	21,887	40%
Civilian labor force	21,884	40%
Employed	19,780	36%
Unemployed	2,001	3%
Not in labor force	32,832	60%
Married women husband present	38,090	69%
In labor force	14,737	27%
With own children under 6 years	16,667	30%
In labor force	4,595	8%

AGE DISTRIBUTION - MALE
EAST SIDE UNION HIGH SCHOOL DISTRICT

Age	Total	Percent of Total
Under 5 years	11,982	13%
3 and 4 years	7,000	7%
5 to 9 years	13,435	15%
5 years	2,764	3%
6 years	2,869	3%
10 to 14 years	10,984	12%
14 years	2,119	2%
15 to 19 years	7,382	8%
15 years	1,834	2%
16 years	1,705	2%
17 years	1,545	1%
18 years	1,267	1%
19 years	1,020	1%
20 to 24 years	5,341	6%
20 years	952	1%
21 years	923	1%
25 to 34 years	16,218	18%
35 to 44 years	5,460	10%
45 to 54 years	6,582	7%
55 to 59 years	2,427	2%
60 to 64 years	1,824	2%
65 to 74 years	1,928	2%
75 years and over	1,016	2%
Male, all ages	91,107	100%

AGE DISTRIBUTION - FEMALE
EAST SIDE UNION HIGH SCHOOL DISTRICT

Age	Total	Percent of Total
Under 5 years	11,702	12%
3 and 4 years	4,882	5%
5 to 9 years	13,125	14%
5 years	2,678	3%
6 years	2,675	3%
10 to 14 years	11,055	11%
14 years	1,872	2%
15 to 19 years	7,497	8%
15 years	1,753	2%
16 years	1,663	2%
17 years	1,521	1%
18 years	1,340	1%
19 years	1,208	1%
20 to 24 years	7,548	8%
20 years	1,179	1%
21 years	1,324	1%
25 to 34 years	16,289	17%
35 to 44 years	10,219	11%
45 to 54 years	7,130	7%
55 to 59 years	2,530	3%
60 to 64 years	1,972	2%
65 to 74 years	2,527	2%
75 years and over	11,469	1%
Female, all ages	93,645	100%

TYPE OF INCOME IN 1969 OF FAMILIES
EAST SIDE UNION HIGH SCHOOL DISTRICT

Type of Income	Total	Percent of Total
With wage or salary income	40,862	93%
Mean wage or salary income	$ 7,468	
With nonfarm self-employment income	3,729	8%
Mean nonfarm self-employment income	$ 4,308	
With farm self-employment income	459	1%
Mean farm self-employment income	$ 466	
With Social Security income	4,810	11%
Mean Social Security income	$ 1,063	
With public assistance or public welfare income	4,754	11%
Mean public assistance or public welfare income	$ 1,056	
With other income	13,407	30%
Mean other income	$ 1,186	
All families	43,776	100%

RESIDENCE IN 1965
PERSONS, 5 YEARS OLD AND OVER, 1970
EAST SIDE UNION HIGH SCHOOL DISTRICT

Residence in 1965	Total	Percent of Total
Same house as in 1970	53,658	33%
Different house:		
In central city of this SMSA	40,786	25%
In other part of this SMSA	14,317	9%
Otherside of this SMSA	41,276	26%
North and West	37,236	23%
South	3,555	2%
Abroad	3,169	2%
Total persons 5 years old and over, 1970	160,178	100%

YEARS OF SCHOOL COMPLETED BY PERSONS 25 YEARS OLD AND OVER EAST SIDE UNION HIGH SCHOOL DISTRICT

Years of School Completed	Total	Percent of Total
No. school years completed	1,626	2%
Elementary: 1 to 4 years	3.039	3%
5 to 7 years	6,158	7%
8 years	7,498	9%
High School: 1 to 3 years	16,406	19%
4 years	24,589	29%
College: 1 to 3 years	12,615	15%
4 years or more	8,599	10%
Median school years completed	6.5	
Percent high school graduates		30.0
TOTAL	83,798	100%

RATIO OF FAMILY INCOME TO PROVERTY LEVEL EAST SIDE UNION HIGH SCHOOL DISTRICT

Percent of families with incomes:	Percent
Less than .50 of poverty level	2.1
.50 to .74	1.4
.75 to .99	1.8
1.00 to 1.24	2.2
1.25 to 1.49	2.7
1.50 to 1.99	7.1
2.00 to 2.99	18.3
3.00 or more	34.6

NATIVITY, PARENTAGE, & COUNTRY OF ORIGIN EAST SIDE UNION HIGH SCHOOL DISTRICT

Nativity	Total	Percent of Total
Native of native parentage	135,676	76%
Native of foreign or mixed parentage	35,598	19%
Foreign born	12,856	7%
All persons	178,135	100%
Foreign Stock	**Total**	**Percent of Total**
United Kingdom	1,733	4%
Ireland (Eire)	552	1%
Sweden	497	1%
Germany	2,550	5%
Poland	493	1%
Czechoslovakia	167	—
Austria	395	1%
Hungary	178	—
U.S.S.R.	601	1%
Italy	3,469	7%
Canada	3,376	7%
Mexico	19,405	41%
Cuba	209	—
Other America	1,153	2%
All other and not reported	11,575	25%
Foreign Stock	46,457	100%
Country of Origin	**Total**	**Percent of Total**
Persons of Spanish language	51,946	

DISTRICT NEEDS SURVEY*

Introduction

In May of 1972 we were asking ourselves, "What does the community of Woodland really know about and think about its public school system?" A few people ventured unfounded, often opinionated, guesses, but no one could speak with a respectable degree of certainty. We decided to conduct a survey of public opinion.

There were several major purposes for conducting the survey. We have already mentioned the fact that we didn't know what the public thought of public schools in Woodland. We needed to know. Second, we wanted the public to be able to tell us what they felt "ought" to be happening in their schools. Third, we could identify channels of communication. Fourth, we had the opportunity to conduct a survey under statistically pure guidelines and set a precedent for survey techniques in this area. Fifth, via this technique, the community could participate in the decision making process. And finally, a Goals Committee was working and it was our hope that a Needs Assessment might provide valuable information for them. Program planning can be shaped when obvious public mandates emerge.

Ancillary benefits accrue as a result of such a survey in that the data would negate or verify the Goals Committee's efforts, and the volunteers from service organizations would realize partial fulfillment of their own organizational goals. There is also the possibility that data can be used for other purposes, such as support for grant proposals and research.

WOODLAND NEEDS ASSESSMENT
WOODLAND JOINT UNIFIED
SCHOOL DISTRICT

Hello, I'm working on a public opinion survey in regards to the school system here in Woodland and would like to ask you a few interesting questions. *I PROMISE I'M NOT SELLING A THING!*

A. Let us consider for the moment the way you find out about things happening in our community schools.

A-1. I am going to give you some cards, each card identifies a *source of information* about schools. (Show cards *A.1*). Please choose *all* cards that identify where you get your sources of information. (Hand respondent cards *A.1*). (Record below those cards selected).

KEY PUNCH USE ONLY

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5) (6) (7) (8) (9)

Card 1

(10) (1) ☐ a. Newspapers
(11) (1) ☐ b. T.V.
(12) (1) ☐ c. Teacher Conference
(13) (1) ☐ d. School Notices
(14) (1) ☐ e. Neighbors
(15) (1) ☐ f. Radio
(16) (1) ☐ g. Board Meetings
(17) (1) ☐ h. Children
(18) (1) ☐ i. PTA
(19) (1) ☐ j. Direct Contact

A-1.a. Are there any *other sources* you can think of where you get information about our schools? (If *no,* record and go to A-2).

(20) (1) ☐ yes
(2) ☐ no

A-1.b. What are they?

A-2. Now I would like to learn about the *types* of information you have received during the year. I am going to give you some cards, each card identifies a *type* of information. (Show cards *A.2*). Please choose *all* cards which identify the *type* of information you have received during the year. (Hand respondent cards *A.2*). (Record below those cards selected).

(21) (1) ☐ a. School starting dates
(22) (1) ☐ b. Attendance areas
(23) (1) ☐ c. Budget information
(24) (1) ☐ d. School
(25) (1) ☐ e. District policies
(26) (1) ☐ f. Course of study
(27) (1) ☐ g. Effectiveness of schools
(28) (1) ☐ h. Quality of schools
(29) (1) ☐ i. Reading scores
(30) (1) ☐ j. Performance contracting
(31) (1) ☐ k. Teachers pay
(32) (1) ☐ l. Bus schedules
(33) (1) ☐ m. Foreign study league
(34) (1) ☐ n. Board meeting dates

*Howard Kerstetter. "Report to the Woodland Joint Unified School District Board of Trustees on '1972 Needs Survey'." Woodland, Calif.: Woodland Joint Unified School District, 1973.

A.3. Which of these (hand back cards A.2 to respondent) would you like to learn *more* about?:

(35) (1) ☐ a. School starting dates
(36) (1) ☐ b. Attendance areas
(37) (1) ☐ c. Budget information
(38) (1) ☐ d. School policies
(39) (1) ☐ e. District policies
(40) (1) ☐ f. Course of study
(41) (1) ☐ g. Effectiveness of schools
(42) (1) ☐ h. Quality of schools
(43) (1) ☐ i. Reading scores
(44) (1) ☐ j. Performance contracting
(45) (1) ☐ k. Teachers pay
(46) (1) ☐ l. Bus schedules
(47) (1) ☐ m. Foreign study league
(48) (1) ☐ n. Board meeting dates

B. Now I would like to learn how you feel about our schools in general.

B-1. Which of the following terms comes *closest* to describing your opinion of our *community's schools as a group?* Very unsatisfactory, somewhat unsatisfactory, generally satisfactory, or excellent. (Record response below.)

(49)
(1) ☐ Very unsatisfactory
(2) ☐ Somewhat unsatisfactory
(3) ☐ Generally satisfactory
(4) ☐ Excellent
(5) ☐ N.R./N.O.

B-2. Now I would like to learn about how you regard the school *nearest* you: Which of the following *four* terms comes *closest* to to describing the school *nearest* you? Very unsatisfactory, somewhat unsatisfactory, generally satisfactory, excellent.

(50)
(1) ☐ Very unsatisfactory
(2) ☐ Somewhat unsatisfactory
(3) ☐ Generally satisfactory
(4) ☐ Excellent
(5) ☐ N.O./U.D

B-3. In your opinion, are the communities' school tax dollars being distributed *fairly* among the various schools?

(51)
(1) ☐ Yes
(2) ☐ No
(3) ☐ Other
(4) ☐ N.R.

B-4. I am going to give you some cards, each card identifies a *community service* supported by *taxes.* (Show cards *B.4*). Please choose *three* cards which identify the three community services supported by taxes which you consider to be the *most* important. (Hand respondent cards *B.4*). (Record three choices below).

(52) (1) ☐ a. Welfare
(53) (1) ☐ b. Public safety
(54) (1) ☐ c. Public works
(55) (1) ☐ d. Parks and recreation
(56) (1) ☐ e. District schools
(57) (1) ☐ f. County management
(58) (1) ☐ g. County government
(59) (1) ☐ h. Special assessment district
(60) (1) ☐ i. Water and sewer
(61) (1) ☐ j. County schools

B-5. In your opinion, is the amount of tax money devoted to schools: Adequate, Excessive or Inadequate? (Record below).

(62)
(1) ☐ Adequate
(2) ☐ Excessive
(3) ☐ Inadequate
(4) ☐ N.O./N.R.

B-6. Is the tax money spent on education in Woodland well used?

(63)
(1) ☐ Yes
(2) ☐ No
(3) ☐ NO./N.R.

C. I would like to ask to whom you would turn in the event you wanted to change certain policies.

C-1. Specifically, in the event you wanted to change a school *district* policy, to whom would you turn?

Name _____

Position in Community _____

☐ No one

C-1a. Is there anyone else?

Name _____

Position in Community _____

☐ No

C-2. Or, in the event you wanted to change a policy in your *local* school, to whom would you turn?

Name _____

Position in Community _____

☐ No one

C-2a. Is there anyone else?

Name _____

Position in Community _____

☐ No

C-3. Have you ever contacted any of the persons you mentioned to change a school policy? (If *no*, record and go to C-4).

(64) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

C-3a. Of the persons you mentioned, whom did you contact the last time?

Name _____

C-4. Are there any other ways you might act to bring about a change? (Probe).

C-5. What do you consider to be the ideal way to bring about change in *school district* policies? (Probe).

D. Now I would like you to consider the topic of adult education.

D-1. Specifically, do you know if any adult education programs currently exist in this community? (If *no*, record and go to D-2).

(65) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

D-1a. What are they?

D-2. Have you ever participated in any *adult education* activities in this community? (If *no*, record and go to D-3.)

(66) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

D-2a. If so, what are they?

D-3 Would *you* like to take part in some specific adult education activities this year? (If *no*, record and go to E).

(67) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

What adult education courses would you *like* to see sponsored? (Explain "I want to know your desires so do not feel bound by what you believe is possible").

E. Now, I would like to ask you some questions about education for family living. By *family living* I mean family budget, family communications, interpersonal relationships and so on.

E-1. Specifically, do you know whether courses in family living, of the kind explained, are taught in Woodland public school?

(68) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

E-2. Are you in *favor* or do you *oppose* education for family living in our public schools?

(69) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ U.D./N.O.

F. I would like to hear your view on school busing to achieve racial balance.

F-1. If there is no other means available to achieve racial balance, do you favor bussing to achieve racial balance?

(70) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

F-2. How do you feel about *neighborhood* schools? That is, do you *favor* or do you *oppose* children going to schools near their home, *regardless* of the racial proportion?

(71) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ U.D./N.O.

G. Now, I would like to ask you some questions about sex education. By sex education I mean study of the reproductive system; sex cycles, and problems with veneral diseases. I do *not* mean sexual morality or questions of personal judgment or the kinds of discussions that properly belong in the home.

G-1. Do you know whether sex education of the kind explained, is provided in the Woodland Public Schools?

(72) (1) ☐ Yes, it is
(2) ☐ No, it isn't
(3) ☐ D.K./N.R.

G-2. Are you in *favor* or do you *oppose* sex education in public schools? (If *oppose*, record and go to G-4).

(73) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ U.D./N.O.

G-3. At what *grade level* do you think sex education should first be introduced? (Record response in appropriate box below, if two grades are mentioned

which fall in two different groups, record first grade mentioned).

(74) (1) ☐ 1-3
(2) ☐ 4-6
(3) ☐ 7-9
(4) ☐ 10-12
(5) ☐ N.R.

G-4. Do you know whether drug education is provided in the Woodland Public Schools?

(75) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

G-5. Are you in *favor* or do you *oppose* drug education in the public schools? (If *opposed* record and go to H).

(76) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ U.D./N.O.

G-6. At what *grade level* should *drug education* first be introduced? (Record response in appropriate box below, if two grades are mentioned which fall in two different groups, record first grade mentioned).

(77) (1) ☐ 1-3
(2) ☐ 4-6
(3) ☐ 4-7
(4) ☐ 10-12
(5) ☐ D.K.

KEY PUNCH USE ONLY

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5) (6) (7) (8) (9)
Card 2

H. The following questions ask your opinion about certain school program areas in the elementary schools, junior high schools and the high schools in the Woodland community.

H-1. Regarding the *elementary schools,* are you familiar with the results of the school's standardized testing program?

(10) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

H-2. Do you believe children in Woodland Elementary Schools, in general, are learning to *read* well enough?

(11) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

H-4. Do you believe children in the Woodland Elementary Schools are learning to *write* well enough?

(12) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

H-5. Do you believe children in the Woodland Elementary Schools are learning to *speak* well enough?

(14) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

H-6. Can you think of general subject area where the *elementary schools* do an outstanding job with children? (Probe).

H-7. Can you think of general subject area where the *elementary schools* do a *rather poor* job with children? (Probe).

H-8. As you probably know, there are basic offerings in the elementary grades consisting of: Reading, Writing, Language, Social Studies, Arithmetic and Science. In your opinion, should the Woodland schools be offering *more* kinds of courses at the *kindergarten through the sixth grade* level? (If *no*, record and go to H-9).

(15) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

H-8a. What *else* should be offered? (Record responses and go to I).

H-9. In your opinion, should the Woodland *elementary schools* be offering *fewer* kinds of courses?

(16) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

H-9a. Which courses would you *eliminate?*

I Now, in relation to the *Junior High Schools.*

I-1. In your opinion, should the Woodland *junior high schools* be offering *more* kinds of courses? (If *no,* record response and go to I-2).

(17) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

I-1a. What *else* do you think should be offered? (Probe).

(Go to I-3).

I-2. In your opinion, should the Woodland *junior high schools* be offering *fewer* kinds of courses? (If *no,* record and go to I-3).

(18) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

I-2a. Which courses would you *eliminate?*

I-3. In your opinion, in what *general subject* areas do you feel the Woodland *junior high schools* do a rather *poor* job with students? (Probe).

The next few questions deal with the senior high schools...so moving along.

J-1. In your opinion, are the students who graduate from the local high school adequately prepared for college?

(19) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

J-2. In your opinion, are the students who graduate from the *local* high school generally well prepared for work?

(20) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

J-3. Are the students taught *how* to go about finding a job?

(21) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

J-4. Are the students taught the *techniques of keeping a job?*

(22) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

J-5. Do students have sufficient work skills by the time they leave high school to compete in the *local* labor market?

(23) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

J-6. Are there additional *skills* or *experiences* which the high schools should be providing? (If *no*, record and go to J-7).

(24) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K.

J-6a. Specifically, what *additional* skills or experiences do you feel the high schools should provide? (Probe).

J-7. In your opinion, at the *high school* level, should the Woodland school district be offering *more* kinds of courses (If *no,* record and go to J-8).

(25) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

J-7a. Specifically, what *other* courses should be offered? (Probe).

J-8. What courses would you like to see *dropped* from the curriculum? (Probe).

J-9. In general, what *other* changes in courses offered at the *high school* level would you recommend? For example, a change of emphasis in Science. (Probe).

J-10. In your opinion, in what *general* subject areas do you feel the Woodland High School does an *outstanding* job with students? (Probe).

J-11. In your opinion, in what *general* subject areas do you feel the Woodland High School does a rather poor job with students? (Probe).

J-12. In *addition* to academic and vocational skills, do you believe that graduates of Woodland High School are being adequately prepared to be good citizens? (If *yes*, record and go to K-1).

(26) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

J-13. What *specific* programs would you like to see the schools adopt to assist these graduates to be good citizens?

K. Let's see...we've discussed questions dealing with several kinds of school programs. Now I would like to ask you several questions concerning *counseling* programs.

K-1. Are you familiar with the *counseling* program in the Woodland Schools? (If no, record and go to K-2).

(27) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

K-1a. Would you describe the *senior* high school *counseling* program as *generally effective* or *generally ineffective.*

(28) (1) ☐ Generally effective
(2) ☐ Generally ineffective
(3) ☐ D.K./N.R.

K-1b. Are there some *changes* in the *senior* high school counseling program which you would like to see made? (If *no,* record and go to K-2).

(29) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.O./N.R.

K-1c. What *are* the changes you would like to see made?

K-2. Would you be in *favor* of or would you *oppose* the establishment of a *counseling* program for the *elementary schools?*

(30) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ D.K./N.R.

L. Some school districts which serve ethnically mixed populations use languages *other* than English for instruction in schools.

L-1. Do the Woodland Schools have a bilingual program, that is, an English and Spanish program for Mexican-American children?

(31) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K.

