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ABSTRACT

Observations were conducted in 29 elementary schools in which reading instruction had been found to be effective, as well as in classes from less effective schools, in order to determine the characteristics which were associated with effective and ineffective compensatory reading programs. The schools' membership in a cluster (partially effective, partially ineffective, etc.) was not known by the observers or the schools. A number of comments, reactions, and descriptions of classroom activities were provided by the observers. Observers' reactions and factor analyses of data collected on the Classroom Observation Schedule suggested eleven variables associated with effectiveness: (1) student autonomy: (2) adult centeredness of the classroom: (3) classroom affect: (4) teacher warmth, charisma, or leadership style: (5) teacher/classroom flexibility: (6) effectiveness of instruction: (7) student involvement: (8) structure: (9) student/teacher interaction: (10) punitive teacher control and (11) equality of teacher attention to students. Five exceptionally effective schools were observed three times: their characteristics included assignment of high priority to reading instruction, attention to basic skills, breadth of instructional materials, and sharing of ideas among teachers. Successful characteristics of individual teachers were not readily apparent. (The Classroom Observation Schedule, the School Rating Schedule, and its manual are appended). (GDC)

PR 76-3

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Planning, Budgeting, and Evaluation

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The individuals who made up our traveling troupe of observers and who provided a variety of insights into the nature of life in classrooms. Lola Appel, Martha Baer, Jerilee Grandy, Frieda Hardy, Kay Butler-Nalin, Dean Seibel, Jeanne Shearer, Joanne Timmins, Susan Weinberg, and Patricia Wright all organized site visits and wrote case studies in addition to conducting observations. Others who observed were J. Evans Alloway, Marianne Amarel, Thomas Barrows, Clair Bowman, Edward Chittenden, Reginald Corder, Thomas Donlon, Judith Meissner, Richard Murphy, Daniel Norton, Donald Powers, Donald Rubin, and Ivor Thomas.

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Henrietta Gallagher carried out a number of operations necessary to converting the pencil marks of observers into usable data. David Saxe, in his role as curator of the data bank, matched teachers and students and, with Alfred Rogers, programmed most of the various analyses. Their efforts were ably coordinated by John Barone.

Frieda Hardy prepared sections of the final report and reviewed others. Eliza Kealy kept track of it all: the travel, the travelers, the forms, the correspondence, the case studies, and the final report.

Finally, George Mayeske, the USOE project monitor, supported and encouraged us throughout, and allowed it all to happen.

To all of these individuals, and to others we are unable to name, are conveyed our sincere thanks.

Chapter I: PHASE III SITE VISITS

Purpose and Philosophy of Site Visits

From the beginning, the staff of the Compensatory Reading Project was concerned about the limitations of the questionnaire format and particularly about the use of questionnaires as the major means of describing reading programs. It was quite apparent that for a sample the size of this one, questionnaires were the only efficient and economical means of data collection, but the staff had always felt them to be limited in providing insights into some of the less countable features of reading instruction.

There was particular concern about how complete a picture of classroom events could be constructed using questionnaire responses. There was also concern about whether self-reports by teachers and principals should be considered the sole sources of information about features of instruction thought to be related to effectiveness. Finally, there had always been a nagging suspicion on the part of the project staff that some of the most important qualities of reading programs (school and classroom climate, certain teacher qualities, and general regard for reading as an activity, to name a few) were not ascertainable by means of questionnaires. As more and more questions were raised by the data of the second phase of the study, the itch to get into schools and classrooms and to observe firsthand what was happening there became almost uncontrollable. It was decided finally that to speak with any authority at all about reading programs would require some on-site observation of at least a small number of schools.

While some classroom visits had been a feature of Phase II of the study, these were conducted in a particular group of schools using a very specific restricted observational technique (Quirk, Trismen, Weinberg, & Nalin. The Classroom Behavior of Teachers and Students During Compensatory Reading Instruction. PR-74-5. ETS, September '73). The general purposes of the new visits would be to conduct some systematic but not overly quantitative observations in classrooms in the larger sample of schools for which achievement data had been collected

during the 1972-1973 school year, and to learn as much as possible about the schools and the reading programs that could help to explain the effectiveness data. Thirty schools was deemed a number manageable by a reasonably small group of observers and yet large enough from which to sample some range of effectiveness and to derive some general conclusions.

It was reasoned that the most interesting schools to visit, in terms of yielding useful information about the nature of effective instruction, would be the ones that represented the extremes of effectiveness in the terms of this study. To learn about effective reading instruction, clearly, visits would have to be made to the most effective schools in the study. At the same time, in order to provide a contrast that might highlight those factors that contribute to effectiveness, visits should also be made to the least effective schools in the study.

It was therefore decided to choose approximately fifteen schools from among the most effective in the study and approximately fifteen schools from among the study's least effective. These schools would be visited by some subset of a larger group of observers on two separate occasions during the second semester of school year 1973-1974. In order to keep observers from simply rationalizing a school's performance, the whole effort was planned as a double-blind experiment, with neither the observers nor the schools knowing which were the effective and which the ineffective schools.

Careful precautions were taken to insure that the project staff members who would serve as site visitors were not informed of the effectiveness standings of the schools nominated for visits. Observers were told simply that some of the schools to be visited were highly effective ones (in the terms of this study, more about which later on) and some were ineffective, but that the nature of the particular schools to be visited would not be revealed until after the visits. The schools themselves were invited to participate with the explanation that the current phase of the research had as its goal a more intensive study of a small number of reading programs.

It was decided that the visits to schools should combine a research orientation with a practical classroom outlook, and site visit staff were selected who, in most cases, had research and/or teaching experience.

As noted previously, some on-site observation had been a feature of the 1972-1973 school year study (Phase II); however, the 1973-1974 site visits differed from the earlier ones in a number of significant ways. For one thing, the Phase II visits were conducted only in a special group of schools, the "noteworthy sample," chosen to represent new or unusual approaches to reading instruction. By contrast, the Phase III observations were to be conducted in schools selected from the sample at large. The Phase II site visits featured a particular approach to classroom observation in which timed samples of classroom interaction were recorded and coded on the spot by carefully trained observers. The Phase III observations were, by design, to be more free-form, requiring more judgment on the part of observers and procedures less restrictively specified. Consequently, the personnel required for the 1973-1974 observations needed more experience and richer background. The Phase II observations were limited to actual classroom reading instruction; the 1973-1974 site visits were to include any and all aspects of reading programs that could be considered related to program effectiveness.

In order to assess the degree to which the schools and reading programs being observed were the same ones that had been described by the questionnaires in Phase II (1972-1973), it was planned that the four questionnaires (Principal, Teacher Characteristics, and Class and Program Characteristics for both compensatory and non-compensatory programs) be administered again. In this way, there would be some means of assessing how accurately the observational data collected during the 1973-1974 school year could be felt to reflect the conditions of the previous school year during which the effectiveness data had been gathered. There would also be questionnaires describing this particular subset of the sample schools and

their reading programs over the three years of the project. Thus, for a small number of schools, the nature of stability (or change) in reading programs over time might be described.

Development of Classroom Observation Schedule

A review of existing schemes for classroom observation indicated that no single instrument fit or could easily be adapted to the needs of this study. Instead a new format was developed, using variables derived from the work of others who had observed in classrooms and adding variables that had been suggested by consultants or were deemed potentially useful by the project staff. The format was tried out in reading classes in local schools, by pairs of observers who would observe, take notes, fill out forms, and discuss the feasibility and usefulness of the items being tried. When a draft form of the observation scheme had been developed, members of the project staff conducted observations paired with a series of consultants who provided critical feedback about the technique, the variables, and the format. Included among the consultants so utilized were an educational anthropologist, several measurement specialists, and a number of ETS'ers with experience in reading and/or observational techniques.

Items included in the classroom observation instrument ran the gamut from straightforward, countable phenomena (number of students in the class, presence of reference books and audiovisual equipment) to highly judgmental ones (classroom affect, degree to which learning seems to be taking place). The final form (see Appendix) contained items on which there had been some consensus among the staff concerning value and ratability and for which there seemed to be some degree of inter-rater reliability.

The procedure adopted in using the classroom observation instrument, for the first round of site visits, was for observers to visit classrooms in pairs, for both observers to take narrative records of what was happening during the period of observation, and for the two observers to fill out observation forms independently. Following their independent completion of the rating forms, observers would meet to

discuss their ratings and to produce a third rating form representing the consensus of their independent ratings. In many cases, the ratings would be the same for both observers; in other cases, the rating entered on the consensus sheet would be one arrived at by the two observers after discussion of a given event. In any case, the discussions might become the focus of some worthwhile features of classroom activity; such consensus discussions would always be taped and the tapes kept until a report of the visit had been written. In this way, any classroom visit would yield a number of different pieces of information: narrative records by two observers, rating forms by two observers, a consensus rating form, and a taped discussion by the two observers of most of the features of the classroom that had been rated.

Observer Training

The staff assembled to carry out the site visits and classroom observations included a core group of twelve individuals, at least one of whom was to take part in any given site visit. The core group was augmented by a number of ETS staff members who received the same training as the core group but who were used for occasional trips either to fill out a site visit team or to provide a particular insight that might enhance the team. Some of the additional site visitors were ETS regional office staff personnel who joined teams visiting schools in their regions. Among the core observers were several research assistants, two former elementary grade teachers, and a retired ETS psychologist. The additional staff members included research staff at all levels of the employment spectrum and other staff members with expertise in measurement, test development, or reading. All site visitors, regardless of the number of visits they were asked to make, were trained for a week at the ETS office in Princeton. A special feature of the training was a day-long presentation by two reading specialists of an overview of reading methods and materials and of some of the terminology that might be encountered by observers in their travels. The session served to give all of the observers (the core of twelve as well as the occasional visitors) a

common orientation to reading curricula. The remainder of the training period took the form of an introduction to the general goals of the project followed by an intensive course in observing and using the observation schedule developed for this phase of the study. After the orientation, observer-trainers visited classrooms in local schools each morning and spent afternoons completing schedules and discussing them. The last day was devoted to the general site visit procedures. Training was conducted by the five staff members who comprised the permanent staff of the project, all of whom had been involved in the development and/or trials of the observation schedule.

Selection of Schools To Be Visited

It will be remembered that analysis of the questionnaire data in Phase I resulted in the identification of eleven major school clusters. Each cluster was described in terms of the profile of its emphasis on the five reading program types (briefly, basic reading activities, audiovisual equipment and material, supplementary reading activities, instructional flexibility, and compensatory reading during released time). Each of the approximately 250 schools in the 1972-1973 (Phase II) sample was assigned to a cluster on the basis of its questionnaire responses. Using the student total reading achievement test data obtained in 1972-1973 as the criterion, the relative effectiveness of each cluster as a whole and each individual school was determined, separately for CR, NCR, and all students in each of grades 2, 4, and 6. The effectiveness index was computed as the difference between the predicted and actual mean total reading achievement scores for each school (separately by grade by CR/NCR/all students). A one-way ANCOVA was performed in order to arrive at the predictions, using as covariates the total reading achievement scores and a number of school and community variables related to socioeconomic status. It should be noted that this early form of the effectiveness index differed somewhat from the index finally adopted for reporting study results (see the Final Report, Volume I, p. 132 for a description of the latter).

Average effectiveness indices by grade were computed for each cluster, using in turn the data for CR, NCR, and all students. The eleven clusters were then ranked, separately by grade and by CR/NCR/all students, thus producing a set of nine rankings. These rankings were then examined, giving greatest subjective weight to those for CR students, but also noting consistencies and differences between them and the rankings for NCR students and all students. The overall objective of the selection process was to identify clusters as being particularly effective or ineffective. Some of the schools belonging to each selected cluster were then selected for site visits. It was decided that cluster effectiveness. rather than school effectiveness, should be the criterion for the first stage selection, since cluster effectiveness would be presumably more stable and thus have greater replicability in successive school years.

Examination of the various cluster rankings revealed some inconsistency with respect to both grade level and CR/NCR/all students. There were, however, some clusters with consistently high or low rankings for most grades for most student groups, and these were selected, giving greatest weight to the rankings based on CR student data In addition, two of the clusters exhibited marked inconsistencies of rank, one across grade levels and one across student groups. These clusters also were included, as it was felt that the extremes of effectiveness they exhibited might provide additional insights.

If a cluster was identified as effective, then the individually most effective schools from that cluster were selected for site visits. If a cluster was identified as ineffective, then the individually least effective schools from that cluster were selected. In the case of the clusters exhibiting extremes of effectiveness, schools across the effectiveness range were selected. It should also be noted that, due to refusals of some schools to participate in the site visit phase of the study, the goal of selecting the most effective schools from the most effective clusters and the least effective schools from the least effective clusters was only approximately met.

The number of schools selected from each cluster for site visits was roughly proportional to the total number of schools in the cluster. In addition, five schools were selected for their individual effectiveness (or ineffectiveness) without regard to their cluster membership. A total of thirty schools gave permission for the visits, and all but one were visited. The breakdown by cluster of schools invited and schools visited is given in Table 1 below. (Cluster 11 is a miscellaneous cluster, representing all schools which did not fit into any of the other ten. The ten clusters were formed by the positive and negative forms of each of the five major clusters.)

Table 1

Schools Chosen for Site Visits by Cluster Membership

Cluster	No. of Schools	Visited	Refused	Not Asked
2 neg.	16	3	7	4
4 neg.	12	2	1	0
4 pos.	3	5	2	5
5 pos.	19	7	7	5
11	23	7	5	6
Schools Chosen for Site Visits by Virtue of High or Low Individual Effectiveness Ratings				
high		3	3	0
low		2	0	3

Figures 1-3 show the ranges of effectiveness scores by grade for each of the clusters chosen for site visits. The figures also illustrate the positions along the ranges of individual schools visited, of schools which gave permission for visits but were not visited, and of schools which refused to be visited. (In anticipation of a high refusal rate, more schools than the target 30 were asked to participate in this phase of the study; typically, the schools chosen for visits were the ones from which the earliest acceptances were received.) The ranges and their relationship to the kinds of generalizations that can be made about cluster effectiveness will be discussed in subsequent sections of this volume.

FIGURE 1

GRADE 2: RANGE OF EFFECTIVENESS SCORES

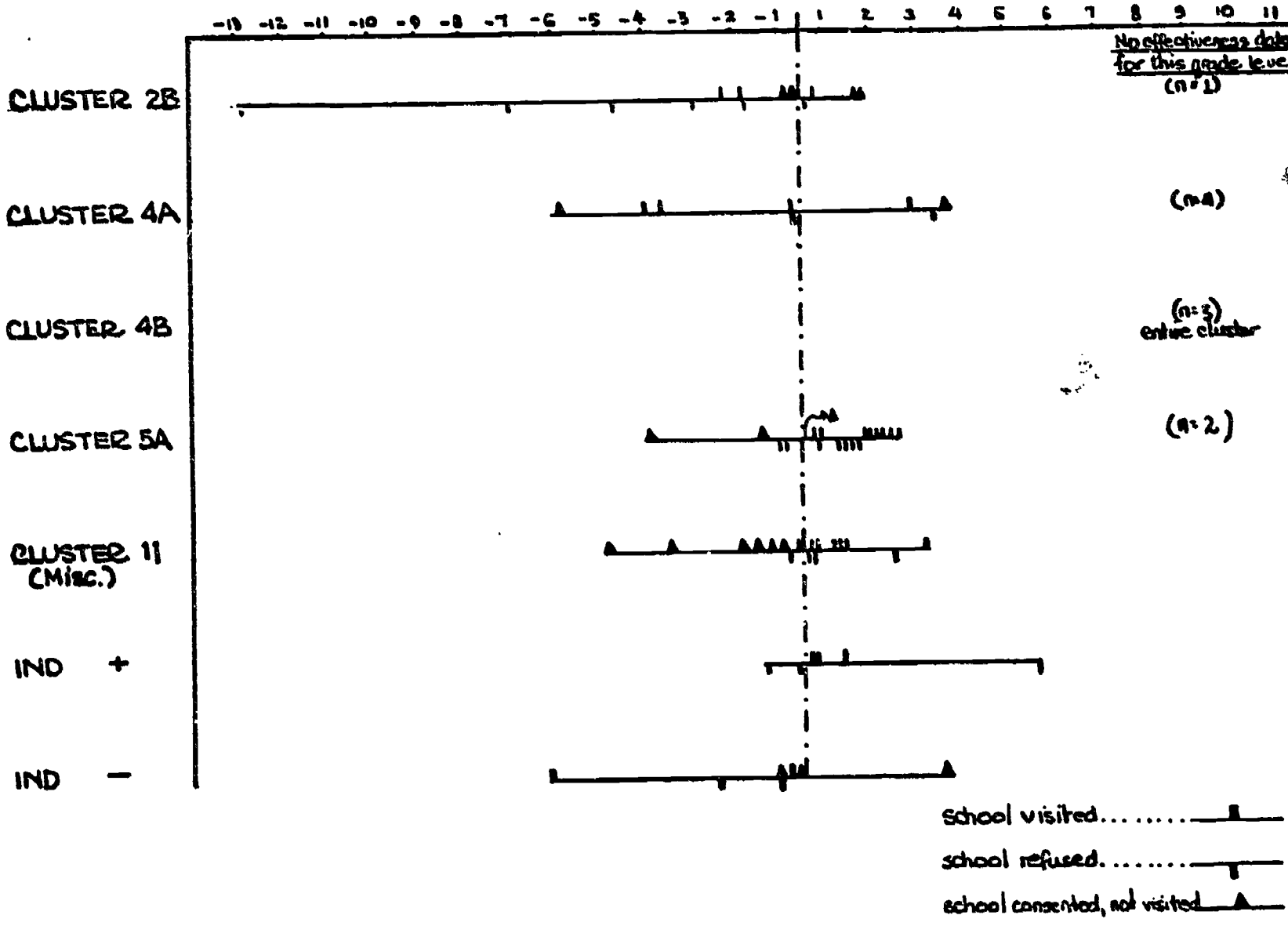


FIGURE 2

GRADE 4: RANGE OF EFFECTIVENESS SCORES

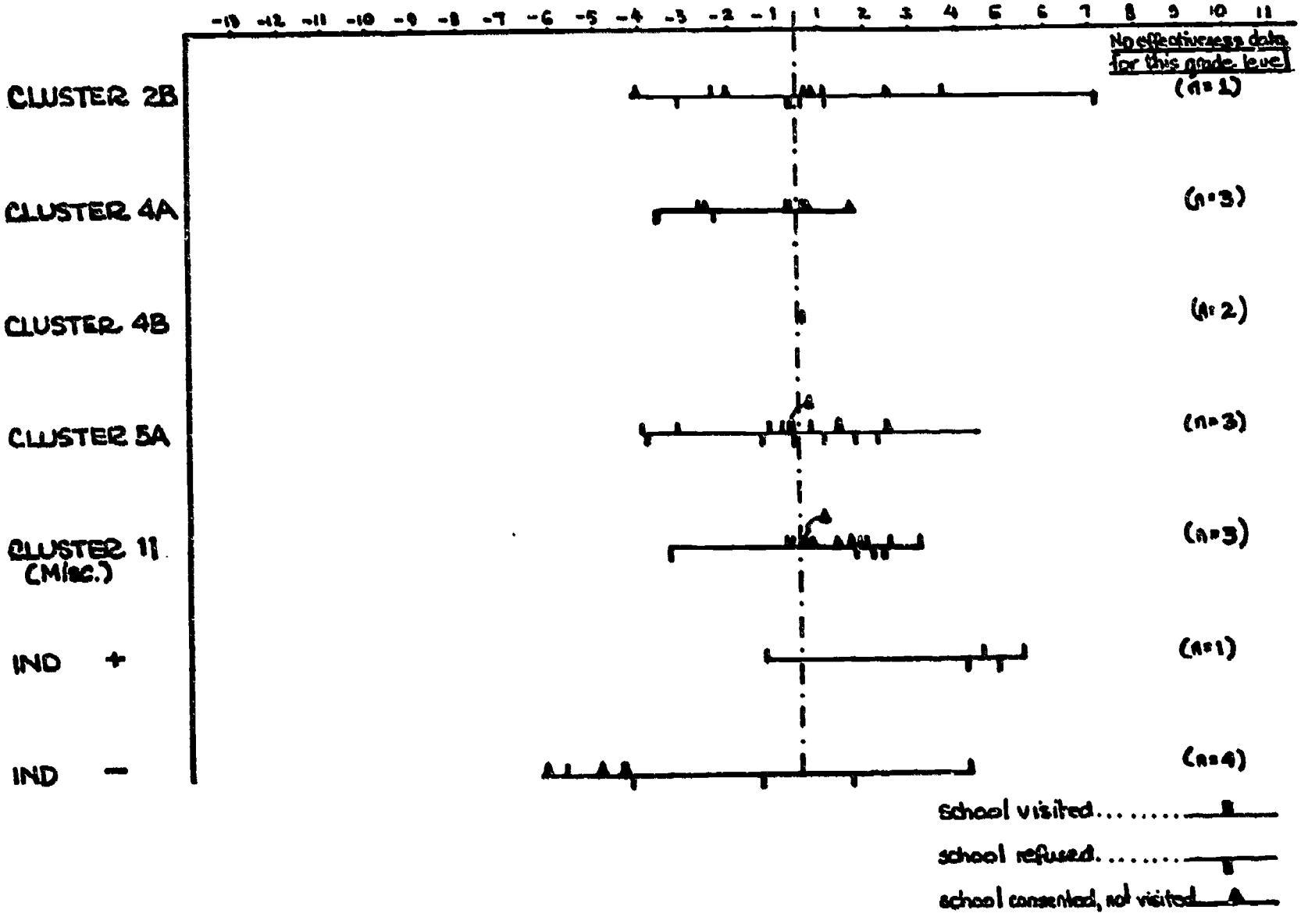
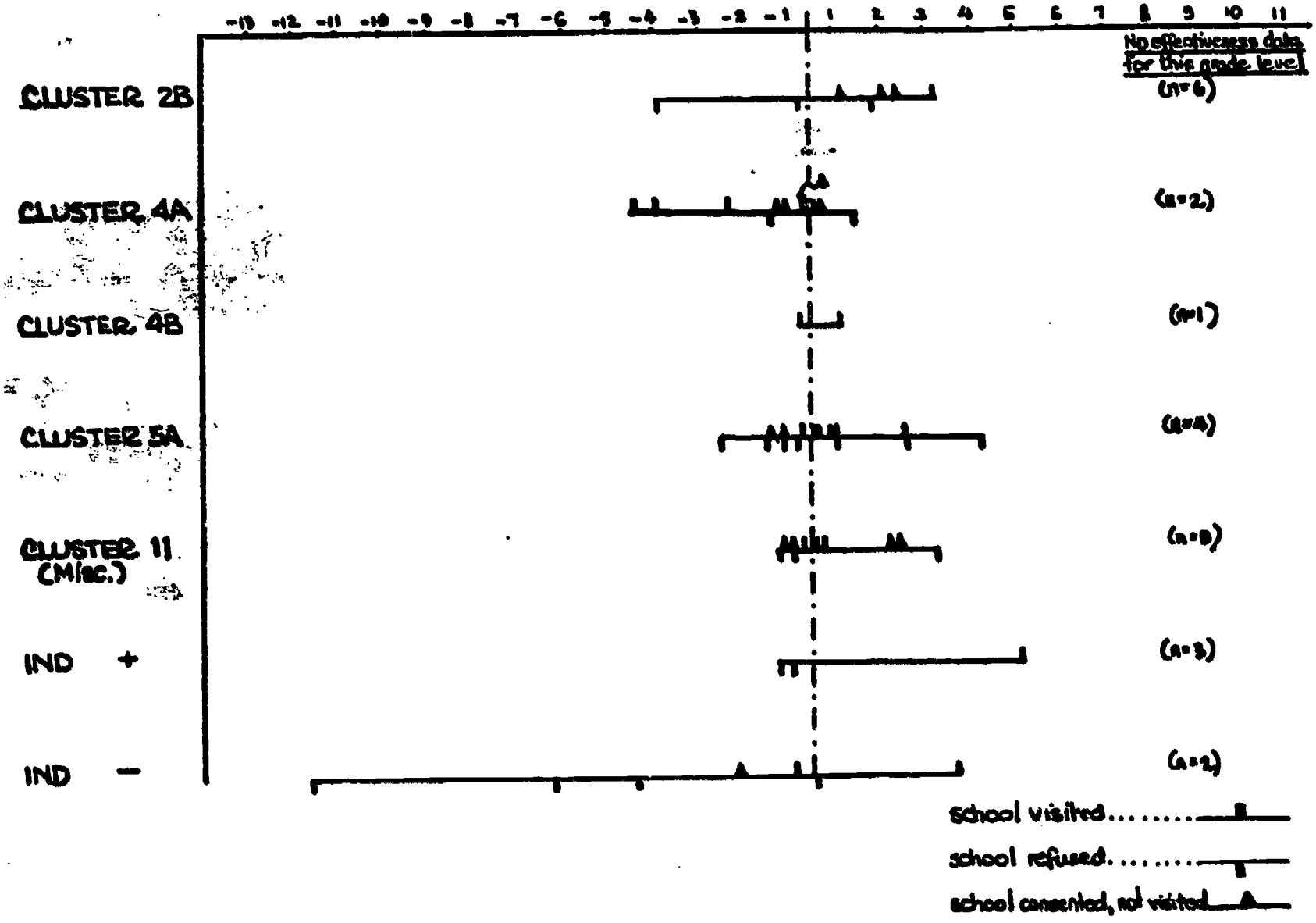


FIGURE 3

GRADE 6: RANGE OF EFFECTIVENESS SCORES



Schedule and Procedures for Site Visits

Each of the schools chosen for inclusion in this phase of the study was scheduled to be visited twice, once in the late winter and once in the spring, for two days at a time. The visits were arranged so that the time between first and second visits would be roughly the same for all schools. Mondays and Fridays were avoided as days on which to conduct observations, as were weeks shortened by holidays or special school events. In fact, any events that might cause rearrangements of classroom activities were avoided where they could be anticipated so as to maximize the amount of "typical" classroom time observed.