L-2. In your opinion, should children in the Woodland schools be taught about the ways other people live?

(32) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.O./Don't care, etc.

L-3. Do *you* think children should be taught in their *dominant* language in the primary grades? By dominant language I mean the language which they most easily speak.

(33) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.O./Don't care, etc.

L-3. Do *you* think children should be taught in their *dominant* language in the primary grades? By dominant language I mean the language which they most easily speak.

(33) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K.

M. In many school districts, special programs are offered for children having special needs, such as mental retardation, or those with hearing loss.

M-1. Are you aware of any *public school* programs that are offered for children in the *Woodland schools* with special needs? (If *no,* record and go to M-2).

(34) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

M-1a. Which of the special programs have you heard about?

M-2. In general, do you favor or oppose such special programs? (If *oppose,* record and go to N).

(35) (1) ☐ Favor
(2) ☐ Oppose
(3) ☐ N.O.

M-2a. What kinds of *additional* special programs do you feel should be provided by the Woodland schools?

N. Now I would like to ask you some general questions about the schools and the staff here in Woodland.

N-1. In your opinion, are the school buildings in the Woodland area adequate for the current programs?

(36) (1) ☐ Yes
(2) ☐ No
(3) ☐ U.D./N.O.

N-2. Have you ever been inside a Woodland school? (If *no,* record and go to N-7).

(37) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

N-3. Did you meet any of the staff? (If *no,* record and go to N-5).

(38) (1) ☐ Yes
(2) ☐ No
(3) ☐ N.R.

N-4. What was your impression of the *staff*...specifically, did you feel the *staff friendly* or *unfriendly?*

(39) (1) ☐ Friendly
(2) ☐ Unfriendly
(3) ☐ N.R./N.O.

N-4a. Were they *courteous* or *discourteous?*

(40) (1) ☐ Courteous
(2) ☐ Discourteous
(3) ☐ N.R./N.O.

N-4b. Was the staff *business-like* or *unbusiness-like?*

(41) (1) ☐ Business-like
(2) ☐ Unbusiness-like
(3) ☐ N.R./N.O.

N-4c. Where they *helpful* or *unhelpful?*

(42) (1) ☐ Helpful
(2) ☐ Unhelpful
(3) ☐ N.R./N.O.

N-5. On the basis of your visiting a school or meeting the staff are you inclined to *return* to the school?

(43) (1) ☐ Yes
2) ☐ No
(3) ☐ U.D./N.O.

N-6. What did you think of the building itself? Specifically, did you feel it was *highly satisfactory, generally satisfactory, generally unsatisfactory,* or *highly unsatisfactory.*

(44) (1) ☐ High satisfactory
(2) ☐ Generally satisfactory
(3) ☐ Generally unsatisfactory
(4) ☐ Highly unsatisfactory
(5) ☐ N.R.

N-7. Do you know whether the public school buildings can be used after hours by community groups? (If *no,* record response and go to O).

(45) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

N-7a. What would *you* do to obtain permission to use a building?

(46) (1) ☐ Call or write the schools
(2) ☐ Call or write the district
(3) ☐ Call or write the teacher
(4) ☐ Call or write the superintendent or assistant superintendent
(5) ☐ Other _____

N-7b. In your opinion, is it *hard* or *easy* to obtain permission to use a school building?

(47) (1) ☐ Hard
(2) ☐ Easy
(3) ☐ N.O./U.D.

N-8. In your opinion, are public school buildings used *too much,* just about right, or too little by community groups?

(48) (1) ☐ Too much
(2) ☐ Just about right
(3) ☐ Too little
(4) ☐ D./N.O.

O. We come now to some questions about *educators!*

O-1. I am going to give you this card. (Card *O-1*). As you can see there are three descriptions: *highly dedicated, average* and *lack dedication.* I am going to identify several *types* of educators. *Using the card* I want you to rate each group of educators I mention on their *dedication to helping children in school.* Let's begin.

O-1a. In your opinion, how dedicated do you feel most *kindergarten to third grade* teachers are?

(49) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1b. In your opinion, how dedicated do you feel most *fourth to sixth* grade teachers are?

(50) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1c. In your opinion, how dedicated do you feel most *junior high school* teachers are?

(51) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1d. In your opinion, how dedicated do you feel most *senior high school* teachers are?

(52) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1e. In your opinion, how dedicated do you feel most *principals* are?

(53) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1f. In your opinion, how dedicated do you feel most *school nurses* are?

(54) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1g. In your opinion, how dedicated do you feel most *junior* high school *counselors* are?

(55) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1h. In your opinion, how dedicated do you feel most *senior* high school *counselors* are?

(56) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1i. In your opinion, how dedicated do you feel most classified personnel are? For example: school secretaries, custodians, bus drivers, etc.

(57) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-1j. In your opinion, how dedicated do you feel most central administration personnel are? For example: superintendents and assistant superintendents, curriculum directors and so on.

(58) (1) ☐ Highly dedicated
(2) ☐ Average
(3) ☐ Lack dedication
(4) ☐ N.O.

O-2 Now, *this* card (hand respondent *O-2*) contains the list of *all* those educators you just rated. From the list is there anything specific about any of these groups that you would like to say?

O-3. *This* card (hand respondent card *O-3*) identifies various *salary groups.* From the card, choose the *salary group* you feel the average teacher makes per year from teaching.

(59) (1) ☐ Less than $3000
(2) ☐ $3000-5999
(3) ☐ $600-8999
(4) ☐ $900-11,999
(5) ☐ $12,000-14,999
(6) ☐ $15,000-17,999
(7) ☐ $18,000-21,000
(8) ☐ More than $21,000

O-4. In general, do you feel Woodland teachers are *over paid, paid about right,* or *under paid?*

(60) (1) ☐ Over paid
(2) ☐ Paid about right
(3) ☐ Under paid
(4) ☐ N.O.

O-5. Now I am going to read a list of professions. For each profession I want you to tell me whether you feel the profession has *more* or *less prestige than teachers.* For example, if I said...*President of the United States* you would probably say *more prestige.* Any questions? Let's begin.

O-5a. *Lawyers.* (Report choices of necessary—more or less prestige than teachers).

(61) (1) ☐ More prestige
(2) ☐ Less prestige
(3) ☐ N.R./N.O.

O-5b. *Truck drivers.* (Repeat choices if necessary—more or less prestige than teachers).

(62) (1) ☐ More prestige
(2) ☐ Less prestige
(3) ☐ N.R./N.O.

O-5j. *Office managers in large businesses.*

(70) (1) ☐ More prestige
(2) ☐ Less prestige
(3) ☐ N.R./N.O.

P. I would now like to ask you about some of the ways children develop and what you see as important in that development.

P-1. Do you believe *age* is the best measure of when a child is ready to start school? (If *yes,* record and go to P-2).

(71) (1) ☐ Yes
(2) ☐ No
(3) ☐ Don't know

P-1a. What *other* measure or measures of readiness are *more* important to consider in starting a child in school?

P-2. Do you feel that children should be *retained* in a grade if they are doing work *below* the level of other students in that grade?

(72) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

P-3. Do you think a teacher should help a child feel that he is doing *well* in school even though he is achieving *below* the level of others in the class?

(73) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

P-4. Do you think *all* children should *learn* at the *same* rate? (If *no,* record and go to P-5).

(74) (1) ☐ Yes
(2) ☐ No
(3) ☐D.K./N.R.

P-4a. If children do *not* all learn at the same rate, is it a sigh of poor teaching?

(75) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

P-5. Do you feel the teacher should *share* with the parent responsibility for the development of *social skills* for children. By social skills I mean the ability to get along with other children, courtesy and respect for other people.

(76) (1) ☐ Yes
(2) ☐ No
(3) ☐ D.K./N.R.

KEY PUNCH USE ONLY

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
(1) (2) (3) (4) (5) (6) (7) (8) (9)
Card 3

Q. In general, how would you say the Woodland children feel about their schools?

Q-1. Let's consider the *elementary school children* first: Do you feel their *attitudes* towards school are *very positive, somewhat positive, somewhat negative,* or *very negative.*

(10) (1) ☐ Very positive
(2) ☐ Somewhat positive
(3) ☐ Somewhat negative
(4) ☐ Very negative
(5) ☐ N.R./D.K.

Q-1a. Now in regards to *junior* high school children: Do you feel their attitudes toward school are: *very positive, somewhat positive, somewhat negative,* or *very negative.*

(11) (1) ☐ Very positive
(2) ☐ Somewhat positive
(3) ☐ Somewhat negative
(4) ☐ Very negative
(5) ☐ N.R./D.K.

Q-1b. Now in regards to *senior* high school students: Do you feel their attitudes toward school are: *very positive, somewhat positive, somewhat negative,* or *very negative.*

(12) (1) ☐ Very positive
(2) ☐ Somewhat positive
(3) ☐ Somewhat negative
(4) ☐ Very negative
(5) ☐ N.R./D.K.

Q-2. When *you* were attending public school, what were *your* attitudes toward school in general. Were they *very positive, somewhat positive, negative, or very negative.*

(13) (1) ☐ Very positive
(2) ☐ Somewhat positive
(3) ☐ Somewhat negative
(4) ☐ Very negative
(5) ☐ N.R./D.K.

R-2. How would you feel about schools operating on what is called a 45-15 plans? By this I mean all students attend school 45 days and then have 15 days vacation. This cycle then runs all year around. Do you: *approve* or *disapprove?*

(15) (1) ☐ Approve
(2) ☐ Disapprove
(3) ☐ U.D./N.O.

R-3. We are told by economists that the *work* week will be shortened to 3 or 4 days and man will have more time for leisure. How would you feel about a shorter *school* week in which teachers teach for *four days* and use the additional day for training. The children would attend school four days per week. Do you: *approve* or *disapprove?*

(16) (1) ☐ Approve
(2) ☐ Disapprove
(3) ☐ U.D./N.O.

S-1. Could you please tell me the last grade *you* completed in school? (Merely record response—do not give categories).

(17) (1) ☐ College complete
(2) ☐ College partial
(3) ☐ High school complete
(4) ☐ High school partial
(5) ☐ Grade school complete
(6) ☐ Grade school partial
(7) ☐ No schooling
(8) ☐ N.R.

S-2. What type of work does the chief breadwinner in the family do?

_____
(Specific description of occupation)

S-3. Do you have any children? (If *no,* record response and go to S-4).

(18) (1) ☐ No
(2) ☐ Yes
(3) ☐ N.R.

S-3a. What levels of school are your children now attending in Woodland Public Schools?

(19) ☐ Elementary
(20) ☐ Junior High School
(21) ☐ Senior High School
(22) ☐ No children now attending

S-4. Do you *own* or *rent* the place in which you are now living?

(23) (1) ☐ Own
(2) ☐ Rent
(3) ☐ Other
(4) ☐ N.R.

S-5. This card (hand respondent card *S-5*) lists *age* categories. Will you please give me the *letter* code beside your age category.

(24-25) (01) ☐ A 18-25
(02) ☐ B 26-30
(03) ☐ C 31-35
(04) ☐ D 36-40
(05) ☐ E 41-45
(06) ☐ F 46-50
(07) ☐ G 51-55
(08) ☐ H 56-60
(09) ☐ I Above 60
(10) ☐ N.R.

S-6. This card (hand respondent card *S-6*) lists *family income* categories. Will you please give me the *letter* code beside your family income category.

(26) (1) ☐ A Under $4,000
(2) ☐ B 4-8,999
(3) ☐ C 9-11,999
(4) ☐ D 12-15,999
(5) ☐ E 16-19,999
(6) ☐ G 10-23,999
(7) ☐ G over 24,000
(8) ☐ N.R.

S-7. In case I have incorrectly recorded any of your comments and need to contact you further it would be helpful if I could have your phone number _____, (Record phone # on listing sheet also in appropriate space).

On behalf of the Woodland school district please accept my sincere thanks for participating in this study. Results of the survey will be made public. If you should have any questions please feel free to contact the school district.

INTERVIEWER: *After leaving* the dwelling unit please turn to next page and complete the few remaining questions.

S-8. Please identify ethnic group of respondent.

(27) (1) ☐ Caucasian
(2) ☐ Mexican-American
(3) ☐ American Indian
(4) ☐ Black/Negro
(5) ☐ Asian
(6) ☐ Other

S-9. Sex

(28) (1) ☐ Male
(2) ☐ Female

S-10. How does your child go to school?

(29) (1) ☐ Walk/bicycle
(2) ☐ I drive
(3) ☐ Bus
(4) ☐ Drive own car
(5) ☐ No child in school

I hereby certify that this interview was actually taken at the following address and represents a true and accurate account of the interview.

_____ ____
Address

_____
E.D.-Block Number-List #

_____
Interviewer's Signature

_____
Date

GRADUATE FOLLOW-UP QUESTIONNAIRE*

IF THE INFORMATION ON THE LABEL AT THE LEFT IS INCORRECT, PLEASE ENTER THE CORRECT INFORMATION AT THE RIGHT

NAME _____
last first middle

PERMANENT ADDRESS _____
no. street city

_____ PHONE _____
state zip area code/number

PLEASE FOLLOW INSTRUCTIONS CAREFULLY AND ANSWER ALL QUESTIONS THAT APPLY TO YOU.

1. What are you doing at the present time? (Check each item that describes your present activity.)

- ☐ In school, full-time
- ☐ In school, part-time
- ☐ In armed forces
- ☐ Housewife
- ☐ Working, full-time
- ☐ Working, part-time
- ☐ Not working, looking for a job
- ☐ Not working, not looking for a job
- ☐ Other (please describe) _____

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE ATTENDING SCHOOL FULL-TIME OR PART-TIME.

2. What type of school are you attending?

- ☐ Four-year college or university
- ☐ Technical school (type) _____
- ☐ Trade school (type) _____
- ☐ Private business school
- ☐ Other (DESCRIBE) _____
- ☐ Junior college (also check one below)
  - ☐ Plan transfer to 4-year college
  - ☐ Two-year AA program only
  - ☐ Certificate program (DESCRIBE) _____
  - ☐ Other (DESCRIBE) _____

3. What is the name of the school? _____

4. What is your major subject? _____ ☐ None

*Developed by Human Factors Research, Santa Barbara, for the State Department of Education, Bureau of Vocational Education, Program Services, Sacramento, 1974.

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE WORKING FULL-TIME OR PART-TIME OR IF YOU ARE LOOKING FOR A JOB.

5. Which of the following is your present job situation?

- ☐ Unemployed, but looking for a job
- ☐ In an apprenticeship program
- ☐ Receiving on-the-job training
- ☐ In a job I am fully qualified for

6. Which *single* statement best describes your present job or, if unemployed, the job you are looking for?

- ☐ In a field for which I received specific high school training
- ☐ In a field related to my high school training
- ☐ In a field unrelated to my high school training

ANSWER THE QUESTIONS IN THIS BOX IF YOU ARE WORKING FULL-TIME OR PART-TIME.

What type of business or industry are you employed in? _____

_____

8. What is your job title? _____

9. How far from your high school is your place of employment?

- ☐ 0-10 miles
- ☐ 11-25 miles
- ☐ 26-50 miles
- ☐ 51-100 miles
- ☐ more than 100 miles

10. Who helped you get your job?

- ☐ Parents, relatives, or friends
- ☐ High school vocational counselor
- ☐ Got it on my own
- ☐ Private employment agency
- ☐ State or public employment agency
- ☐ Other (DESCRIBE) _____

11. Make an "X" in the box that best describes your agreement or disagreement with the statement for your present job.

STRONGLY DISAGREE	DISAGREE	NOT SURE/ UNDECIDED	AGREE	STRONGLY AGREE	
☐	☐	☐	☐	☐	The work is interesting to me.
☐	☐	☐	☐	☐	My chances for advancement are good.
☐	☐	☐	☐	☐	The pay is good, considering my training and experience.
☐	☐	☐	☐	☐	I am satisfied with this job, at this stage in my career.
☐	☐	☐	☐	☐	The job is related to my ultimate occupational objective.

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS

12. Read the following list of high school subject areas. Then make an "X" in each set of columns according to the instruction at the top of the sets.

[NUMBER]	SUBJECT AREAS	Did you take any courses in this area?		If "yes," check the degree of usefulness of courses you have taken to your present activity			Check here if you wish you had taken any OR more courses in this area
		no	yes	not useful	somewhat useful	very useful	
[1]	Art, Music	☐	☐	☐	☐	☐	☐
[2]	Drama, Speech	☐	☐	☐	☐	☐	☐
[3]	English, Literature, Writing	☐	☐	☐	☐	☐	☐
[4]	Foreign Language	☐	☐	☐	☐	☐	☐
[5]	Mathematics	☐	☐	☐	☐	☐	☐
[6]	Science	☐	☐	☐	☐	☐	☐
[7]	Social Studies	☐	☐	☐	☐	☐	☐
[8]	Agricul., Horticul., Forestry	☐	☐	☐	☐	☐	☐
[9]	Business and Office Practices	☐	☐	☐	☐	☐	☐
[10]	Distrib. Ed., Merch'dsing, Sales	☐	☐	☐	☐	☐	☐
[11]	Health, Medical, Hospital	☐	☐	☐	☐	☐	☐
[12]	Home Ec., Consumer Ed.	☐	☐	☐	☐	☐	☐
[13]	Indust., Tech., and Trade Skills	☐	☐	☐	☐	☐	☐
[14]	Work Experience Program	☐	☐	☐	☐	☐	☐
[15]	Physical Education	☐	☐	☐	☐	☐	☐

13. In your present activity (school, work etc.), what *specific* high school *courses* (for example, typing, biology, drafting, etc.) do you find to be

Most useful (NAME) _____ [ ]
Second most useful (NAME) _____ [ ]
Third most useful (NAME) _____ [ ]

Write the numbers (used in Question 12) of the subject areas in which the specific courses were given.

14. Are there any *specific courses* or *work experience programs* that you now either wish you had taken or wish had been offered in high school?

☐ Yes (please describe) _____
☐ No

15. What educational program would you take now if you had it to do over again?

☐ Same program I took
☐ A different program (also check one below)

☐ College preparatory
☐ Vocational program (which one?) _____
☐ Other (describe) _____

16. What was your occupational choice when you were in high school? _____

_____

☐ Had not made a choice.

17. What is your occupational choice now? _____ _____

☐ Have not made a choice.

18. Who helped you *most* in planning for the future when you were in high school? Check one.

☐ Parents and relatives
☐ On-campus friends
☐ Off-campus friends
☐ School counselors
☐ Teachers
☐ Work experience advisor

☐ Others (Please describe) _____

19. Were you a member of any high school teams, clubs, or organizations?
☐ Yes ☐ No If yes, for each group you were a member of, indicate whether or not you now feel it was worth your time.

Yes	No		Yes	No	
☐	☐	Student government	☐	☐	Vocational Clubs
☐	☐	Athletic teams	☐	☐	Music, Acting groups
☐	☐	Scholastic Clubs	☐	☐	Cheerleader, Drill team
☐	☐	Publications	☐	☐	Other (DESCRIBE) _____

20. In your opinion, how helpful was high school to you in learning or improving the skills used in the following everyday-living activities?