For each site visit, one team member was appointed to be in charge. The duties of that person were to make the initial contact with the principal, to coordinate the activities of the visit while at the school, and to prepare the site visit report. Return visits were arranged in much the same manner as the first visits but a different person was in charge and the composition of the site visit team was altered. One person on each return visit was to be a repeater from the previous visit in order to provide some continuity and to avoid duplication of effort where duplication was undesirable. The remainder of the team was new to the school, in order to provide as many insights as possible for each school visited.

In most instances, the site visits were conducted as described; in other instances, because of school schedules, last minute changes, observer availability, and weather conditions, some compromises were made with the original intent of the procedures.

At schools, the procedures varied with the number of classrooms to be visited, the structure of the reading program, and the availability and garrulousness of school personnel. Most commonly, observers felt their first responsibility to be observing in the classrooms (grades 2, 4, and 6, and special reading classes serving those grades) for which achievement test and questionnaire data had been gathered in 1972-1973. The schedules within visits were therefore developed ad hoc and were designed to cover reading instruction in the

target classrooms. Interviews with school personnel and with the teachers of the classes observed were sandwiched in between other activities. Typically, afternoons were spent completing forms and conducting consensus discussions between the pairs of observers. Each day also included a general debriefing with all site visitors for the purposes of sharing observations and, in the case of the first day, planning for the second day of observation. These sessions were tape recorded for later use by the individual charged with writing the site visit report.

During the period of time when visits were being carried out, all observers were scheduled to be in the office every Friday and all week every third or fourth week. Regular Friday debriefings were held with all site visitors to discuss mutual problems and to resolve any conflicts in interpretation of items on the observation schedule.

When both site visits to a school had been completed and the case studies written, a final debriefing was held for all visitors to the school. At that time, the effectiveness rating for the school was revealed, and observers were invited to share their impressions and contribute to a general discussion of what might account for the effectiveness in the school at large and in particular classrooms. These discussions, too, were tape recorded.

Between the two sets of site visits, that is after the first visit to each school had been carried out, a day long session with the reading consultants was scheduled, again for the entire group of observers. The purpose of this session was to have the reading specialists react to a sample of the case studies in order to provide observers and the project staff with feedback concerning the value of the information being collected. In part as a result of the reaction of the reading consultants and in part by virtue of the observers' own concerns, a somewhat revised procedure was developed for the second set of visits. First, double coverage of classrooms and the consensus procedure were eliminated. Second, a

somewhat more flexible approach was adopted to allow for more interviews and observation of classes or teachers missed the first time around. It was felt that by sending observers into classrooms singly rather than in pairs, more classrooms could be observed and for longer periods of time. It was also felt that more time should be spent the second time around in interviewing teachers and other school personnel in an effort to answer some of the questions that had been posed by the first set of visits. Thus, in the second set of visits, there was less emphasis on systematic observation in classrooms and more emphasis on following up interesting questions and potentially promising classes and/or teachers.

In summary, the data gathered during the third phase of the study included the following: observation schedules, three per class, for each class for which achievement data had been collected during the previous year, as well as for additional classes connected with the grade levels of the study or with teachers otherwise involved in the study; narrative notes taken by all observers in classrooms and notes taken during interviews with school personnel. In addition, the questionnaires administered in Phases I and II were administered once more, to all teachers of reading in the appropriate schools at the appropriate grade levels, and to the principals.

The design and measurement strategies for this endeavor were developed during the summer and fall of 1973; the actual visits were carried out during the spring semester of 1974.

Descriptions of Schools by Cluster

The 29 schools visited represented in one way or another the entire range of qualities present in the greater Phase II sample although the schools were not chosen with representativeness in mind and certain clusters were not represented at all among the visited schools. Nine of the schools were located in the south, eight in north central states, seven in the northeast, and five in the west. All of the schools visited had some reading program or other that the principal had defined as compensatory, although the entire range of socioeconomic status was included among the 29 schools. Schools ranged from the smallest to the largest, and

included the grade levels of the study in varying combinations; nine of the schools visited had no sixth grades; one was a junior high and included, for purposes of this study, only sixth grade. Table 2 provides some of the descriptive characteristics of the schools visited during the 1973-74 school year.

Observers were not told anything about the schools' cluster membership. As a result, the observations were also used to provide some insight into the face validity of the cluster notion. At the time of the final debriefing for a given school, the cluster membership of the school being discussed was revealed along with its effectiveness scores; observers were then asked to assess the school in light of the characteristics of the cluster to which it belonged.

It was considered desirable to obtain a quantitative estimate of the degree to which observers' ratings of classroom variables were in agreement, and of the relationships of these judgments to effectiveness. In a later section of this report (Observation Variable Development, pp. 45 ff.), the development of eleven scales from the classroom observation data is described. In the section on the "Relationship of Observational Variables to Achievement Effectiveness" (pp. 58 ff.), correlations of these scales with reading achievement effectiveness are shown. In order to assess the degree of observer consensus, these correlational analyses were performed again, but with the individual observer effects removed (each observation was expressed as the difference between its value and the mean of that observer for that variable). Corresponding correlations, with and without observer effects removed, were very similar. From this result, it was concluded that differences among observers had little effect on the results of this study.

Remembering that the schools chosen for visits were selected primarily by virtue of their effectiveness with respect to compensatory reading students, and that effectiveness tended to differ across the grades of a given school, the first set of descriptions of schools visited will be in terms of their cluster membership.

Table 2

Selected Features of All Schools Visited (N = 29)

School	Cluster	Geog. Region	SES Score	Grades in School	School Enrollment 1973-74	Title I Funds	Racial Composition Student Body % W	% B	% O
A	2B	S	+1.4	K-6	650	No	100	-	-
B	2B	W	+1.4	K-5	470	Yes	82	18	1
C	2B	NC	+0.1	K-6	500	Yes	100	-	-
D	4B	S	-0.5	1-6	480	Yes	100	-	-
E	4B	S	+0.1	K-6	215	Yes	100	-	-
F	4A	W	-	K-6	700	No	100	-	-
G	4A	W	-0.2	K-6	450	Yes	100	-	-
H	4A	S	-1.5	K-5	600	Yes	55	45	-
I	4A	S	-0.9	K-6	280	Yes	100	-	-
J	4A	NC	+0.1	6-8	600	No	100	-	-
K	5A	NC	-0.5	K-5	420	No	100	-	-
L	5A	NE	-0.8	K-6	455	Yes	100	-	-
M	5A	NC	-	K-6	245	Yes	100	-	-
N	5A	W	-0.7	K-6	610	Yes	0	30	30
O	5A	NC	-1.2	K-6	223	Yes	100	-	-
P	5A	NE	+0.5	K-6	360	Yes	100	-	-
Q	5A	NC	-1.8	K-6	650	Yes	40	60	-
R	Misc.	NE	+1.4	K-6	575	No	100	-	-
S	Misc.	S	-1.8	K-6	470	Yes	33	67	-
T	Misc.	W	-0.5	K-4	613	Yes	100	-	-
U	Misc.	NE	+1.4	K-6	743	Yes	100	-	-
V	Misc.	S	-1.2	K-4	900	Yes	40	60	-
W	Misc.	NE	+1.4	K-5	524	No	100	-	-
X	Misc.	S	-0.5	K-4	448	Yes	79	16	5
Y	Ind.A	S	-1.0	1-6	870	Yes	41	33	6
Z	Ind.A	NE	+0.5	K-5	200	No	100	-	-
AA	Ind.A	NE	-1.7	K-5	335	Yes	100	-	-
BB	Ind.B	NC	-0.2	K-6	140	Yes	100	-	-
CC	Ind.B	NC	+1.4	K-6	220	No	100	-	-

Cluster 2B

The schools in this cluster were characterized, in the Phase I analysis, by substantial positive correlations with (a) emphasis on basic reading activities, (b) use of audiovisual equipment and materials, and (c) instructional flexibility, or the tendency not to select the questionnaire options given. There were no large negative correlations with any of the five program types. This cluster was selected because it ranked lowest in effectiveness of all of the clusters in grade 2 but highest in grade 6. There were 16 schools belonging to this cluster in Phase II; ten of them were invited to participate in the observation phase of the study. Three were ultimately visited, but one of them was visited only once.

The three schools did seem to share a propensity for hardware as well as the use of basal readers at all levels of reading instruction. At the same time, observers remarked on the quality and variety of reading materials (including machinery) available in the three schools. One school had a listening program based on taped readings of "great books" that students were cycled through in highly structured fashion. Another school had incorporated an audiovisual center into its library facility. The third school had a reading center in which there was a great deal of machinery and many classrooms contained "learning centers" that included or were built around audio equipment with headsets. In all three of the schools teachers had considerable freedom of choice of materials, even basal readers. While one basal series was seen in most classrooms in one of the schools, there were other series available to students as well as other publishers' materials and the hardware described earlier. In the other two schools, there was a great deal of variety across classes in the "main" set of materials used. In all three cases, the principals stated that they encouraged teachers to exercise some personal options in the selection of materials for classroom use.

The three schools also shared some socioeconomic characteristics. All three were above the mean for the study with respect to socioeconomic status, a measure reflecting a composite of school families' occupational and educational levels and income. All three served essentially white communities, although one (B) had recently acquired

through bussing a black population amounting to less than 20% of the total student body. (Observers reported no evidence of racial tensions, merely that the black students were being ignored.) Two of the schools (A and C) were located in suburbs of large cities, one of them (A) in a very affluent community. It was this last, an affluent upper-middle class school serving an all-white population, that was not revisited. Only one of the schools (C) reported having any Title I funds. These were used for tutors, one full- and one part-time, who worked with a small number of students in both reading and math.

All three schools operated some sort of pullout program for selected students reading below grade level. In the very affluent school, the number of students reading below grade level and served by the pullout program was 21 out of a total student body of 650. In the other two schools a greater number of students were being served by special programs. Interestingly, in both schools, there was some indication that the students chosen for participation in the special programs were the ones judged somehow to be those most able to benefit from a special program. In one of the schools the criterion was a large discrepancy between a child's IQ and his score on a standardized reading test. A student could be dropped from the program for failure to progress. In the other school the principal stated that his special efforts were aimed first of all at third graders whom he felt could profit most from the help. He seemed to feel that not much could be done for students who were still having reading difficulties in the fifth grade.

All three of the schools seemed to be "up-to-date" places in terms of educational philosophies and instructional practices. Two of the schools had some open classrooms and some team teaching. All of the schools allowed teachers freedom in the choice of materials and modes of instruction. The variety and volume of materials have already been noted. The site visit reports for these schools contain references to learning stations, the thematic integrated approach to the language arts, behavior modification techniques, role-playing, individualized instruction, and accountability. There was some reading novelty in each of the schools: one school had a "buddy reading system" in

several of its classrooms, another had a "sustained reading period" during which everyone in the school, including the non-teaching staff, stopped to read something of his own choosing. All of the schools came through the site visit reports as bustling, active, busy places.

In all three schools, observers noted what they felt to be at least adequate teaching going on in most classes, the presence of at least some individuals who were described as warm, caring, patient, or rewarding, and some really effective instruction. (There were also teachers described as controlling, ineffectual, and just plain boring.) The principals all seemed articulate, knowledgeable, and supportive of the teachers in the schools. There seemed more instructional autonomy allowed teachers in these three schools than in many of the other schools observed and consequently more instructional variety. In fact, the observers who visited the three schools were inclined to judge these schools among the more effective ones in the study. Why, then, the poor showing of the cluster in terms of effectiveness? And what did the lack of measured effectiveness in these schools say about the nature of effectiveness?

The questions posed with respect to the schools in this cluster may be regarded as illustrative for all clusters of the influence of the cluster-related definition of effectiveness that was employed in identifying schools to visit. It will be recalled that, in the process of choosing particularly effective (and particularly ineffective) schools, the first step was to identify particularly effective (and particularly ineffective) clusters, and then to select the individually most effective (or least effective) schools from those clusters as the schools to be visited. To start with, the differences among clusters with respect to effectiveness were not great and there was considerable overlap among them. Moreover, as the most effective or ineffective schools declined to be visited, schools further down in the ordering of effectiveness or ineffectiveness were substituted.

Figures 1-3, it will be recalled, showed the range of effectiveness scores for each of the clusters of schools that were visited as well as the individual position of each school with respect to the range. To illustrate how the pattern of school acceptances within a given cluster

further complicated the issue of overlap, take the example of school C. Of the 16 schools in the cluster, school C was fifth from the least effective in grade 2; the four schools that were less effective had refused. School C was also the second most effective in the cluster at grade 4, and missing effectiveness data for grade 6. Grade 6, it will be recalled, was the grade for which Cluster 2B had the highest effectiveness scores.

Another complexity, illustrated with respect to the schools in Cluster 2B by Table 3, was introduced by the differential rankings for effectiveness by grade. It seems quite clear from the table that schools in this study were not necessarily uniform with respect to effectiveness. Later sections of this report will deal with effectiveness by grade level and individual class rather than by cluster or by school.

Table 3

Effectiveness Rankings (Phase II) for Schools Visited in Cluster 2B (CR Students Only)

School	Grade 2 (n=163)	Grade 4 (n=160)	Grade 6 (n=129)
A	66	51	9
B	110	136	-
C	139	9	-

Another complicating feature of the school selection was the fact that the effectiveness scores on which school visits were primarily posited were those for compensatory students only, not those for non-compensatory students or all students. Depending on the proportion of compensatory students to the total population of the grades being observed, the impression conveyed by the total school might or might not reflect the compensatory program. The percentage of students considered compensatory in the grades being observed ranged from one to 84 in the sample of schools visited. It seems certain that a program that was effective for 1% of the student population of a grade would have a very different influence with respect to the total reading program observed than would a program that was effective for 85% of the students. Site visitors were instructed to observe the total reading program of the school being visited, with emphasis on any priority given to the compensatory program. In fact, the distinction between

compensatory and non-compensatory instruction in any given school was often very difficult to make, and frequently observers didn't make it. It is therefore possible that a better index of what observers were attending to is the combined effectiveness ranking for the schools in question. These are given in Table 4 along with the rankings for non-compensatory students and the percentage of compensatory students in each grade.

Cluster 4B

Schools in this cluster were characterized by substantial negative correlations with the third program index, emphasis on supplementary reading activities. The cluster was selected as one to be visited because it ranked very low for non-compensatory reading students in all grades, but relatively high for compensatory reading students in grades 4 and 6. As it turned out, no school in this cluster had a compensatory reading program operating at grade 2 during the 1972-73 school year. There were, in fact, only three schools in the cluster in Phase II. All three were asked to allow observers to visit; one refused and two were included among the 29 schools visited.

In certain respects, the two schools that were visited seemed quite similar. Both were located in the south, in impoverished rural areas. Both were essentially all-white schools serving fairly stable, homogeneous populations. Both schools housed their primary and intermediate grades in separate buildings. In both cases, virtually all of the students were bussed to school, some from great distances. Both schools had male principals and essentially all-female faculties, and both employed a small number of paid aides. Finally, in both schools, observers were told that the parents of the students showed little interest or involvement in the school or in education in general.

There the similarities between the two ended. The schools presented strikingly different affective impressions, related, observers felt, to major differences between the two principals. In one school (D), the principal was a young man who expressed considerable dissatisfaction with his staff. This dissatisfaction was based on what

Table 4

Effectiveness Rankings For All Schools Visited

School	Cluster	% CR Students Grades 2	4	6	CR Effectiveness Grade 2 Score	Rank (N=27)	Rank Phase II (N=163)	Grade 4 Score	Rank (N=28)	Rank Phase II (N=160)	Grade 6 Score	Rank (N=20)	Rank Phase II (N=130)	NCR Effectiveness Grade 2 Score	Rank (N=29)	Rank Phase II (N=183)	Grade 4 Score	Rank (N=28)	Rank Phase II (N=181)	Grade 6 Score	Rank (N=20)	Rank Phase II (N=160)	Combined Effectiveness Grade 2 Score	Rank (N=29)	Rank Phase II (N=196)	Grade 4 Score	Rank (N=29)	Rank Phase II (N=192)	Grade 6 Score	Rank (N=20)	Rank Phase II (N=168)
A	2 neg.	29	17	7	0.92	13.5	66	1.06	12	51	3.22	3	9	0.13	16	104	0.80	13	73	1.02	7	25	0.14	17	98	-4.17	12	61	1.25	4	18
B	2 neg.	24	20		-0.62	23	110	-2.37	26	146				-2.32	29	176	-1.50	24	151				-2.21	29	189	-7.59	28	185			
C	2 neg.	2	6	1	-2.08	24	139	3.87	4	9				-0.31	19	123	-1.89	25	123				-0.01	18	108	-6.86	27	171			
D	4 neg.		19	24				0.50	15	62	1.11	6	34	-1.89	27	170	-0.93	23	140	-2.02	19	148	-1.23	26	170	-5.77	24	139	-1.25	19	149
E	4 neg.			54							-0.06	13	64	-2.25	28	175	-2.82	27	170	1.09	6	23	-0.08	19	114	-6.53	26	160	-0.43	15	109
F	4 pos.	30	57	30	3.04	2	10	-0.18	22	93	-0.17	15	70	0.49	11	77	0.64	14	81	1.14	4.5	18	2.36	1	5	-4.09	10	56	1.15	5	21
G	4 pos.	26	18	33	-0.41	22	104	-0.39	23	96	-4.36	19	125	1.93	4	21	0.89	12	67	-0.74	16	119	0.93	8	40	-4.10	11	58	-1.29	20	150
H	4 pos.	14	19		-3.77	25	154	0.04	19	83				1.23	6	45	0.22	15	95				-0.19	20	122	-5.23	22	120			
I	4 pos.	26	38	33	-4.02	26	58	-2.55	27	142	-2.28	17	113	1.08	7	50	-2.72	26	50	0.22	12		-0.97	25	162	-8.18	29	189	-0.61	17	117
J	4 pos.			14							-3.78	18	127							0.51	8	51							-0.15	12	93
K	5 pos.	17	30		2.83	3	14	0.49	16	63				-0.16	17	118	-0.15	19	112				0.48	15.5	73	-5.06	21	113			
L	5 pos.	29	36	28	2.74	4	15	4.38	3	7	-0.01	12	63	0.14	15	103	1.85	6	38	-1.51	17	139	1.13	6	29	-2.95	5	20	-0.65	18	122
M	5 pos.	50	59	50	2.48	5	17	-0.51	24	101	0.12	10	60	-0.37	20	126	2.09	5	32	-1.92	18	147	1.12	7	30	-4.59	17.5	87	-0.46	16	110
N	5 pos.	78	84	86	2.46	6	18	3.24	6	13	0.74	7	42	-0.54	21	133				-2.58	20	153	1.48	5	22	-2.60	3	13	-0.35	14	105
O	5 pos.	76	75	96	2.24	7	25	0.91	13	53	2.55	4	13	-1.50	25	167	-0.88	22	138	1.27	3	15	1.51	4	20	-4.44	15	75	2.38	1	2
P	5 pos.	34	48	23	1.08	12	59	0.17	18	76	0.11	11	61	1.53	5	132	-0.39	21	119	1.14	4.5	19	0.53	12		-5.43	23	131	0.59	7	51
Q	5 pos.	39	69	83	0.92	13.5	65	1.11	11	49	0.92	6	39	-0.17	18	120	2.97	3	16	0.50	9	53	-0.28	22	130	-4.25	13	65	0.04	11	66
R	Misc.	24	22	41	3.20	1	8	2.25	8	25	-0.09	14	65	0.45	12	79	1.59	7	43	2.12	1	5	0.77	10	48	-3.42	6	32	1.49	2	8
S	Misc.	77	47	72	1.53	8	48	-0.03	20	88	0.28	8	56	2.42	3	12	2.30	4	28	-0.56	15		0.75	11.5	52	-4.59	17.5	88	0.23	8	76
T	Misc.	49	28		1.47	9	50	3.22	7	14				0.20	14	99	1.20	10	56				0.48	15.5	74	-3.74	7.5	43			
U	Misc.	40	30	21	1.37	11	54	-0.07	21	91	0.17	9	59	-0.65	22	135	-0.06	18	107	0.28	11	70	-0.65	24	147	-4.99	20	104	0.18	9	79
V	Misc.	77	84		0.72	17	73	1.93	9	29				-1.48	24	165	-3.99	28	177				-0.43	23	136	-4.86	19	98			
W	Misc.	28	21		0.18	20	90	1.90	10	30				1.07	8	52	1.32	8	50				0.75	11.5	51	-4.28	14	70			
X	Misc.	65	68		-0.24	21	102	0.22	17	75				-1.57	26	170	0.02	17	105				-1.32	28	175	-4.55	16	83			
Y	Ind.+	36	20	36	1.41	10	52	-1.01	25	112	5.62	1	1	0.52	10	73	0.93	11	66	0.44	10	59	0.90	9	43	-3.74	7.5	44	0.65	6	48
Z	Ind.+	26	19		0.82	15	69	4.66	2	4				0.42	13	83	0.18	16	98				-0.25	21	127	-3.95	9	50			
AA	Ind.+	33	45		0.49	18	81	5.86	1	2				4.15	2	4	3.08	2	15				2.14	2	8	-0.60	1	6			
BB	Ind.-	36	7	25	0.78	16	70	3.77	5	159	3.32	2	85	0.67	9	71	3.28	1	10	-0.02	13	90	0.70	13	54	-2.40	2	11	-0.25	13	102
CC	Ind.-	4	3	6	-6.28	27	161	-5.64	28	10	-0.84	16	8	-0.86	23	148	1.21	9	55	-0.09	14	93	-1.21	26	169	-2.74	4	15	0.16	10	80

he perceived as the teachers' lack of initiative and, although he apparently had funds to provide new and/or additional instructional materials for the school, he was deliberately not providing any until the teachers made specific requests. As a result, the school was marked by a paucity of materials except in the reading center, which had been federally funded. The staff, it was noted, "did not seem to work together much or even to associate with each other," and observers felt that there was a lack of leadership and direction in the area of curriculum. With the exception of three teachers, a second grade teacher who was judged to be "extremely competent," an "active and enthusiastic remedial reading teacher" (perhaps explaining the relative effectiveness of the compensatory reading program in the fourth and sixth grades), and a sixth grade teacher "who seemed to enjoy her work and her students," the teaching was felt to be mechanical and uninteresting overall. "There was little positive reinforcement or praise for student work or behavior," according to one set of observers, and the students seemed restless and bored. Observers reported a high level of concern for discipline and for the preservation of school property. Students walked in line in hallways and needed passes to leave their classrooms; there were signs posted throughout the school with rules for deportment and penalties for defacing school property. There seemed little to suggest that reading was important or encouraged. The school's policy was to have students read only grade level books, that is books corresponding to their assigned grade. This included library books. Only one teacher made any effort to provide her students with materials at their reading (as opposed to grade) level. Library use was described as structured; each student took out one book a week at a regularly scheduled time. Overall, the observers came away with a thoroughly negative impression of the school, very much in keeping with its rankings for effectiveness.