Not Helpful	Somewhat Helpful	Very Helpful	
☐	☐	☐	Reading for instruction and pleasure
☐	☐	☐	Writing letters, reports, or notes accurately
☐	☐	☐	Working numerical problems and managing finances
☐	☐	☐	Speaking before groups of people
☐	☐	☐	Preparing for marriage and family life
☐	☐	☐	Getting and maintaining a job
☐	☐	☐	Using proper spoken English
☐	☐	☐	Thinking out problems, issues, and forming opinions

21. Make an "X" in the box that best describes your agreement or disagreement with the following statements.

STRONGLY DISAGREE	DISAGREE	NOT SURE/ UNDECIDED	AGREE	STRONGLY AGREE	
☐	☐	☐	☐	☐	My counselor gave me good information in planning my high school program.
☐	☐	☐	☐	☐	My counselor was helpful in planning my activity after graduation.
☐	☐	☐	☐	☐	Most of my teachers made their courses interesting and enjoyable.
☐	☐	☐	☐	☐	Most of my teachers tried to meet my specific educational needs.
☐	☐	☐	☐	☐	Most of my teachers related their subjects to the needs of today.
☐	☐	☐	☐	☐	Most of my teachers were *not* prejudiced toward minority group students.
☐	☐	☐	☐	☐	I feel that high school was a pleasant and rewarding experience.

22 Indicate in which schools you have *completed* a program of study or from which you have received a degree since leaving high school. (CHECK AS MANY SCHOOLS AS APPLY).

☐ No schools
☐ Four-year college or university
☐ Technical school (type) _____
☐ Trade school (type) _____
☐ Private Business School
☐ Other (DESCRIBE) _____

☐ Junior college (also check one below)
☐ Two-year AA program only
☐ Certificate program (type) _____
☐ Other (DESCRIBE) _____

Thank you for completing the questionnaire

Feel free to write comments in the empty space above

BUDGET PRIORITY SETTING QUESTIONNAIRE *
(1975-76)
SEPTEMBER 1974

INSTRUCTIONS:

STEP 1; Read the 25 category descriptions.

STEP 2: Read the list of **imaginary** cuts which could be made.

STEP 3: Decide which categories you would reduce or eliminate. Think how you value the category. Take your time. Select **only** one item from any one category.

Decide which categories you wish to protect.

Decide which categories you would increase or expand.

STEP 4: Answer questions about district budget size and direction.

STEP 5: This section provides an opportunity for you to tell us what has been omitted, and any additional comments and opinions you may have.

Thank you very much.

This questionnaire will take you about one hour to complete. Return on our before September 27 to the Project Redesign Office, PAUSD, 25 Churchill Avenue, Palo Alto, CA. 94306. A summary report of the results will be given to the Board of Education on October 15.

*Developed by Palo Alto Unified School District, Palo Alto, Calif., 1974

STEP ONE

STUDY THESE DESCRIPTIONS OF ALL 25 CATEGORIES AFFECTING BUDGETING.

CATEGORY

1. **CLASS SIZE** The average class size for our elementary, junior and senior high classes is 25.5, 26 and 26 students respectively.

2. **BASE ALLOTMENT** Base allotment is the amount of money per child which is allocated to individual schools for the purchase of supplies and/or equipment (excluding textbooks). The district provides $30/elementary, $60/junior and $80/senior high school student.

3. **SEVEN-PERIOD DAY** Currently junior and senior high students may take seven or eight classes instead of the more conventional six. Students who take seven or eight periods are therefore able to take more electives, add enrichment and flexibility to their educational program. Six periods could mean a shorter school day or longer class periods.

4. **ELEMENTARY PREPARATION TIME TEAM** We have two teams of teachers who visit grades 4 to 6 each week to provide specialized instruction in music, art and physical education. While the team is teaching, the regular teacher spends the time developing individualized plans for the classroom.

5. **INSTRUCTIONAL AIDES** Forty classified personnel (no credentials required) aid classroom teachers either by direct activity with students, or within a school or department reading papers, reproducing materials, correcting tests, and other similar activities.

6. **REGULAR TRANSPORTATION** Pupils at the following distances from school to home: Grades K-3, 3/4 miles; 4-9, 1 mile, 10-12, 2 miles, are provided transportation.

7. **ADMINISTRATION OF SPECIAL PROGRAMS** One distinquishing characteristic of the district is the number of special programs. Programs assigned full- or part-time managers are elementary education, mentally gifted, educationally and mentally handicapped, pre-school, speech/language, elementary art, family life education, guidance and counseling, health services, instructional materials center, instructional television, music, adult education, and educational data services.

8. **COUNSELING** Counselors work with junior and senior high students and parents in career, educational and personal counseling. The counselor load is 360 students/counselor. An additional six special counselors deal with problems arising out of drug usage, truancy or other serious difficulties.

9. **CUSTODIAL SERVICES** Each elementary school has one full-time custodian plus a part-time one. Secondary schools normally have a staff directed by a Head Custodian. Our classrooms are cleaned each school day.

10. **PROGRAM FOR EDUCATIONALLY HANDICAPPED CHILDREN** Learning assistance teachers help EH students who have learning disabilities caused by neurological impairment, emotional disturbances and/or other factors. Children receive instruction at their school or at special learning centers if they have severe disability. Approximately 4% of our children are served. These programs are partially funded by the state. We are concerned with providing service above the 2% of students provided for by state funds.

11. **ELEMENTARY LIBRARIANS** The district employs 11.6 elementary librarians. Each librarian is assigned to two elementary schools, and spends about half time in each of these schools each week.

12. **PSYCHOLOGISTS** Twelve certificated psychologists work with students, staff and parents. Each school has the services of a psychologist about half time. They administer tests, and in elementary schools observe students and suggest ways to work with children to change their educational program. In secondary schools they provide both academic and personal counseling.

13. **GARDENING SERVICES** The district provides a gardening and grounds services crew. Each elementary school has the services of a gardener about half time depending on the size of the school. The junior highs have a gardener about 3 days/week, and the high schools have at least one full-time person.

14. **ELEMENTARY MUSIC** The district provides 8.4 elementary music teachers. Each is assigned to two or three schools. Three vocal music teachers develop musical skills and appreciation with 3,100 students in grades K-3. The other 5.4 teach orchestra and band instruments to 1,400 students weekly, grades 4-6.

15. **FOUR-PERIOD ENGLISH DAY** Senior high school English teachers teach four periods a day instead of the customary five periods. The fifth period is used for grading of themes.

16-18. **GENERAL ADMINISTRATION** The general management staff includes persons charged with responsibility for instruction, personnel, maintenance and operations, long-range planning, business, human relations, district information and field supervision. A few of these areas may be considered by some to be optional and are included here. *(Several questions about general administration are included in Step 4.)*

19. **SPEECH/LANGUAGE SPECIALISTS** The district provides 16 speech and language specialists to provide remedial instruction to about 900 of our students—pre-school through grade 12, including the special education program.

20. **EDUCATIONAL TECHNOLOGY** The district offers computer-related instruction for students of all ages. Math, psychology, business education, French, computer programming, computer-aided instruction for acoustically and orthopedically handicapped are a few of the uses. About 5000 PAUSD students each year have experience with the computer.

21. **ELEMENTARY SCHOOLS** The district operates twenty elementary schools. With enrollment declining at the rate of about 400 children/year, some schools might be closed at considerable savings to the district between now and 1980.

22. **SECONDARY SCHOOLS** The district operates six secondary schools, three junior highs and three senior high schools. It might be possible to close one of these schools between now and 1980 because of declining enrollment.

23. **SECONDARY RELEASE TIME** Each secondary school is alloted 25 additional periods in its annual staffing formula to assign as the principal deems best; e.g., instructional supervisors' time to work with teachers, the supervision of student activities, pilot projects or for solving special problems.

24. **SECONDARY SCHOOL ADMINISTRATION** Our junior high schools have three full-time administrators per school, and the high schools have four administrators: a principal, two assistant principals, and a dean of students.

25. **INTERSCHOLASTIC ATHLETICS** Grades 9-12 provide a comprehensive interscholastic sports program including tennis, swimming, gymnastics, football, basketball, baseball, track, wrestling, etc.

STEP TWO

STUDY THIS LIST OF *IMAGINARY* REDUCTIONS FOR EACH OF THE 25 SELECTED CATEGORIES. ONE POINT EQUALS ABOUT $10,000 IN THE 1974-75 BUDGET.

CATEGORY			BUDGET POINTS
1.	**CLASS SIZE**		
	Item 1A.	Increase class size 1 student at elementary level	10
	Item 1B.	Increase class size 1 student at secondary level	10
	Item 1C.	Increase class size 1 student at all levels	20
	Item 1D.	Increase class size 2 students at all levels	40
2.	**BASE ALLOTMENT**		
	Item 2A.	Decrease base allotment by $7 at each level	10
	Item 2B.	Decrease base allotment by $14 at each level	20
3.	**SEVEN-PERIOD DAY**		
	Item 3A.	Eliminate entirely, reducing program options	40
	Item 3B.	Eliminate in senior high school	20
	Item 3C.	Eliminate in junior high school	20
4.	**ELEMENTARY PREPARATION TIME TEAM**		
	Item 4A.	Eliminate one elementary prep team	10
	Item 4B.	Eliminate both elementary prep teams	20
5.	**INSTRUCTIONAL AIDES**		
	Item 5A.	Reduce service by one-third	10
	Item 5B.	Reduce service by two-thirds	20
6.	**REGULAR TRANSPORTATION**		
	Item 6A.	Transport only K-3 and handicapped	10
	Item 6B.	No regular transportation (except handicapped)	20

7.	**ADMINISTRATION OF SPECIAL PROGRAMS**		
	Item 7A.	Reduce staff from 12 to 8 persons, causing elimination or reduction of some programs or services, or combining duties of individuals involved.	10
	Item 7B.	Reduce staff from 12 to 4 persons, curtailing most services	20
8.	**COUNSELING**		
	Item 8A.	Eliminate special counselors, maintain 360 load	10
	Item 8B.	Keep special counselors, case load increases to 550	10
	Item 8C.	Eliminate special counselors, increase case load to 550	20
9.	**CUSTODIAL SERVICES**		
	Item 9A.	Classrooms cleaned half as often	10
10.	**PROGRAM FOR EDUCATIONALLY HANDICAPPED CHILDREN**		
	Item 10A.	Reduce learning assistance services from 4% of children to 3%	10
	Item 10B.	Reduce learning assistance services by half, reducing care to 2%	20
11.	**ELEMENTARY LIBRARIANS**		
	Item 11A.	Reduce librarians by half; schools served 1-1/2 days per week instead of 2-1/2 days	10
12.	**PSYCHOLOGISTS**		
	Item 12A.	Reduce services provided by psychologist staff by half. Service cut back to one day/week/school.	10
13.	**GARDENING SERVICES**		
	Item 13A.	Reduce staff by 30%. Less fence repair, marking of fields, etc.	10
14.	**ELEMENTARY MUSIC**		
	Item 14A.	Eliminate vocal music for children K-3; classroom teacher would be required to provide	6
	Item 14B.	Eliminate instrumental music for 4-6	10
	Item 14C.	Eliminate all elementary music programs	20
15.	**FOUR-PERIOD ENGLISH DAY**		
	Item 15A.	Eliminate program.	8
16.	**GENERAL ADMINISTRATION**		
	Item 16A.	Reduce information services, eliminating all district publications	2
	Item 16B.	Eliminate information services, placing the responsibility of community relations on Superintendent and Associate Superintendent	6
17.	Item 17A.	Reduce long-range planning (Redesign) by one-half	3
	Item 17B.	Eliminate long-range planning (Redesign)	6

18.	Item 18A.	Reduce human relations by one-half, curtailing curriculum development work	5
	Item 18B.	Eliminate human relations program	10
19.	SPEECH/LANGUAGE SPECIALISTS		
	Item 19A.	Reduce services by one-third	10
20.	EDUCATIONAL TECHNOLOGY		
	Item 20A.	Elimination of this program	10
21.	ELEMENTARY SCHOOLS		
	Item 21A.	Close two schools	20
	Item 21B.	Close four schools	40
	Item 21C.	Close six schools	60
	Item 21D.	Close eight schools	80
22.	SECONDARY SCHOOLS		
	Item 22A.	Close one secondary school	50
23.	SECONDARY RELEASE TIME		
	Item 23A.	Reduce to 15 periods, thus reducing problem-solving flexibility at the school	10
	Item 23B.	Reduce to 5 periods, eliminating supervision and department planning	20
24.	SECONDARY SCHOOL ADMINISTRATION		
	Item 24A.	Reduce senior high schools administration staff from 4 to 3, resulting in less supervision, less time with parents and teachers	7
	Item 24B.	Reduce all secondary schools administrative staff to 2/school.	22
25.	INTERSCHOLASTIC ATHLETICS		
	Item 25A.	Reduce interschool athletic competitive experience by 50%	7
	Item 25B.	Require interschool athletic program to be self sustaining	14

STEP THREE

MAKE YOUR DECISIONS

I. 100 POINTS to Cut:

Now pretend you are required to make about 100 POINTS of budgetary cuts. Which Items on the list would you choose?

PICK ONLY ONE ITEM FROM A CATEGORY

II. 150 POINTS to Cut:

Now, pretend you are required to make about 150 POINTS of cuts. How would you choose? This is a new question. Perhaps you would choose differently than in Section I.

PICK ONLY ONE ITEM FROM A CATEGORY

III. 200 POINTS to Cut:

Now, pretend you are required to make about 200 POINTS of cuts. How would you choose? This is a new question. Perhaps you would choose differently than in Section II.

PICK ONLY ONE ITEM FROM A CATEGORY

IV. CATEGORIES to Protect:

Please list some of those major 25 categories you would fight to protect. (Put your first choice first, second choice second, etc.)

V. CATEGORIES to Expand:

Please list some of those major 25 categories in which you feel additional monies should be spent. (Put your first choice first, second choice second, etc.)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

STEP FOUR **TOTAL BUDGET SIZE AND BUDGET POLICY**

1. The program changes you decided on could be translated to school budgets and their effect on property taxes. The following table indicates the financial impact of the three levels of cuts you put together. Would you favor such cuts?

TOTAL POINTS	DOLLAR DECREASE	PERCENT OF 74-75 BUDGET	APPROXIMATE DECREASE IN TAX BILL OF $40,000 HOUSE	IN FAVOR OF CUT? CHECK YES OR NO
100	$1,000,000	3.6%	$31.30	_____ Yes _____ No
150	$1,500,000	5.5%	$47.00	_____ Yes _____ No
200	$2,000,000	7.3%	$62.60	_____ Yes _____ No

2. Which of these budgetary directions should the PAUSD take in the future

_____a. If legislation permits, maintain the current level of educational programs by increasing the revenue base enough to keep pace with inflation.
(The tax rate would stay roughly the same with a slight decrease to accommodate declining enrollment.)

_____b. If legislation permits, increase the general level of educational programs by increasing the revenue base even faster than the cost of living.
(This would mean an expanded program and a higher tax rate.)

_____c. Decrease the general level of educational programs by not allowing the revenue base to keep pace with inflation.
(This would mean a contracted program and a decreased tax rate.)

_____d No Opinion|

3. Should the financing of education in California be changed so that all school districts will be able to offer an equal education opportunity to their students?
(Such a change would probably require a reduction in the amount the PAUSD spends per child.)

_____ Yes _____ No _____ No Opinion

4. Should a school district in California be allowed to spend more than the state average per student?

_____ Yes _____ No _____ No Opinion

5. Should a school district in California be allowed to spend more than the state average per student if part of the money raised goes to poorer school districts?

_____ Yes _____ No _____ No Opinion

6. If you ***had*** to choose, would you save money by closing schools or cutting educational programs?

_____a. Prefer to save money by closing schools
_____b. Prefer to save money by cutting educational programs
_____c. No Opinion

7. Would you prefer a level of Central Office administration that provides:

_____a. The minimum necessary administrative services
_____b. Average for a district like ours
_____c. Above average
_____d. No opinion

8. Should the Board of Education conduct a study of administrative organization and efficiency?

_____ Yes _____ No _____ No Opinion

9. Should the clerical support for the district be:

_____a. Less than most districts our size
_____b. About the same
_____c. Greater than most school districts
_____d. No opinion

10. The Palo Alto Unified School District gives its citizens their money's worth.

_____a. Strongly Agree _____c. Disagree _____e. No Opinion

_____b. Agree _____d. Strongly Disagree

11. What emphasis should the following receive in the PAUSD K-12 curriculum?

1 = Heavy Emphasis
2 = Moderate Emphasis
3 = Little Emphasis

Developmental Area	GRADES K - 6	GRADES 7 - 12
Art		
Career and Vocational Education		
Decision-making Skills		
Family Life Education		
Foreign Language		
Grammar		
Handwriting Skills		
Health		
Homemaking Skills		
Human Relations Skills		
Industrial Arts		
Instrumental Music		
Learning and Study Skills		
Library Skills		
Literary Appreciation		
Math Skills		
Physical Education		
Reading Skills		
Sciences		
Social Studies (including history)		
Speaking Skills		
Vocal Music		
Writing Skills		
Other		

210

STEP FIVE

What program categories, or anything else, did we leave out that you believe should have been included? What other comments would you like to make?

* * * * * *

Finally, please give us some information about yourself. All information is strictly confidential. You need not sign your name.

12. I am a:

_____ a. Citizen with children in the schools
_____ b. Citizen without children in the schools
_____ c. Elementary Teacher
_____ d. Classified Staff
_____ e. Junior High Student
_____ f. Administrator
_____ g. Secondary Teacher
_____ h. Support Staff
_____ i. Senior High Student

13. Are you currently an active participant in school affairs?

_____ Yes _____ No

14. Did you attend one of the priorities information meetings held at the schools?

_____ Yes _____ No

APPENDIX C

BUILDING EVALUATION CRITERIA FROM GOALS*
TYPES OF NEEDS REFLECTED IN GOALS SET FOR STUDENTS

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Teacher Needs	Program Needs	Society's Needs	Assumed Student Needs	Student Felt Needs

*Interstate Educational Resource Service Center, *Measurement of Affect and the Humanizing of Education, Volume 3, Workshop and Procedures for Working with Schools,* Interstate Educational Resource Service Center. Salt Lake City, Utah;

Name(s) _____

_____

_____

Goal _____

Based on your experience, describe a hypothetical student who would exemplify this characteristic. What would he be doing, feeling, or thinking? Provide a clear enough and complete enough description so that other persons reading the description would agree that he is in fact exhibiting this characteristic. Be careful not to make your description so broad that you are including aspects of other, related characteristics.

Name(s) _____

_____

_____

Goal Area _____

OBJECTIVE'S SPECIFICATION: Based on the hypothetical description, write specific objectives for each of the main elements of the goal. By the end of a specified educational experience (i.e., first grade, elementary school, etc), what will the student be doing, feeling, or thinking in relation to specific objects, situations, or events?

Name(s) _____

_____

_____

OBJECTIVE _____

How would you determine whether a student was achieving this objective (or progressing satisfactorily toward achievement?)

a. What evidence would you be willing to accept that the objective was being achieved? (What would happen, who would be doing what, under what conditions, when, where?)

b. How would this evidence (data) be obtained? By whom? (self-evaluation, self-report, teacher observation of behavior, observable product, peer report, other?)

c. How will the data be assessed or evaluated (against what yardstick, what criteria or standards of performance?)

215

CONDITIONS FACILITATING AND INHIBITING ACHIEVEMENT OF OBJECTIVES

1. Select a high priority goal or objective.

2. Generate (brainstorm) a list of conditions (climate, attitudes, behavior, interaction, experiences, etc.) that would facilitate or support achievement of this goal or objective.

3. Generate (brainstorm) a list of conditions that would inhibit achievement of the goal or objective.

Record each list on a blackboard or newsprint pad so that all members of the group can see the list. Someone in the *group should copy the list* so that lists from all groups can be consolidated.

For years the educational and psychological literature has reminded teachers, counselors, and administrators of the important role the educator plays in aiding the elementary child develop a more realistic self-evaluation, independence, responsibility, and decision-making processes. Educators have been cautioned time and again that they must understand the needs of the child and relate to these needs. We observe, however, that in practice this approach is often insufficient to facilitate the goals we have set for ourselves in helping the child grow. Step One, teacher understanding, often leads to interpretation of the child's needs and behavior but does not always result in Step Two, the child's understanding of his own behavior and the concomitant elimination of his "unhealthy" developmental behavior. Reaching Step Two seemed to be our goal as we pondered the question: How can elementary school children be assisted by the schools to monitor their own behavior?

This question prompted us to examine past methods we have used to control the children in the schools. We compiled a list that, in part, included the following negative and positive motivators: teacher presence, scolding, nonverbal cues (such as angry looks), smiling, keeping children after school, pleading, reasoning, rewarding or punishing through grades, praise, privileges, laughter, threat of parental intervention, and the threat of being sent to the principal. Our list pointed to an astonishing fact. While the teacher did a lot of things, there was little or no responsibility placed on the student to evaluate his own behavior. The child's role in monitoring his own behavior, was subordinate to that of the authority figure. The evaluation of the child's behavior, whether the behavior was good, bad, or indifferent, was being made for him by the teacher, counselor, administrator, parent, or by his peer group. In addition, the methods employed by the authority figure tended to be evaluative, judgmental and interpretative. These methods do not attempt to describe the behavior and leave the evaluation of the behavior of the child; rather, they are actions that relieve the child of his responsibility for his evaluaiton.

A child may behave in school in a given way for quite some time and not be particularly conscious of his behavior until someone brings it to his attention. At that point the child is faced with a decision—a moment of truth.

Teacher: Albert, why are you making those faces?
Albert: (to himself): Uh-oh, she's mad. What did you say I was doing? Making faces? Yeah, that's it. Wonder what kind of faces I was making, if I was.
Teacher (sternly): Well, Albert, you haven't answered me.
Albert: I'm sorry.
Teacher: That's better.
Unfortunately, the exchange doesn't end here.
Albert (to himself): She's nuts. I wasn't making faces. Who does she think she is, anyway?

By acting as an interpreter of behaivor, the teacher is telling a student how he has acted. She is also very often in the vulnerable position of interpreting his behavior based on her reaction to his behavior, whether it is anger, frustration, futility, happiness, or pride. The student is then forced to decide if:
(a) his behavior was really consistent with what the teacher indicated, (b) the teacher operated with partial information, (c) the external expressions of his behavior were truly representative of his inner feelings, or (d) the teacher was wrong. The student is thus put in a position where he must wholly or in part accept or reject the teacher's interpretation, whether the interpretation was given verbally or implied nonverbally by tone of voice, mannerisms, etc. It is possible that at the point of decision he might even reject the teacher.

Albert has not been given a real choice for which he can accept responsibility. He must choose between accepting the authority figure's interpretation of his behavior (and by so doing reject a part of himself) and rejecting the authority figure's interpretation of his behavior (and thus be supportive of himself). What may have been an accurate observation of Albert's behavior could be challenged by him because of the manner in which the observation was made. If the behavior Albert evidenced upset no one except the teacher, this behavior may well be a transitory or situational reaction and therefore of little consequence. If however, the behavior is one that Albert frequently exhibits and one that "turns off" some of his friends or interferes in many of his relationships, it may be a behavior that Albert has been trying to understand for some time. The first situation calls for a change in behavior because of external pressure; the second calls for a change in behavior because of Albert's internal desire to develop himself more fully.

*Paul Mazza and Donald Garris, in *The Personnel and Guidance Journal*, Vol. 50, No. 9; Washington, D.C.; American Personnel and Guidance Association, May, 1972.

Our method of controlling children, then, had fostered their dependence on an external stimulus-a Pavlovian technique of conditioning children to a degree of conformity in their behavior. We were not creating situations in which children could observe their own behavior as it actually occurred and define the parameters of behavior change, if any, that they would like to make. Simply stated, we reasoned that if a child could step outside himself and observe his own behavior, he might recognize in himself things he would want to change. If he could see aspects of his life that exhibited particular behavior patterns, those patterns being presented to him in descriptive rather than evaluative terms, would he choose to improve his behavior just to please us? Or would he improve his behavior because it would be intrinsically rewarding and self-regulating?

The Student as the Center of the Consultation team

The basic idea of our project was to allow the student to view himself from a different perspective than that generally available to him. First, we used videotape to record candid classroom behavior of a student. He was asked to watch the videotape, our objective being to allow him to assess his own behavior and to establish goals, if any, that he might deem desirable.

The role of the counselor in this project was that of a consultant to the teacher, helping the teacher learn the skills of descriptive responses to behavior. The counselor aided the teacher in clarifying the child's attitude toward his own behavior, the teacher's own feelings about the child's behavior, and in some instances, the teacher's attitude toward the child himself. The counselor, therefore, did not deal directly with the child as an agent of change, nor did he observe the actual classroom situation during videotaping. The teacher acted as a consultant to the child. His job was to aid the child in clarifying and defining his own evaluation of his behavior and to help him clarify and define goals to be achieved and methods to achieve them.

The child was given the responsibility of assessing and evaluating his behavior and deciding whether or not he wanted to change it. Students selected to participate in this project were in the upper three grades of elementary school and ranged in age from 9 to 11 years old. The steps in the project were as follows:

1. The child's behavior was videotaped without his knowledge in a candid classroom situation chosen by the teacher.
2. Before viewing the tape, the child verbally assessed his own behavior as he perceived it during the classroom situation that had been taped. Specific questions were often asked at this point to guide the child's assessment, but only when the child seemed unable to express his own recollections of his behavior. This verbal assessment was tape recorded.
3. The child was asked to view the videotape of himself. The teacher made no comments during the viewing. In many instances the teacher did not remain with the student during the viewing.
4. The child was asked to determine whether his initial assessments of his behavior (in Step Two) was still valid. Sometimes the child would need to listen to the tape recording before responding.
5. The teacher asked specific questions about the child's behavior in the videotaped situation to assist the child in seeing areas where improvements might be made. (The consultation with the counselor had focused on descriptive methods of feeding back behavior patterns rather than using the familiar interpretive, judgmental methods.) Care had to be taken by the teacher to insure that judgments were not made, either verbally or nonverbally, as this would have destroyed the purpose of videotaping. If the child saw nothing that he wanted to change it was deemed wise to end the interview and tape a classroom situation again at a later date.
6. In several instances a re-viewing of the tapes was deemed desirable as a sixth step in the process.
7. The child would, with guidance from the teacher, set goals for himself when he noted areas in which he wanted to change. The teacher assisted him in this task to make sure that the child would set realistic goals. Care was taken to insure that goals were the student's own choices rather than goals surreptitiously assigned or manipulated by the teacher.

At a latter date the child's behavior was again videotaped in order to allow the child to reassess his progress toward his goal. Children become more and more adept at analyzing their own behavior as they had more nonjudmentally guided experiences in the process of self-evaluation. Evidence of the success of this experiment in self-analysis appeared in a variety of cases involving both typical classroom behavioral patterns and more evasive interpersonal behavior.

Tentative Findings

The breadth and scope of the possible applications of this technique are as yet unexplored. Because it was a pilot project, we can report only that successful goal definition and attainment was achieved in cases such as the following:

- -a girl who had isolated herself from the rest of the class and had had very little peer interaction
- -a boy who had monopolized the class discussion
- -a boy who had repeatedly drawn attention to himself by clowning
- -a boy who had been so attentive to others that he had had no time to complete his own work
- -a boy whose classroom behavior had displayed a lack of interest
- -two girls whose behavior had evidenced a lack of respect for a classmate whom they actually admired deeply

Discussion

We must admit that our experience with the use of videotaped consulatation procedures in aiding children to assess their own behavior has been extremely limited. Out initial findings, however, have been rewarding enough to cause us to be optimistic about the possibilities this technique offers. Its application need not be restricted to the classroom disturber but may also serve as a technique for self-directed growth in a wide range of developmental coping behaviors at the elementary level. While there was no control group in this initial venture, the use of such a group seems to be the next logical step in the development of such a self-behavioral modification program.[1]

The major strengths of our self-behavioral modification program were: (a) that students in the upper elementary grades were actually given the opportunity to do self-analysis without being influenced by overt or covert expectation of pressure thus freeing them to set and work toward their own goals; (b) that the most significant adult educator in the lives of the students acted as a person giving descriptive feedback rather than as an evaluator or interpreter of behavior; and (c) that counselor consultation was effectively used in the area of skill development within the instructional staff.

C-3

SELF-ASSESSMENT THROUGH "MAPPING"*

The Difference Between Testing and "Mapping"

A technique called "Mapping" enables a person (a teacher or perhaps a counselor) to bring to light many subtle dimensions of change within the student. Mapping is distinct from testing. Testing is an attempt to determine whether or not a student has achieved a specific state of knowledge or skill. The test sets up hurdles which the student must then leap over. The score is a measure of how many hurdles have been passed. Mapping starts with no such expectations. It is a wide open hunting expedition to see just what has happened inside the student. In other words, it is much more positive in nature. The mapper encourages the student to express his feelings, his understandings, his specific knowledge, his beliefs. As a result, what comes out will not only reveal the specifics of learning, but will also make quite clear the process by which growth has occurred and the general level of integration of knowledge gained.

Knowledge is not a collection of stored material as much as it is structure. The elements of this structure include stored experiences plus conceptual organizers and meanings or belief systems. Very often the belief systems or meanings are not in any way derived from the experiences but have been delivered out of whole cloth by some authority. Many a child walking around with a set of memorized statements such as "The Six Causes For The Civil War" can give no clue as to how these statements were derived from raw data. Integrated knowledge, on the other hand, consists of meanings or conclusions which the learner himself has participated in creating out of his own raw experience which he has processed for himself.

These ideas are basic to the kind of assessment that would make a self-assessment feedback system possible within a school.

To implement these ideas, mapping stations, fully staffed with competent mapping personnel are required. Students would have open access to these stations and could request to be mapped with respect to any aspect of their knowledge they wished. They might, for example, want to have a picture of their knowledge of history prior to signing up for a history

[1]A controlled study using the technique described in this article is currently being researched at Shippensburg State College under the auspices of Federal Grant No. OEC-3-71-0107.

course. They could then return to the mapping station at some later time to get a picture of what growth had taken place. Armed with the knowledge of what would be expected of college admission, they could then determine just how much history and what focus they wanted or needed to acquire. The system would be something similar to going to a radiologist to find out how things look inside so that you can decide what to do about it.

Once the classroom teacher is relieved of the evaluation role, he can then be seen by the students entirely as helper and in no way as a judge. As things stand now, the teacher has both the helping and judging role, and they put then in a conflict of interest situation. The student can't fully trust the teacher when he knows that in the final analysis the teacher is going to make a judgment about his knowledge and ability. If he is honest with the teacher and reveals his uncertainties and weaknesses, which would be highly desirable if the teacher is to be his helper, he runs the risk of the teacher using this knowledge as a basis for downgrading him at the end of the school year. We have long ago learned how to make this kind of separation in the courtroom. A man's attorney does not also sit as the magistrate. This frees the attorney to do everything in his power to help his client without having to judge whether his client is guilty or innocent. Teachers need that same freedom to do everything they can to help their students and let other people sit in judgment when judgments must be made.

The mapping station would not serve a judging role either. Its role would be strictly feedback to the teacher and the student to give them the necessary information for making decisions about where to go from here. It seems to me that the judging has to be done in the final analysis by the gatekeepers. By that is meant the college admissions people, the employers, and the people who designed the college board examinations and similar instruments. Of course, mapping will also allow each teacher to be his own critic and the same for each student. Each teacher could then be asked to make a periodic case for his own professional competence and growth, using mapping data as his principal evidence. After all, what happens to students and how they feel about it has much to say about the teacher. A teacher can be accountable to do the best he knows how to support pupil growth. But if his pupils are unhappy and/or fail to grow -- something has got to give.

A Self-Demand Feedback System

I. Continuous self-improvement in either learning or teaching can occur through an inquiry process if the following conditions are met:
   A. The individual must have a clear set of goals.
   B. He must be free to make modifications in his teaching or learning behavior in search of improvements and/or new ideas.
   C. He must have a means of sampling the effects of what he is doing (feedback).
   D. He must have a set of criteria for deciding if he is moving in the right direction (toward his goals).
   E. He must be able to get the kind of feedback he needs, when he wants it it (demand system).
   F. He must be willing to use the feedback system as much as he needs it, which means:
      1. It must be valid and dependable.
      2. He must recognize its value to him.
      3. It must not pose any threat. He must not be afraid to use it.
      4. He must feel that he is in control of the feedback system, never that the system is in control of him.

II Present obstacles to any inquiry model for student or teacher development are:
   A. Inadequate feedback to students on their own learning and development.
      1. Teachers not well trained in assessment and feedback.
      2. Teachers don't have enough time to do an adequate job.
      3. Teachers have conflicting roles when they act as learning helper as well as judge. Judge role inhibits trust and openness from student in seeking help in learning.
         a. Focus on what student does *not know*.
         b. Induces defensive learning (so as not to fail).
         c. Teachers tend to avoid open-ended assessment where student can show what he does know and understand, because it does not lend itself to standardized testing and quantified scores.
         d. General consequences: "Use the test to know myself better and thus make the most of

learning resources."

B. Feedback to teachers is also inadequate:
   1. They need to know:
      a. What is happening to students.
      b. Attitude changes.
      c. Experiential growth.
      d. Organization and integration of knowledge structure.
      e. Changes in styles and strategies of thinking and learning.
   2. Without valid, reliable, rapid feedback as to what is happening to the students, the teachers is forced to fly blind.
      a. Must rely on guesswork or fixed methods.
      b. No means to experiment and improve steadily on the job.
   3. Usual testing not adequate for teacher feedback:
      a. Over-simplified results.
      b. Students trying to beat the system don't cooperate to reveal real weaknesses of learning environment.
      c. Student attitudes toward teacher or teaching are concealed.
      d. Autonomy, self-esteem, etc. don't often show up.
      e. No way for teacher to recognize or demonstrate his really outstanding efforts.

III Proposed Process:

A. A *Self-Demand Feedback System* for students and teachers.
   1. Any student can go to get help in finding out more about what he knows and what his skills are in any given content area.
   2. He is assured that everything will be kept confidential.
   3. He is expected to cooperate with the people operating the system in helping them help find out where his strengths and weaknesses are.
   4. No student is required to go or to reveal the findings to anybody.

B. Teachers may use the system for their own purposes in the same way.
   1. Teacher may use the system whenever he wants.
   2. Individual pupil results are not revealed to the teacher, only general findings which help teacher come to know the effects of his work.
   3. As teacher experiments with ways of teaching, he can learn the consequences of each thing he does.
   4. Findings would be reported in terms of knowledge structure development, attitudes toward the learning activities and the teacher, and changes in cognitive styles and strategies.

C. The assessment process with the individual students would go beyond testing in its usuai sense.

   Students would be encouraged to reveal as much as possible about their knowledge, aptitudes, etc. in a open-ended, free associational way. This would bring to light a greater richness of data about the strengths and weakness of the learning environment, and would be of greater value to the teacher.

EDUCATIONAL PROCESS ANALYSIS*

Estimate the distribution of time in your course or class with respect to the following considerations. Then indicate the distribution of time you feel would be ideal. With the exception of categories 10 and 11, percentages within categories should total 100%. In 10 and 11, various activity moods and student feelings might be present at the same time.

1. TYPES OF THOUGHT PROCESSES

What percent of the time do learning activities require or encourage students to employ each of the following types of thought processes?

	As It Is	Should Be
A. Acquiring, recalling, recognizing and REPRODUCING INFORMATION AND IDEAS.		
B. APPLYING INFORMATION AND METHODS TO NEW SITUATIONS; evaluating and judging things according to given standards.		
C. PRODUCING NEW AND DIFFERENT IDEAS, solving problems, creating and inventing.		
TOTAL =	100%	100%

2. GOAL AND ACTIVITY DECISIONS

What percent of the time does the teacher or someone other than the teacher decide what should be learned, what learning activities to engage in, and how to conduct the activities? What percent of the time do the class as a whole, student groups, or individual students make these decisions with the teacher?

	As It Is	Should Be
A. SOMEONE OTHER THAN THE TEACHER OR STUDENT DECIDES		
B. TEACHER DECIDES		
C. CLASS DECIDES		
D. STUDENT GROUPS DECIDE		
E. INDIVIDUAL STUDENTS DECIDE		
TOTAL =	100%	100%

*David T. Miles, from "Affective Priorities in Education," Educational Research Bureau, Southern Illinois University.

3. MOTIVATION

What percent of the time do students engage in activities for each of the following purposes or motives?

	As It Is	Should Be
A. To SATISFY PERSONAL INTEREST OR CURIOSITY--want to know what, how, or why--the activity appears challenging, interesting or fun.		
B. To ACQUIRE KNOWLEDGE OR SKILLS the learner feels will be valuable in the near or distant future (i.e., reading, computing, voting, appreciating music, etc.).		
C. To OBTAIN REWARDS UNRELATED (OR EXTRINSIC) to what is learned such as: social praise from teachers, parents, or peers, to get good grades, honors, financial rewards, to get higher scores than other students, etc.		
D. To AVOID NEGATIVE CONSEQUENCES for not engaging in activities such as: disapproval from teachers, parents, or peers, being left out, being punished, etc.		
TOTAL =	100%	100%

4. ACTIVITY DIFFERENTIATION, PARTICIPATION AND PACING

What percent of the time do students spend in each of the different types of activities designated below?

	As It Is	Should Be
A. JOINT CLASS ACTIVITY, PARTICIPATION, AND PACING, all students do the same thing together as a class, and progress at the same pace.		
B. CLASS ACTIVITY, GROUP PARTICIPATION AND PACING, all students do the same thing, but work together in groups and each group progresses at its own pace.		
C. CLASS ACTIVITY, INDIVIDUAL PACING, all students do the same thing, but each student works independently and progresses at his own pace.		
D. GROUP ACTIVITY AND PACING, students work together in groups; each group does a different thing and progresses at its own pace.		
E. INDIVIDUAL ACTIVITY AND PACING, each student does something different and does it at his own pace.		
TOTAL =	100%	100%

5. ACTIVITY FORM RELEVANCE

What proportion of the learning activities are similar in form (not the content or subject matter) to the learning activities students engage in outside of and after they complete school?

A. HIGHLY RELEVANT: Activities which are highly similar to non- and post-school activities; i.e., discussing, making decisions, solving problems, independent investigation, acquiring information from various sources, playing.

B. LOW RELEVANCE: Activities which are uncommonly done outside of school; i.e., reciting information, taking notes in lectures, conducting lab experiments, taking tests, writing book reports.

	As It Is	Should Be
TOTAL =	100%	100%

6. EVALUATION SOURCE

What percent of the information regarding a student's progress in learning is obtained from the teacher, other students, or himself (self-evaluation)?

A. TEACHER

B. OTHER STUDENTS

C. SELF

	As It Is	Should Be
TOTAL =	100%	100%

7. EVALUATION STANDARD

What percent of the time is the feedback (information) obtained by students regarding their success in learning based on comparisons with other students as opposed to a comparison with some other standard (i.e., individual improvement, a fixed standard of achievement, completion of some task, movement toward or completion of an objective, etc.)?