The second school (E), whose effectiveness rankings were similar compared with other schools in the study, came off much better. Observers were impressed by the atmosphere in the school, which they described as one of close cooperation and mutual concern among staff

and of concern and respect of staff for students. The teachers interviewed expressed their goals in terms of helping students to enjoy and value reading, and there seemed to be some agreement among observers' reports that these goals were in evidence in the classrooms. Materials were varied and plentiful in the school; the lobby and corridors contained activity centers with games, books, and writing implements for free-time use by students. Teachers varied in their approaches to reading and were supported in this variety by the principal, who himself spent time in classrooms reading to students or listening to them read. (One observer remarked that "the warm and friendly aura of the school seems to emanate from the principal.") The reading resource teacher reported his own role to be one of "diagnostics and prescription" for the 1 1/2 days a week he spent at the school. The observers who watched him in action with students were unimpressed with his teaching. The librarian, on the other hand, was felt by observers to be extraordinary, providing cultural enrichment as well as guidance in the choice of reading material for students. Instructional styles varied, as did classroom organization, in the three classes observed (one each at grades 2, 4, and 6), but in all classes it was felt that reading was regarded highly. The observers who visited the second school were uniform in their belief that this was an effective school, and equally uniform in their amazement at learning that it wasn't.

What, then, explains the observers' contrasting reactions to the two schools in the face of similar effectiveness ratings and many shared demographic and physical characteristics?

Once again, the answer might be found in the decision to base effectiveness on the scores of compensatory students only. It will be noted from Table 4 that in school D, compensatory students comprise only 19% of the student body at grade 4 and 24% at grade 6. In school E, there were no students labeled compensatory in grade 4, but at the sixth grade level, 54% of the students were those whose scores contributed to the school's effectiveness rating. It can also be seen from the table that the effectiveness ratings for non-compensatory students (and, therefore, for the groups of students combined)

are reversed for the two schools. That is, school D, with a smaller proportion of compensatory students, had a higher effectiveness ranking for those students at grade 6 than did school E, but school E had a higher ranking with respect to non-compensatory students in that grade.

The difference may also be related to the differences in the compensatory programs in the two schools. In school D, a reading resource teacher worked with about 80 students on a pullout basis; in school E, a resource teacher diagnosed and prescribed but left the actual work with students to aides or to the classroom teachers.

Finally, the difference in the sizes of the two schools may have accounted for the discrepancy in observers' overall impressions. The smaller of the two schools (school E) was clearly felt by observers to be the friendlier and pleasanter place to be. It is hard to know how much such feelings contribute to attributions of effectiveness.

Cluster 4A

Schools in this cluster were characterized by high positive loadings for supplementary reading activities. The cluster was selected as one to be visited because it ranked low in effectiveness for compensatory reading students, but high for non-compensatory reading students, especially in grade 2.

There were 12 schools in this cluster in Phase II. Seven of them were invited to participate in the observation phase of the study. Two refused; the remaining five were visited.

A reading of the site visit reports for the five schools visited indicates little commonality among the schools apart from the existence in each of them of a well-stocked library. This seems to be related to the emphasis on supplementary reading activities, a finding which lends some face validity to the cluster notion, at least in these schools.

Four of the five schools visited (F, G, I, and J) were predominantly white. The fifth (H), located in the south, had been an all-white school prior to compulsory desegregation; at the time of the visit the population was predominantly white but black students comprised about 45% of the school population.

In four of the five schools (F, G, H, and I), reading instruction was significantly different for second graders than for fourth and sixth graders. The fifth school (J), a junior high, was observed only at the sixth grade level. This school did not appear to have a special reading program at all, and there was no outside funding for reading. Students were grouped for instruction in reading by ability, within their classrooms. There was a heavy emphasis on spelling, apparently mandated by the state.

The four remaining schools all had pullout programs of sorts for their students reading below grade level. In one school (G), the program took the form of a reading lab in a mobile van which visited the school for six weeks as part of a district-wide rotation. During the six-week period students designated as needing extra help were pulled out of their regular reading classes for instruction which seemed to observers to be in part emphasis on basic skills and in part enrichment. A second school (H) had both a reading lab and a pullout tutorial program, the latter for students in grades 1 through 3 and the former for students in grades 4 and 5. The tutorial program involved paraprofessionals working with individual students for brief periods each day in carefully contrived reinforcement drills based on the basal readers in use in the classrooms. A third school (F), which had reading labs for students at all levels, also had a very distinctive reading program for students in grades 1 through 3 that was carried out in the classroom. The program, which was administered by classroom teachers trained, supervised, and evaluated by an outside agency, called for a great deal of out-loud unison drill by students, most of it involving word and letter recognition and phonic skills. There was some carry-over of this method of instruction into the labs. This school also used ita (a modified alphabet) in the first two grades.

In the fourth school (I) there was a pullout program in which the major emphasis was diagnostic with a great deal of testing for learning disabilities.

Two of the schools had some approximation of open classrooms at the second grade level. In one (H), where the openness included all of the primary grades in multiage units, classroom walls had been taken out and teachers functioned in teams, but the instruction was in ability-based groups by grade. In the other school, two teachers and two aides were responsible for 60 students, and instruction was individualized to some degree. The other grades in both of these schools were organized into self-contained classes.

With the single exception described above, classroom instruction in all five of these schools was generally teacher-centered and used, for the most part, basal readers and workbooks.

One of the principals impressed observers positively with his strong leadership. This principal had been successful in initiating changes in the school structure and in classroom organization; he was also felt to be the model for the positive social atmosphere that impressed observers in the school. A second principal was described as congenial and a frequent visitor in classrooms, but was considered an ineffectual leader by the teachers. The third principal was new to the school during the year when observations were carried out, and he felt somehow that his staff was not yet "with" him. He expressed some dissatisfaction with the reading program in the school, partly because it took up so much instructional time and partly, observers surmised, because it was totally out of his control. Very little was reported of the principals in the other two schools save that one was relaxed and informal and had good rapport with teachers.

All of these schools conveyed impressions of greater effectiveness than their rankings for compensatory students would have predicted. At the same time, all of them (with the exception of school F at the

fourth grade level) had relatively low proportions of students considered compensatory. As a result, the students whose test scores were largely responsible for the low effectiveness rankings represented relatively small segments of the student body and made relatively minor contributions to the overall effectiveness as observers were able to assess it.

Nonetheless, the effectiveness rankings ranged widely, not only from school to school within this cluster but from grade to grade within the schools. Hopefully, more light will be shed on the nature of effectiveness at least among the schools of this cluster as the grade levels are examined separately.

Cluster 5A

This cluster was characterized by schools with high negative loadings for compensatory reading programs offered during time released from other subjects, that is, schools that tended to avoid scheduling compensatory reading instruction during other class time. The cluster was selected for its high effectiveness rating particularly in grades 2 and 4. There were 19 schools belonging to this cluster in Phase II and of them 14 were approached for permission to be visited in 1974. Seven were ultimately visited.

In general, all of the schools visited used the same basic format for teaching reading in the classroom. Instruction was largely teacher-centered in self-contained classrooms and there was a strong reliance on the use of basal readers with accompanying work sheets or workbooks. Within classes students were grouped by ability. Exceptions to these general similarities were a fourth grade class in one school which operated under a contract system for reading, a fourth grade class in another school which was team-taught, and a departmentalized fifth-and-sixth grade arrangement. Even in the three classes that were organizationally unusual for this group, however, the instructional materials were mainly basal readers and their accessories.

Five of the seven schools were predominantly white; one (Q) was 60% black, and one (N) was somewhat more diverse: about 40% white and about 30% each of black and Spanish.

Five of the seven schools qualified for Title I funds. A sixth school in a small community had the services of a reading specialist but it was not clear whether she was paid with Title I or other funds. The seventh school had no Title I funding.

Of the five Title I schools, four used their funding for remedial help directly to students in the form of reading labs taught by special teachers. In the fifth school the main focus of the funding was an attempt to improve teachers' skills and attitudes, the stated goal of such improvement being to enable teachers to work out their own methods for dealing with individual students' reading problems within the regular classroom. Observers noted an unusually cooperative relationship between classroom teachers and the special reading staff in this school, unusual because the norm for the schools observed had been some degree of antipathy between the two.

All of the seven schools made some use of instructional aides. The use ranged from a large staff of paid aides in one school through the use of volunteers only in another. One school employed a combination of paid aides and volunteers and two schools with one aide apiece used student tutors. A third school, one with paid aides, also used student tutors.

The principals of the seven schools varied widely, according to the descriptions given by the case studies. In one case, the principal's main concern seemed to have been discipline (he maintained what were described as "elaborate records" of offenses committed by students); in another, observers reported the principal's total dedication to the importance of reading. Other principals fell between these extremes: one was described as a forceful and well-informed leader who maintained some distance from students and classrooms; another was characterized as "permissive," although concerned mainly with the smooth operation of the school; a third was described by observers as "young, supportive,

and involved." The principals appear to have varied and their descriptions offer little to help clarify the nature of the schools in this cluster

By and large there was little observed that qualified as exceptional about the reading programs in the schools visited as representatives of Cluster 5A. The overall approach seems best described as middle-of-the-road, certainly not innovative, but effective in the terms of this study.

Miscellaneous Cluster

It will be recalled that a "miscellaneous" cluster was formed of the schools that exhibited only slight correlations ($r < .20$) with all of the reading program types and small differences among the various correlations. This miscellaneous cluster was selected for representation among the schools visited because of its high effectiveness ranking with respect to both compensatory and non-compensatory students, particularly in grades 4 and 6. Of the schools in the cluster, twelve were invited to participate in the visits; five refused and seven were ultimately visited.

All of the seven schools visited were large, explaining perhaps the failure of any of them to exhibit a single distinctive type of program, and all had male principals. With respect to socioeconomic status, the schools represented the entire range of the Phase II sample. In five of the seven, the student body was all or predominantly white. In the remaining two (S and V), the student body was predominantly but not entirely black. Both of these schools (and the only other school with any appreciable number of black students--X with 15%) were located in the south and had been all-white or predominantly white schools prior to the passage of legislation making desegregation compulsory.

All of the seven schools used basal readers as the primary vehicle for reading instruction. All of the seven schools had white male principals and faculties that were mainly female. (Only one school--T--had a significant number of men on its staff, a fact that

was particularly notable because the men were involved in primary grade teaching.) All were large schools, serving 500 students or more, and all had kindergarten programs; all were, therefore, reasonably complex institutions to administer.

There the similarities ended. Observer reaction to the seven schools ranged from the rhapsodic through the horrified. The reading programs included several not very inspiring instances of reading labs equipped and staffed for supplementary instruction; one reasonably lively example of a reading lab that was possibly the most positive influence in an otherwise negative school (V); a program in which classroom teachers had been given full responsibility for all (including compensatory) reading instruction of the students in their heterogeneously grouped classes (T); still another program in which primary grades were housed in an open space pod (X); and, finally, a program in which the entire school was shaped and influenced by the introduction of the language experience approach as a supplementary reading program (S).

The range in socioeconomic status has already been noted. Three of the schools (R, U, and W), located in middle class white communities, were judged to be effective by observers in the larger context of community support for and interest in education, shared educational aspirations for children, and the absence of seriously limited students. Observers felt that at least two (U and W) of these three schools might have been even more effective given the resources and students present. Four of the schools were located in truly impoverished communities, one (S) in the deep south, two (V and X) in the not-so-deep south, and one (T) in an isolated community on the west coast. These four schools received mixed reviews, two high, two low. A very poor school in the south with a very deprived, predominantly black student body was judged depressing and repressive. Another very poor school in the south (S) with a deprived, predominantly black student body was judged exciting and alive. A predominantly white school (X) in a poor white southern community was judged ineffective primarily because of tensions among the staff and consequently among

the students. A predominantly white school (T) in a poor white west coast community was judged to be lively and exciting in spite of or perhaps because of tensions among the staff. By and large, this was the most interesting group of schools visited.

Four of the schools reported fairly high levels of mobility; not surprisingly, these were the schools with low socioeconomic status, although one reported serving a population that was at once upper and lower but not middle class. Four of the principals were described as being concerned mainly with administrative matters and/or with district matters; at any rate, these principals tended to leave curriculum decisions to others in the school. The remaining three principals were considered strong leaders in the area of curriculum rather than or as well as the administrative aspects of the school. The latter three men were felt to have exercised considerable influence on the reading programs of their schools.

Instructional organization in four of the schools was similar; in the three remaining schools it tended to vary. In one school, reading instruction was carried out in within-class groups in the first three grades. In the fourth grade, some of the abler students worked individually while the average and below average students remained in groups. In the fifth and sixth grades in this school, reading instruction was entirely individualized. A second school (T) was moving in the direction of "continuous progress," and was in a period of transition from group instruction to individualized instruction using a school-wide contract system. During the year of observation, two multiage classes were formed as a pilot effort; it was projected that during the next school year, the school would consist only of multiage classes. A third school (X) was operating an open space primary unit for the second year, a unit which included all students in grades one and two. Observers felt the open space to be nothing more than window dressing, housing essentially self-contained classes within the new open "pod." The upper grades in this school were organized into self-contained classes, and reading instruction was largely in groups. The organization tended to create a schism within

the school, not only between primary and intermediate grades, but between styles of teaching and dealing with students. In the remaining four schools, instruction was teacher-centered, in reading groups working out of basal readers for the most part. There was some variation among the schools with respect to assignment of students to classes; two (S and T) grouped heterogeneously for "homerooms" but homogeneously for reading and math.

In only one school did the use of the library seem an important feature of the instructional program. This school had a well-stocked, much-used library and a librarian who was regarded by the reading specialist and the classroom teachers as an integral part of the reading program. Four other schools had libraries that seemed to be used primarily for once-a-week visits by classes for the purpose of learning library skills. One school (R), without its own library, made some (but not extensive) use of a public library nearby. The seventh school (S) did not have a central library by design; the principal, feeling that books for pleasure reading should be readily available in classrooms, had stocked each classroom with a supply of books which seemed well used.

Three of the schools in this cluster (S, T, and V) claimed and appeared in practice to define reading as a top instructional priority. All three devoted at least half of every instructional day to reading and/or reading-related activities. In one of the schools (S), in addition to the time allotment, there was evidence all over the building that language was considered important. Student writing was displayed everywhere, not only in the classrooms but in the principal's office and in the cafeteria. The school seemed about to burst at the seams with activities, trips, and projects that could be the subjects for student writing: class gardens, mystery boxes, interviews with local celebrities, poems and songs composed by groups of children, and trips to local points

of interest. This school also had two well-equipped and competently staffed reading labs, one for primary and one for intermediate grade students, funded by Title I. There was, in addition, a special class for students who were not quite special education candidates but who were also not reading well enough to fit into a regular classroom. While all three of these special programs were judged to be caringly taught and effective, the labs seemed somehow removed from the central direction of the school and the teachers seemed out of the principal's administrative and curricular range. The reading labs carried out the usual array of drill and machine-based activities aimed at shoring up basic skills; the special class concentrated more on language production, oral and written, a concentration that seemed more closely related to the school's interest in language experience.

In another school (T), where a contract system was in use for both reading and math, reading consumed much of the morning and in some classes part of the afternoon as well. Many of the teachers had set up classroom libraries and learning centers which included language activities; these enjoyed considerable use as students finished their basic contracts. In this school the federal funds available for compensatory reading had been used to provide two classroom aides for every class to enable teachers to individualize reading instruction. The special reading teacher who had formerly run a reading lab was now operating a resource center in which her major responsibility was to catalog the school's collection of reading materials with respect to reading level and skills covered, to aid the classroom teachers in their reading efforts. Both of these schools impressed and excited observers, who felt them to be among the most effective visited.

In the third school (V), the priority was simply one of time. Students spent as many as three hours daily in the serious pursuits of reading from basal readers, doing related workbook

exercises, completing ditto sheets and, occasionally, using hardware for drill in visual perception skills or for listening to a story. In this school two special programs were available to low-level readers in the fourth grade, and two reading labs served children in grades 1 through 3. The fourth grade programs were a class using the Distar materials and a class using Open Court materials, both funded by Title I and both provided with instructional aides. The reading labs, which handled between 100 and 120 students in all, were also federally funded and staffed with two aides apiece in addition to the special reading teachers. In this school, the reading labs were judged to be the most worthwhile efforts in an otherwise unimpressive school. Both reading lab teachers were well trained, warm, supportive, and genuinely interested in the students.

In all three of these schools there was concern expressed on the part of the principals, the reading teachers, and the classroom teachers for the limited backgrounds and for the reading progress of students. These three schools were also in the lowest in the cluster in terms of socioeconomic status and in fact among the lowest in the study. A fourth school (X), of relatively low SES, did not seem to place any heavy emphasis on reading instruction, and among the three affluent schools, (R,U, and W) there seemed to be less expressed need for attention to the area of reading. Even so, all of these schools had some form of compensatory or remedial program. In one school, homogeneous grouping took care of the lowest readers in fourth grade and a reading teacher saw first and second graders individually or in small groups. In another school (R) remedial help was provided by special or resource teachers through the fourth grade only, reflecting an attitude of "if they haven't got it by then they won't ever get it." At the third school (U), a reading specialist also handled students in small groups in all grades.

These schools devoted less time to reading instruction in the classroom on the average than the three schools described earlier, although the classroom reading instruction tended to vary more from class to class within the school. The three affluent schools seemed to have a greater number and variety of materials for supplementary use than did at least two of the low SES schools; one of the schools in the cluster was particularly devoid of materials beyond the basal readers used in the classrooms and the impressive array of equipment in the federally funded reading lab. Thus, in terms of equipment and emphasis placed on reading instruction, these seven schools covered a range that seemed to bear a rough relationship to socioeconomic status.

With respect to general school environment and affect, the seven schools in this cluster also represented a range but one bearing little relationship to either socioeconomic status or effectiveness. One of the most disadvantaged schools (S) was judged one of the pleasantest places to visit. Observers felt that the principal had managed in this school to create an environment most conducive to learning to read. This was the school in which the principal's devotion to the language experience approach to reading had affected the entire school ambience. Language production was encouraged in the form of both speaking and writing. The children had a friendly, outgoing manner reflective of the way in which they were treated by staff. This school was thought to be highly effective. One of the most affluent schools (R) was probably second in the observers' eyes in terms of environment. This was a pleasant, cheerful place, too, clean and well-ordered, friendly and comfortable. The staff interacted positively and expressed real affection for the principal; students were well treated. Most of the varied instruction that was observed in classrooms was viewed positively, as reflecting the principal's respect for his staff. This school was also judged to be effective. By contrast, a second affluent

school (U) was not felt by observers to be a pleasant place, although it was reported to have been managed smoothly. There seemed to be little in the way of involvement or cooperation on the part of the staff, and a strong competitive element seemed to color much of the social interaction in and out of classrooms. Observers felt the staff to be an unusually well qualified group, yet the overall impression of the school in terms of affect was not positive. There was some feeling that the staff seemed content to achieve minimal standards. Despite these feelings, observers generally felt that the school was effective. An extremely deprived school in which observers felt students to be learning how to read with some success was judged to be suffused with a "dull aura of boredom, apathy, tedium, and hopelessness." One teacher of a compensatory class was felt to be downright abusive to students. Others, reflecting the serious no-nonsense atmosphere that permeated the place, led students through long sessions of drill and skill-building activities. There was little enjoyment of reading (or anything else) in this school, and an atmosphere of repressiveness in the halls and the cafeteria.

The remaining three schools fell somewhere between the extremes just described. One school (X) was judged negative with respect to affect because of a division between the teachers in the open space portion of the school and the teachers who maintained self-contained classrooms in the old sector. There was little warmth or concern displayed by either. The school (T) that was moving toward multiage organization and individualized instruction was judged exciting although the direction in which the school was moving was highly controversial in the community as well as among the staff. The final school (W), a fairly affluent one judged to be reasonably effective, was judged fairly positive with respect to general atmosphere. The young, energetic principal had involved his teachers in pilot programs for the district and

in district decisions about materials and curriculum. As a result, the teachers seemed knowledgeable and committed, although the school atmosphere was not high powered.

Overall, this cluster generated more excitement among observers than any other. What is interesting is that the effectiveness data showed this cluster (or non-cluster, really, since it was formed of schools without clearly definable programs) to be the most consistently effective at the school level of all subgroups of schools in the sample.

High and Low Individual Schools

Certain schools were chosen to be visited because of their high or low individual effectiveness rankings, without regard to cluster menbership. Three schools with high scores and two with low scores were visited; these will be reported individually since there was no underlying program similarity assumed.

One school (Y) with particularly high effectiveness scores for compensatory students in grades 4 and 6 was a large school (870 students) located in a small town in the southeastern part of the country. The advent of compulsory desegregation changed the school population from 100% white to include about one-third black students and a small number of Spanish-speaking ones. There were also some migrant children, enough apparently to warrant the existence in the school of four aides whose charge was to tutor migrant children in language skills.

Observers were impressed with the apparent total commitment in this school to improving students' scores on achievement tests. They were also impressed with the amount of help available for students in the task of improving scores on achievement tests. In addition to the 29 regular classroom teachers serving grades 1 through 6 there were a battery of special personnel including a special education teacher, a learning disabilities teacher, a

Title I teacher and her aide, a librarian, and four Title I classroom aides in addition to the four aides who worked specifically with migrant children. In addition a special volunteer program in the school used parents and retired people for one-to-one tutoring of students in need of limited help. Two special multiage classes of slow learners in the intermediate grades were smaller than the regular classes at those grade levels. (The Title I teacher worked mainly with students in the first three grades.) The school also had a full-time curriculum coordinator. The curriculum coordinator seemed to be in charge of the substantive areas of curriculum within the school, leaving the principal free to deal with the administrative functions. She was also responsible for supervising and administering the achievement testing program in the school. (The principal, described by observers as a "warm, motherly, positive person," was a very visible administrator. The staff felt her to be very supportive of them, encouraging them to try new materials and approaches and providing them with any materials they might request.)

There was a heavy emphasis in this school on basic reading activities. Teachers were universally devoted to the Lippincott basal readers and spellers at all grade levels, primarily because of their phonetic approach. There were also a wide variety of supplementary materials particularly in grades 4 and 6. The Alpha One program was used in the first grade along with the Lippincott basals. Throughout the school a moderate amount of time was devoted to reading instruction daily: 90 minutes for reading and an additional 30 minutes for spelling seemed to be the rule for most classes. In addition, students might receive extra instruction from one or another of the special helpers. Observers saw very little actual reading going on in the classes they observed; most instruction took the form of skill drills

and exercises, even at the upper grades. The only places where language production seemed to be encouraged were in the Title I reading lab and in a special fourth-fifth grade combination class for slow learners; in both classrooms, the teachers were using the language experience method with some satisfaction.

Teachers in this school were judged to be competent for the most part and there was, with one notable exception, an almost universal tendency for them to praise the students a great deal during instructional interaction. Observers were impressed by what one of them termed "an absence of harsh words, reprimands, and excessive demands."

Within grades, students were grouped homogeneously for reading. In the second and fourth grades there were two "teams" among which instructional duties were divided: one teacher took the lower reading and higher math groups in one team; in another, one teacher taught all math and all spelling and the other teacher taught reading to all students. In the sixth grade there were four classes in an open space (formerly the auditorium) and departmentalization by subject. Two teachers handled reading for the entire group of about 150 students. All teams had a daily planning period. As a result, although the day was crowded (no recess, lunch eaten in classrooms), the staff seemed unusually communicative and well coordinated for a school as large as this one.

In all, observers were sure that this was an effective school, in part by virtue of its devotion to improving achievement test scores and in part because of the coordinated effort of the large staff in its planning and execution of a total coherent reading program in the school. Observers were, however, dismayed by what they felt to be a lack of emphasis on reading as an activity, on productive language, and on the enjoyment of reading.

The second school (Z) with a high individual effectiveness ranking was a small (200 students in grades K through 5) all-white school on the edge of a large city. Because this school had virtually no compensatory reading program, it was not accorded a second visit. Observers could not understand the high ranking of the school and concluded that perhaps students had been labeled compensatory reading students when they weren't.

In fact, the school had little in the way of reading problems. Because it was located in a largely black, impoverished district, it enjoyed the services of a Title I reading teacher on a limited basis, the equivalent of one and one-half days a week. This teacher, a very young, new teacher without special training in reading, was observed working with small groups of students as they read and taperecorded a play. This seemed to be the essence of her program, getting students to read aloud and listen to themselves. She did not seem to feel there were very serious reading problems in the school.

The principal administered at least one other school as well as this one, and did not appear to be present in this school much of the time. Observers were, in fact, left to speak with the reading coordinator, who also served several schools. He indicated that the students in this school were among the better ones in the district, and that other schools for which he was responsible commanded a great deal more of his time and attention.

The teaching was judged uninspiring in the school at large; four teachers were observed and only one was judged to have any spark. The staff was young, for the most part, and not extraordinarily involved or committed; there was some degree of variety of reading materials across classes.

The standing of this school remained a puzzle to the end.

The third school with a high individual effectiveness ranking (school AA) was a smallish school in an impoverished town. This school was described by the first set of observers as an extremely traditional place, spartan in its general atmosphere. The building was old, the teachers stern and old-fashioned, and the instruction largely from basal readers in groups with self-contained classrooms with a great deal of oral reading, drill, and workbook-oriented seatwork. There were 12 classroom teachers and a reading lab teacher with two aides. The principal, a pleasant man in his fifties, was new to the school this year and was responsible for other schools in the district as well. He attested to the traditionalism of the school and of the community, and indicated that there was little money for or interest in educational innovation of any sort. Half of the staff was new during the year of observation, mostly as a result of retirements, and the principal expressed some hope that the school would loosen up with the changes. The reading lab teacher, who was also new to the school during the year of observation, saw approximately 80 of the 335 students in the school for periods of 30 minutes a day. She worked in a well-equipped room in the basement, filled with audiovisual equipment and books. The teacher, her aides, and the room had been funded by Title I. Observers questioned the effectiveness rating of this school at the time of the first visit.

The second set of observers, visiting two months later, were impressed with the transition that the school had seemed to be making from strict, traditional methods and materials toward a more modern, varied approach to instruction. Theirs was a favorable impression, based largely on the fact that the school was becoming more relaxed, and individual differences among teachers were becoming more apparent. On the second visit, more teachers were using supplementary materials in addition to the basic series. The Alpha program was being used in the kinder-

garten and first grades, and Ginn 360 and Harcourt Brace materials had been introduced along with the basic SRA series that had been in almost universal use.

The reading lab program was thought to be fairly effective, as were most of the teachers. There remained, however, the enigma of what the school had been like during the year of testing, since the principal, the compensatory reading teacher, and half of the classroom teachers were new to the school during the year of site visits.

The two schools chosen for their individual low effectiveness rankings had a great deal in common. Both were extremely small (140 and 220 students respectively) schools in all-white middle-class communities. Neither had Title I funds or any extensive compensatory reading program. Both had female principals who were also classroom teachers and other personnel who either performed dual functions or were present in the school only parttime. In both schools the principals were described as "strong" and "vigorous" women. Both schools used basal readers exclusively although in one school the use of basal readers was supplemented by the Wisconsin Design materials, a program involving criterion referenced testing and skill development exercises. Both schools, because of their small size, had atmospheres that observers described as "family-like" and "cozy". One of the schools (CC) was located in a small town, the other in a rural area not far from a large city. In both instances, the school population was described as very stable and homogeneous with respect to socioeconomic status, ethnicity, and lifestyle.

In one school (BB) the principal served as the fourth grade teacher. In the other school, the principal shared responsibility for the sixth grade with the remedial reading teacher. In both cases, the principal was felt to be a conscientious and hard-working teacher, traditional and

authoritarian. The shared sixth grade situation was considered by observers to be ineffective; the remedial reading teacher was unable to control the class and it was felt that little if any learning was taking place there. With this single exception, observers did not predict the ineffectiveness of these two schools.

In neither school were there severe reading problems, either by the school's accounting or observers'. In both schools the regular classroom reading program was also the reading program for low-level readers, although in both schools there was some auxiliary help for low readers. In one school (CC) the remedial reading teacher spent half of every day working with low-level readers in small groups. She was felt to be very effective in this role, although observers were not admiring of her teaching of the sixth grade class that she worked with for the other half of each day. In the other school, cross-age tutoring provided individual help for second graders by sixth graders and an aide worked individually with fourth graders. In addition, a half-day-a-week reading consultant and a part-time special reading teacher worked with a small number of second graders.

Both schools were felt to be highly traditional in their approaches to instruction in general and to reading in particular, although in both schools there was some indication that new materials and more materials had been introduced into the schools in recent years. In one school (BB), multiage groupings were formed for the first time during the observation year, in part because of the small size of the school. Observers felt that this move at least gave the school the impression of being less traditional than it had been.

Why, then, the low effectiveness rankings for these schools? Once again, the answer is felt to lie somewhere with the definition of effectiveness adopted for this study and with the nature of the

total sample. Both of these schools ranked high for the study sample with respect to socioeconomic status, and both were fairly free of severe reading problems. Since both status and pretest performance were part of the effectiveness measure, it seems likely that the schools started with reasonably high pretest scores. At the same time, there was little if any real compensatory effort in either school, and not a great deal of need (real or perceived) to improve test performance. It is therefore speculated that the "average" gains from pre- to posttest in these schools could not compare favorably with the spectacular gains in schools in which poor students were exposed to fairly intensive compensatory treatments.

Observation Variable Development

The Classroom Observation Schedule yielded a large body of data descriptive of classrooms in grades 2, 4, and 6 of the 29 schools visited. In order to reduce the large number of items in this instrument to a more manageable and potentially interpretable number, 12 variables (item composites) were hypothesized by project staff. Ten of these were developed a priori, and two were suggested by exploratory factor analysis. Each hypothesized variable (scale) was calibrated assuming a graded latent trait model.[1] For each variable, a chi square test of fit was obtained for each item individually and for the scale as a whole. If the variable as a whole was characterized by significant lack of fit, the items responsible were modified by collapsing response categories. If after this modification the scale as a whole still did not meet the criterion of acceptable homogeneity, the poorest fitting items were removed.

[1]Samejima, F. Estimation of latent ability using a response pattern of grades scores. Psychometrika, Monograph No. 17, Vol. 34, No. 4, Part 2, December 1969.

The application of this process resulted in 11 scales with acceptable homogeneity (after adjusting the chi square values to 100 degrees of freedom) at the .05 level. One scale was discarded because an acceptable fit could not be obtained. Following are the 11 variables, the Observation Schedule items of which each is comprised, and the direction (+ or -) in which each item is scored.

Student Autonomy

- 11a Students move with purpose about classroom at will (+)
- 11c Students move about classroom with adult permission or under adult direction. (-)
- 12a Students change activities at will (+)
- 13a Students converse with each other freely (+)
- 13b Students converse with each other when specifically permitted or directed to do so by adult (-)
- 14a Students leave the classroom at will or by clearly understood procedure not requiring adult intervention (+)
- 14b Students leave the classroom when permitted or directed to do so by an adult (-)
- 16b Students act without verbal teacher direction but clearly in accordance with procedures (+)
- 17a Student-teacher interaction is initiated by students (+)
- 18b Instruction or student activity is defined (whether, what, how fast) by student choice (+)
- 18g Students move to teacher (+)
- 32 Teacher intervention in student interaction (-)
- 44 Students help each other (+)
- 46 Students work independently(+) (without adult attention)
- 48 Students vie for teacher attention (-)
- 50 Student independence in carrying on task (+)
- 57 Student autonomy (+)
- 58 Student centered focus of instruction (+)
- 71 Students independent of teacher (+)

Adult Centeredness of the Classroom

9a Teacher directs instruction to the class as a whole (+)

9c Teacher directs instruction to one or more subgroups of the class, remaining subgroup (s) receive instruction from someone else (+)

9e Teacher directs instruction to one or a series of individual students, remainder of class receives instruction from someone else (+)

11c Students move about classroom with adult permission or under adult direction (+)

12b Students change activities with adult permission or under adult direction (+)

13b Students converse with each other when specifically permitted or directed to do so by adult (+)

14b Students leave the classroom when permitted or directed to do so by an adult (+)

15b Materials used by students through permission of or distribution by adult (+)

16a Teacher articulates classroom procedures

17b Student-teacher interaction is initiated by teacher (+)

18a Instruction or student activity is teacher centered (+)

18c Instructional feedback is provided by teacher (+)

18f Teacher moves to students (+)

32 Teacher intervention in student interaction (+)

34a Direction (tells students what to do or has signal to which students respond) (+)

34b Direct praise (+)

34c Negative statements or warnings (+)

34d Threat or withdrawal of affection (+)

34h Pointing out student or group of students as positive model (+)

34i Pointing out student or group of students as negative model (+)

58 Student centered focus of instruction (-)

63 Teacher as performer (+)

Classroom Affect

13a Students converse with each other freely (+)

37 Humorous, light teacher demeanor (+)

38 Praising, encouraging teacher style of reinforcement (+)

40 Buoyant, enthusiastic, active teacher manner (+)

41 Unruffled, even-tempered, calm, stable teacher manner (+)

45 Student behavior is obstructive or disturbing to other students (-)

49 Enthusiastic, curious, questioning student interest (+)

55 Cooperative social climate (+)

56 Non-competitive social climate (+)

62 Positive affective climate of classroom (+)

64 Warm, friendly teacher (+)

66 Praising, rewarding teacher (+)

69 Happy students (+)

72 Cooperative students (+)

Teacher Warmth, Charisma, or Leadership Style

17a Student-teacher interaction is initiated by students (+)

17b Student-teacher interaction is initiated by teacher (+)

18f Teacher moves to students (+)

18g Students move to teacher (+)

20 Teacher proximity to students (+)

28 Outgoing teacher manner (+)

31a Fair and impartial teacher treatment of students vs. negative criticism (+)

31b Fair and impartial teacher treatment of students vs. positive criticism (+)

35 Animated teacher facial expression (+)

36 Warm, friendly cheerful teacher manner (+)

37 Humorous, light teacher demeanor (+)

38 Praising encouraging teacher style of reinforcement (+)

40 Buoyant, enthusiastic, active teacher manner (+)

48 Students vie for teacher attention (+)

64 Warm, friendly teacher (+)

66 Praising, rewarding teacher (+)

Teacher/Classroom Flexibility

9f Instructional grouping changes (+)

11a Students move with purpose about classroom at will (+)

11c Students move about classroom with adult permission or under adult direction (+)

12a Students change activities at will (+)

12b Students change activities with adult permission or under adult direction (+)

13a Students converse with each other freely (+)

21 Teacher asks open-ended (divergent, more than one answer) questions (+)

22a Teacher accepts a correct, unexpected answer (+)

22b In event of an incorrect answer teacher leads student to the correct answer (+)

25 Teacher imperturbability (+)

26 Teacher copes adequately with observers (+)

29a Teacher is aware of student inability to understand instruction (+)

29b Teacher is tolerant of and adaptive to student inability to understand instruction (+)

39 Teacher tolerance of extraneous student behavior (talking, squirming, etc.) (+)

59 Flexible classroom organization (+)

Effectiveness of Instruction

21 Teacher asks open-ended (divergent more than one answer) questions (+)

22a Teacher accepts a correct, unexpected answer (+)

22b In event etc. .... (+)

24 Teacher exemplifies desired student behavior (+)

27 Teacher gives incorrect information to students (-)

29a Teacher is aware of student inability to understand instruction (+)

30 Teacher attends approximately equally to all students (+)

33 Teacher interrupts instruction to discipline or manage (-)

49 Enthusiastic, curious, questioning student interest (-)

54 Learning taking place (+)

68 Effective teacher (+)

Student Involvement in Learning

18e Instructional feedback is provided by materials (+)

18f Teacher moves to students (+)

18g Students move to teacher (+)

42 Students use books and other printed material in classroom (apart from basal readers, other assigned work)(+)

43 Students use puzzles, games, toys, classroom equipment other than books (+)

44 Students help each other (+)

46 Students work independently (+) (without adult attention)

47 Students attend to work (+)

49 Enthusiastic, curious, questioning student interest (+)

50 Student independence in carrying on task (+)

52 Noisy classroom (+)

53 Purposeful student movement (+)

65 Involved teacher (+)

70 Involved students (+)

Structure

11a Students move with purpose about classroom at will (-)

11b Students move randomly about classroom at will (-)

11c Students move about classroom with adult permission or under adult direction (+)

12a Students change activities at will (-)

12c Activities did not change in the classroom during period of observation (+)

13a Students converse with each other freely (-)

14a Students leave the classroom at will or by clearly understood procedure not requiring adult intervention (-)

14b Students leave the classroom when permitted or directed to do so by an adult (+)

14c There is little or no student movement out of the classroom (+)

15a Materials used by students seemingly without adult mediation (-)

16b Students act without verbal teacher direction but clearly in accordance with procedures (+)

18a Instruction or student activity is teacher centered (+)

18b Instruction or student activity is defined (whether, what, how fast) by student choice (-)

34a Direction (tells students what to do or has signal to which students respond) (+)

39 Teacher tolerance of extraneous student behavior (talking, squirming, etc.) (-)

46 Students work independently (without adult attention) (-)

57 Student autonomy (-)

58 Teacher centered instruction (+)

Student/Teacher Interaction Involvement in Learning

10a Approximate time spent on reading aloud (+)

10b Approximate time spent on directed silent reading (+)

10c Approximate time spent on word attack skills (+)

10d Approximate time spent on Spelling/Punctuation/Grammar (+)

10e Approximate time spent on Penmanship (+)

10f Approximate time spent on creative writing (+)

10g Approximate time spent on listening (being read to) (+)

17a Student-teacher interaction is initiated by students (+)

17b Student-teacher interaction is initiated by teacher (+)

18c Instructional feedback is provided by teacher (+)

18d Instructional feedback is provided by materials (+)

18e Instructional feedback is provided by students (peer group) (+)

30 Teacher attends approximately equally to all students (+)

40 Buoyant, enthusiastic, active teacher manner (+)

42 Students use books and other printed material in classroom (apart from basal readers, other assigned work) (+)

43 Students use puzzles, games, toys, classroom equipment other than books (+)

44 Students help each other (+)

45 Student behavior is obstructive or disturbing to other students (+)

46 Students work independently (+) (without adult attention)

47 Students attend to work (+)

48 Scudents vie for teacher attention (+)

49 Enthusiastic, curious, questioning student interest (+)

54 Learning taking place (+)

62 Positive classroom climate (+)

65 Involved teacher (+)

68 Effective teacher (+)

70 Involved students (+)

Punitive Teacher Control

27 Teacher gives incorrect information to students (+)

34b Teacher controls via threat or withdrawal of affection (+)

34e Teacher controls via removal of student from group (+)

34g Teacher controls via calling on or threatening to call on outside authority (+)

34i Teacher controls via pointing out student or group of students as negative model (+)

Equality of Teacher Attention to Students

29a Teacher is aware of student inability to understand instruction (+)

29b Teacher is tolerant of and adaptive to students' inability to understand instruction (+)

30 Teacher attends approximately equally to all students (+)

31a Teacher is fair and impartial in use of negative criticism (+)

31b Teacher is fair and impartial in use of positive criticism (+)

No attempt was made to create a set of observational variables independent of each other. Reference to the preceding descriptions of the variables shows that the item sets of which they are composed overlap to a considerable degree. In addition to whatever degree of "true" intercorrelation the set of variables exhibits, an additional spurious component is undoubtedly introduced by this item overlap. Table 5 shows the intercorrelations of the eleven variables, computed on the combined (across grades) group of classes observed (N = 199). Correlation coefficients are given above the diagonal, and numbers of Classroom Observation Schedule items common to each pair of scales are given below the diagonal.

Table 5

Intercorrelations and Number of Items In Common Among Observation Variables

	Student Autonomy	Adult Centeredness	Classroom Affect	Teacher Warmth	Flexibility	Effective Instructi	Student Involvement	Structure	Student/Teacher Involvement	Punitive Control
Student Autonomy		-.60	.18	.21	.72	.20	.41	-.80	.26	-.04
Adult Centeredness	5		-.03	-.04	-.56	-.03	-.16	.74	-.03	.13
Classroom Affect	1	0		.78	.32	.86	.83	-.19	.92	-.31
Teacher Warmth	3	2	5		.42	.62	.66	-.28	.74	-.16
Flexibility	5	2	1	0		.30	.42	-.81	.36	-.11
Effective Instruction	0	0	0	0	4		.85	-.18	.91	-.36
Student Involvement	4	1	1	2	0	1		-.41	.94	-.23
Structure	11	6	1	0	5	0	1		-.27	.04
Student/Teacher Involvement	4	2	4	4	0	4	9	1		-.26
Punitive Control	0	2	0	0	0	1	0	0	0	
Equal Attention	0	0	0	2	2	2	0	0	1	0

It is interesting to note that, of all the variables whose relationship to effectiveness is substantial (see the section entitled "Relationship of Observational Variables to Achievement Effectiveness," p. 58), only two (Classroom Affect and Teacher Warmth) are correlated sufficiently (r = .78) to make their redundancy a consideration.

Correspondence of Observational Variables and Factors

Nine of the eleven observational variables described in the previous section (all but Punitive Teacher Control and Equality of Teacher Attention to Student Needs) were hypothesized by staff members as a result of their experiences in observing classrooms, and without reference to any analyses of the actual observational data. Subsequent analyses of all eleven variables served only to confirm the unidimensionality of each scale, or in some cases to dictate the elimination of certain items such that a standard of acceptable unidimensionality was met. Another somewhat different approach to the development of observational variables was also undertaken. Factor analyses were performed separately on three groups of items contained in the Classroom Observation Schedule:

1. Student Behavior (items 42-56) and Global Ratings of Students (items 69-72)
2. Teacher Behavior and Personality (items 20-41) and Global Ratings of Teacher (items 63-68)
3. Global Ratings of Classroom (items 57-62), Global Ratings of Teacher (items 63-68), and Global Ratings of Students (items 69-72)

Since the analyses of the unidimensionality of the eleven observational variables had been conducted on classroom observations combined across grade levels, the factor analyses were also performed across grades. Six factors were extracted from the Group 1 (student) data, eight from the Group 2 (teacher) data, and four from the Group 3 (global) data. The Geomin factor pattern loadings after rotation without Kaiser normalization were examined for each item for each factor, in order to identify factors having several defining items in common with one or more of the observational variables. Those cases in which a hypothesized variable and an empirically derived factor appeared to

be measuring the same construct were regarded as evidence confirmatory of the validity of that construct. It should be noted that it was possible for any of the entire set of Classroom Observation Schedule items to be included in any of the hypothesized variables, while the set of items of which any of the factors could be comprised was limited to those listed above. This restriction on the degree to which variables and factors could share common items was considered in identifying each variable/factor pair measuring a common construct.

Table 6 gives a listing of factors which appear to measure the same construct as one of the observational variables, and the Classroom Observation Schedule items which load highest on each.

Table 6

Observational Variable/Factor Correspondences

Variable/Factor	Items	Loading
Student Autonomy	46.a. Students work independently (frequency)	.82
	46.b. Students work independently (number)	.60
	50. Student independence in carrying on task	.55
	71. Student independence of teacher	.62
Teacher Warmth	28. Teacher outgoing manner	.88
	35. Teacher animated and vital facial expression	.83
	36. Teacher cheerfulness	.89
	37. Teacher humorous and light demeanor	.76
	40. Teacher alertness	.66
	64. Warm, friendly teacher	.81
Student Involvement in Learning		
Factor I	45.a. Student behavior is obstructive or disturbing to other students (frequency)	-.84
	45.b. Student behavior is obstructive or disturbing to other students (number)	-.49
	47.a. Students attend to work (frequency)	.63
	52. Students quiet	.[illegible]3
	53. Purposeful student movement	.95

Table 6 (cont.)

Variable/Factor	Items	Loading
Factor I (cont.)	55. Cooperative social climate	.56
	72. Cooperative students (global rating)	.73
Factor II	42. Students use books and other printed material in classroom (apart from basal readers, other assigned work)	.47
	43.a. Students use puzzles, games, toys, classroom equipment other than books (frequency)	.67
	43.b. Students use puzzles, games, toys, classroom equipment other than bcoks (number)	.46
	44. Students help each other	.46
Factor III	48.a. Students vie for teacher attention (frequency)	-.78
	48.b. Students vie for teacher attention (number)	-.58
	56. Non-competitive social climate	.42
Student/Teacher Interaction Involvement in Learning		
Factor I	43.b. Students use puzzles, games, toys, classroom equipment other than books (number)	-.81
	45.b. Student behavior is obstructive or disturbing to other students	-.53
Factor II	61. Classroom under control	.81
	62. Positive classroom climate	.86
	64. Warm, friendly teacher	.56
	65. Involved teacher	.74
	66. Praising, rewarding teacher	.78
	67. Relaxed teacher	.59
	68. Effective teacher	.85
	69. Happy students	.72
	70. Involved students	.76
	72. Cooperative students	.80

Table 6 (cont.)

Variable/Factor	Items	Loading
Punitive Teacher Control	31.a. Teacher directs special negative criticism to certain individuals only, apart from demands of the situation	.44
	31.b. Teacher directs special approval to certain individuals only, apart from demands of the situation	.53
	34.d. Teacher controls via threat or withdrawal of affection	.49
	34.g. Teacher controls via calling on or threatening to call on outside authority	.48
	34.h. Teacher controls via pointing out student or group of students as positive model	.52
	34.i. Teacher controls via pointing out student or group of students as negative model	.45

It should be noted that the "Punitive Teacher Control" variable was not hypothesized a priori, but was one of two suggested by examination of the factor analyses (the other variable so suggested, "Equality of Teacher Attention to Students," was suggested by the opposite pole of the same factor). It is of interest to note that teacher control via pointing out students as either positive or negative models is an element of the "Punitive Teacher Control" factor. Apparently it is the singling out behavior on the part of the teacher which is critical. An alternative explanation is that pointing out students as positive models is a subtle but powerful means of implying that the remainder of the class represents a negative model.

Relationship of Observational Variables to Achievement Effectiveness

Eleven variables descriptive of various aspects of student/teacher classroom interaction were derived, as described in the foregoing section, from the Classroom Observation Schedule:

Student Autonomy
Adult Centeredness of the Classroom
Classroom Affect
Teacher Warmth, Charisma, or Leadership Style
Teacher/Classroom Flexibility
Effectiveness of Instruction
Student Involvement in Learning
Structure
Student/Teacher Interaction Involvement in Learning
Punitive Teacher Control
Equality of Teacher Attention to Students

The first nine of these variables were hypothesized a priori by staff members who participated in the site visits. The last two were suggested by exploratory factor analyses of the observation data. Each variable was then tested analytically for homogeneity. A more complete description of the variable development process is given in the preceding section.

Using the class mean as the unit of analysis, each of the eleven observational variables was correlated with achievement effectiveness, separately by grade. Achievement effectiveness, for this analysis, was defined as total achievement posttest score with the effects of total achievement pretest, pretest squared, and school SES index removed. It should be noted that achievement data were gathered during the 1972-1973 school year, while the observational data were obtained in the second semester of the 1973-1974 school year. Although this situation was clearly not as desirable as having both data sets from the same year, it was still possible to obtain correlations (in several instances significant ones) by matching each 1972-1973 class's effectiveness score with the observational variables obtained for its teacher during the following year. That it is possible to show relationships under these conditions is not surprising if one accepts the point of view that teachers do not (and perhaps can not) change from one year to the next those basic modes of classroom behavior which were observed or which affected the observed behavior of students.

The interval of one year between achievement and observational data was not, of course, an optimal situation. Inasmuch as the analyses required to select the 1973-1974 schools were not completed until December 1972, it was not possible to identify those schools for pretest in Fall 1973 (and therefore not useful to posttest in Spring 1974).

Therefore, the obtained correlations of observational variables with effectiveness suffered some degree of attenuation from error associated with (a) any changes in teacher classroom behavior over the course of a year, and (b) any changes in teacher/student interaction caused by the change of students in each teacher's class from one year to the next. If the refusal of certain schools to participate in the observational phase of the study resulted in a restriction of range of any of the observational variables, then this too could have caused a reduction in the size of the obtained correlations. It should also be noted that the effectiveness score developed for use in these correlations differed in the following ways from the effectiveness score used in the selection of the 29 schools:

1. the current effectiveness score described each class (teacher); the prior effectiveness score described each grade within each school.
2. the current effectiveness score was developed from the achievement data of the 29 schools visited; the prior effectiveness score was developed from the achievement data of the entire Phase II (1972-1973 school year) sample.
3. the current effectiveness score was developed using all (CR and NCR) students' data; the prior effectiveness score used to select schools was based on CR students' data only.
4. the current effectiveness analysis removed the effects of pretest, pretest squared, and school SES; the prior effectiveness analysis removed the effects of pretest, school SES, and certain school characteristics related to SES.
5. the current effectiveness analysis omitted all classes (teachers) for which both 1972-1973 achievement data and 1974 observational data were not available.