A. COMPARISON WITH OTHER STUDENTS

B. INDIVIDUAL OR FIXED STANDARD

	As It Is	Should Be
TOTAL =	100%	100%

8. PARTICIPATIVE GOVERNANCE

What percent of the non-academic rules and regulations of the classroom and school do students, teachers, and other sources participate in deciding upon?

A. STUDENT PARTICIPATION IN GOVERNANCE

B. TEACHER PARTICIPATION IN GOVERNANCE

C. OTHER: PRINCIPAL, SUPERINTENDENT, SCHOOL BOARD

	As It Is	Should Be
TOTAL =	100%	100%

9. TEACHER ACTIVITY

What percent of the time are teachers engaged in each of the three general categories of activity described below?

	As It Is	Should Be
A. DESIGN, PREPARATION, EVALUATION, activities in which the teacher is not in direct contact with students; including planning activities; preparing and selecting resource materials; documenting and evaluating the progress of students, etc.		
B. PERSONALLY DELIVERING INSTRUCTION, activities in which the teacher serves as the major source of information and personally manages learning activities; i.e., delivering lectures; giving demonstrations; directing class recitation, question-answer sessions or discussions, testing, etc.		
C. FACILITATING, SUPPORTING, CONSULTING, activities in which the teacher helps students plan and carry out activities and is not the main source of information or manager of the activity; i.e., individual and group projects, independent study, student-centered discussions, etc.		
TOTAL =	100%	100%

10. ACTIVITY MOOD

What percent of the time is the general mood or atmosphere of activities one or more of those listed? (Since many of these moods can exist at the same time, enter responses for all moods considered appropriate.) Percentages need not total 100%

A. INTERESTING AND REWARDING		
B. TENSE, ANXIOUS, THREATENING		
C. STIMULATING, CHALLENGING		
D. ORDERLY AND BUSINESSLIKE		
E. INFORMAL AND RELAXED		
F. DULL, BORING		
G. CHEERFUL, PLEASANT		
H. COMPETITIVE		
I. COOPERATIVE		
J. DISORGANIZED, CONFUSED		

11. STUDENT FEELINGS

What percent of the time do students have one or more of the listed feelings about themselves regarding their experiences in learning activities? Percentages need not total 100%

	As It Is	Should Be
A. ACCEPTED AND APPRECIATED BY TEACHER		
B. ACCEPTED AND APPRECIATED BY PEERS		
C. OPEN, SHARING, RISKING		
D. DEPENDABLE, RESPONSIBLE, COOPERATIVE		
E. HONEST, SINCERE		
F. OBEDIENT, RESPECTFUL		
G. COMPETENT, SUCCESSFUL		
H. FAILURE, INFERIOR		
I. IMAGINATIVE, CREATIVE, DARING		
J. INDEPENDENT, SELF-DIRECTED, SELF-RELIANT		
K. SELF-AWARE, SELF-ACCEPTING		
L. RESPONSIBLE FOR OWN LEARNING		
Total		

225

A Daily Monitoring System

Comprehensive Achievement Monitoring is a tool that enables teachers to function as researchers and evaluators. Its conceptual framework includes a curriculum defined by performance objectives. These objectives serve as discrete items to be studied in curriculum product research, or as the focus for educational process research. The measurement of student performance on objectives produces a partial indication of the success of the educational establishment. Student performance on an objective is measured by test items that teachers write specific to an objective. Thus the CAM system, through its test items, more truly reflects what the teacher wants a student to know or be able to do, than any externally created standarded test.

Sets of interchangeable test forms are created for each test. Sampling techniques are used to get estimates of what students know or are able to do without subjecting them to long involved testing situations that turn them off. No student has to respond to all the questions that have to be asked in order to furnish the teacher, who is the researcher, with all the information he needs. Thus that very important factor of class disruption is kept to a minimum. Furthermore, since the data being collected is relative to the class's regular curriculum, there is no need to add extra tests to the classroom schedule just to satisfy some externally located educational researcher.

Two other components of the conceptual framework of CAM are periodic testing, usually weekly or biweekly as determined by the teacher, and the storage of the collected information so that a longitudinal history of performance is developed. This approach builds a data bank that continually may be tapped for information concerning individual students and groups of students, yet is unobtrusive and a regular part of the usual classroom routine. The massive task of data collation and data storage is done by computer. Without a computer the idea that teachers can also be researchers would be impossible to achieve.

If teachers are to function empirically they must have at their disposal quick feedback of information. It is very difficult to modify curriculum and instructional activities, or to work with students individually, without instant access to data. Reporting of results to the specification of the teacher is another concept of CAM. Computerized analysis and reporting is generally available on an overnight basis.

Each of the above concepts is being inplemented to construct a complete evaluation cycle. We hope evaluation will become a continuous process in which the teacher uses a constant feedback of information to improve student learning. Naturally there is a possible weak link in the cycle. Teachers must have a large amount of knowledge to implement CAM before they can use it effectively to make decisions about curriculum, instructional activities, and students. The tool, CAM, can only be as good as the teacher who uses it. If a teacher cannot successfully master CAM concepts and interpret the results that CAM furnishes, then the evaluation cycle will never be completed by that teacher.

To encourage teachers to use data in their daily instructional decision making, we have asked them to define a particular problem that they are interested in exploring and establish an hypothesis that they would like to test. We don't require that this hypothesis be concerned with the total problem of the effectiveness of CAM. By having teachers select an hypothesis, we hope that they will study the data after each test administration in an attempt to discover whether their hypothesis is true. Perhaps they will even try to positively affect the hypothesis by what they do in the classroom.

At that point they will be using CAM data as an everyday part of their teaching operation and the evaluation cycle will be closed. Evaluation will become functional and formative.

What does this mean to educational researchers? Teachers need assistance. Most of them are well read only in their subject matter field, but they generally are creative. They need to be stimulated concerning possibilities for what they can do within their classroom. Educational researchers can serve as tutors and guides to teachers. But they must always keep in mind that unless the teacher enthusiastically embraces what the educational researcher is saying, then the researcher will be an albatross. The teacher is probably the most important variable in today's schools. What works for one teacher may not for another, and that is the most important thing for each teacher and researcher to

*Taken from material developed by the Sequoia Union High School District, Redwood City, California.

discover. By focusing our efforts on the classroom teacher, rather than intellectually exciting theories or ideas, we hope eventually to build a mosaic that will give us answers to problems existing in education.

CAM Computerized Feedback

There are six basic types of computerized feedback: individual student reports, group summary reports, class roster reports, form analyses, curriculum analyses, and exception reports.

Figure 1 is an example of an individual student report. Each student receives a copy of his own student report after each test administration. The data shown in Figure 1 are for Kim Ann Bunyan's fifth test administration. Kim is a student of Mr. Reed's General Math Course (CA105) at Carlmont High School. The left portion of the report tells the student her performance for the test that was just administered. This left portion includes an objective number for each item on the test, whether each item was right (+) or wrong (-), which response the student selected if she answered incorrectly, and if instruction had occurred for each objective (YES). The right portion of the report consists of the student's performance history. This right portion tells the student her cumulative total score (CUM TOTAL) and tells her the test form and score for the present test administration and all previous test administrations. Each teacher decides whether he (or she) wants the individual student reports in terms of percentages or fractions. The teacher also has the choice of which two scores are to be printed. The data in Figure 1 indicate that Mr. Reed has chosen to have fraction correct reported for the total test (FRN COR ALL) and for all items on the test for which instruction has been completed (FRN COR YES). Mr. Reed's classes are group-paced so each individual student report for Test Administration 5 is a report on how the student did for the test on Unit 5, (Form 51 or 52). These forms have a majority of items from Unit 5 with a few retention items from Unit 4.

BUNYAN KIM ANN 737403 SECTN 11 REED 11/28/73
3105

TEST ADM 5 - 11/28/73
ACTION CORRECT ON ALL ITEMS IS 27/29
ACTION CORRECT ON YES ITEMS IS 27/29

FORM 52

OBJ	RP	INS	QN	OBJ	RP	INS
404	+	YES	16	506	+	YES
405	+	YES	17	506	+	YES
407	+	YES	18	506	+	YES
409	+	YES	19	507	4-	YES
501	+	YES	20	507	4-	YES
501	+	YES	21	508	+	YES
502	+	YES	22	508	+	YES
502	+	YES	23	508	+	YES
502	+	YES	24	509	+	YES
503	+	YES	25	509	+	YES
503	+	YES	26	510	+	YES
503	+	YES	27	510	+	YES
504	+	YES	28	510	+	YES
505	+	YES	29	510	+	YES
505	+	YES	30	0		

TEST ADM	FORM	FRN COR ALL	FRN COR YES
1	2	18/50	0/0
2	22	23/25	23/25
3	32	24/25	24/25
4	42	27/28	27/28
5	52	27/29	27/29

CUM TOTAL 119/157 101/107

Figure 1. Example of an individual student report in fractions for group paced instruction. General Math course at Carlmont High School.

A copy of a Class Roster Report is shown in Figure 2. This report provides the teacher with a summary of each student's performance. The report shows for each test administration the fraction correct for all items on the test (ALL), the fraction correct for items which have been instructed (YES), and the form the student took (FORM). The report also gives the cumulative total (CUM TOTAL) for each student for all tests that have been given.

The Group Summary Report is used to present percentage correct for any specified set of objectives, e.g., unit, chapter, pre objectives, all objectives, and the percentage correct for each objective. After each test administration each teacher receives a group summary for all students in the course, one for all of his (or her) students, and one for each of his classes. The Group Summary Report shown in Figure 3 is the first page of a report for all of Mr. Reed's students. For each content group the report gives the average percent correct (AVG) and the number of student responses used to calculate the average (NUM).

Figures 4 & 5 contains reduced copies of the form analysis for Form 51 and Form 52. After each test administration, the teacher receives a form analysis for each form used during a test administration. The data for a given form always includes data from all the students who took that form for that test administration. The print-out shows how many students took the form, the date of the test administration, and then prints data for each item on the test in the order the items appear on the test. These data include the objective number, the correct answer, the average percent correct (AVG SCORE), the percentage of students who did not respond (NR), and the percentage of students who chose each

COMPREHENSIVE ACHIEVEMENT MONITORING - CLASS ROSTER REPORT 3105
ARLMONT GENERAL MATH, SEM. 1 SECTN 11 TNB 71 REED 11/28/73

NUMBER NAME		CUM TOTAL	TEST ADMINISTRATION 1	2	3	4	5	6	7
13919 BRODT BILL C	ALL	71/107	0/0	18/25		13/25	24/28		16/29
	YES	71/107	0/0	18/25		13/25	24/28		16/29
	FORM		0	21		31	41		51
93606 BRUNNER DAVE J	ALL	90/157	9/50	20/25		19/25	18/28		24/29
	YES	81/107	0/0	20/25		19/25	18/28		24/29
	FORM		21	31		41	51		
37403 BUNYAN KIM ANN	ALL	119/157	18/50	23/25		24/25	27/28		27/29
	YES	101/107	0/0	23/25		24/25	27/28		27/29
	FORM		2	22		32	42		52
22157 CHESSER JAMES B	ALL	112/157	20/50	23/25		21/25	27/28		21/29
	YES	92/107	0/0	23/25		21/25	27/28		21/29
	FORM		2	22		32	42		52
76260 COLER DAN	ALL	86/107	0/0	23/25		20/25	20/28		23/29
	YES	79/98	0/0	23/25		13/16	20/28		23/29
	FORM		0	21		31	41		51
0250. CONNELLY KATHLEEN	ALL	112/157	19/50	22/25		24/25	22/28		25/29
	YES	93/107	0/0	22/25		24/25	22/28		25/29
	FORM		2	22		32	42		52
75544 DEMPSTER PRESCOTT	ALL	119/157	24/50	23/25		19/25	27/28		26/29
	YES	95/107	0/0	23/25		19/25	27/28		26/29
	FORM		2	22		32	42		52
37379 DONOHUE THEODORE	ALL	88/157	26/50	18/25		14/25	22/28		8/29
	YES	62/107	0/0	18/25		14/25	22/28		8/29
	FORM		1	21		31	41		51
22504 DOUGLAS ALAN L	ALL	87/157	18/50	18/25		17/25	22/28		12/29
	YES	69/107	0/0	18/25		17/25	22/28		12/29
	FORM		2	22		32	42		52
22538 DOWNES TAYLOR	ALL	23/29	0/0	0/0		0/0	0/0		23/29
	YES	23/29	0/0	0/0		0/0	0/0		23/29
	FORM		0	0		0	0		51
22686 FISHER BARBARA J	ALL	108/157	15/50	21/25		23/25	26/28		23/29
	YES	93/107	0/0	21/25		23/25	26/28		23/29
	FORM		2	22		32	42		52

Figure 2. An example of a class roster report for General Math.

response alternative. The total percentage correct for the form is printed at the bottom of the report. The two forms shown in Figure 4 were the only two forms given for Test Administration 5 in Mr. Reed's General Math course. Although the objectives are the same on both forms, the items are not. The percentage correct shown at the bottom of each report, 62 for Form 51 and 60 for Form 52, indicate that the teacher did a good job in constructing comparable forms.

Many other reports are readily available from this data bank to assist teachers in their planning. Contact the Sequoia District for more information.

COMPREHENSIVE ACHIEVEMENT MONITORING - GROUP SUMMARY REPORT 3105
CARLMONT GENERAL MATH, SEM. 1 11/28/73
STUDENT GROUP 7100 REED'S STUDENTS

CGN CONTENT GROUP		TEST ADMINISTRATION 1	2	3	4	5	6	7	8	9	10
NUMBER OF STUDENTS		49	51	56	61	48					
0 ALL OBJECTIVES	AVG	34	74	75	80	76					
	NUM	2450	1275	1375	1708	1392					
10 CHAPTER 1	AVG	57	81	$$$	$$$	$$$					
	NUM	69	306	0	0	0					
20 CHAPTER 2	AVG	38	72	78	$$$	$$$					
	NUM	323	969	330	0	0					
30 CHAPTER 3	AVG	41	$$$	74	79	$$$					
	NUM	314	0	1045	427	0					
40 CHAPTER 4	AVG	36	$$$	$$$	81	76					
	NUM	383	0	0	1281	192					
50 CHAPTER 5A	AVG	29	$$$	$$$	$$$	76					
	NUM	891	0	0	0	1200					
51 CHAPTER 5B	AVG	$$$	$$$	$$$	$$$	$$$					
	NUM	0	0	0	0	0					
61 CHAPTER 6A	AVG	30	$$$	$$$	$$$	$$$					
	NUM	470	0	0	0	0					
62 CHAPTER 6B	AVG	$$$	$$$	$$$	$$$	$$$					
	NUM	0	0	0	0	0					
70 CHAPTER 7	AVG	$$$	$$$	$$$	$$$	$$$					
	NUM	0	0	0	0	0					
991 POST OBJECTIVES	AVG	$$$	74	76	80	76					
	NUM	0	1275	1330	1708	1392					
992 PRE OBJECTIVES	AVG	34	$$$	60	$$$$	$$$$					
	NUM	2450	0	45	0	0					
404 OBJECTIVE 404	AVG	46	$$$	$$$	82	89					
	NUM	49	0	0	183	48					
405 OBJECTIVE 405	AVG	51	$$$	$$$	78	83					
	NUM	29	0	0	61	48					
407 OBJECTIVE 407	AVG	18	$$$	$$$	67	70					
	NUM	49	0	0	122	48					
409 OBJECTIVE 409	AVG	14	$$$	$$$	67	60					
	NUM	49	0	0	122	48					

Figure 3. An example of a Group Summary Report for all of Mr. Reed's General Math Students.

COMPREHENSIVE ACHIEVEMENT MONITORING - FORM ANALYSIS REPORT
CARLMONT GENERAL MATH, SEM. 1 3105 11/28/73

FORM 51 99 STUDENTS RESPONDED TO THE FORM DURING TEST ADMINISTRATION 5

QUESTION NUMBER	OBJECTIVE	ANSWER	AVG SCORE	RESPONSES(%) NR	1	2	3	4	5
1	404	4	69	2	10	14	4	69	0
2	405	1	66	4	66	14	13	2	0
3	407	3	47	3	9	31	47	9	0
4	429	3	53	2	34	2	53	8	0
5	501	4	74	2	12	4	7	74	0
6	501	1	89	2	89	1	3	4	0
7	502	3	63	2	6	6	63	22	0
8	502	4	75	2	3	7	12	75	0
9	502	2	56	2	3	56	27	11	0
10	503	3	71	3	19	5	71	1	0
11	503	2	70	2	19	70	4	4	0
12	503	1	66	3	66	11	15	4	0
13	504	3	32	6	25	17	32	19	0
14	505	1	72	3	72	7	9	8	0
15	505	3	66	4	7	15	66	7	0
16	506	3	74	2	9	7	74	7	0
17	506	4	61	4	8	12	14	61	0
18	505	2	54	4	13	54	20	8	0
19	507	3	73	2	8	4	73	12	0
20	507	4	56	2	33	2	6	56	0
21	508	3	63	5	16	11	63	4	0
22	508	2	60	7	0	60	19	13	0
23	508	4	42	9	21	12	15	42	0
24	509	4	74	5	5	8	7	74	0
25	509	3	69	6	9	8	69	7	0
26	510	1	53	5	53	13	18	10	0
27	510	3	63	5	8	13	63	10	0
28	510	1	43	8	43	17	15	16	0
29	510	3	38	11	6	19	38	25	0

FORM 511 TOTAL PERCENTAGE CORRECT = 62

Figure 4. Form Analysis Report for Form 51 given on Test Administration 5 in General Math.

COMPREHENSIVE ACHIEVEMENT MONITORING - FORM ANALYSIS REPORT
CARLMONT GENERAL MATH, SEM. 1 3105 11/28/73

FORM 52 99 STUDENTS RESPONDED TO THE FORM DURING TEST ADMINISTRATION 5

QUESTION		AVG		RESPONSES(%)					
NUMBER	OBJECTIVE	ANSWER	SCORE	NR	1	2	3	4	5
1	404	1	62	1	62	8	25	1	0
2	405	2	66	2	16	66	13	0	0
3	407	2	50	1	25	50	10	11	0
4	409	1	25	2	25	28	14	29	0
5	501	2	85	2	0	85	10	0	0
6	501	3	70	1	21	1	70	4	0
7	502	1	50	0	50	8	6	34	0
8	502	3	70	1	5	2	70	19	0
9	502	4	59	2	18	8	9	59	0
10	503	2	63	2	22	63	10	0	0
11	503	1	67	3	67	17	1	8	0
12	503	4	57	3	17	16	4	57	0
13	504	2	63	3	4	63	20	8	0
14	505	2	72	2	6	72	15	3	0
15	505	4	47	6	25	8	11	47	0
16	506	4	74	1	3	13	7	74	0
17	506	2	59	5	5	59	14	15	0
18	506	1	53	4	53	8	21	12	0
19	507	1	70	0	70	6	16	6	0
20	507	2	45	0	5	45	44	3	0
21	508	1	73	2	73	10	8	4	0
22	508	4	67	4	9	9	8	67	0
23	508	1	51	5	51	17	12	12	0
24	509	1	66	3	66	10	13	5	0
25	509	2	61	2	8	61	8	18	0
26	510	4	54	3	13	9	18	54	0
27	510	2	70	5	2	70	15	6	0
28	510	4	44	7	10	21	16	44	0
29	510	2	36	8	33	36	7	14	0

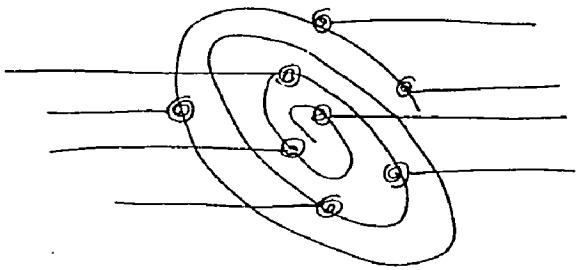
FORM 521 TOTAL PERCENTAGE CORRECT = 60

Figure 5. Form Analysis Report, for Form 52 given on Test Administration 5 in General Math.