The possibility that bias was introduced by the exclusion of certain teachers from the analysis because they did not have both 1972-1973 and 1974 data (see 5. above) required further analysis. Of the

total of 209 teachers for whom 1974 observational data were available, 82 did not have matching 1972-1973 student achievement data. Of these 82, 10 had either pretest or posttest scores but not both. Analyses of variance were performed for each of the following dependent variables, comparing teachers who were included in the correlational analyses to those who were omitted:

1. Student autonomy
2. Adult centeredness of the classroom
3. Classroom affect
4. Teacher warmth, charisma, or leadership style
5. Teacher/classroom flexibility
6. Effectiveness of instruction
7. Student involvement in learning
8. Structure
9. Student/teacher interaction involvement in learning
10. Punitive teacher control
11. Equality of teacher attention to students
12. Teacher experience
13. Teacher satisfaction with the administration
14. Teacher attitude toward the academic capabilities of disadvantaged children

Analyses for each of the observational variables listed above (1.-11.) were performed on two forms of the data--with and without observer effects removed. For both forms of the analysis for each of variables 1-11, there were no significant differences between the teachers who were omitted from the correlational analyses and those who were included. Variables 12-14 were teacher characteristics variables derived from the Teacher Questionnaire (see the Addendum to the Phase I Report, pp. 1-4). Analyses of variance performed on these variables resulted in one significant difference, for Teacher Experience ($F = 29.8$; D.F. = 1,184; $p < .001$; proportion of variance accounted for by the comparison = .14), with the omitted teachers having a lower mean on the experience variable. Thus it seems that, for almost all teacher classroom and background characteristics investigated, the omission of the 82 teachers did not introduce a significant amount of bias.

Table 7 shows the obtained partial correlations of observational variables with reading achievement effectiveness, removing the effects of pretest, pretest squared, and school SES.

Table 7

Partial Correlations of Observational Variables with Reading Achievement Effectiveness

	Grade 2		Grade 4		Grade 6	
Variable	N[1]	r	N[1]	r	N[1]	r
Student Autonomy	50	-.08	53	-.09	24	.32
Adult Centeredness	50	.30	53	.21	24	-.01
Classroom Affect	50	.25	53	.17	24	-.31
Teacher Warmth	50	.11	53	.01	24	-.41
Teacher/Classroom Flexibility	50	-.04	53	-.07	24	.19
Effectiveness of Instruction	50	.14	53	.17	24	-.06
Student Involvement in Learning	50	.14	53	.15	24	-.11
Structure	50	.14	53	.05	24	-.25
Student/Teacher Interaction Involvement in Learning	50	.19	53	.10	24	-.16
Punitive Teacher Control	50	.05	53	-.25	24	.05
Equality of Teacher Attention to Students	50	-.49	53	.04	24	.39
	(5% r=.28)[2]		(5% r=.27)[2]		(5% r=.40)[2]	

[1] number of classes

[2] note that the unit of analysis is the class mean, and that these significance levels for the correlation coefficient are therefore too large.

Reference to Table 7 shows the relationships of the following variables with effectiveness to be worthy of attention:

Grade 2: Adult centeredness of the classroom (+)
Classroom affect (+)
Student/teacher interaction involvement in learning (+)
Equality of teacher attention to students (-)

Grade 4: Adult centeredness of the classroom (+)
Punitive teacher control (-)

Grade 6: Student autonomy (+)
Classroom affect (-)
Teacher warmth (-)
Equality of teacher attention to students (+)

Considered overall, the above relationships seem to show a progression of effective classroom characteristics from the adult-centered, high student/teacher involvement i. learning, positive affect second grade classroom to the high student autonomy, deemphasis of teacher warmth and classroom affect characteristics of the effective sixth grade classroom. The high negative correlation in the second grade of "Equality of Teacher Attention to Students" with effectiveness requires special comment. Reference to the previous section on variable development shows this scale to contain elements of both impartiality and equality of teacher attention to students. If individualized attention to second grade students was frequently coded by observers as the opposite of equal attention, then this high negative correlation might signify a beneficial effect of such individualized attention to the needs of students.

Examples and implications of these variables in observed situations are presented in the following section.

Classroom Variables Illustrated

For each of the grade levels included in the study, the variables derived from the classroom observation instrument were correlated with the effectiveness measure. At each grade level, a different subset of the variables was discovered to bear a relationship to effectiveness. The relationships by grade are shown in Table 7.

In order to illustrate the nature of classroom behavior reflected by the variables, this section will summarize and present selected segments of case studies. The case studies have been chosen to reflect schools and/or classrooms whose ratings for the variables under discussion are higher (more positive) or lower (more negative) than average;

that is, greater than one standard deviation from the mean. In some cases, schools exhibiting unusual variability among classes with respect to the variable will also be described.

Adult centeredness of the classroom (grades 2 and 4). In both grade 2 and grade 4, the adult centeredness variable (see page 47 for a description of the variable and the items that contributed to it) was found to be related positively to effectiveness. At least one school among the 29 visited showed high scores for adult centeredness in both second and fourth grades in many of the classrooms visited, and several others showed high positive scores in one of the two grades. At least one school exhibited consistently high negative scores in both grades and others showed negative scores in one grade or the other. These schools and some of the classrooms in them will be described.

The school with a high level of adult centeredness in many (five out of six) of the classrooms visited in grades 2 and 4 was located in a southeastern state. "The socioeconomic background of the 870 students spanned a wide range, although observers did not have the feeling that this was a 'disadvantaged' school," the first case study reports. The school population and the teaching staff was about one-third black. There were federal funds available to the school by virtue of a large number of children from migrant families; the money was used in the reading area primarily for materials, a reading lab, and classroom aides. Observers noted that "classrooms were sparsely furnished, even though there was a wealth of materials for teaching reading." They felt this to be consistent somehow with "the school's heavy emphasis on basic reading materials and their phonetic approach." The instruction throughout the school was "generally teacher-centered." Observers also noted a great deal of positive reinforcement in classrooms and of teachers by the principal. Students were grouped by ability within grade for reading; observations were made of reading instruction in the lower level groups at each grade level. Lippincott basal readers were used throughout

the school, supplemented variously by the Alpha Program, the Palo Alto materials, Reader's Digest Skill Builders, Sullivan programmed materials, Mott workbooks, and SRA kits. At least half of every morning was devoted to reading. Thanks to homogeneous grouping, no single teacher handled much of a range of reading ability in her reading class; teachers tended, therefore, to direct most instruction to the entire group of students in the reading class.

Activities observed in the two second grade classes visited, both of which received exceedingly high ratings for adult centeredness, were an assortment of drills--clapping out syllables, adding suffixes, forming compound words, distinguishing long and short vowels, and forming plurals--and some reading aloud, all led and paced by the teacher. Both classrooms were characterized as "teacher centered and controlled, with a pleasant atmosphere." One classroom was described further: "Instruction was carried out with fine precision but not insensitively. The teacher kept a rhythm and momentum going ... for 45 minutes, including in the non-stop session a physical exercise when she noticed students' attention flagging." It was noted by the observer that this teacher, on this the second visit, conducted a lesson that was identical in form to the one she had conducted at the time of the first visit two months earlier. The other teacher at this grade level was contrasted with the first as "not as much of a performer, but she was master of the materials." The observer felt that her ability to control the class also stemmed from a thorough knowledge of her students and their strengths and weaknesses. In both classes students were responsive and no discipline problems were observed.

The fourth grades exhibited the same consistency from first to second visit as had been noted in the second grades. In the two high adult centeredness classes (again the two lower reading groups), instruction was directed to the entire group, and considered by observers to

be "teacher and materials centered." In one class, the teacher led a discussion with the group preparatory to reading a story and answering written questions. In the other class, a lengthy phonics drill was followed by a creative writing assignment. In both classes students were cooperative, teachers were thought to be sticking fairly closely to the directions in their manuals, and were judged to be doing a fair amount of classroom management. All students did the same things at the same time.

By contrast, a school in a western state was one for whom three of the four classes observed at each of grades 2 and 4 had negative ratings for the adult centeredness variable. This school, described in some detail in another section, had instituted school-wide an individualized reading program. Within each class, a combination of heterogeneous grouping and the individualized program operated to provide a wide range of reading level. There were two aides in each classroom with the teacher. Students worked in Harper-Row basal readers and at an assortment of activity centers and supplementary reading pursuits. Teachers worked with individual students or with small groups of students, and were rarely observed in active instruction or in structured activity with large groups or entire classes. One observer found herself unable to rate the effectiveness of instruction in the classrooms she visited because she felt she hadn't seen any instruction. Classes were remarkably uniform in this respect: teachers answered questions, guided students in and out of activities, provided feedback to individual students, checked workbooks but seldom spoke to the entire class and seldom "taught" in the traditional sense of teaching. With it all, observers were impressed with the busyness of the classrooms and with the high degree of task orientation they saw among the students. Some phrases used to describe the classrooms with low adult centeredness ratings follow:

> All classes had at least a low level of noise. Some were extraordinarily disruptive. Some teachers, like __, tolerated a high level of noise but others, like __ and __, tried (mostly unsuccessfully) to tell the children not to be disruptive.

> ...in almost every classroom visited some children were seen idly sitting at their desks or wandering around the room.
>
> Most teachers leaned toward a minimum of discipline. Examples of classroom control ranged from __'s casual tolerance of disruptions (none of them very great), unless they interfered with his instruction, to __'s constant reprimanding of children for not keeping to her standard of behavior.
>
> Part of the problem in __'s class stemmed from the fact that children were without tasks or were not sure of what their assigned tasks were.

An interesting example of a school in which the adult centeredness variable reflected a shift from the second to the fourth grade was one in which a highly structured reading program existed in the primary grades but not in the grades past third. The program specified most of the classroom activity during reading instruction down to verbatim instructions for teachers to repeat when directing lessons. Most of the activities were whole-group activities that demanded the full attention and participation of each student. The adult centeredness ratings for the three second grades observed in this school were positive, two of them extremely high. Some descriptions from the latter two classes follow:

> The students had high attention to task. They had to pay strict attention and behave.... [It was] an absolutely orchestrated class. Masterful!
>
> It's the kind of classroom that students know exactly what's expected of them.
>
> She did a lot of disciplining. She often told individual children to 'get to work' or 'keep busy please!'

After the third grade, students in this school were exposed to a less structured, more "typical" kind of reading instruction using basal readers and a variety of supplementary materials. For the three fourth grades visited in this school, teacher control ratings were more variable, one highly positive, one moderately positive, and one very slightly negative. In the high positive class, observers felt that the effects of the program had been transferred to this teacher.

"She used word charts for instruction, required a good deal of verbal response, and used positive reinforcement." This teacher worked with a single instructional group; she was alone among fourth grade teachers in this respect. The moderately positive class received enthusiastic reviews by observers: the teacher was felt to be "really at ease with the class" and "the students were enthused." She maintained three reading groups and seemed to be allowing students some independence. The general tenor of control in the classroom was summed up by one observer's description of it as "quietly busy." The third fourth grade teacher was termed "unimaginative" and the students "bored." About control, one observer said, "The kids ignored __ as much as possible." The teacher had a loud commanding voice and several observers commented that he seemed to be out of touch with the students.

The single most negative score for adult centeredness belonged to a second grade classroom in a school in the west. The instruction took place in an "open space" in which four teachers worked, in which a great many materials were evident, and in which a great deal of "independent" student work was supposed to be taking place. Observers were favorably impressed with the articulated goals of the reading program in this class, and with the amount of reading they saw students doing. Observers also commented on the number of controlling, management kinds of statements that were made ("Get back to your area." "You are not to move around.") and the apparent annoyance of the teacher with the kind and amount of physical activity that was taking place.

Equality of teacher attention to students (grade 2). This variable, which emerged from a factor analysis performed on the observation ratings, included the degree to which the teacher appeared to be fair, apportioned her time equally among students, and was sensitive and responsive to students' inability to understand and/or follow instructions. The variable correlated negatively with effectiveness in grade 2.

In a mostly black school in the deep south, two of the four second grade classes observed received high ratings for this variable, one positive and one negative. In a suburban white school in a northern state, two of the four second grade classes observed also received high ratings for this variable, one positive, one negative. All four classrooms will be described.

In the southern school, which has been described elsewhere in this report, there was a school-wide involvement in language experience activities and a great deal of student work in evidence everywhere. The second grade teacher with the high rating for this variable was observed twice during each visit and on all of those occasions was observed conducting some activity that she later used as the basis for a discussion and a writing assignment. She was also observed conducting reading lessons with her three reading groups. The teacher was felt by observers to be outstanding in her ability to evoke language among supposedly very disadvantaged children. She managed to get everyone to participate in the discussions and to write something or other. She also encouraged students to work together and to help one another. It is assumed that her high rating for the variable is based on her ability to involve all students in constructive activity without recourse to threat or scolding.

A second second grade teacher in this school was judged a highly professional teacher with a more formally conducted, structured class. This teacher did not use language experience techniques because, she said, "Not all children fit into it, particularly those whose imaginative sense is not good." On both occasions when she was visited, she conducted well-run reading groups through a gamut of activities in Scott Foresman Open Highways readers and workbooks. She had a tendency to talk down to her students, and singled out individuals by isolating them or taking time from her group activity to provide for the special needs of individual students.

The other school for which two teacher ratings, one positive and one negative, were extraordinarily high, was an old school with an all-white population that had been declining over the years. Once a

professional community, the area had become one of white-collar and blue-collar residents. Observers found the school "comfortable," the principal and staff friendly, and the teachers happy to be working there. There was considerable variation among classes in the school in physical appearance, organization, and materials for reading instruction, but there was also a great deal of order and emphasis on discipline noted.

The teacher with the high positive rating for equality of teacher attention was one whom observers "gave what they considered to be their highest compliment, that they would not mind if she taught their children." She conducted rather traditional group reading lessons on the occasions of both observations. She was considered "reserved" by observers, but "a nice reserved," and other words used to describe her behavior were "objective" and "well thought out." In fact, one observer's description of her almost defines the positive end of the scale for this item: "The teacher's lack of interference was her most outstanding characteristic. The students were not controlled by overt direction, strong voice and manner but by procedures seemingly intrinsic and unspoken in the classroom."

The teacher with the high negative rating also worked from basal readers and workbooks but students could do a variety of things, including play games, when they had finished their work. This teacher was soft spoken and was characterized as "laissez faire"; however, on both occasions when she was observed her manner changed abruptly during the course of the observation. As long as the class was quiet, she was easy and low-key. When (as happened in both visits) the class grew too noisy "she became tense and demanding, requiring that the noise stop." At least one observer remarked that she would probably have been more at home in a less structured school. Yet it would appear to be her inconsistency in standards of control that is the basis for the negative rating for this item.

Classroom affect (grade 2). In no school in grade 2 was classroom affect consistently positive. In one school, it was consistently (and, in terms of magnitude, highly) negative. That school will be described first. It was a fairly new K-4 school serving about 500 students of low SES, some of whom were children of migrant families. There was an open classroom wing (called a "pod") that housed all children in grades 1 and 2; grades 3 and 4 operated in self-contained classrooms. This organizational difference seemed to have created a schism in the staff, with teachers in the upper grades complaining about the activities in the open space, at the same time admitting that there was very little communication between the two halves of the staff.

The open space setting contained a large amount of equipment, although most of the reading activity centered on the use of basal readers (Holt Rinehart), workbooks, and ditto sheets. Observers characterized the instruction in the pod as traditional, and both site visit teams remarked that the activities observed there would probably have been as or more appropriately carried on in isolated classrooms.

All three teachers received negative ratings for classroom affect. Typical observers' comments were the following: "It seemed that every minute or minute and a half the teacher was yelling at her kids for what appeared to be what would be expected in that kind of arrangement." "The teachers made negative comments to the students often." "The observers were both struck by the lack of student-initiated interaction with teachers. They also mentioned that while they were observing, none of the teachers smiled." "The teacher was quite serious and reserved, and reinforced the class more by scolding than by praise. There was some confusion and lack of purpose in this classroom situation."

Observers attributed the negative affect in this classroom to the three teachers' discomfort with the open space; whatever the cause, the case study descriptions of these teachers are marked by frequent use of words such as "scold," "yell," "disapproval," "negative," and "discipline."

By contrast, a second grade classroom with a really high positive score for affect, was described in words that included "warm," "rewarding," "praising," "affectionate," and "encouragement." This classroom was one of three second grades in a large school in an affluent suburb (the other two classes were observed but not rated because effectiveness data for the students were not available). The school seemed to have an ample collection of books and reading materials, and more special teachers (vocal and instrumental music, for example) than other schools visited in the course of this study. Among other features of the reading program school-wide were the use of "learning stations," an integrated language arts program in the upper grades, and a period of "sustained reading" every day for the entire school population including the non-teaching staff. The classroom with the high affect rating was a "lower ability track" class of 24 students. The room was full of books and equipment, learning stations, and bright decorations. There was also an aide. The teacher worked with reading groups in turn while remaining students did seat work or worked at one or another of the learning stations. The Merrill Linguistic Series was in use with at least two of the three reading groups. The case study report indicated that "observers were impressed with the atmosphere of success and encouragement in the classroom. There seemed little tension among students concerning their inability to read well. The teacher had a warm, close, rewarding relationship with the students."

Student involvement (grade 2). Student involvement was found to be positively related to effectiveness in grade 2. In one school, which will be described next, two second grade classes received high negative scores for student involvement, one the highest single classroom score in the entire study.

In this school, located in a predominantly white rural area, the first and second grades had been located in a new wing or "pod" adjoining a media center. "Observers were struck by the fact that the second grade classes were extremely structured and seemingly had none of the elements of open classroom teaching....

One observer termed the situation 'structured without walls'." The reading problems in the school were fairly serious (50% of the second graders and 70% of the fourth graders were reading below grade level) and there was federal funding that was used for supplementary instruction in reading.

Responsibility for the open-space second grade classes was divided among three teachers, two of whom were observed. Both received high negative ratings for the student involvement in their classes. One experienced teacher was spending her first year in an open setting. One observer wrote that "her emphasis on discipline was immediately evident from the long list of behavior rules posted on the blackboard. There were three reading groups working in various Holt Rinehart basals; on both occasions the teacher worked with the three groups in turn while other students worked individually on workbook assignments or worksheets; the teacher circulated from time to time to help students with their work. The key to the high negative rating for student involvement seems to be given by the following quotes from the case studies: "There was much student movement around the room during the reading period, much of it disruptive, and quite a bit of student talking....Many students appeared to be restless and bored in the individual work situation, although attention was usually quite good in the teacher-led groups." Also, "There was some confusion and lack of purpose in this classroom situation."

A second teacher, who observers felt "did not seem at ease with an open classroom situation" (and in fact, at one point characterized it as "a circus") mixed individual assignments of worksheets and puzzles with instruction in synonyms for the entire class. On the second visit, three groups of students in succession worked at listening exercises with an aide and also worked in basal readers with the teacher. Observers described the atmosphere on both occasions as "chaotic" and "disorganized." One observer reported that "the students were obviously confused" and another noted that the teacher regularly

"ignored most students' responses." The noise level in the class was high and the teacher issued many loud disciplinary statements. She also attributed the chaos to the observers' presence.

By contrast, a second grade, also in an "open" classroom so-called (it had been opened by removing the partition in an older building) received a very high rating for student involvement. This class was in a racially mixed school in a small southern city. The population was of low SES, the average IQ of students in the school was reported to be quite low, but the general atmosphere of the school was pleasant and friendly. The teacher of the class with the very high positive student involvement rating handled all of the reading for second graders in a mixed grade (1-2-3) class. Observers watched her and the students on several occasions during each visit to the school. She was a very intense woman, described by one observer as "chirpy." Her reading class was divided into three groups and she taught each of them in turn on all occasions when she was visited while the children not in the group being taught did independent work at tables in small groups. There was a great deal of noise in the classroom at all times, some of it created by the teacher, who conducted the reading groups in a very dramatic and unique fashion. At the same time, students were free to converse as they carried out their diverse tasks at tables, tasks which included writing (or copying) and illustrating poems, working in two's and three's on stories, doing worksheet exercises and, in a few cases, completing arts and crafts projects. Students seemed genuinely engaged by their work; a few students asked observers for help and others paraded out work folders for observers to admire. The teacher had a perpetually harried look about her, although she issued few disciplinary statements. The students seemed proud of their classroom and their work.

Punitive control (grade 4). The variable measuring punitive control (teacher control via threat, warning, negative statement, and resorting to outside authority) was negatively associated with effectiveness in grade 4. Because of the unusual distributions of items contributing to this variable (observers saw few instances of them, or

saw none at all), only instances of high positive ratings (that is, reflecting a high degree of punitively controlling behavior) will be described here.

Two fourth grade classes that received high ratings for this variable were observed in a school that served a very disadvantaged largely black population in a small city. The whole school was felt by observers to have an overall atmosphere of repression. There was a great deal of stress on order and, within grade, classrooms appeared to be arranged, managed, and instructed in identical fashion. The compensatory reading programs at this school included two Title I reading labs (judged to be affectively more appealing than the rest of the school), a Distar program, and an Open Court program. The regular classroom reading program operated in within-grade homogeneous groupings for reading. There was a heavy outlay of time on reading (up to three hours) and a great deal of attention to skill drill. One of the classes that received a high positive rating for punitive control was a special compensatory class with a packaged program, conducted by a "stern-looking woman with a commanding appearance and voice." The teacher followed the dictates of the materials very closely, working in succession with two groups while an aide took a third group out of the room. Most of the class period was spent in outloud unison reading and answering of questions by the students. Despite the fact that to observers the class seemed "totally under control" and the students appeared "cooperative although subdued," the teacher scolded constantly and kept up a steady barrage of threats, insults, and hostile warnings. She told them that their "mouths were running." At one point she said, "I cannot work in this chaos." When the students did not respond as quickly as she expected she said that they would keep it up "if it takes all year." At one point she said to a student, "If dogs could read, a dog could read that!" Observers characterized the classroom as negative and threatening and felt that the teacher was trying to "terrify the students into submission." One observer noted with some sadness that the harsh treatment seemed to be working.

The second class with a high positive rating for punitive control was less dramatic. An observer writes, "Observers were struck more by the affect (predominantly negative) of the classroom than by the work going on....The classroom was cluttered and confused....and the teacher seemed to scold a great deal." The teacher was characterized as "a no-nonsense kind of teacher." While there was evidence of more flexibility in this class than the first, and there was some kind of freedom (at least in the context of this school) for students to move about and talk, the teacher often warned students about extraneous activities and talking, and chided them frequently for not working.

Scolding seems to be the key to high ratings for this variable. In a rural school in a poor county, two of the five fourth grade teachers observed received high positive ratings for punitive control. Some statements from the description by observers of one classroom include: "The teacher was sitting at a desk at the back of the room and frantically imploring the students to 'behave yourselves'." "If a student did not have his book report ready, he was told in no uncertain terms that there was no excuse for not being ready and <u>everyone</u> had to have his book report done." It was also noted that this teacher gave "black marks." In the other class with a high rating the teacher is reported to have "chided" someone for reading the wrong page, labeled one child "rude," and responded at one point to the class activity that "this isn't first grade." In general, observers felt there to be an absence of warmth or encouragement in this school, and few examples of positive comments or praise for student work. One observer remarked that "no child would be likely to feel there's any great amount of love for them."

<u>Teacher warmth</u> (grade 6). At the sixth grade level, teacher warmth was found to correlate negatively with effectiveness. Some classes with highly positive ratings for teacher warmth (and low effectiveness) are described in the paragraphs that follow.

In one small rural school located in a depressed mountainous area, observers visited one sixth grade class whose teacher received a high positive rating for teacher warmth (there was only one class at each

grade level in this school). Despite the fact that the students were of very low socioeconomic status and that this school was one of the low achieving schools in the study, observers were impressed with the "warm and friendly aura" that pervaded the school. (Perhaps small schools are more apt to exude this aura than large ones.) The sixth grade class was well equipped but described by observers as "somewhat sterile and traditional." Instruction was directed to the entire class at the time of the first visit; at the time of the second visit, students worked in "clusters" formed on the basis of interests. There were no reading groups per se. "The teacher," according to the first set of site visitors, "was a warm, friendly, totally involved person. Using praise, encouragement, and a stimulating personality, she led the class....like an orchestra leader....the observers felt that no student could be in the room and not be involved in the learning taking place." Other words used to describe this class were: "teacher-centered," "rigidly organized," and "totally under control"; the teacher's manner was described as "breezy," "humorous," and "energetic." Observers remarked about her seeming concern for the social as well as intellectual development of her pre-adolescent students.

By contrast, in another small school, this one located in a small town in one of the central states, the single sixth grade received a high negative score for teacher warmth. The school was characterized (again, possibly because of its size), as having a "family-like atmosphere." The classroom containing the 38 sixth grade students was well-equipped and the students were described as "average and above average." At the time of the first visit, two reading groups worked on different activities, one on a test followed by a workbook assignment, the other on a dictionary lesson. At the time of the second visit, the activities were not described but observers were effusive about the classroom atmosphere. The teacher was characterized as "extremely harried, and totally unable to control the class." Her symbol of authority was a large paddle which she banged on the edge of her desk for attention

every few minutes. The teacher resorted to "screaming" on several occasions and during both observations she carried on "constant, repetitious disciplining."