What is the Self-Concept?

The self-concept is an organized system of perceptions a person has about himself, each perception having a corresponding value. It is what the individual refers to as "I" or "me," the person seen from his own point of view. It may be composed of such elements as one's perceptions of one's characteristics, one's skills, one's weaknesses plus perceptions of oneself in relation to others and to the environment. These perceptions are not objective, but very subjective value perceptions. They have positive or negative connotations, attitudes of approval or disapprovals associated with them.

Although the self-concept is a very complex and dynamic system, we may use the following diagram and explanation from William Purkey's *Self-Concept and School Achievement* to illustrate several characteristics of the self-concept. The weakness of using such a diagram is the tendency to oversimplify the complexity of the self-concept.



The larger spiral represents the self, the whole. The whole is made up of smaller subparts, represented by the smaller spirals. Each of the smaller spirals may be fairly well organized in itself, but it is still a part of the total self. These smaller spirals represent beliefs a person has about himself. For example, they may represent the beliefs a person has about himself as a husband, friend, student, American, reader, etc. The relationship of the smaller spiral to the center of the larger spiral is very important. An individual has many beliefs about himself, but some are more important than others. The beliefs that are closer to the center of self are more important, and thus resist change.

Each subpart has its own generally positive or negative value, indicated by the diagonal lines. For example, one of the outer spirals could represent the child's feelings about his competency as an artist. Since this particular child doesn't feel very competent as an artist, there is a negative attitude associated with this ability. But since the spiral is on the periphery far from the center of self, the child is not concerned about it. However, one of the inner spirals very close to the essence of self might represent being a student. This child might feel that he is not a good student, so the negative attitude associated with this quality is very important. The child feels that he is not a good student, and he is aware most of the time of his failure. Thus, how important the characteristic is to the person plus the value associated with it are two vital considerations.

The self-concept is wonderfully unique, like a set of fingerprints. If each individual were to make a diagram, identifying each belief, placing it in its relationship to the center, and giving it a generally positive or negative value, each individual would produce a unique picture. This self is the frame of reference we use when we see the world and ourselves in the world. This frame of reference makes us see things as being important or unimportant, attractive or unattractive, significant or insignificant, valuable or worthless. We cannot stand outside of our own skin and see the world.

The self is also a powerful motivating factor. If something new and different appears on our horizon, it will be accepted and assimilated if it appears to be consistent with and relevant to what we already believe about ourselves. If the newness seems to have no relation or relevance, it will likely be ignored. And if the newness is inconsistent or threatening, it will be rejected or distorted.

This has practical significance for those of us in schools, for the child has a tendency to maintain a certain view of self, even if that view is false or unhealthy. For example, the "A" student will accept academic successes easily whereas the student who has failed in the system might reject or distort information which indicates he is a success.

The self strives to maintain consistency and organization, but there is another need of the self which is just as forceful. The self strives toward development, toward fulfillment, toward enhancement. Growth and change is possible if conditions are viewed as favorable. The child must see the change as meaningful and enhancing, and the conditions of change as nonthreatening and nonoverpowering.

The self-concept is acquired and modified through the experiences of the individual. It is a creation of the individual's inferences from his own unique experiences and

*Developed by the Ocean View School District, Oxnard, California, 1972.

observations concerning his behaviors and the behaviors of other people toward him. The family and home environment is the first important influence on the child's self-concept. Children come to school for the first time with all sorts of ideas about themselves and their abilities. However, despite the tremendous influence of the family and home environment, the school also has an important influence on the child's self-concept. In school, we are responsible for enhancing self-concepts, and we must work to change those situations that might produce negative self-concepts in children. And in school, we also have an opportunity to help change a child's unhealthy self-concept which may have developed from experiences outside the school.

USE OF THIS GUIDE

OBJECTIVES: Each objective is briefly described so the teacher will know the behaviors and attitudes that we considered to be part of the objective. The descriptions are complete and may sound somewhat idealistic, but these behaviors and attitudes represent some of the strengths we want to help children achieve, and they represent some of the weaknesses we want to help children overcome.

EVALUATION: Following each description is a page stating specifically what items from the student self-report questionnaire and the teacher observation scale pertain to what objective. If a child is having difficulty with a particular objective, it will be reflected in his behaviors as observed by you, and in his responses to the questionnaire. Knowing the items that have been selected to evaluate the objective will help the teacher identify and work with the behaviors that are causing the child trouble with the objective.

SUGGESTIONS: Following the evaluation section are some suggestions that might help a child or certain children with the particular objective. These suggestions should be considered with the ongoing and regular curriculum. Although there may be times when the teacher might want to devote a lesson specifically to the self-concept using the SRA FOCUS ON SELF-DEVELOPMENT MATERIALS or other materials, most of the suggestions apply to the everyday activities of the teacher and children. Many of the suggestions will not be new to teachers who have been aware of and working with children's self-concepts for many years. Seeing their relationship to specific objectives developed by teachers in our district will hopefully strengthen and support the many ways our teachers presently work toward helping children develop healthy self-concepts.

FUTURE: This guide is the beginning of a process toward helping children develop healthy self-concepts. Many activities and procedures will hopefully be added by teachers as they evaluate their children in light of these six objectives. It may be necessary to request additional support and assistance in terms of materials, services, and changes in organization and procedures will hopefully be added by teachers as they evaluate their children in light of these six objectives. It may be necessary to request additional support and assistance in terms of materials, services, and changes in organization and procedures. This guide is not a product but a process as we work toward helping children develop healthy self-concepts. We hope that you will feel free to add your comments, suggestions, and thoughts to these pages, so that we all can draw upon your resources as we use and reuse this guide.

DESCRIPTION

AWARENESS

Awareness is being "tuned in" to one's environment, to the effects of one's environment, and to other people in one's environment. It also implies a willingness to respond to others and to one's environment. The aware child does not have to consistently withdraw to a fantasy world in denial or fear of the real world. The child with a healthy self-concept values himself and his world enough to recognize and respond to that world.
OBJECTIVE - The child indicates AWARENESS

DESCRIPTION

SELF-RELIANCE

The self-reliant and self-controlled individual assumes responsibility for his own decisions, emotions, and behaviors. The child with a healthy self-concept can decide upon and behave in ways that are beneficial for himself and for others. This capacity to exercise self control and self management is necessary in classroom learning situations, and it is an equally important learning for the development of a responsible life.
OBJECTIVE - The child indicates SELF-RELIANCE

DESCRIPTION

ACCEPTANCE OF SELF

The child who accepts himself indicates that he sees himself accurately and

realistically. This implies an acceptance of his physical, intellectual, emotional and social self. The child understands his strengths and weaknesses and can handle both without feelings of excessive pride or defeat. The child understands and accepts his similarities to and differences from others and understands what can be changed and what cannot be changed.
OBJECTIVE - The childs indicates an ACCEPTANCE OF SELF

DESCRIPTION

WELL-BEING

A child who has a feeling of well-being feels good about himself and has a positive outlook towards his future. He has a feeling of being healthy and well, of being personally safe and secure, and of being happy and content. The child feels valuable and valued, for he sees that he is a unique and special person, and he sees that other recognize and value his uniqueness.
OBJECTIVE - The child indicates a feeling of WELL-BEING

DESCRIPTION

BEING COMPETENT

A child who indicates the feelings of being competent believes that he has the abilities or qualifies to be successful in some task, such as being academically competent, physically competent, socially competent, or artistically competent. Competency can be not only in relation to activities such as reading, music, and baseball, but competency can also be in relation to interactions with people such as leadership, sensitivity, and understanding.
OBJECTIVE - The child indicates a feeling of BEING COMPETENT

DESCRIPTION

BEING ACCEPTED

For a child to develop a healthy self-concept, he must feel accepted by his family, peers, and other significant adults. This acceptance means receive attention, interest, concern, affection, and love from others who are important to him. At home the child feels well treated and loved for his family accepts, value and respects him as a worthy, important, likable individual. With his peers, he feels liked, sought after, and wanted. In school, the child feels accepted and liked by his teachers, and he feels that the school generally considers and treats him as being acceptable.

EVALUATION

Evaluating the six objectives is to be done through two instruments; a teacher observation scale and a student self-report questionnaire.

Teacher Observation

It is suggested that the teacher complete these forms for children she is concerned about or is referring to special services for assistance. This does not have to be complete for each child. These questions are for the teacher's use in determining and working with those children that are having difficulties in developing healthy self-concepts.

Each objective has four items related to it. These objectives have been written in at the margin so the teacher can tell in which area the child is experiencing difficulties.

Awareness

	Always	Usually	Some-times	Seldom	Never
1. Does this child seem to be turned in to his world?					
2. Does this child seem to be willing to respond to his world and not withdraw?					
3. Does this child avoid daydreaming in class?					
4. Is this child able to pay attention in class?					
5. Can this child make decisions?					

		Always	Usually	Some-times	Seldom	Never
Self-Reliance	6. Is this child able to control himself?					
	7. Does this child respect the rights of other people?					
	8. Is this child able to do his schoolwork without your always having to tell him what to do?					
	9. Does this child seem to have an accurate picture of what he is like?					
Acceptance of Self	10. Does this child see himself realistically and not expect too much or too little of himself?					
	11. Does this child avoid bragging or boasting about his exploits?					
	12. Does this child avoid depreciating himself?					
	13. Does this child seem to be happy?					
	14. Does this child seem to feel secure?					
Well-Being	15. Does this child seem to be free from a lot of worries?					
	16. Does this child seem to be free from being upset a lot?					
	17. Does this child seem to feel that he is competent in some areas?					
Being Competent	18. Does this child seem to feel that he has what it takes to be successful?					
	19. Does this child show confidence and assurance in his interactions?					
	20. Can this child handle making mistakes?					
	21. Does this child seem to feel his classmates like him?					
Being Accepted	22. Does this child seem to feel that he has friends?					
	23. Does this child seem to feel that others are interested in him?					
	24. Does this child seem to feel that people are fair and kind to him?					

STUDENT SELF-REPORT QUESTIONNAIRE

The self-report, as an evaluation of a person's self-concept, is a method that must be regarded in view of its weaknesses and limitations. There are several variables which influence a student's response on a self-report measure; how willing and able is the student to disclose this kind of information, and what is the individual's response set? There are "yesers" and "noers" who would respond in a certain way regardless of the question. Conclusions must not be based entirely on this self-report questionnaire. The teacher must add to it her observations of the child and her experiences with the child. With this sensitivity, the self-report becomes a valuable source of information about the child.

Items on this self-report questionnaire cover all six objects. They also attempt to assess four factors influencing a child's self-concept; family peers, school, and a general factor. A child's self-concept is crucial in the child's success and performance in school, but this self-concept is influenced by many situations outside the school, such as family and peers. If a child is not developing a healthy self-concept, it is necessary for us to ask if the school, family, or peer group is the main factor. In this way, we can begin to work with the family in parent conferences or we can begin to try and change the child's relationships with his peer group.

This self-report questionnaire is available to entire classes upon the teacher's request. It is hoped that teachers will give this questionnaire to their classes and use the information to work toward helping their student's develop healthy self-concepts. Use of the information must

be with sensitivity and confidentiality. The results may be discussed with other individuals working with the child such as the psychologist, counselor, speech therapist, or reading specialist. The information may also be discussed with a child's future teacher. However, the use of the child's responses will be up to the professional judgment of the teacher.

1. The pages are not stapled so the teacher can give the students one page at a time if she feels this is necessary.
2. The teacher may want to give the questionnaire in two or three sittings, especially with younger children.
4. The teacher can ask the children to respond by circling their answers.
5. We suggest that in your instructions to your class, you say whatever is comfortable for you and for them. Our only concern is that the questionnaire is not called a test. Some teachers decided to call it a "think paper," a survey, a questionnaire, a game or a "how I feel paper." Also, there are no right or wrong answers. The children need only to try and to be as honest as they can.
6. Some of the teachers found it necessary to remind the children that this is their very own paper, and they must try to not say their answers out loud.

PAGE A

1. Are you a happy person?
2. Can you handle your problems pretty well?
3. Do you often think that nobody likes you?
4. Do you lose your temper often?
5. Do you wish you were a different person?
6. Do you care what happens to you?
7. Do you get upset easily at home?
8. Does your family think that you are doing pretty well in school?
9. Are you an important person to your family?
10. Do you do your share of work at home?
11. Would your family help you if you were in trouble?
12. Do you usually consider your family's feelings?

PAGE B

13. Would you like to quit school?
14. Are you good in your school work?
15. Are most of your classmates glad that you are a member of the class?
16. When you have free time, do you usually ask your teacher what to do?
17. Would you be better off in school if you were different?
18. In school, do you usually think about other things?
19. Are you usually happy with other children?
20. Do your friends usually think that you have good ideas?
21. Do most children have more friends than you do?
22. Do you usually apologize when you are wrong?
23. Do your friends like you as you are?
24. Do you like to be with other people?

PAGE C

1. Do you seem to worry a lot?
2. Can you usually do most of the things you try?
3. Do people often try to cheat you or do mean things to you?
4. Do you often do things that you are sorry for later?
5. Are you usually proud of yourself?
6. Most of the time, do you wish you were somewhere else?
7. Are you happy at home?
8. Does your family think that you can do some things pretty well?
9. Is your family usually interested in the things you do?
10. Do you feel too many people at home try to boss you around?
11. Does your family expect too much of you?
12. Would you rather watch TV than be with your family?

PAGE D

13. Are you happy in school?
14. Do you give up because school is so hard for you?
15. Are your classmates interested in you?
16. Does your teacher usually need to tell you to do your work?
17. Does your school make you feel that you are not good enough?
18. Do you spend a lot of time daydreaming in school?
19. Do your friends upset you?
20. Do you think that you can do things pretty well?
21. Is it hard for you to make friends?
22. Do kids usually follow your ideas?
23. Would you rather play with children younger than you?
24. Do you know what your friends like to do?

PAGE E

1. Are things all mixed up in your life?
2. Do you usually have good ideas?
3. Do you think most people are nice to you?
4. Can you make up your mind and stick to it?
5. Are you happy with yourself?

6. Do you and your family have a lot of fun together?
7. Do you often get into trouble at home?
8. Is your family glad when you do things with them?
9. Do you feel that your family trusts you?
10. Would your family be happier if you were different?

PAGE F

11. Do you often get discouraged in school?
12. Are you doing as well in school as you would like to?
13. Do the people who work in this school seem to like you?
14. Do you usually keep at your school-work until it is done?
15. Is it easy to be you in this school?
16. Do you have fun with your friends?
17. Do your friends think that you can do well in school?
18. Do your friends often say or do things that hurt your feelings?
19. Are you nice to children you don't like?
20. Do you wish you were someone else so your friends would like you better?

SCORING KEY

Page A	*Page B*	*Page C*	*Page D*	*Page E*	*Page F*
1WB Yes	13WB No	1WB No	13WB Yes	1WB No	11WB No
2 C Yes	14 C Yes	2 C Yes	14 C No	2 C Yes	12 C Yes
3 BA No	15 BA Yes	3 BA No	15 BA Yes	3 BA Yes	13 BA Yes
4 SR No	16 SR No	4 SR No	16 SR No	4 SR Yes	14 SR Yes
5 AS No	17 AS No	5 AS Yes	17 AS No	5 AS Yes	15 AS Yes
6 A Yes	18 A No	6 A No	18 A No		
General	School	General	School	General	School
7WB No	19WB Yes	7WB Yes	19WB No	6WB Yes	16WB Yes
8C Yes	20C Yes	8C Yes	20C Yes	7C No	17C No
9BA Yes	21BA No	9BA Yes	21BA No	8BA Yes	18BA No
10SR Yes	22SR Yes	10SR No	22SR Yes	9SR Yes	19SR Yes
11AS Yes	23AS Yes	11AS No	23AS No	10AS No	20AS No
12A Yes	24A Yes	12A No	24A Yes		
Family	Peers	Family	Peers	Family	Peers

If the child's response DIFFERS from the response on the answer key, mark the response with the LETTERS that apply to that page and that number.

[In this way you mark ONLY those responses that indicate the child has a negative self-concept. By marking them with the letters, you will be able to tell which objective is being evaluated.]

WB - Well Being C - Competency BA - Being Accepted

SR — Self-Reliance AS — Acceptance of Self A — Awareness

REVISED MATH ATTITUDE SCALE*

Directions: Please write your name in the upper right hand corner. Each of the statements on this opinionnaire expresses a feeling which a particular person has toward mathematics. You are to express, on a five-point scale, the extent of agreement between the feeling expressed in each statement and your own personal feeling. The five points are: Strongly Disagree (SD). Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA). You are to encircle the letter (s) which best indicates how closely you agree or disagree with the feeling expressed in each statement AS IT CONCERNS YOU.

1. I am always under a terrible strain in a math class. SD D U A SA
2. I do not like mathematics, and it scares me to have to take it. SD D U A SA
3. Mathematics is very interesting to me, and I enjoy math courses. SD D U A SA
4. Mathematics is fascinating and fun. SD D U A SA
5. Mathematics makes me feel secure, and at the same time it is stimulating. SD D U A SA
6. My mind goes blank, and I am unable to think clearly when working math. SD D U A SA
7. I feel a sense of insecurity when attempting mathematics. SD D U A SA
8. Mathematics makes me feel uncomfortable, restless, irritable, and impatient. DS D U A SA
9. The feeling that I have toward mathematics is a good feeling. SD D U A SA
10. Mathematics makes me feel as though I'm lost in a jungle of numbers and can't find my way out. SD D U A SA
11. Mathematics is something which I enjoy a great deal. SD D U A SA
12. When I hear the word math, I have a feeling of dislike. SD D U A SA
13. I approach math with a feeling of hesitation, resulting from a fear of not being able to do math. SD D U A SA
14. I really like mathematics. SD D U A SA
15. Mathematics is a course in school which I have always enjoyed studying. SD D U A SA
16. It makes me nervous to even think about having to do a math problem. SD D U A SA
17. I have never liked math, and it is my most dreaded subject. SD D U A SA
18. I am happier in a math class than in any other class. SD D U A SA
19. I feel at ease in mathematics, and I like it very much. SD D U A SA
20. I feel a definite positive reaction to mathematics, it's enjoyable. SD D U A SA

*L.R. Aiken, Jr., in *Journal of Educational Research,* Vol. 50., pp 476-480, Dembar Educational Research Services Inc., 1963; Madison, Wisconsin

(Samples)

Description of Exercises

The exercises included in this Demonstration Package were actually administered during the first year of National Assessment's field operations. They were selected to illustrate those kinds of exercises.

They are taken from the subject areas of Science and Citizenship.

The exercises have been edited to eliminate the interviewer or tape-recorded stimulus which were used in the actual administration. You can check your responses by turning to the scoring key.

Directions for Answering Exercises

Some of the exercises in this booklet are followed by several possible answers. Fill in the oval beside the answer you consider to be the most appropriate one.

Other exercises require a written statement. Please use the lines below this type of exercise for your answer.

1. A. Does the President have the right to do anything affecting the United States that he wants to do?
   - ○ Yes (Go to B)
   - ○ No (Go to C)
   - I don't know.

   B. (If "Yes") Why?

   _____

   _____

   C. (If "No") Why Not?

   _____

   _____

2. In a particular meadow there are many rabbits that eat the grass. There are also many hawks that eat the rabbits. Last year a disease broke out among the rabbits and a great number of them died. Which of the following probably then occurred?
   - ○A. The grass died and the hawk population decreased.
   - ○B. The grass died and the hawk population increased.
   - ○C. The grass grew taller and the hawk population decreased.
   - ○D. The grass grew taller and the hawk population increased.
   - ○E. Neither the grass nor the hawks were affected by the death of the rabbits.
   - ○X. I don't know.

3. In the blanks below write the last names of the persons now holding these offices in the United States government.
   (1) What is the last name of the President? _____
   (2) Vice-President? _____
   (3) Secretary of State? _____
   (4) Secretary of Defense? _____
   (5) Speaker of the House? _____
   (6) Senate Majority Leader? _____

4. A student made the following statement, "Some carbon atoms in the bread that I ate last night might have once been part of the dinosaur's body."
   Which of the following is the best appraisal of the student's statement?
   - ○A. It contradicts the law of conservation of matter.
   - ○B. It is ridiculous because dinosaurs lived so long ago.
   - ○C. It could be true because atoms are rarely created or destroyed.
   - ○D. It could be true only if the bread was grown in soil containing dinosaur fossills.
   - ○E. It could not possibly be true because dinosaurs were animals, but wheat is a plant.
   - ○X. I don't know.

5. Whenever scientists carefully measure any quantity many times, they expect that
   - ○A. all of the measurements will be exactly the same.
   - ○B. only two or the measurements will be exactly the same.
   - ○C. all but one of the measurements will be exactly the same.
   - ○D. most of the measurements will be close but not exactly the same.
   - ○X. I don't know.

6. A. In the past five years, have you talked with or written to a government official or representative about some civic issue?
   Yes (Go to B)
   No (Go to Exercise 7)

   B. (If "Yes" to A) What was it about?

   _____

   _____

   C. If you have talked with or written to officials on more than one civic issue would you state what the other issue were?

   _____

   _____

   _____

   _____

   _____

*National Assessment of Educational Progress, "Actual Science and Citizenship Exercises from the first year's assesment", (Demonstration Package), Denver, Colo.; Education Commission of the States, 1970.

7. On the average, in human females, the egg is released how many days after menstruation begins?
   - ○A. 2 days
   - ○B. 9 days
   - ○C. 14 days
   - ○D. 20 days
   - ○E. 24 days
   - ○X. I don't know.

8. Why do very few people get smallpox in the United States today?
   - ○A. The weather conditions have changed.
   - ○B. Most people get smallpox vaccinations.
   - ○C. People move more often than they used to.
   - ○D. People drink more milk today than ever before.
   - ○E. All the germs that cause smallpox have been killed.
   - ○X. I don't know.

9. People feel differently toward people of other races. How willing would you be to have a person of a different race doing these things? Please fill in the oval in front of the answer you choose for each question, A through E.

   A. Be your dentist or doctor
      - ○Willing to
      - ○Prefer not to

   B. Live next door to you
      - ○Willing to
      - ○Prefer not to

   C. Represent you in some elected office
      - ○Willing to
      - ○Prefer not to

   D. Sit at a table next to yours in a crowded restaurant
      - ○Willing to
      - ○Prefer not to

   E. Stay in the same hotel or motel as you
      - ○Willing to
      - ○Prefer not to

10. A motor boat can travel 5 miles per hour on a still lake. If this boat travels downstream on a river that is flowing 5 miles per hour, how long will it take the boat to reach a bridge that is 10 miles downstream?
    - ○A. 15 Min.
    - ○B. 30 min.
    - ○C. 45 min.
    - ○D. 60 min.
    - ○E. 75 min.
    - ○X. I don't know.

11. A 5-pound rock is dropped from a cliff 500 feet high. The longer the rock falls, the greater its
    - ○A. acceleration.
    - ○B. potential energy.
    - ○C. speed.
    - ○D. total energy.
    - ○E. volume.
    - ○X. I don't know.

12. There are many ways in which citizens can influence government policy. What ways can you think of for citizens to influence government policy?

(1) _____

_____

(2) _____

_____

(3) _____

_____

(4) _____

_____

(5) _____

_____

13. The solid, liquid, and gaseous states of water differ in which of the following ways?
    - ○A. The number of protons per molecule
    - ○B. The number of electrons per molecule
    - ○C. The net charge on the individual molecules
    - ○D. The number of neutrons per individual molecule
    - ○E. The average speed with which the molecules are moving
    - ○X. I don't know.

14.

Weights of some Chemical Elements Found in a 100 Pound Human	
Calcium	2 pounds
Carbon	18 pounds
Hydrogen	10 pounds
Oxygen	64 pounds
Phosphorus	14 ounces
Sodium	2 ounces
Sulphur	4 ounces

From the chart above, which chemical element is found in the GREATEST amount in the body?
- ○A. Calcium
- ○B. Carbon
- ○C. Hydrogen
- ○D. Oxygen
- ○E. Phosphorus
- ○X. I don't know.

15.

Weights of Some Chemical Elements Found in a 100 Pound Human	
Calcium	2 pounds
Carbon	18 pounds
Hydrogen	10 pounds
Oxygen	64 pounds
Phosphorus	14 ounces
Sodium	2 ounces
Sulphur	4 ounces

From the chart above, which of the following chemical elements is found in the SMALLEST amount in the body?

A. Calcium
B. Carbon
C. Hydrogen
D. Sodium
E. Sulphur
X. I don't know.

16. A. Is there any place in the world where people are not treated fairly because of their religion?

Yes (Go to B)
No (Go to next exercise)

B. (If "Yes") Where is that? _____

C. What kind of unfair treatment do you have in mind? _____

_____

(If example in U.S. is given in B, go to exercise 17. If not, go to D.)

D. Does it ever happen in the United States?

Yes (Go to E)
No (Go to next exercise)

e. (If "Yes") Where is that? _____

_____

f. What kind of unfair treatment do you you have in mind? _____

_____

17. Why do we have a government?

_____

_____

18. Why do you think that senators and representatives often try to vote the way people in their states or districts would want them to?

_____

_____

ANSWERS

1.A. No

B. Part B was not scored; it was asked to insure that respondents understood Part A and to give them a chance to explain their position.

c. Acceptable reasons to C (examples): People could stop him; elected officials could stop him; checks and balances system of government; laws stop him; country would be a dictatorship; not the democratic way. Unacceptable reasons to C (examples): Police or Vice-President would stop him; he wouldn't be doing his job; he might do something that could hurt the country; he would be doing what is right; people vote for him not to; he can't do it; he just advises us; he can't do everything since he is only one person; everybody, even the President, has some limitations.

2. C
3. (1) Nixon; (2) Agnew; (3) Rogers; (4) Laird; (5) McCormack; (6) Mansfield.
4. C
5. D
6. This exercise was scored on the basis of the number of issues with civic relevance listed by the respondents.
7. C
8. B
9. The preferred response to this exercise was "willing to."
10. D
11. C
12. Acceptable answers: Vote; write or speak to elected officials; attend city council meetings, give opinions at public meetings; organize or join a group to work on the problem; participate in civic activities; campaign for representatives; run for office; speak to other individuals; petition; demonstrate protest; strike; write to editor of a newspaper; write articles; speak on radio or television; referendum; recall; initiative; write the bill you want passed; lobby; bribe; riot. The last two answers were rarely given but were credited as technically correct even though they are unlikely. Answers *not* accepted as correct: No response; exercise their civil rights; keep informed, read up on the problem; I couldn't do anything; nothing would do any good.
13. E
14. D
15. D

16. Acceptable answers to C and F: Any plausible answers which indicated that the respondents were aware of some actual kind of religious discrimination were accepted. Categories of acceptable answers concerned government restriction on where to worship, governmental suppression of any kind of worship, restrictions on beliefs, physical punishment for religious activities, loss of rights or property, place of living or movement restricted, and social discrimination. In some circumstances any of these types of unfair treatment could also be scored as unacceptable. For example, governmental restrictions or suppression was an acceptable answer concerning Russia, but it was not acceptable concerning the U.S. since it would be an extremely rare occurrence in this country.
17. Acceptable Responses (examples): To protect the people; to give all people equal rights; international affairs; help

us deal with other countries; keep peace between the nations; for our national defense; to unite the people; to help the people; to help the poor people; to keep the economy going; to collect taxes; to initiate civic programs; to build schools; to build highways; to control the people; to keep order; to prevent chaos; without it, things would be a total mess; they need a way to control the people; to rule the people; to keep the country organized; if we didn't have a government we'd have a bunch of people running around all trying to be bosses; to make laws; to decide what is right and wrong; to enforce laws; to prevent crime.
Unacceptable Responses (examples): I don't know; for the U.S.; so we become good citizens; we need one.

18. Acceptable Reasons (examples): to be reelected; so people will vote for them; they represent the people; they were elected to represent the people; if they don't, they're just representing themselves; they want to please the people; they want to be liked; they want to do what the people want; they are usually well-intended, wanting to do what is right and to have better laws; if they don't, it will cause trouble.
Unacceptable Reasons (examples): Because we have our freedom; so we would have a better life; it's in the law of the state; because they vote the way people want them to; they usually don't.

DESCRIPTION OF THE FOUNTAIN VALLEY SEQUENTIAL SKILL DEVELOPMENT TEST BATTERY

The Sequential Skill Development Test Battery is a series of seventy-seven (77) one-page tests. Each page is labeled at the top, and describes:

1. the LEVEL NUMBER (which stands for grade level).
2. a SKILL DESIGNATION (phonetic analysis, structural analysis, vocabulary development, etc.).
3. A PART NUMBER (a group of skills to be measured at a particular point in the teaching year).

Each of the test pages has a student answer sheet glued on two edges. Because these are printed on carbon-less paper, the student responses are automatically recorded on this student answer sheet for ease of tabulating the results of the test.

Each test has an accompanying CASSETTE which contains complete directions to the student and this, with the student answer sheet, makes the test:

1. SELF-ADMINISTERING (all time allotments are contained on the cassette).
2. SELF-SCORING (because of the carbon-less paper used for the student answer sheet).
3. DIAGNOSTIC (a NUMBER CODING SYSTEM points toward re-evaluation and/or recycling activities).

For those teachers who wish to read test directions to their students themselves, complete scripts for each test are provided. Each script may be identified by the LEVEL NUMBER, the SKILL DESIGNATION and the PART NUMBER, which corresponds to the label on each test sheet.

On each student answer sheet CURRICULUM GOALS, expressed in behavioral terms, are listed. These correspond to a NUMBER CODE SYSTEM for ease of tabulation, scoring and interpretation.

A complete list of BEHAVIORAL OBJECTIVES, which corresponds to the curriculum goals on each student answer sheet, is provided for teacher use. The teacher is thus able to select which of these curriculum and behavioral objectives is to be tested, so that the proper test to measure these may be administered at the proper time.

The NUMBER CODE SYSTEM, with teaching alternatives which guide the teacher back into the teacher's edition of Harper & Row for re-evaluation or recycling procedures, corresponds to each number designation on the CONTINUOUS PUPIL PROGRESS PROFILE. This number code system, with alternatives, helps assure proper student reinforcement.

One of the purposes of this battery of tests is to evaluate the pupil's learning or competency immediately after the completion of a teaching unit by the teacher. This can be accomplished by using a part of one test or parts of several tests. As the teacher becomes familiar with the BEHAVIORAL OBJECTIVE of each item on the tests, selection of tests for evaluation on the completion of teaching units will be facilitated. Whenever possible, the teacher should plan teaching units to coincide with the tests.

*Richard L. Zweig & Associates, *Reading; Sequential Skills Development Test Battery*, Fountain Valley, Calif.; Fountain Valley School District, 1970.

The tests are designed so that any of the BEHAVIORAL OBJECTIVES may be tested at any grade level at any time.

As an example, if a third grade teacher wishes to test Phonetic Analysis skills at the second grade level, the proper test measuring these skills may be selected and tested at any appropriate time. The value of the prerecorded test directions lies in the fact that any student may be individually tested on any of the tests when the need for that test becomes apparent.

A student transferring into the school at any point in the school year may be tested at any time without disturbing the teaching sequences or classroom activities. The teacher merely gives him a CASSETTE and a TEST. The testing may be done at any point in the school day.

The CONTINUOUS PUPIL PROGRESS PROFILE will clearly show at any point what skill level each student has attained, and which specific deficiencies need work and remediation. By cross referencing with the number code, the teacher is thus able to select specific activities from the teacher's edition of The Harper & Row Basic Reading Program to give added reinforcement or reteaching for each specific BEHAVIORAL OBJECTIVE.

The systems approach employed in this test battery will pinpoint accomplishments and deficiencies and outline individual prescriptive activities for every student in the classroom. It permits the teacher to know which activities are appropriate at each level and skill designation for the entire reading process.

Continuous Pupil Progress Profile and the Number Code System.

1. The CONTINUOUS PUPIL PROGRESS PROFILE sheet for each area and skill to be tested is available along with the number code system.

2. The CONTINUOUS PUPIL PROGRESS PROFILE permits teachers to:
   a. follow a pupil's progress in five skill areas of reading for the first six grades of his schooling.
   b. glean an instant knowledge of prerequisite skills in each area of reading prior to the beginning of instruction.
   c. re-evaluate and/or recycle students to gain mastery of skills before proceeding to skills which require knowledge of those which come before them.
   d. avoid needless frustration on the part of teachers and students.
   e. provide the student with instruction at a level where he can perform and succeed.

3. There are three columns on the CONTINUOUS PUPIL PROGRESS PROFILE.
   a. The first column on the left is the RECYCLE column.
   b. The second column is the RE-EVALUATE column.
   c. The third column is the REJOICE column.

4. The column headings are defined as follows:
   a. RECYCLE: the pupil needs to be completely recycled through the teaching process used for a particular skill.
   b. RE-EVALUATE: the pupil needs to review a particular skill, and then be retested.
   c. REJOICE: the pupil has sufficient mastery of this particular skill.

ADMINISTRATION OF TESTS-RECORDED INSTRUCTIONS

Before administering each test, the teacher should review the BEHAVIORAL OBJECTIVES, review the written instructions and review the tape. It is important to be completely familiar with all of the test items, as these tests are designed to be a part of the teaching program.

As both children and teachers become familiar with the evaluation routine, less time will be consumed in review and preparation.

Preparation for evaluation or testing should include the following:

a. a check of the environment to avoid distraction - especially noise.
b. The placement of a note on the classroom door indicating that audio-evaluation is in progress.
c. a check of room lighting, temperature and ventilation - children should be physically comfortable.
d. a seating arrangement for the children (seat to avoid copying).
e. The placement of the tests on desk or table until instruction begins on the audio tape.

Children may be tested individually or in groups.

a. To test an individual student:

1. Make sure the cassette is placed in the recorder with the proper side up, and that it is rewound and ready to play.
2. make sure that the test sheet matches the label designation of the cassette.
3. make sure the student is in a comfortable position and that his

headphones are properly worn.
4. be sure he has his test sheet in the proper position.
5. make sure the student has a sharpened pencil.
6. start the recorder for the student.
7. watch for the student to raise his hand at the conclusion of the testing.

b. For group testing:

1. If groups of children are tested on a listening post, follow the procedures listed above.
2. If the entire class is to be tested, follow the procedures listed above, and insure that the volume is properly adjusted so that all students may hear the directions without distortions.

ADMINISTRATION OF TESTS BY THE TEACHER

The teacher may wish to test groups of children without the use of the pre-recorded cassette. There are complete scripts for each test provided for those teachers who wish to read test directions to their students themselves.

The teacher should be aware that the "M" and "C" designations on each script indicates the following: "M" for the male voice and "C" for the child's voice. The teacher, of course, will read all instructions regardless of these "M" and "C" designations. (These are included on the scripts so that the teacher may be familiar with the actual recording on the cassette.)

It is recommended that the teacher review these instructions before administering each test.

As children become familiar with the testing or evaluation routine, there will be less need to review each item of preparation.

Preparation for evaluation or testing should include the following:

a. a check of the environment to avoid distraction - especially noise.
b. the placement of a note on classroom door indicating that audio-evaluation is in progress.
c. a check of room lighting, temperature and ventilation - children should be physically comfortable.
d. a seating arrangement for the children (seat to avoid copying).
e. the placement of the tests on desk or table until instruction begins.

SCORING OF TESTS

On each answer sheet you will find a small box with scoring instructions in it. Here you will find the number of correct answers necessary to mark the REJOICE column, the RE-EVALUATE column or the RECYCLE column for each skill number on the Continuous Pupil Progress Profile.

With the exception of the Phonetic Analysis section, the other two answers indicated by numbers will show difficulties relating to the BEHAVIORAL OBJECTIVE for each skill tested. In the Phonetic Analysis section, other numbers indicating confusions and/or other PERCEPTUAL type deficits will be indicated by the number circled, and the accompanying lower case letters.

A. For example, if two correct answers for skill indicates a scoring in the REJOICE column, the date of the test should be entered in the REJOICE column beside the number code for that skill.
B. If, for the same skill, a score of ONE correct answer indicates a re-evaluation, the date of the test should be entered into the RE-EVALUATE collumn for that skill number. The difference between RECYCLE and RE-EVALUATE is one of teaching in depth.
C. If a zero score indicates recycling, the date should be entered in the RECYCLE column for that skill number.
D. The number of correct answers required for the REJOICE column corresponds to the percentage of correct answers listed as the CURRICULUM goal for each test. These are found at the top of the student answer sheet for that test.
E. There are separate Continuous Pupil Progress Profiles for each of the following:
   1. Word Analysis/Phonetic
   2. Word Analysis/Structural Analysis
   3. Vocabulary Development
   4. Comprehension
   5. Study Skills

   Please make sure that you mark the date on the correct PROFILE.
F. The tests are printed on carbon-less sheets, so that each choice is automatically recorded on an attached answer sheet. The teacher will be left with only a few simple follow-up procedures. These are listed in a suggested order of priority.
   1. Collect the single test sheets from the pupil or pupils as hands are raised.
   2. Remove each pupil's answer sheet from the test.
      a. The answer sheet is glued on two edges of the test sheet.
      b. Gently separate the answer sheet from the edges of the test sheet.
   3. Interpret the responses.

a. When the "+" is circled, the student has made a correct response.
b. Any other answer will indicate the NUMBER OF THE PROBLEM AREA in which the individual student is having difficulties.
c. The NUMBER CODE is very simple to follow.

A characteristic code will have one number followed by a dash and another number (i.e. 1-7a).

1. The first number represents the reading level being tested.
2. The second number (after dash) represents the particular skill being tested for each item.
3. A "p" in place of the first number will indicate the pre-primer or primer level.
4. Any letter following the skill number in the code will relate to problem areas in phonetic analysis and will be found only on the phonetic analysis and will be found only on the phonetic analysis tests. These diagnose perceptual type problems in word attack skills, and should be entered separately on the CONTINUOUS PUPIL PROGRESS PROFILE. These letters supply additional diagnostic information, and point toward patterns of cognition, which may interfere with sequential learning.

SAMPLE: Vocabulary Development
Level 5

5-1, Recognizing Unknown Words Through Context

The learner will demonstrate his ability to recognize unknown words through context by selecting, from a set of words, a word that appropriately completes a sentence which is read aloud.