In still another, larger school in a suburb of a major metropolitan area, two of the five sixth grade classes received high ratings, one positive and one negative, for teacher warmth. The population of the school was felt to be upwardly-mobile middle class, and observers detected an air of status-consciousness and competitiveness about the community and the school.

The upper grade reading program was individualized for the most part, and sixth grade teachers were viewed more as classroom managers than as instructors. Typically, classrooms were well equipped and colorfully decorated. During reading instruction students were observed in a variety of individual activities including "book conferences" with teachers and spontaneous trips to the library which were encouraged. The teachers were generally happy with the individualized program and the materials available to students in it. In terms of organization, activities, and materials, the classrooms of the two teachers with contrasting warmth ratings were quite similar. The teacher with the negative rating, however, was described as "tense" on one occasion and, on another, "nervous and non-interactive with her students....The students seem to avoid her. They do not initiate communication with the teacher unless they are directed to do so." The teacher herself issued directives frequently although observers felt that she failed "to give adequate productive feedback to students." Other words used to describe her were "negative" and "reserved." The other teacher, the one with a high positive rating for teacher warmth, was described as "warm, comfortable, and intensely interested." Students commented spontaneously to observers that they felt lucky to be in this teacher's class. Observers referred to her on several occasions as "intense," and remarked that she seemed to ask probing questions of the students and to have very high standards of achievement for them. She was also "noticeably permissive and the students had a great deal of freedom." With it all, there was little disciplining

observed and little apparent need for it. "The observers liked the atmosphere of this classroom," concludes one of the site visit reports.

Student autonomy (grade 6). Student autonomy was positively associated with effectiveness in the sixth grade. The most impressive array of consistently positive scores for the variable occurred in the school described above in which the reading program was entirely individualized in the sixth grade and students went to the library whenever they needed to. All of the five sixth grade classes in this school received positive ratings for student autonomy, three of them unusually high. The classroom with the highest rating was described as follows: "Students in this classroom are actively participating in a variety of activities. Three students are reading novels, three students are reading a book on Pompeii, two students are drawing on a piece of brown paper, some students are doing math, others are working with paste and construction paper....two girls are quizzing one another on spelling. There is a great deal of noise and conversation. The teacher does not seem to be irritated by this conversation. The observers feel she specifically desires to remain in the background so that the students realize and participate in autonomous activity.... The students either converse about their work or purposefully pursue what they are assigned to do." In other sixth grades in the school, similar scenes are described, although none quite so striking as this one.

Another school in which two sixth grades received high positive ratings for student autonomy served a population in transition from upper-middle and middle class to a more transient group. The principal complained of a lack of reading materials for the school. The compensatory reading program for this school took the form of a van that visited the school for a specified period during the school year and worked with target children on a pullout basis for daily 20-minute sessions. In one sixth grade class, observers saw students reading in scholastic paperback books "on individual assignments." The teacher conducted individual conferences. There was a

great deal of restlessness among the students and observers could not agree among themselves as to whether the students were actually reading their books with any kind of sustained attention. Nonetheless, the important point for the autonomy rating was that "the students had some latitude as to what or how fast they read."

In the other sixth grade class, paperback books and individual conferences were also the order of the day. There were other individual activities going on as well--writing book reports, drawing, working a maze. One observer listened in on a conference and was impressed with the questions asked by the teacher, and his way of putting the student at ease. There was, at least on one visit, some of what was termed "mischievous interplay" among the students.

The third sixth grade in this school was visited only once, and briefly, and no ratings were made of the classroom. There seemed to be more and more varied activity in this class than in the other sixth grades.

By way of contrast, a high negative rating for student autonomy was accorded a sixth grade class (the only sixth grade class) in a small rural school in the south. The school served a population that was all white and of blue collar origin. The students were characterized by observers as "extraordinarily polite, pleasant, friendly, thoughtful, and disciplined." The reading problems in the school were said to be serious and were attributed by the reading specialist to "psychological problems and poor preschool preparation."

Holt-Rinehart basal readers were used throughout the school along with a set of skills materials created by the district that involved diagnostic testing and a series of prescriptions for placement and follow-up instruction.

The teacher of the sixth grade was a male whose manner was described by observers as "warm, friendly, folksy, fatherly, and affectionate." The range of reading ability in the classroom was wide, and students had individual assignments to do at the time of one visit.

At the time of the second visit, the students were having a test administered to them. The teacher said that some days he worked with reading groups and other days students pursued individual activities. There was some ambiguity in the case study accounts of this class. While the teacher seemed to observers to be allowing students freedom to carry out independent activities without intervening, and while students did seem to be working for much of the time, the teacher is reported to have inserted himself into situations where his presence seemed unnecessary. For instance, he spent a great deal of time teaching a small group of students how to play a game and succeeded only in making it more confusing to them. When he administered the test he stopped from time to time to deliver lengthy, presumably instructional asides, distracting the students from the test. Observers were confused by this behavior, and questioned its usefulness. It was concluded that the negative rating for student autonomy had more to do with the teacher's apparent intervention in student activities than with any student behavior.

Classroom affect (grade 6). Classroom affect was frequently associated with teacher warmth, in the eyes of the observers, and was also negatively associated with effectiveness. For instance, in the first classroom described under teacher warmth, above, the rating for classroom affect was of roughly comparable magnitude to the rating for teacher warmth. In the school with two contrasting classrooms described, the same classrooms had correspondingly positive and negative ratings for classroom affect. In fact the positive one had the highest positive rating for this variable in this grade.

In some cases, ratings for classroom affect were independent of those for teacher warmth. For instance, in a school located in a midwestern town, four sixth grade classes were observed and two of them received high negative ratings for classroom affect. The school gave an overall impression on both visits of bustling with physical activity and noise. "Trying to get inside the school when [the students] were trying to get out at the end of the day was like trying to paddle upstream," one observer noted. The school had a

casual atmosphere, and the principal expressed several times his interest in the non-academic development of his students as well as the academic.

"The classrooms were alike in construction and general arrangement," reads one site visit report; rooms were brightly and skillfully decorated. The teaching assignments for reading were divided up so that two teachers were each responsible for one high and one low group while the other two taught middle ability groups. Classes were relatively small, about 20 students in each.

One teacher of a class with a negative rating for affect taught a high group and a low group; observers watched her with both. In both classes she led whole-group activities, in one case reading to the class and then conducting a discussion about the material she had read, and in the other leading a vocabulary exercise. In both situations (and on both site visits) there were some students who were termed "disruptive" by observers (one had to be sent from the room on each occasion) and some "scolding," "yelling," or "snapping" by the teacher. There were also cited several examples of sarcastic exchanges between teacher and students, and a characterization of the students as "restless and chaotic, riding their desks into different positions and moving constantly."

The other teacher whose class received a negative rating for affect taught two middle ability groups which "were conducted in the same manner" on both visits. On all four occasions the teacher led the students in correcting previously completed workbook exercises and then gave directions for the next assignment. "Both classes were chaotic" reports the second case study. "Students spoke out and walked around the room at will....If a child lost his place, he'd shout for the teacher to go back to a previous item. Many students couldn't hear." On the first visit to this class one boy was reported to have kept up a "running commentary of 'fresh' remarks," for which the teacher sent him to the hall. The teacher is reported to have asked for order on numerous occasions and finally said, "Will you just shut up!" He had to repeat this several times.

The other two classes in the school came off better, receiving ratings near the midpoint for this scale.

Structure (grade 6). Structure was found to be negatively associated with effectiveness in the sixth grade. In the individualized school already described in these pages, four of the five sixth grades received negative ratings for structure, two of them extremely high. In the school with the reading van, both of the sixth grades described received negative ratings for structure, one of them very high. Some examples of classrooms with high positive ratings for structure follow:

In one school, a large K-6 school in the suburb of a midwestern city, the sixth grades were all housed (along with the fifth grades) in a new open-space area. This set them apart from the rest of the school and, at least through the eyes of the observers, isolated them and their reading program. The community that fed the school was characterized as "upwardly mobile blue collar." Apparently there was a great deal of parent interest in such issues as class size and handling of discipline. Observers were impressed with the friendly atmosphere of the school and with the apparent good health and buoyancy of the students. The reading instruction was described overall as "traditional" and several observers made comments like this one about a sixth grade: "Although they met in an open classroom, the class was taught in a traditional manner." Three sixth grades were observed. All received positive ratings for structure. All of them used Houghton-Mifflin basal readers as the main vehicle for reading instruction, supplemented by an assortment of other publishers' materials (Reader's Digest Skill Builders, Barnell Loft Specific Skill Builders, for example). In all of the sixth grades observed (some of them included fifth graders as well) the main activities were teacher-led and carried out in large groups. In the classroom with the high positive structure rating, "The teacher gave [the students] a workbook assignment to be done in a half hour and discussed the timing of it with them. If they completed the assignment early, they were to read from a particular book in their desks....There was little or no

movement about the room, and when a student left to use the rest room, he or she always asked permission." On another occasion the 24 students took turns reading aloud from a basal reader, following which the teacher asked comprehension questions. After that, the teacher and class worked together on a worksheet in phonics and a crossword puzzle. The general atmosphere of the classroom was pleasant though controlled.

Another high positive rating for structure was awarded a class in the large midwestern school described earlier in the classroom examples of student autonomy. In fact, the same class that received an unusually high negative rating for student autonomy received a high positive rating for structure. In this class on the first visit, the teacher had students read aloud, answer comprehension questions, and do a worksheet and crossword puzzle together by giving the responses in chorus. During the second visit, after a workbook exercise done by the class together, the teacher gave a test which was to be followed by reading from a particular book by students who finished early. The teacher expressed a belief to observers that her group instruction from basal readers was more effective in teaching skills to students than the individualized program she had taught previously.

Equality of teacher attention to students (grade 6). A variable that is not readily labeled but that includes elements of teacher fairness and impartiality, apportionment of attention equally among students, and sensitivity to students' response was found to be positively related to effectiveness in the sixth grade.

A sixth grade with a high positive rating for this variable was the only sixth grade in a small (223 students) school located in a medium-sized city in a middlewestern state. Throughout the school the Ginn 360 basal readers were used. Students were reported to have many problems and, although observers saw no evidence of it, teachers reported frequently that discipline was their major problem. The teachers in the school represented an unusually high degree of collective experience. Class sizes were relatively (for this study) small throughout the school in recognition of the problems of learning and attitude among the students.

The sixth grade class in question was a noisy and often confusing one, on both visits, with students working at a number of different activities (including non-reading activities like math) on both occasions. It seems clear from the two descriptions of the class that the teacher was sensitive to his students and that he tried hard to be available to them all. In one instance in which a Spanish-speaking student read a newspaper article to the class, the observer reports that "the teacher made an obvious effort to understand the boy's English and help him read." During much of the time that he was observed, the teacher circulated and helped individual students. He spoke softly and gave the students he helped his full attention. The first set of observers to the class felt it to be out of control. The second set saw it as being in control but as lacking forceful direction from the teacher. Both teams agreed that the teacher was calm and pleasant, that he rarely used negative language or made threats, and that he liked the students and wanted them to like him.

In another school, two (both) sixth grade classes received high positive ratings for this trait, one of them very high indeed. The school was located in a small steel town which did not appear very prosperous. While some students received help from a Title I resource teacher, there did not appear to be reading problems of great magnitude, and students appeared to observers to be operating at "average" levels. The principal said he was "reasonably content" with the reading achievement in the school.

Three sixth grades were visited in the school and two were rated. Both classes were taught by males and basal readers were in use in both. One, a young man, was described as "quick and energetic, and seemed to be putting a lot of himself into teaching the class." He had two reading groups operating on both occasions and both times he directed most of his attention to the lower group. The students in this group were reported by observers to be having difficulty with their assignments in both observations. The teacher was described as "very supportive." At the same time, the teacher was careful to keep tabs on the other group. The teacher showed observers the results

of an evaluation survey he had conducted of himself among the students, an indication, it is assumed, of his sensitivity to students' reactions.

The teacher of the other sixth grade class that was rated was an older man who also directed most of his attention to the lower group of students in his class. At the same time, he regularly interrupted his instruction to attend to or to answer questions from the other students who were working at their seats. On the second visit to his class he was described as being ill and consequently preoccupied; at that time "he directed all activities from his desk to the class as a whole and seemed somewhat detached."

The single sixth grade observed in a school in a rural depressed area of the northeast received a high negative rating for this variable. The school population was entirely white and most of the school families were engaged in dairy or crop farming. In this school ita (the initial teaching alphabet) was used with beginning readers and the Scott Foresman basal series was used thereafter. A reading specialist was available for students in grades 1 through 4.

The fifth and sixth grades in the school were departmentalized. There were 190 sixth grade students and one teacher instructed them all in reading, with the aid of an assistant. The teacher explained that she had tried all kinds of grouping arrangements in the past and that this year, for the first year, she had combined high and low reading groups in the same reading class (she taught three altogether). She was happy with this arrangement. Observers watched her with two classes in which there were high and low reading groups but filled out only one rating form representing her instruction. Students worked in various Scott Foresman readers and on individual assignments using worksheets and dittos during both visits. The teacher spent her entire time giving help to individual students. One observer commented that the teacher seemed tired and overworked but she said she felt committed to individualization. She seemed unable to get to all of

the students who needed her. In one visit, an observer commented that she had spent over half of the period with one student. Other students seemed restless, and many did not work at all.

An extraordinarily high negative score for the teacher attention variable was given to a sixth grade class in which the students worked on individual reading assignments in paperback books, and had individual conferences with the teacher about them. Perhaps the high negative rating is reflective of the fact that on neither occasion did the teacher see more than a few students. Perhaps it is reflective of the fact that the teacher's voice was very low and could therefore not be heard by all students. In any case, one set of observers felt there to be no control at all in this classroom, and little engagement in the learning process or in each other on the part of either the teacher or the classroom. One observer remarked that he had "not seen such an inattentive class on any previous trip."

Chapter II: 1974-75 SCHOOL VISITS

Purpose and Philosophy of Site Visits

During the 1974-75 school year, an additional series of visits was made to a subset of five schools from the group of 29 tha had been visited in Spring 1974 and to an another set of eight that had not been visited previously but that had been among the schools for which effectiveness measures were obtained during Phase II. The first group of five consisted of schools about which observers were consistently enthusiastic and whose effectiveness data indicated a high degree of success in reading instruction compared with the population of schools in the larger study. The second set of eight schools was added in order to provide the project staff with comparative information about two classes of schools that had been underrepresented in the 29 schools selected for visits in Spring 1974: inner-city schools with high proportions of black students, and schools without compensatory reading programs. The inclusion of the eight additional schools, four in each of the two categories, was intended to shed some light on two questions: first, why inner-city schools were not represented in the group of 29 schools, since so many compensatory reading programs exist in such schools; and second, what major differences existed between schools with compensatory reading programs and schools without them?

The procedures for the 1974-75 site visits were essentially similar to those developed for the Spring 1974 visits, with certain modifications. Only one visit was made to each school. Although more than one observer might visit any given class, consensus discussions were eliminated to allow time and energy to be devoted to other issues of concern. A smaller staff was involved in the 1974-75 visits, and an effort was made to have each staff member visit each school. (This objective was only partially achieved.) Finally, a set of school variables was developed and rated for each school visited. As with the classroom ratings in the previous year's visits, each observer to a school rated the school on each of the 12 school variables, following which a general discussion of the school was held and a single consensus rating arrived at for each variable. The variables, incidentally, were derived from the previous year's discussions by site visitors, and represented the collective hypotheses of the staff concerning the

contributions at the school level to reading effectiveness. A listing and descriptions of the variables appear in the Appendix along with the rating form.

While individual classrooms were visited and rated during the 1974-75 school visits, greater emphasis was placed on more general qualities of the schools. In the case of the five schools visited for the third time, the goal was to obtain more complete documentation of educational effectiveness in the area of reading instruction. In the case of the eight additional schools, the goal was to obtain comparative information to highlight still further the nature of educational effectiveness in the original five schools. Although some of the individual classroom results for the five schools are reported in other sections of this report, this summary of the 1974-75 school visits will discuss the reading programs at the overall school level.

The Five Effective Schools

The five schools visited in 1974-75 for the third time, it will be remembered, represented schools whose effectiveness scores were exceptionally high in at least one grade and to which the two previous sets of observers had had consistently positive reactions. Some of the demographic characteristics of the schools are given in Table 8; the five schools may be compared with the total group of 29 in Table 2.

At first blush, the five schools seem to have few features in common. They were, of course, all public elementary schools. All five had kindergarten programs. Four of the five schools served poor children and all received some federal funds for reading. Three of the four received state monies for reading as well. The five schools were scattered throughout the United States, one in New England, one in the Deep South, one in a western state, and two in the Far West. Two of the schools were located in small, isolated towns, one in a small city, one in a suburb of a major city, and one in a large city.

School AA was a smallish school (335 students in grades K through 5) in a smallish town. The town was poor, the students were poor, the district was poor. The reading specialist, who had received her training in a major city remarked that the reading problems among the all-white student population in this school were as severe as any she'd encountered in the ghettos of the city. The principal described the district as having no money for innovation, the parents as having no tolerance for innovation, and the staff as traditional. Indeed, the school building had a look that observers characterized as "spartan." The principal, a pleasant, easy-going man of fifty or so, was a native of the area who had spent some years in a more cosmopolitan school district and had returned to this area by choice. He and the reading teacher were both new to the school. He perceived his role as one of loosening up the school, the teachers, and the approach to education. In the three visits conducted by teams of observers from our project, his progress toward this goal was quite evident.

Table 8

A Summary of Selected Characteristics of Five Schools with Effective Reading Programs

School	Geog. Reg.	SES	Grades in School	School Enrollment 1973-74	Title I Funds	Racial Composition Student Body
AA	NE	-1.7	K-5	335	Yes	100% White
S	S	-1.8	K-6	470	Yes	33% W, 67% B
F	W	-	K-6	700	No	100% White
N	W	-0.8	K-6	610	Yes	30% W, 40% B, 30% Other
T	W	-0.5	K-4	613	Yes	100% White

At the time of the first visit, observers felt this to be the most old-fashioned school they had visited, concluding that the reading classes were being conducted exactly as they would have been 20 or 30 years earlier. "The overall impression of the school is that this certainly has not been a fun place to be. In all fairness it must be said that part of this impression stems from the unattractive physical features of the school and the surrounding playground..... Part of the impression is created by the lackluster appearance and attitude of the students. They were strictly regimented, they lined up for recess, lined up and were accompanied by the teacher to the lunchroom, and with few exceptions seemed to have very little freedom..... One senses an attempt to pull away from the old traditional "life is earnest life is real" approach..... While there are differences between classes, the general effect is still very traditional." Basal readers were used throughout the grades. Students seated at desks arranged in rows and columns were learning to read from basal readers and accompanying workbooks. Classes were typically divided into three reading groups. The teaching seemed thorough and conscientious, and very, very serious. While new materials had been introduced in the school (the Alpha program for kindergarteners, Ginn 360 in the primary grades, and the Harcourt Brace series in grades 3-5), there was little use of the new materials except in one fourth grade. In this class, a young male teacher had introduced a more informal teaching style and some individually paced activities. A great deal of equipment, much of it electronic, was evident in the Title I reading lab that served 80 students for 30 minutes each day. Nonetheless, students in the lab worked primarily out of basal readers, using the equipment and software and games present for short periods of drill. The atmosphere in the lab was more informal than it was in classrooms, and continued to loosen up over the course of the three visits as the reading teacher seemed to be gaining confidence. At the time of the third visit, many of the activities were teacher-made to meet particular needs (an observer was impressed by the teacher's use of restaurant menus as a device for drill in scanning, for example), and the teacher had instituted

a popular lending library of materials for students to take home. More teachers were working with materials other than the basal series that was the backbone of the reading program. Teachers commented on the change in atmosphere in the school as a whole, and cited in particular the new materials that had been made available to them for the teaching of reading as having contributed to the change. At the time of the third visit, activities observed in classrooms had changed from simply working from basal readers and associated workbooks to include a poetry writing lesson combined with an art project, and a tape listening exercise; in one classroom, 14 different activities were observed to be taking place during the reading period so-called. From the third site visit report:

"The AA school is now a pleasant place to visit. It is painted with bright colors and there seems always to be a good smell coming from the cafeteria.... There is still a great deal of order in the school. Visitors are impressed immediately with how quiet and task-oriented classrooms are and how orderly is behavior in hallways. Apparently, even this level of order represents a relaxing of standards held as recently as two years ago, when students were not allowed to walk in the hallways except with teachers, when no conversation was allowed in hallways or lunchroom, and when students were expected to stay in their seats at all times in class...." Some speculation existed among observers as to whether this quality has more to do with the community and the general level of social expectation than with the particular staff or the school. The students seemed, to the observers, to be more accepting of adult authority than students in other schools have appeared to be.

The school is in the process of changing, however slowly. (Perhaps the very rate of change has something to do with the whole nature of the school and ensures that the change will not be disruptive.) One has the feeling that the change will in no way alter the school's effectiveness. One also has the feeling that the principal, staff, community, and students are interrelated in such a way in this school

as to make the effectiveness non-exportable. Certainly there is nothing startling or innovative about the reading program at the AA School. Observers agreed that the essence of reading instruction in this school was the careful and thorough attention given to basics.

School S, in a small city, served a population of 470 students in grades K through 6. The school also had two reading labs and two different types of special education classes. Two-thirds of the school students were black and characterized as very poor, the principal and more than half of the teachers were white. In this school, a lively, noisy place with an informal atmosphere, a schoolwide emphasis on the language arts was immediately apparent to visitors. The use of LEIR* had been introduced in the school by the principal midway through the project's testing year, and the whole ambience of the school was colored and shaped by the program. Everywhere student writing was in evidence. In classrooms, the lunchroom, the principal's office, and even the special education classes, student stories, poems, and songs were tacked up, propped up, and hung from clotheslines. With no prompting at all, students would lead visitors to their own contributions to the collection and read their work. The principal's office was decorated with stories about him that had been written after an interview conducted by a second grade class. The work was all treated with obvious pride and respect, laminated in plastic to preserve it before hanging, and frequently fingered and read.

The reading program was conducted mainly out of basal readers, in the standard three-group format, even in the sixth grades. There were also two Title I reading labs providing supplementary reading instruction (mainly drill using an array of hardware and software) for 140 students. Some teachers were more literal in their use of the basal series (Scott Foresman was the series used throughout the school) than others, and the quality of reading instruction was judged to vary among the teachers in the school. Teachers also differed in the ways in which and

*Language Experience in Reading

the extent to which they used the language experience format, ranging from not at all through total immersion in it. Clearly the principal was not forcing anyone to adopt the method, but he seemed to base approval of teachers in direct proportion to their use of LEIR. Teachers who were interviewed expressed varying sentiments about the method, from raving enthusiasm through reservations about it for "these children," but all of the teachers were unanimous in their respect and affection for the principal and it seemed clear that sooner or later all of the teachers would have incorporated LEIR to some extent in their instructional programs. Some teachers used LEIR in conjunction with social studies and/or science, some used it as a separate creative activity like art and sometimes combined with art. The special education teachers were using LEIR with great enthusiasm and seeming success.

School S was a happy place to visit and observers felt it was probably a happy place for students. In the first site visit report, the observer in charge noted, that "the impression given by the school was a highly positive one: a friendly staff, a large teachers' lounge in which lively interaction took place, an outgoing student body, student work displayed in public areas, and, perhaps most important, a principal who was clearly a respected and generally well-liked leader." The essence of the reading program at this school was judged, in all three visits, to be the overall positive feeling and respect accorded language, spoken and written, and the emphasis placed by the principal on the wholeness of language. The second site visit team noted of the principal, "He clearly wants children to be able to read; to have respect for the written and spoken word; and to enjoy reading, writing, and speaking. He had done several things to accomplish this. First, he had instituted the LEIR program (Language Experience in Reading) which encouraged kids to use language as a total communication skill encompassing reading, writing, listening, speaking, singing, etc. and based this skill development in real experiences which

all the students had or were provided. He said he liked the LEIR program because it enabled children from poor backgrounds (like himself) to excel. He used gentle but firm pressure to encourage the teachers to make use of this type of program. Second, he had made books and equipment easily available to students and teachers by concentrating them in the classrooms rather than in some central location such as a library or audiovisual facility." This team concluded that "language seems to be the backbone of all instruction and activity."

School F, located in a large city, was the only school that had a distinctive and easily identifiable "program." The program had existed in the school for three years at the time of our first visit. The school enrollment was about 700; the students were of approximately lower middle class and middle class origins, and there was no federal funding. The program involved a series of formulated teacher directives (usually spoken verbatim) for carrying out extensive drill, oral response by students, usually in unison, and a great deal of prescribed positive reinforcement. There was a strong listening component to the program, part of the rationale behind the oral drills. In this school, the program was being used with the Sullivan materials in the first three grades. In the classes observed using the program (in this instance only second grades), the noise level was very high, the level of student involvement was very high, and the activity seemed unusually brisk and task-oriented. Since the program directives were so specific, there was little chance for individual teacher styles to make themselves apparent, at least in the lower grades.

From the first case study comes this description of the primary grades program: "The most dramatic aspect of the school's reading instruction is its participation in a program developed three years ago by a group of local educators. The program calls for certain well specified behaviors on the part of the teachers and the children. Skills and new vocabulary are introduced by prescribed phrases... and carefully formulated teacher directive. The program also calls

for repetition in chorus by the students of new sounds and words. All reading is oral in the second grade.... Positive reinforcement is another vital part of the program." The general impression given by the use of this program in the primary grades was of a great deal of uniformity across classes in instructional activity, classroom organization, materials, and teacher behavior.

Throughout the school, language arts occupied the bulk of instructional time, up to three and a half hours in some grades. While observers felt that this, in itself, might explain the high effectiveness rankings for the school, it was a source of some concern to the principal and some of the teachers. Their contention was that other areas, social studies, music, art, and science, were receiving short shrift. The second set of site visitors to the school reported that "the principal said that he would like to see some of the time now designated for reading spent on more broadening subjects such as social studies or health.... The principal would also like to have used one of the less costly basal reader series on the approved list for the district," but couldn't because of the requirements of the program.

In other grades in the school, other materials were being used. Distar was in use in the kindergartens, one class of first graders was using ita, the Young America series was in use in grades 4 through 6, and one class used Scott Foresman basals. Classes were grouped homogeneously within grades by reading ability. Observers felt that the program had affected the school's reading curriculum apart from the classes in which it was actually in use For instance, the special reading resource teachers (there were two) used the program's materials and methods. Teachers throughout the school had picked up the positive reinforcement vocabulary and were using it even without the program prescriptions. There was also a great deal of out-loud reading and oral unison drills, a direct spillover from the program. Students read aloud to themselves even in the library.

It was concluded that the essence of the reading program in School F was the intensive training provided by the lower grades program in basic skills and the spillover of the program to other areas of instruction in the school. The presence of demonstration teachers and supervisors provided constant external pressure on teachers to be well prepared. The adoption of the program in this school also reflected a stress on reading and on language that carried over into all grade levels. The writer of the second case study wrote, "From both first and second hand information, the observers had to agree that the program in the second grade was effective in producing readers. The program appeared thorough, specific, and high-powered enough to really benefit even the slowest second grade readers in the school."

The fourth school (N), located in the suburb of a large city, served students from low-income families. Many of the students came from a high crime area and many of them came from single parent families. The mobility level was extraordinary, topping 100% every year. A good deal of federal and state money was available for this school and its effects were very much in evidence. A reading specialist, who was responsible for the entire primary grade reading program and a resource center, was paid for by state funds. Title I money supplied an Appleton Century Crofts Reading Learning Center for grades 4-6, with a full-time teacher and an aide. There was also a bilingual class at each of the lower grade levels, serving the Spanish speaking population that amounted to 30% of the student body. Students were grouped heterogeneously in an assortment of straight grade and multiage classes. In the primary grades, the reading resource teacher, who was universally praised by teachers and observers, functioned as a kind of master teacher. She visited classrooms and conducted lessons, then provided reinforcement activities for teachers to conduct themselves. Her approach involved a great deal of drill using an eclectic collection of materials. The resource teacher not only maintained the collection of supplementary materials (supplementary to the Harper-Row basal series used throughout

the school) but helped the teachers to set up classroom libraries. She had, incidentally, set up a series of what she called "comprehension drills," responding to the relatively poor standing of students in this school on comprehension tests in the statewide testing program in previous years. One of the case studies concluded, "The principal of the N School had delegated a great deal of the responsibility for the primary (K-3) reading program to the reading specialist. This specialist was intimately involved in every phase of the program, and her influence on teachers (whom she helped select) and students (most of whom she taught almost every day in their classrooms) was enormous. Although clearly a skilled teacher in her own right, this woman derived most of her impact in the school through the tremendous respect, bordering on awe, with which she seemed to be regarded by students and teachers alike."

The ACC Reading Center, used by the intermediate grades, processed 240 students for 40 minute periods each day. These sessions were given in addition to their regular classroom reading instruction. The ACC procedures included initial testing for placement of students in individual courses of study, and individual work by students on their courses of study in individual carrels. Incentives were provided for completing worksheets correctly. As an innovation added just prior to the visit, students were being asked to read books of their own choosing during the time in carrels when they were waiting to be checked out by the teacher or aide, this also because "test results indicated that a greater stress on comprehension was needed." While observers were disturbed by what they considered the "impersonality, mechanization, and isolation" of the carrels, students seemed anxious to get to the center and happy to be there.

In the classrooms observed in this school there were a wealth of materials. Bright displays, books and games, and audiovisual equipment were evident in even the most barren (by this school's standards) classrooms. In addition to the Harper-Row series that was everywhere, classrooms might contain any or all of the following: the Ginn 100 series, Roberts English, Basic Goals in Spelling, Bell and Howell

worksheets (to accompany some taped material), Bank Street Readers, Scholastic Reader Paperbacks, and the Barnell-Loft Specific Skill Series. All classes had story books in abundance.

There was evidence of communication among teachers throughout the school. In addition to the strong leadership provided by the primary grades reading resource teacher (leadership that was acknowledged and respected by the teachers), there was evidence that teachers shared ideas and materials. The evidence came from the observed interaction among teachers, their comments in interviews, and from similarities observed in classroom activities. Observers felt the teachers to be an unusually professional group.

In this school, observers attributed what they judged to be the high effectiveness of the reading instruction to two well-organized highly structured, phonics-oriented programs with a wealthy base of materials, a staff that was unusually close and cooperative, and (in the words of one observer) "an administrative structure which gave priority and cohesion to the program throughout the kindergarten through sixth grade levels of the school....learning situations in this school appeared to be dictated by program, not by people."

By contrast, the fifth school (T) was one in which evidences of controversy were all over. This kindergarten through four school served over 600 students as the only elementary school in an isolated town. This town, too, was poor, and the school population was described as highly mobile as a result of the vagaries of the lumbering industry. Title I and state funds were available in the school and were used to pay for aides for all classrooms.

The principal of this school was spending his last year at the school when the first visit took place, following a period when he had initiated a great many radical changes in the school. He was a friendly man in his forties who had clearly invested much of his energy in the school. During the years prior to the project's visits, the principal had shifted the structure of the reading program from

one of providing special help to selected students on a pullout basis to one in which the responsibility for all reading instruction for students at all levels of ability was placed on the shoulders of the classroom teacher. At that point, a schoolwide effort was made to set up individual goals and prescriptions for students and to change the role of the special reading teacher from one of instructor to one of resource person. She administered tests and developed individual prescriptions, aided in the monitoring of student progress, and provided materials for the reinforcement of skills and competencies. By and large the staff was, at the time of the site visits, generally supportive of the changes. Even the teachers who were not thoroughly happy with the instructional changes were admiring of the principal and his leadership. The teachers were a lively, articulate bunch; there were still evidences of disagreements among them based as much on style as on differences in educational philosophy, but the total effect was of a very alive school.

Interestingly, some controversy existed among the site visitors themselves about how to interpret the activity they observed in classrooms. While all agreed that this was an effective school, there were clearly differences of opinion about the mechanisms of effectiveness. One site visitor concluded that the observers who made up her team "were struck by the similarity of classrooms as they conducted their observations. Within each classroom there were different activities being carried out but the overriding impression was one of sameness.... Learning appeared to be taking place only in the sense that it could not be said that learning was not taking place." Another visitor, with a different team of observers, wrote, "The appearance of individual classrooms appeared to be reflective of the individual personalities of the teachers and, in this school more than any other, there was considerable variation among classrooms. (In one room, a teacher had done away with conventional classroom furniture and had substituted four couches and a collection of activity centers at tables.) Books, materials, and other equipment were different for each class. There were more male teachers

in the school than in other elementary schools visited, several of them in the lower grades.... The school gave an overriding impression of variety and liveliness."

Again, Harper-Row basals were the main vehicle for reading instruction in the school, and the Harper-Row end-of-book tests were the main vehicle for the tracking of student progress. Teachers were under no obligation to use the basals so long as their students could pass the tests at the minimum competency levels, and some teachers indeed did not use the basals at all. Many did, however. In addition to the basals, there was a carefully catalogued and cross-referenced library of resource materials set up by the reading specialist, indicating reading level and skills taught for every piece of material in the place. Among the basal reader series so classified were the MacMillan, Lippincott, Ginn, and Bank Street Readers and the Sullivan programmed materials.

In all classrooms, reading instruction was based on individual "contracts" which were really nothing more than assignment sheets for each student. There were also two instructional aides in every classroom. Teachers varied in the use they made of the contracts and the aides, and the amount of individualization varied with the class as well. In some classes, students worked individually most or all of the time. In other classes, individualized work was interspersed with ad hoc skill groups or groups formed for the purposes of particular projects or activities. One fourth grade teacher expressed his intention to do some group reading every day because he felt that the move away from group discussions had set back comprehension. Observers were impressed in this school with the degree of task-orientation by students without apparent adult attention. (This observation was made in spite of some teachers' feelings that many of their lower ability students could not sustain interest in individual work for any extended period.)

The principal's next projected change was to establish multiage classes throughout the school. In preparation for this move, he had created three multiage classes as a pilot project during the year of the project site visits. The teachers of these classes, one a self-contained class of first-and-second-graders and two team-taught third-and fourth-grade units, were uniformly enthusiastic about the multiage idea although they were all planning changes in their particular set-ups for the following year. Other teachers were still resistant. In planning for the changeover, the principal had set up a series of meetings with parents. Committees that included parents had drawn up some of the preliminary recommendations.

As the program was discussed in interviews with teachers, observers came away with the feeling that the outstanding feature of the program in this school was not the individualized instruction or the contract system, but the shifting of responsibility for instruction to each teacher and the support of that responsibility with a bank of materials, a resource person, and help in the classroom in the form of two aides. Teachers in School T were all unusually thoughtful about their instruction; all of them had contrived plans of one sort or another, at least in part because they had had to. There was a great deal of talk about trying things one way or another, and a general willingness to change things within the classroom from year to year. One observer wrote, "The fact that an individualized approach had worked effectively in this school seemed primarily due to the teachers' willingness to put an extraordinary amount of effort into the organization of their classroom assignments and activities, and their being able to carry these out with the help of other adults in the classroom. A hard working resource teacher who provided them with supplementary materials also seemed important. Finally, the fact that a special approach to reading existed to begin with can only be traced to the former principal, who saw that a program was needed at T and had the means and

energy to implement it. The community had given some indications that they took the program seriously, and teachers, at the time of the visit, were apparently trying hard to make it work."

What conclusions about effective reading programs can be drawn from the descriptions of these five schools? The programs that have been described are all different, and the features that observers concluded were responsible for their effectiveness differed from school to school. What have the programs in common? Much of the dialog that was conducted in the debriefing sessions held during the course of this project was devoted to this question. What follows is some compilation of observers' collective wisdom about what constitutes good reading programs:

1. All five of the schools described in this section (and indeed all of the schools felt by observers to have effective reading programs) had defined reading as an important instructional goal. In all of the five schools reading was accorded top priority among the school's activities. By virtue either of the time spent in reading activities, the money spent for reading materials, or the quality of the resources devoted to reading, the schools indicated clearly that they considered reading important.

2. In all five schools there was effective educational leadership specific to the issue of reading instruction. In three of the schools, the principal provided the leadership; in one school the reading leadership came from the reading resource person; in the fifth school, the leadership came from outside the school, but its impetus was felt in all aspects of the reading program.

3. An outstanding feature of the reading programs of all of the five schools observed was careful attention to basic skills, whatever else the programs entailed.

In one school, the attention to basics was the essence of the program. In other schools, there were other outstanding components of the program; but in all cases, basic skills were thoroughly and effectively taught.

4. In all of the five schools there was relative breadth of materials. In School AA, perhaps the most sparsely supplied of the five, there was an increase over previous years and a growing awareness by teachers that supplementary materials were helpful in reinforcing old skills and broadening the base on which new ones could be taught. Other schools incorporated materials in subject matter areas into their language programs. One school had students produce their own materials. In all of the schools there was some recognition that there were alternative methods for accomplishing any given goal, and there were materials or resources for obtaining materials to provide alternatives. With it all, all of the schools depended to a major degree on basal readers.

5. In all of the five schools described here there was evidence of cross-fertilization of ideas among teachers. In some instances, the impetus for the dialog among teachers was a program (an external program in one case, a packaged Reading Center in another). In other cases, the dialog was encouraged by the educational leader, by example or (as in the language experience school) by the conduct of training sessions or dicussions about methods and materials. In the case of the school doing individual instruction, the dialog was started by the principal's institution of far-reaching changes; this particular dialog included the community. In any case, it seems that schools in which the reading programs were liveliest and most effective were schools in which ideas about reading were aired and shared among teachers.

"What about teachers?" is a logical next question. The features listed in the preceding paragraphs have nicely avoided reference to individual teachers. And they were, after all, the primary purveyors of the reading programs in the schools described. A great deal has been said about the nature of effectiveness at the classroom level in other sections of this report. One of the first orders of analytic business was, in fact, to examine effectiveness at the classroom level, much of which is describable almost entirely in terms of teacher variables. Observers emerged from the site visits with a uniform sense of awe at the power of teachers to inspire, to bore, to create excitement, to discourage it, and, most important to create, to enhance, to pass on intact, or to pervert an educational treatment.

For purposes of this section of the discussion, however, the programs were chosen with an eye to their effectiveness at the school level, to represent qualities of program effectiveness that transcended life in individual classrooms. In the five schools there was represented a whole range of teacher behavior and quality, from several teachers who all observers agreed were "stars" through some mediocre ones to a few really weak specimens. In none of the five schools, however, did observers feel that the success of the program was due primarily to the quality of instruction in individual classrooms. Instead, it was felt in each case that the program somehow had an existence that affected the instruction in individual classrooms, differently perhaps for each class. In one school, for example, it was felt that the introduction of the program had injected new life into a receptive but otherwise quite ordinary group of teachers. In another school, observers felt (somewhat regretfully) that the program tended to eclipse teacher individuality and creativity and substitute for these standardized (albeit effective) teaching practices.

Some comments about teachers from the case studies follow:

"Among the six teachers observed in the main building, instruction was judged to be variable, ranging from a truly talented teacher of fourth graders through a rather mechanical second grade teacher whose affect seemed somewhat negative to a very gooey, "old-style," kindergarten teacher. Of two teachers in the other building, one was thought to be extremely traditional and very effective, the other looser and more contemporary but only moderately effective."

"In trying to summarize this school, it appeared that the whole was certainly greater than the sum of its parts. There was a tremendous emphasis on reading in the school and a number of associated qualities that added up to a highly positive feeling about the attitudes toward and behavior with respect to the written word among the entire population of the school. At the same time, some individual teachers tended to fall short of the high expectation created by the school atmosphere. Traditional teaching methods permeated many of the classrooms; in several, teachers adhered to teachers' manuals almost verbatim (in all fairness, the principal mentioned this himself). There was uneven use in the classrooms of the language experience techniques, admittedly new to this school, that seemed to have added so much to the general ambience of the place. Some teachers didn't use LEIR at all."

"A duality arose during the observation team's discussion of the quality and effectiveness of the teaching and the success of the reading program. This duality stemmed from two issues: the amount of teacher influence vs. the amount of program influence. Generally, the observation team thought that they saw above average teaching. Yet the overwhelming nature of the program tended to confuse the issue of individual teacher quality in the lower grades, a fact that was apparent in observers' inability to agree about teacher effectiveness."

"The site visit team felt the classroom instruction at this school to be, on the average, of adequate but certainly not outstanding quality. There was a considerable

range of skill among the teachers, but perhaps with more examples of ordinary than exceptional performance. In the primary grades, all teachers were strongly influenced by the reading specialist, whose appearances in the classroom were clearly the high point of the day's reading instruction. The regular reading instruction by the classroom teacher seemed often merely additional practice on the skills introduced by the reading specialist. Although observers noted several instances of teachers' giving misinformation, no one felt that this kind of behavior impaired the effectiveness of the reading program, since the direction of and motivation for the program did not appear to originate from individual teachers. The picture the observers painted of classroom instruction was one of a moderately talented staff energetically pursuing a set of mechanical, repetitive procedures, without any great insight into the wider possibilities of reading instruction.

"To some extent this individualized program was teacher proof. It did not require as many teaching skills from a poor teacher, but at the same time it may have constrained good teachers. Several observers thought the teachers in the school hadn't added as much in the way of supplementary material to the program as they might have, leading them to speculate as to just how well the teachers at the school might have performed in a different teaching environment."

In short, observers of the five schools just described tended to agree that the effectiveness of the reading programs in the schools did not depend entirely on the quality of the instruction in classrooms. On the contrary, in these schools, while there were indeed some excellent teachers, the programs tended to level the teacher effects. In some cases the quality of teaching seemed to have been enhanced by the schoolwide program; in other cases, there seemed some reason to believe that individual effectiveness was perhaps being stifled.

Effectiveness at the classroom level has been treated at greater length in other sections of this report.

Schools Without Compensatory Reading Programs

The four schools visited to provide insight into the qualities of "NCR-ness" were chosen with an eye to representing the spectrum of socioeconomic status embraced by the study schools. In fact, the four schools did represent different levels of socioeconomic status, although not quite the entire range. Two were schools serving fairly affluent populations; two served communities that were definitely not affluent but neither were they poverty-stricken. Interestingly, three of the four schools were located in the south.

The school with the highest SES was located in a small city. The community was all white and the population mostly professional. The principal told observers that it was probably the most affluent school in the district and that the scores for the school on standardized tests were consistently among the highest in the district and "well above national norms." There were 513 students in the school. Enrollment had dropped since the project testing two years before the site visit, but not dramatically. The staff was collectively highly experienced, and the turnover among teachers was very low. The principal and teachers told observers over and over again how supportive and cooperative parents in the community were. The school had a special (although not impressive) program for gifted students. Observers characterized the place as "a smoothly run school in which the children knew what was expected of them and could meet those expectations."

The reading program in the school was conducted primarily in the classroom by classroom teachers. There was a special reading teacher who worked (in uninspired fashion, observers felt) with the small number of students who were reading two or more years below grade level. The main materials used for reading instruction were Harcourt Brace basal readers and Palo Alto materials, with an ample and varied collection of supplementary books and equipment. There was a pleasant, well-stocked library. The teachers were happy with the materials, many of which they had chosen, and they and the principal seemed perfectly content with the reading program. The principal,

in fact, said he wouldn't want to change it. The teachers, if anything, said they'd prefer to spend less time than the hour or hour and a half they spent on reading.

With the possible exception of the special reading teacher, observers were positively impressed with much of the teaching in the school. The most negative thing observers said about any of the teachers was that they were "uninspired" or "dull." Most of what was seen in classrooms involved students working in the official reading materials, in small groups or individually, with the teacher available for consultation. There was considerable use made of the library as well. No teacher was judged incompetent or even unpleasant; by the same token, while some positive affective qualities were noted for many teachers, none was singled out as unusually outstanding in any respect. In all, the teaching staff was judged overall to be experienced, competent, and hard-working. There was, however, some feeling on the part of observers that the students in this school were not being challenged.

A second school with no compensatory program was located "in an affluent area" on the outskirts of a southern city. This school had seen a drop of its enrollment in the wake of compulsory desegregation (private school enrollments in the area had been increasing), and the declining school population had resulted in a somewhat reduced budget. The community was described as "wealthy" and "supportive of the school" although there was some indication that the socioeconomic level of the school population had declined in recent years. There was an enrichment program in the school for students with high IQ's, but no apparent organized program for below grade level readers. Ten percent of the students and 40% of the staff were black.

The reading program in the school was based on orthodox use of the Houghton-Mifflin basal series. The principal reported that instruction was "individualized as much as possible," which seemed to mean that reading was taught at the same time of day so that students could move out of their grade levels to classes for reading at their

own reading levels. In all classes observed, there were two or three reading groups to which instruction was directed at least some of the time. There was a heavy emphasis on skills, even in the higher grades, and one observer remarked that she "never saw a school with so much adherence to the teacher's manual." There was also a great deal of testing of students and much of the teaching observed was directed to the end of obtaining "right answers." The teachers were judged to be a fairly professional lot, with interests in staff development. Many of them were enrolled in graduate courses. At the same time, the quality of the instruction observed in classrooms visited received mixed reviews. Some teachers were thought to be fairly effective, one was summarized as "disorganized" and another "boring." The essential feature of classroom instruction throughout the school seemed to be its rigid, materials-centered emphasis.

The affect of the school was judged to be low key and positive; students were judged attentive, reasonably happy, and, for the most part, engaged in their work. The librarian was felt to be a plus for the reading program. Observers concluded that the school would probably be successful in effecting a high level of student achievement in reading. One observer concluded that "...the most success-contributing factor was that the materials were being used in the way they were designed to be used and that teachers appeared to need the support and use it, rather than feeling and being limited by it." Incidentally, in this school it was reported that one-third of the students in sixth grade were reading below grade level.

A third NCR school, located in a rural area, served 209 students, approximately 15% of them black. The community was characterized as "stable" and "lower middle class." About 30% of the students were estimated tc be reading below grade level. The school included grades K-7, so that there was only one class at each grade level. Observers felt the school to be isolated "physically and intellectually."

The reading program at this school consisted of classroom instruction plus daily sessions in an EDL reading lab for all students in grades 1, 2, and 3. In addition, six students in the fifth grade received special help once a week through a county program for below-grade-level readers. Second graders spent one and a half hours each day in reading in addition to the lab sessions, fourth graders spent an hour on reading plus additional time on "language," and sixth graders typically spent an hour a day on reading and/or language. The main materials were (once again) the Harcourt Brace basal series, by county mandate. The teachers liked them a great deal. Other basal readers, left over from previous years' county selections, were used as supplementary materials.

In the three classes observed, teachers conducted their reading lessons verbatim from the teachers' manuals. Except for the sixth grade, where students were observed reading individual books, the lessons were conducted and controlled totally by the teachers. Students were "quiet and industrious" and "polite, conforming, and respectful." There was no disruptive behavior noted on any occasion. The EDL lab stressed skill drill using a variety of machines. These activities were led by aides. The lab program was not considered by the principal, who was responsible for its presence in the school, to be a compensatory program because it was intended for all students and not simply for below-level readers. In fact, observers were surprised at the seeming lack of concern in the school overall for below-level readers and for individual differences of any sort. Even the program for fifth graders had been instituted by the county, not at the school's request.

Teachers were judged to be experienced and conscientious, but also excessively traditional and inflexible. Their affective relationships with the students were considered good ("They never turned kids off or ignored them," one observer wrote) and things generally ran smoothly in classrooms. They also seemed to take their instructional responsibilities seriously. Several teachers were felt to be especially skillful in their use of the manuals. Still, observers

felt the instructional approach in the school to be narrow and unresponsive to differences among students.

The fourth NCR school had undergone tremendous changes during the three years of its participation in this study. From an enrollment of 300 in 1972-1973, the student body had grown to 648, and the building had been expanded and mobile classrooms added in an effort to keep up with the population. The year of the visit the school qualified for Title I funds for the first time in its history. The principal attributed this fact to unemployment. The school population was described as stable, mostly blue collar, some white collar, some solid middle class. Relations with the community were reported to be good mainly because the parents sanctioned the school's emphasis on discipline. Teacher turnover was low in this school. The school had a program for gifted students, who were identified through the standardized tests administered throughout the district.

All reading instruction took place in the classroom. Students were assigned to heterogeneously grouped classes, and grouped within them by ability for reading instruction. Although teachers were said to have freedom to choose their own materials, most had confined themselves to the district selected Betts Basic Readers or the Holt, Winston and Rinehart series. Alpha One was used in the first grade and two EDL labs were available to students in grades 1 and 2. Common to the four second grades observed were self-contained classrooms under the direction of a single teacher. Instruction took place mainly in groups (each class was divided into three or four groups) and a half hour every day was spent watching an educational television show. The four teachers differed mainly in the degree of warmth they exhibited and in the amount of freedom they allowed students, none of it very great. Instructional activities were quite similar. Similar comments were made about the two fourth grade classes visited. Words used to describe these were "orderly," "businesslike," "emphasizing basics," "routine."