5-2, Recognizing Words Through Sentence

The learner will demonstrate his ability to recognize words through sentence by selecting, from a set of words, the word that appropriately completes a sentence which is read aloud.

5-3, How, Where, When, Who and What

The learner will demonstrate his ability to recognize whether a sentence answers the question how, where, when, who or what by selecting, from a set of these words, the word that identifies the kind of information expressed in a stimulus sentence which is read aloud.

5-4, Definitions and Meanings

The learner will demonstrate his ability to understand definitions and meanings by selecting, from a set of words, the word that appropriately completes a sentence that is read aloud and defines the word which is chosen.

5-5, Multiple Meanings

The learner will demonstrate his ability to understand multiple meanings by selecting, from two sets of words, the same word to appropriately complete two sentences that are read aloud - each requiring a different meaning of the word.

Fountain Valley School District
SEQUENTIAL SKILL DEVELOPMENT TEST BATTERY

LEVEL 5
Vocabulary Development

(Sample)

Name _____ Date _____

1.	quality	quantity	qualify
2.	quality	quantity	qualify
3.	quality	quantity	qualify
4.	quality	quantity	qualify
5.	quality	quantity	qualify
6.	distribute	attribute	contribute
7.	distribute	attribute	contribute
8.	distribute	attribute	contribute
9.	distribute	attribute	contribute
10.	how	who	what
11.	how	who	what
12.	how	who	what

1.	when	where	what
2.	when	where	what
3.	when	where	what
4.	admission	permission	submission
5.	admission	permission	submission
6.	admission	permission	submission
7.	admission	permission	submission
8.	industry	image	intelligence
9.	industry	image	intelligence
10.	industry	image	intelligence
11.	industry	image	intelligence
12.	industry	image	intelligence

243

School Name

PHYSICAL EDUCATION SURVEY*

TO: Students in California High Schools

FROM: Wilson Riles, Superintendent of Public Instruction

The California State Department of Education is engaged in an in-depth study of the high school physical education programs. The following questionnaire is being distributed to each student in a sample of 25 high schools throughout California to obtain current information on existing programs.

Wilson Riles

Please try to answer all questions. Use a No. 2 pencil. Darken completely the oval corresponding to your response choice. If you do not know how to answer a question or have no opinion, do not mark any of the choices for that question. If you need to erase, do so carefully and thoroughly. Make no stray marks.

A. Identification
- ○ 12th grade student
- ○ 11th grade student
- ○ 10th grade student
- ○ 9th grade student

B. Identification
- ○ male
- ○ female

	quite a bit	very much	some	not at all
1. Do you enjoy physical education in high school?	○	○	○	○
2. To what extent are you using the skills learned in physical education in your recreation outside of school?	○	○	○	○

*Developed by the California State Department of Education, Sacramento California, 1974.

3. Outside of physical education classes, approximately how many days per week do you engage in the following types of physical activity during the school year?

	0-1 day	2-3 days	4-5 days	6-7 days
a. organized team sports such as basketball, volleyball	○	○	○	○
b. individual/dual sports such as golf, tennis	○	○	○	○
c. water sports such as swimming, scuba diving	○	○	○	○
d. social activities such as dancing, recreation games	○	○	○	○
e. physical fitness such as jogging, bicycling	○	○	○	○
f. weight control through exercise	○	○	○	○
g. physical labor	○	○	○	○

4. Is this as much time as you would like to spend on physical activity?

○ a. yes

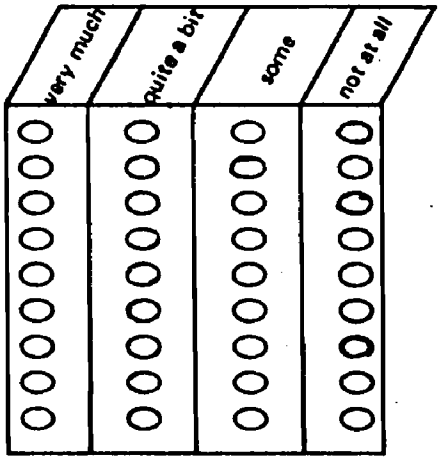
○ b. no

IF NO, what are your main reasons for not spending more? Check <u>each</u> reason which applies.

	applies	does not apply
a. lack of time due to:		
(1) study	○	○
(2) work	○	○
(3) extra-curricular activities	○	○
b. lack of skill	○	○
c. prefer to do other things	○	○
d. no opponent or companion	○	○
e. lack of finances	○	○
f. facilities not readily available	○	○
g. other	○	○

248

5. In your opinion, how much should the following criteria be used to evaluate students in physical education?



a. written test on course content
b. physical performance test (fitness)
c. motor or activity skills test
d. observation by teacher
e. attendance record
f. inspection of uniforms
g. showering record
h. peer (student) evaluation
i. personal improvement

6. In your opinion, what marks should be given to students in physical education? Mark only one.

a. letter grades
b. pass/fail
c. A/pass/fail
d. grades should not be given
e. other
f. undecided

7. In your opinion, what clothing requirements for physical education would be best for safety, convenience, and hygiene? Mark only one.

a. standardized uniforms
b. any clothing appropriate for the activity
c. no specific clothing requirement

8. Were you on an interscholastic athletic squad in 1973-74?

a. yes
b. no

9. Outside of physical education classes and interscholastic athletics, on the average, how many hours per week do you engage in moderate to vigorous physical activity during the school year?

a. 0-3 hours per week

b. 4-7 hours per week ○
c. 8-11 hours per week ○
d. 12-15 hours per week ○
e. 16 or more hours per week ○

10. In your opinion, should high school students be required to take physical education?

a. yes ○
b. no ○

IF YES, at which grade levels? Check each grade applicable.

a. 12th grade ○
b. 11th grade ○
c. 10th grade ○
d. 9th grade ○

11. If you were not required to take physical education in the 11th and 12th grades, what would you do with that time? Mark only one.

a. take physical education anyway ○
b. take an additional class other than physical education ○
c. take a study-hall class ○
d. have a shortened school day ○
e. undecided ○

250

12. If you were not required to take physical education in the 11th and 12th grades, what would you do about exercise? Mark only one.

a. exercise more outside of school ○
b. exercise less outside of school ○
c. exercise about the same as now outside of school ○
d. undecided ○

13. How would you rate the overall quality of the following four programs in your school?

	excellent	very good	good	fair	poor	no opinion
a. boys' physical education	○	○	○	○	○	○
b. girls' physical education	○	○	○	○	○	○
c. boys' interscholastic athletics	○	○	○	○	○	○
d. girls' interscholastic athletics	○	○	○	○	○	○

14. If your physical education is to be improved further, what in your opinion should receive more emphasis? (For this question, a "no opinion" column is provided.)

	very desirable	desirable	undesirable	very undesirable	no opinion
a. lifetime sports (such as tennis, golf, and bowling)	○	○	○	○	○
b. interscholastic athletics	○	○	○	○	○
c. intramural sports	○	○	○	○	○
d. directly supervised practice	○	○	○	○	○
e. authoritarian teaching styles	○	○	○	○	○
f. creative teaching styles	○	○	○	○	○
g. lenient class rules and regulations	○	○	○	○	○
h. facilities	○	○	○	○	○
i. equipment and supplies	○	○	○	○	○
j. physical fitness	○	○	○	○	○
k. variety of units or courses	○	○	○	○	○
l. coeducational classes	○	○	○	○	○
m. relationships among exercise, health, and physiology	○	○	○	○	○
n. student choice of activities	○	○	○	○	○
o. communication with parents	○	○	○	○	○
p. reduction of non-teaching duties for physical education teachers	○	○	○	○	○
q. equalization of boys' and girls' physical education budgets (apart from athletic budgets)	○	○	○	○	○

15. On the average, what percent of the total time allotted for physical education are you engaged in the following types of activities during the school year? (The total should add to 100%.)

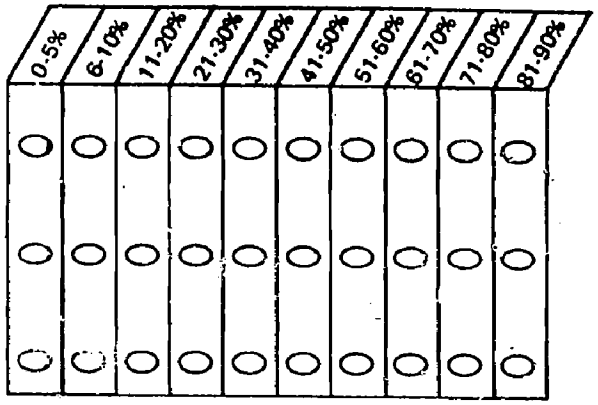
	0-5%	6-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%
a. changing clothes and showering	○	○	○	○	○	○	○	○	○	○
b. waiting for the roll to be taken	○	○	○	○	○	○	○	○	○	○
c. engaging in physical activity	○	○	○	○	○	○	○	○	○	○

16. What percent of the time you engage in physical activity is spent in mild,moderate, or vigorous activity? (The total should add to 100%.)

a. mild activity with normal breathing such as walking, standing, playing shuffle-board and softball

b. moderate activity with heavier than normal breathing such as badminton, jogging slowly, jumping rope slowly

c. vigorous activity with very heavy breathing and rapid pulse such as running, swimming laps, playing handball or basketball.



17. What physical education units or courses have you taken? Answer in the first column. Which units or courses would you like to take if they were offered? Select no more than ten. Answer in the second column. If you have already participated in an activity and would like to take it again, you should use it as one of your choices and mark both columns.

		have taken	would like to take (select no more than 10)
a.	archery		
b.	badminton		
c.	ballet/modern dance		
d.	baseball		
e.	basketball		
f.	bicycling		
g.	bowling		
h.	boxing		
i.	camping/hiking		
j.	canoeing/sailing		
k.	diving		
l.	drill team		
m.	family games		
n.	fencing		
o.	fitness unit		
p.	flag or touch football		
q.	folk/square/social dance		
r.	golf		
s.	gymnastics		
t.	handball/paddleball/ra etball		
u.	hockey		
v.	ice skating		
w.	jazz/tap dance		
x.	jogging/cross-country		
y.	judo/karate		
z.	mountaineering/rockclimbing		
aa.	self-defense		
bb.	skin/scuba diving		
cc.	snow skiing		
dd.	soccer		
ee.	softball		
ff.	speed-a-way		
gg.	surfing		
hh.	swimming/diving		
ii.	table tennis		
jj.	tennis		
kk.	track and field		
ll.	volleyball		
mm.	water skiing		
nn.	weight training/conditioning		
oo.	wrestling		
pp.	yoga		
qq.	other (describe)_____		

252

Activities 1-3: ASK-AND-GUESS

The first three activities will be based on the drawing below. These activities will give you a chance to see how good you are at asking questions to find out things that you don't know and in making guesses about possible causes and consequences of happenings. Look at the picture. What is happening? What can you tell for sure? What do you need to know to understand what is happening, what caused it to happen and what will be the result?

Activity 1. ASKING. On this page, write out all of the questions you can think of about the picture on this page opposite this one. Ask all of the questions you would need to ask to know for sure what is happening. Do not ask questions which can be answered just by looking at the drawing. You can continue to look back at the drawing as much as you want to.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Activity 2, GUESSING CAUSES: In the spaces below, list as many *possible* causes as you can of the action shown in the picture on page 2. You may use things that might have happened just before the things that are happening in the picture, or some that happened a long time ago that made these things happen. Make as many guesses as you can. Don't be afraid to guess.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Activity 3. GUESSING CONSEQUENCES: In the space below, list as many possibilities as you can of what might happen as a result of what is taking place in the picture on page 2. You may use things that might happen right afterwards or things that might happen as a result long afterwards in the future. Make as many guesses as you can. Don't be afraid to guess.

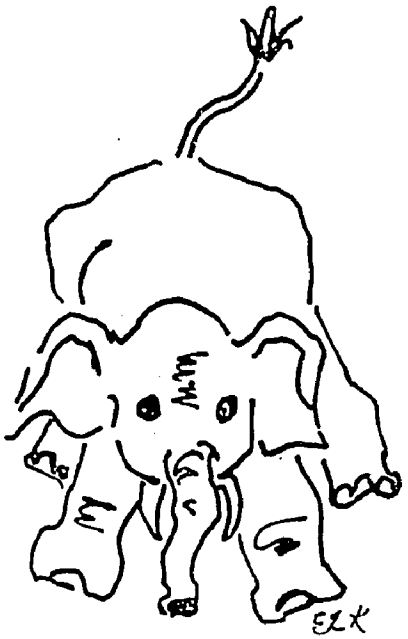
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

*E. Paul Torrance, *Torrance Tests of Creative Thinking*, (Research Edition), pp. 3-5, Princeton, N.J.; Personnel Press, Inc., 1966.

19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Activity 4: PRODUCT IMPROVEMENT

In the middle of this page is a sketch of a stuffed toy elephant of the kind you can buy in most dime stores for about one or two dollars. It is about six inches tall and weighs about a half pound. In the spaces on this page and the next one, list the cleverest, most interesting and unusual ways you can think of for changing this toy elephant so that children will have more fun playing with it. Do not worry about how much the change would cost. Think only about what would make it more fun to play with as a toy.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____

Activity 5: USUAL USES UNUSUAL [Cardboard Boxes]

Most people throw their empty cardboard boxes away, but they have thousands of interesting and unusual uses as you can think of. Do not limit yourself to any one size of box. You may use as many boxes as you like. Do not limit yourself to the uses you have seen or heard about; think about as many possible new uses as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Activity 6: UNUSUAL QUESTIONS

In this activity, you are to think of as many questions as you can about carboard boxes. These questions should lead to a variety of different answers and might arouse interest and curiosity in others concerning boxes. Try to think of questions about aspects of cardboard boxes which people do not usually think about.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

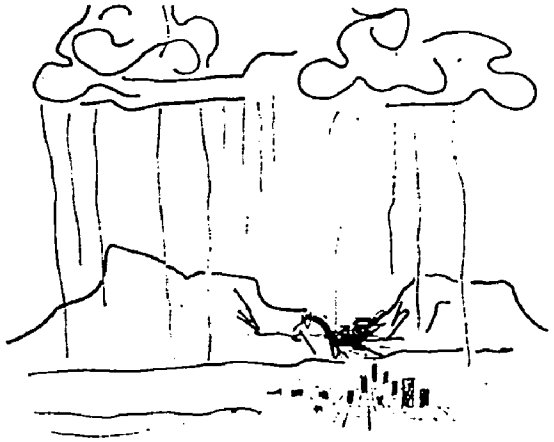
Activity 7: JUST SUPPOSE

You will now be given an improbable situation-one that will probably never happen. You will have to *just suppose* that it has happened. This will give you a chance to use your imagination to think out all of the other exciting things that would happen IF this improbable situation were to come true.

In your imagination, *just suppose* that the situation described were to happen. THEN think of all of the other things that would happen because of it. In other words, what would be the consequences? Make as many guesses as you can.

The improbable situation-JUST SUPPOSE *clouds had strings attached to them which hang down to earth.* What would happen? List your ideas and guesses on the next page.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

Suggested Uses of the Tests

The author and publisher would like to suggest what they regard as some of the legitimate uses of these (test) batteries in their present stage of development. Scores of developmental and research studies of these measures are already under way and it is not possible in this manual to reflect the results of all of those that have been completed. This will be done in future publications. Meanwhile, other studies will be undertaken and other test activities or tasks will be created and tested. We would like to suggest the following uses for the present Verbal and Figural Tests A and B:

1. Basic studies that will yield a more complete understanding of the human mind and its functioning and development. In order to design a more human kind of education that will give all children a better chance to achieve their potentialities, studies of this type are needed. There seems to be little doubt that the abilities brought into play by these tests give us additional insights into important aspects of one's mental functioning. This is true whether one is willing to call these abilities "creative thinking abilities" or would prefer to use some other label. Whatever they measure seems to make a difference in the lives of children, young people, and adults.
2. Studies designed to discover effective bases for individualizing instruction. Educators have long talked of the ideal of individualizing instruction without very many scientific bases for accomplishing the task, even in a one-to-one relationship. Since abilities at least to some extent constitute a basis of needs and motivations, knowledge about a person's creative thinking abilities seems to reveal differential preferences for ways of learning. It does not seem appropriate to review here a variety of convergent bits of evidence (Torrance, 1965b). but it seems rather clear that children who score high on measures of creative thinking abilities, divergent thinking abilities, etc. differ in some

quite fundamental ways from those who score low on such measures. They prefer to learn in creative ways, by experimentation, manipulation, inquiry, etc. rather than by authority, through spontaneous rather than deliberate ways, by discovery rather than by authoritative identification. This is a general and somewhat tentative conclusion and should be tested further and elaborated a great deal.

3. Sources of clues for remedial and psychotherapeutic programs. Certainly there is a need to learn far more than we now know about the clinical uses of these tests. A number of clues for remedial and psychotherapeutic programs are already available. Studies now in progress with potential dropouts in junior high school show that such students manifest serious disability in elaborating their ideas. This observation is supported by dozens of other studies that indicate that elaboration is involved in grade getting in school, that a lack of it is characteristic of delinquents, that high elaborators are concerned about not being able to meet the high expectations that others have of them, and the like. Many children who have learning difficulties manifest tremendously creative behavior on figural tests but apparently their fear of verbal symbols makes them seem to be mentally paralized on verbal tests. Children with certain behavior difficulties in school may perform outstandingly on measures such as the Product Improvement Activity or Unusual Uses, yet show little creative behavior on tasks involving the formulation of hypotheses concerning causation and consequences, as in the Ask-and-Guess Test. The developmental curves for these tests also show discontinuities in development that seem to be psychologically meaninful and seem to have some rather direct relevance to problems of personality disturbance, delinquency, and mental health.

4. Assessing the differential effects of various kinds of experimental programs, new curricular arrangements or materials, organizational arrangements, teaching procedures, and the like. The author has always felt frustrated by experiments that show that students without instruction learn as much as those with instruction, as much with TV instruction as with live teachers, as much with inexperienced teachers as with experienced ones, as much in large groups as in small ones. Almost always the measures used in such assessments involve primarily recognition of reproductive kinds of achievement and mental growth. There seems little doubt but that many of these studies would show different results, if a greater variety of measures of intellectual growth and/or achievement had been used depending upon the goals of the educational experience.

5. As a means of becoming aware of potentialities that might otherwise go unnoticed. Although the measures derived from Verbal and Figural Tests A and B will not identify all possible types of creative potentiality and we do not know whether kindergarteners identified as creative gifted will actually become creative adults, we feel rather confident that these measures can be used by school psychologists, counselors, and teachers as a way of becoming aware of potentialities that might otherwise be overlooked. This is especially true in looking for giftedness in culturally disadvantaged children, children from lower socioeconomic classes, minority groups, and the like. Even if we find that some children who score extremely high on these tests are invalid or that they do not have value in helping educators become aware of intellectual potentialities, we need to recognize that educational experiences and guidance have or can have important consequences. Any test of mental ability represents some kind of potentiality. We should recognize that even socially disapproved behaviors may indicate the existence of valued potentialities. Clever and ingenious ways of cheating on an examination have been recognized as indicators of talents that with wise guidance were developed into socially valued achievements.

We must also consider what kind of creative potential we want to identify and predict. Do we want to identify only those potentialities that will flourish in spite of all efforts to thwart them? Or, do we want also to identify those potentialities that will be realized under intelligent guidance, more favorable learning conditions, and the like? It is the assumption of the author that we ought to be concerned about both.