The sixth grades had been reorganized this year, at the request of three teachers, from self-contained classes to a departmentalized arrangement in which three of the four sixth grade teachers operated as a team. (The fourth maintained a self-contained classroom.) There was more variation among the sixth grades than among the second and fourth. One teacher worked with the entire group during the reading period, then had the class read individual books while he conducted conferences. Another teacher worked with a loose contract system in which the students could work on a choice of units lasting approximately eight weeks (this was the highest ability group). The teacher of the lowest group stressed "snugness and security" for her students. It was estimated that one-fourth of the sixth graders were reading below grade level, some as low as at a second grade level. The single self-contained sixth grade classroom was described as "tight and structured." The class was divided into two reading groups, both of which worked in SRA materials primarily.

Observers concluded that this school was too caught up in the business of keeping abreast of its growing population to put much sustained effort into the reading program. At the same time, there was no evidence of any feeling on the part of the staff that reading was a problem at this school.

What, then, do these four schools have in common, and what differentiates them from the schools with compensatory reading programs? Certainly not their socioeconomic status. Except for the absence of a really impoverished school among the four, the schools were similar to the larger group of 29 schools visited during 1973-1974. In fact, each of the four schools might be matched with a counterpart in the group of 29. Certainly not the materials, which were mainly basal readers scrupulously adhered to and an occasional set of machines. Certainly not the teaching, which was basically competent although seldom inspired, and as varied as in any other group of four schools in the study. What did seem to be different about these schools was a sense, on the part of the administration and the staff, that reading did not constitute a major problem area for the school. None of the

four spent any large amounts of time in reading instruction, and none had any goal-directed special program for teaching reading, enhancing attitudes toward reading, or dealing with below-level readers. In at least one case, the very affluent school, observers agreed that the lack of concern was justified. In two of the others, and to a lesser extent in the third, observers perceived problems at least as great as those in study schools with compensatory programs. In two of the three schools, sizeable proportions of students (one-third, one-fourth) were reading below grade level. No efforts were being made to treat these students in any way differently from the main body of students in the schools. In these schools, the below-level readers were either regarded as handleable within the framework of the regular reading program, or disregarded. In short, the major difference between the schools with compensatory reading programs and the schools without them, at least in this study, was a definitional one, having to do with the perception by individuals responsible for reading instruction in the school, of reading as a problem area worthy of special concern.

The Inner City Schools

The four inner city schools were chosen on the basis of their black and/or other minority enrollment. It so happened that when the schools in the sample with the highest proportions of minority students were selected, they were all situated in large cities. All of them were located in the western part of the country, two in the midwest and one in the southwest. Two of them were quite large; the other two were relatively small schools. All of them served populations that were poor, with high proportions of parents on welfare. All of them had programs to deal with at least one other aspect of deprivation in addition to reading--breakfast programs, bilingual programs, math programs, and the like. Observers were positively impressed with three of the four schools; the fourth left them depressed. All of the four schools received Title I support in some form or other, and all of them received other outside funding as well.

The largest school in this group of four was located in a major city and was as close to the stereotype of a "big city school" as any described in these pages. The population of over 600 students was derived almost entirely from a nearby public housing development. There was a staff of 100, 25 of whom were classroom teachers. The "programs" in the school included two Title I reading labs, a "Hoffman lab," a Follow Through model, and some special programs with acronymic titles: Project READ, Project HOLD, etc. Observers felt that the overwhelming emphasis in the school seemed to be on coping--with disadvantage, with the effects of terrible domestic situations, and with a decrepit building. There were weary references by staff members to restrictions imposed from "downtown." There was also a lot of attention given to maintaining order and handling discipline.

The Houghton-Mifflin basal readers were the focus of most classroom instruction in reading. All classes spent at least an hour a day on reading, and most students were exposed to additional instruction in the form of one or more of the special programs in the school. In classrooms, teachers taught pretty much "by the book"; that is, out of the Houghton-Mifflin teachers' manuals, this despite the principal's insistence that teachers were free to use materials of their own choosing and some of the teachers' expressed dissatisfaction with the basals and with the guidelines from "downtown." There was a high degree of concentration on skills dealing with sounds, pieces of words, and bits of sentences. Little actual reading was observed in the school; in fact, the special programs for reading were all specifically geared to helping with skill deficiencies.

The teaching was judged highly variable from classroom to classroom, a not-so-surprising finding in view of the size of the school, much more so than in other schools. In terms of professionalism and competence, the classroom teachers seemed better as a group than the special program teachers. In some classes observers noted concern for students and respect by students and teachers for one another. In other classes they remarked on condescension and lack of feeling.

Positive and negative descriptors were used in almost equal quantity. There was considerable feeling that, apart from the fact that classroom teachers worked from the same materials, there was little coordination to the reading effort in the school. The special programs operated independently of one another, and the instruction in them and in the classrooms seemed totally unrelated. One observer, in summarizing the school, called it "diffuse," and remarked that while there were "a large number of sincere people" trying to do a number of things to help the commonly perceived reading problem, the efforts remained largely uncoordinated and therefore of questionable effectiveness.

The smaller schools evoked more positive conclusions from observers. In another city, they visited a school serving 250 students, 97% of whom were black. The major emphasis in this school was on "pride in self and the school" and on motivational rather than instructional goals. The principal, whom one observer described as "the most aware, articulate, intelligent principal encountered in my travels," characterized himself as an "enabler." Teachers viewed him as "supportive." Observers had trouble viewing him as a "leader" in the standard sense because of his non-authoritarian manner, but they noted that the school ran smoothly and in a highly coordinated fashion.

Title I aides helped with reading and math and there was a media center (federally funded) that was used to integrate "language arts"; this appeared to mean coordinating other subject matters with reading. (The center was, according to observers, much used.) There was a special Reading Readiness program as well. The school used the Houghton-Mifflin readers throughout the grades and, in distinct contrast with the school just described, teachers did seem to exercise their own options to use the series as extensively or as little as they liked. Reading instruction was conducted mainly in groups. Testing was not considered overly important. Observers felt that the priority placed on reading instruction in this school was lower than

in the other inner city schools, not so much because reading was believed to be less important but because other things, like improving children's motivation and self-image, were believed to be more important. The aides who helped with reading enjoyed good communication with classroom teachers.

Observers awarded the staff high ratings for competence, and the teachers and students high ratings for involvement. The school was felt to be orderly, with not too much freedom allowed students outside of their own classrooms. (The degree of freedom allowed within classrooms tended to vary with the teacher.) A high degree of respect was felt to exist between teachers and students and between teachers and the principal. Students were characterized as "friendly and at ease." All in all, observers seemed to feel that good things were going on in this school.

Another inner city school served a population that was roughly half black, half Mexican-American. The parents of students were employed as domestics and restaurant workers; 40% were receiving welfare. Eighty-five percent of the students qualified for free breakfasts and lunches. The staff was predominantly middle class white.

A great deal of federal money was available to the school, most of which was being used to provide supplementary reading instruction. This was a direct reflection of the principal's stated contention that, "If a child can't read, you can forget about the other subjects." There were more materials in this school than anyone could remember seeing anywhere, and many different programs. There was a curriculum coordinator who helped administer the federally funded programs and who also ran a parent advisory group. The principal, according to observers, "came across as a strong leader with a very real concern for the needs of the students."

Due to this school's participation in a city-wide evaluation of reading methods, several different approaches to reading were apparent in the school. Among them were LEIR (Language Experience in Reading), BRL, and programs based on the Ginn basal series and the Harcourt-Brace basal series. Despite the presence of these different methods and materials, classes were organized and conducted similarly throughout the school. Reading was taught in self-contained single-teacher classrooms, with teacher-centered instruction directed to small groups. There was a high level of emphasis on skill development and a great deal of regular testing. The classroom instruction was thought to be pervaded by "a literal interpretation of the materials" but the reading labs were looser and less restricted. Observers were uniform in their admiration of the reading labs, one for the primary and one for the intermediate grades. Moreover, there was felt to be an exemplary level of coordination among the various resources for reading. One observer remarked that of all the schools she'd visited with a good many funded programs, "This one really does it right."

Students were considered well behaved (parents supported the school's emphasis on discipline), affect was rated highly positive throughout the school, and overall staff competence was considered high. The writer of the case study wrote, in summary,

> The observers came away with a number of positive impressions of the school. These included a concern for the students which was shared by the principal and teachers, community involvement, volunteer services provided by the parents, and above all a really concerted effort to unlock the key to reading for every student.

The final school of the four was located in a small city near a large western city. The principal described the area as a "ghetto removed from a central city location"; observers found the neighborhood very depressing. The school population was almost entirely black with a smattering of Mexican-American and white children. Enrollment at this school had dropped drastically over the past few years, from 600+ children to the 210 who were attending at the time of the visit.

About half of the school families received some kind of public assistance; the rest worked at skilled or semi-skilled jobs. The principal was responsible for this and another school in the district. The staff included, in addition to one classroom teacher at each grade level from kindergarten through six, a community aide, classroom aides for each classroom, and two resource teachers and their aides. The principal claimed that this staff was a more hard-working group than the staff at his other (middle class) school.

A very high priority was placed on reading (and also on math) in this school, "as high as any school I've seen," one well-traveled observer remarked. Every child was considered to be receiving compensatory instruction, in an essentially individualized program with teacher attention doled out according to need. Students worked on individual assignments in basal readers with coordinated supplementary materials, activities, and games. Reading instruction took place in the classrooms; resource teachers worked with individual children in their own classrooms. The Harper-Row basals were used throughout the school along with a "support system" of graded exercises and tests at each of 46 "levels of reading competence." Activity centers were also present in all classrooms. The sheer volume of reading materials in the school was impressive, but also impressive was the broad use of the materials and also of the library. The library aide told observers that students frequently gave up recess to visit the library. Despite the fact that the reading program was billed as "individualized," students often worked in pairs or small groups. Classrooms were typically busy, but also "very relaxed." There was a lot of movement noted in classrooms, although observers also felt the school to be orderly and structured. Students seemed aware of what was expected of them and more often than not did it.

Observers were positively impressed with the communication in this school, between students and teachers, and among teachers. One observer said that "all of the teachers seemed to talk to and listen to kids a lot." There was also a great deal of working together and talking together among staff: "The reading resource

teacher and the classroom teachers always knew what each other were doing." Competence was rated high. In the words of one observer, "The people in this school seemed to be doing everything they possibly could."

It seems clear from the previous (and much abbreviated) descriptions of the four inner city schools that neither the materials and methods of reading instruction nor the quality of teaching alone differentiate these schools from the others in the study. The major distinguishing feature seems to be the identification of reading as a major focus for school energy and attention. In each of the four schools a variety of resources was brought to bear on the problem of teaching children to read. In some cases the resources were mainly staff. In some cases the resources included materials. In some cases the resources involved an approach. In still other cases the resources were mainly those of time. In all cases, there was agreement by all parties to the instruction that reading was a basic problem and one to be dealt with in broad terms.

All four schools had considerable outside funding, much of it federal. All four schools had several different resources for attacking the problem(s) of reading instruction. The schools that were felt to have the most likelihood of success were not those in which a particular approach prevailed or in which a particular structure or funding source existed, but those in which the efforts to improve reading levels were brought to bear on individual children in a considered, concerned, and coordinated fashion.

Chapter III: SUGGESTIONS FOR STUDY REDESIGN AND IMPLICATIONS FOR CONTINUING RESEARCH

The Descriptive and Analytic Study of Compensatory Reading Programs had as its primary purpose the identification of those variables in the learning milieu which are associated with gains in student reading achievement and attitude toward reading. As its name specifies, it was a descriptive study in the sense that none of the phenomena to be investigated were controlled in any way by the investigators. In particular, the investigators had no control over the assignment of students to educational treatments. Thus the results of the study are to be interpreted as associational, rather than causative. They are, as they were originally conceived to be, suggestive of fruitful directions for subsequent, controlled, experimental research to take. Thus in any discussion of study redesign, consideration should always be given to the question of whether it would be more useful to repeat the study in improved but essentially the same form, or to continue the investigation of its central issues by quite a different approach. In the instance of the Compensatory Reading Study, potential supporters of continuing research must judge whether the study has identified variables of sufficient promise to warrant their investigation in an ongoing program of controlled, experimental research, or alternatively, that further descriptive exploratory research is necessary. If the latter, then the following suggestions for study redesign may be helpful to investigators conducting similar studies, but perhaps addressing themselves to other variables and other populations. If the former, then study redesign suggestions have much less immediacy of application, but may still be useful to future research in other areas.

The most pressing and influential problems in the conduct of the Compensatory Reading Study had to do with schedule and timing. The Questionnaire Survey of Phase I was conducted in Spring of 1972, and final returns were still being received up to and beyond the closing of schools in June. The selection of the 1972-1973 school year sample was dependent upon certain information obtained from these questionnaires, thus leaving an extremely short time period in which to process

the data, carry out the selection process, and obtain school consent (before June closing) to participate the following year. This was accomplished by establishing a cutoff date for questionnaire returns, and by contacting schools for consent throughout the summer vacation. However, the representativeness of the 1972-1973 sample might have been improved if a longer time interval had been available for these many activities. In the future, this might be accomplished by scheduling the Phase I Questionnaire Survey earlier in the school year (perhaps in January).

A second critical period of time pressure occurred between the collection of posttest data in Spring of 1973 and the selection of schools in which to conduct site visits during the 1973-1974 school year. Because the selection process involved the cleanup, processing, and interpretation of an extremely large and complex data base, the selection of site visit schools was not accomplished until late 1973. This made it impossible to obtain Fall achievement pretest data (and therefore not useful to obtain posttest data) for the schools to be visited, since they had not yet been identified. The ultimate consequence of this to the study was to force the 1973-1974 observational data to be analyzed vis-à-vis 1972-1973 achievement data, linked by a common teacher. This was not considered a critical weakness, since it was judged that teachers would not (and often could not) change over the period of one year the quality of the classroom ambience they engendered. In support of this judgment, relationships were found, and are reported in this volume. However, these relationships almost certainly would have been stronger had pretest and posttest data been gathered during the year of the site visits. Since the prior year posttest administration cannot be moved earlier by a significant amount, the solution to this problem involves either faster data processing or the extension of the project schedule to allow a year between the two phases of the project. Due to the inevitable changes in school characteristics over the period of one year, clearly the former alternative is preferable, if feasible.

The school liaison and data collection procedures were effective, and no changes are recommended. The instrumentation selected and developed for the study was in general effective and comprehensive. The strategy of administering certain achievement test forms at grade levels higher than those for which the forms were intended was, in general, appropriate. However, it should be noted that curvilinear relationships were noted between achievement posttest and pretest, especially at the lower grade levels. Although analysis tended to minimize ceiling effect as a contributor to these relationships, future investigations should treat the selection of test forms for underachieving student populations with extreme care.

The attitude toward reading measure developed for use with fourth and sixth graders exhibited generally satisfactory psychometric characteristics and was judged to be appropriate and useful. The attitude measure developed for second graders produced a relatively small response variance, perhaps attributable to the pictorial response mode. It is recommended that alternative response modes be considered for future applications of this instrument. It should also be remembered that the scores used for these instruments at both grade levels were based on homogeneous subsets of the items administered. It is recommended that these subsets be used in future administrations.

The issue of whether future research in this area should be descriptive or experimental has already been discussed. As previously mentioned, the decision would seem to be a judgmental rather than empirical one. Assuming, however, that additional descriptive, exploratory research is required, it is our recommendation that the variables to be investigated be assessed primarily via classroom observation and interviews with school personnel, and only secondarily via questionnaire survey. This recommendation is motivated by the relatively small number of questionnaire variables shown in this study to be related to reading achievement effectiveness (see the Final Report, Volume I, Table 31, p. 143).

Appendix

CLASSROOM OBSERVATION SCHEDULE: 1973-74

CLASSROOM OBSERVATION SCHEDULE: 1974-75

Manual - School Rating Instrument

SCHOOL RATING SCHEDULE

CLASSROOM OBSERVATION SCHEDULE: 1973-74

Name of school _____

Location _____

Grades included _____

Grade observed _____ Teacher (name) _____

No. of students in class _____

Observation period began _____ ended _____

I. Classroom Organization

1. Grade organization

_____ Multiage (multigrade)

_____ Single age (single grade)

_____ Other (specify _____)

2. Spatial organization

_____ Self-contained classroom

_____ Open space

_____ Other (specify _____)

3. Instructional personnel

_____ Single teacher only

_____ Two or more teachers only

_____ Teacher(s) plus aide(s) (give number of each: T _____ A _____)

_____ Teacher(s) plus other adult(s) (specify and give number of each:

T _____ Other adults _____)

4. No. of students _____

5. Arrangement of student desks

_____ Rows and columns

_____ Small groups

_____ Circle or semicircle

_____ Other (describe briefly _____

_____)

6. Flexibility of desk arrangement

_____ Student chairs (or tables) remain stationary, students remain at desks for period of observation

_____ Student chairs (or tables) remain stationary, students move from desk to desk or desk to other furniture during period of observation

_____ Student chairs are moved (with students) as activities change during period of observation

_____ Other (specify _____
_____)

7. Teacher's desk

a. Location

_____ Behind most students

In front of most students

_____ Other (specify _____)

b. Teacher uses desk during period of observation

_____ All of the time

_____ Some of the time

_____ Occasionally

_____ Never

8. Equipment: check presence or absence and use or nonuse of each of the following:

	In evidence during period of observation	Not in evidence during period of observation	In use during period of observation	Not in use during period of observation
Books (other than basal readers or other materials used regularly in reading instruction)	____	____	____	____
Games, puzzles, toys	____	____	____	____
TV	____	____	____	____
Other audio-visual equipment	____	____	____	____
Maps, globe	____	____	____	____
Calendar	____	____	____	____
Labels (words) on classroom items	____	____	____	____
Furniture (couch, pillows, rug) for use while reading, or clearly definable reading corner	____	____	____	____
Dictionary, other reference book(s)	____	____	____	____

9. Instructional Organization:

All of the following items should be answered with respect to the period of observation only, regardless of length of observation, regardless of how typical of the classroom's usual procedures and regardless of the completeness of the lesson observed.

	3	2	1	0
Teacher directs instruction to the class as a whole	____	____	____	____
Teacher directs instruction to one or more subgroups of the class remaining subgroup(s) pursue activities independently	____	____	____	____

	3	2	1	0
Teacher directs instruction to one or more subgroups of the class remaining subgroup(s) receive instruction from someone else	____	____	____	____
The classroom teacher directs instruction to one or a series of individual students, remainder of class pursues activities independently	____	____	____	____
Teacher directs instruction to one or a series of individual students, remainder of class receives instruction from someone else	____	____	____	____
Instructional grouping changes	____	____	____	____

3 = Throughout the period of observation
2 = For most but not all of the period of observation
1 = For some of the period of observation
0 = At no time during the period of observation

10. Approximate time spent on each activity (include <u>all</u> activities for all subgroups of kids even though the total may add up to more than the number of minutes in the observation period).

	3	2	1	0
Reading aloud	____	____	____	____
Directed silent reading	____	____	____	____
Word attack skills	____	____	____	____
Spelling/Punctuation/Grammar	____	____	____	____
Penmanship	____	____	____	____
Creative writing	____	____	____	____
Listening (being read to)	____	____	____	____
Other (specify)	____	____	____	____

	3	2	1	0	Cannot rate this item for this period of observation
11. Student movement					
a. Students move with purpose about classroom at will	___	___	___	___	___
b. Students move randomly about classroom at will	___	___	___	___	___
c. Students move about classroom with adult permission or under adult direction	___	___	___	___	___
d. There is little or no student movement within the classroom		___			___
12. Activity change					
a. Students change activities at will	___	___	___	___	___
b. Students change activities with adult permission or under adult direction	___	___	___	___	___
c. Activities did not change in the classroom during period of observation		___			___
13. Conversation					
a. Students converse with each other freely	___	___	___	___	___
b. Students converse with each other when specifically permitted or directed to do so by adult	___	___	___	___	___
c. There is little or no conversation in the classroom		___			___
14. Leaving the classroom					
a. Students leave the classroom at will or by clearly understood procedure not requiring adult intervention	___	___	___	___	___
b. Students leave the classroom when permitted or directed to do so by an adult	___	___	___	___	___
c. There is little or no student movement out of the classroom		___			___

	All materials used	Some but not all materials used	No materials used	Cannot rate this item for this period of observation**
15. Student use of materials in classroom*				
a. Materials used by students seemingly without adult mediation	____	____	____	____
b. Materials used by students through permission of or distribution by adult	____	____	____	____

*This item refers only to those materials used during the period of observation, not the total population of materials present in the classroom.

**This option means that of the materials used during the observation period, none were used in the manner described. If no materials were in use during the period of observation, the insufficient information category should be checked.

16. Classroom procedures		
a. Teacher articulates classroom procedures	0 1 2 3 (Never … Frequently)	____
b. Students act without verbal teacher direction but clearly in accordance with procedures	0 1 2 3 (Never … Frequently)	____
c. Students act without verbal teacher direction and at variance with established procedures	0 1 2 3 (Never … Frequently)	____
17. Student-teacher interaction		
a. Student-teacher interaction is initiated by students	0 1 2 3 (Never … Frequently)	____
b. Student-teacher interaction is initiated by teacher	0 1 2 3 (Never … Frequently)	____
18. Instruction		
a. Instruction or student activity is teacher centered	0 1 2 3 (Never … Frequently)	____

Cannot rate this item for this period of observation

b. Instruction or student activity is defined (whether, what, how fast) by student choice — 0 1 2 3 (Never — Frequently) ____

c. Instructional feedback is provided by teacher — 0 1 2 3 (Never — Frequently) ____

d. Instructional feedback is provided by materials — 0 1 2 3 (Never — Frequently) ____

e. Instructional feedback is provided by students (peer group) — 0 1 2 3 (Never — Frequently) ____

f. Teacher moves to students — 0 1 2 3 (Never — Frequently) ____

g. Students move to teacher — 0 1 2 3 (Never — Frequently) ____

19. List title(s) and/or publisher(s) of major reading texts, methods, etc. used during observation period:

_____

_____

_____

_____

II. Teacher Behavior and Personality

20. Teacher proximity to students — 0 1 2 3 (Physically distant — Stands next to or touches students) ____

21. Teacher questions — 0 1 2 3 (Closed-ended (convergent, one-answer) — Open-ended (divergent, more than one answer)) ____

Cannot rate this item for this period of observation

22. Teacher acceptance of student response

a. Correct answers

0 1 2 3 ____

Accepts only correct, expected answer — Accepts a correct, unexpected answer

b. Incorrect answer

0 1 2 3 ____

Does not accept a wrong answer, terminates the student's response — Leads students to correct answer

23. Teacher uses competition among individual students or groups of students as an instructional device

0 1 2 3 ____

Never — Frequently

24. Teacher as a model for students

0 1 2 3 ____

Does not exemplify desired student behavior (screams "be quiet") — Exemplifies desired student behavior

25. Teacher imperturbability

0 1 2 3 ____

Teacher is rattled or unduly diverted by events external to the usual classroom routine — Teacher copes adequately with events external to the usual classroom routine

26. Teacher reaction to observers

0 1 2 3 ____

Teacher is rattled or unduly diverted by observers external to the usual classroom routine — Teacher copes adequately with observers external to the usual classroom routine

27. Teacher gives incorrect information to students

0 1 2 3 ____

Never — Frequently

28. Teacher manner

0 1 2 3 ____

Outgoing — Reserved

Cannot rate this item for this period of observation

29. a. Teacher is aware of student inability to understand instruction

0 1 2 3
Never — Frequently

____

b. Teacher reaction to students' inability to understand instruction

0 1 2 3
Disturbed — Tolerant, adaptive

____

30. Apportionment of teacher's time and attention among all students in class

0 1 2 3
Attends to 1/10 or less of the students — Attends approximately equally to all students

____

31. Teacher treatment of students

a.

0 1 2 3
Directs special negative criticism to certain individuals only, apart from the demands of the situation — Fair and impartial

____

b.

0 1 2 3
Directs special approval to certain individuals only, apart from the demands of the situation — Fair and impartial

____

32. Teacher intervention in student interaction

0 1 2 3
Teacher intervenes in student problems to structure, assist, or in any way settle — Teacher leaves students to work out problems for themselves

____

33. Teacher interrupts instruction to discipline or manage*

0 1 2 3
Never — Frequently

____

*Response to this item will be relative to the amount of instruction the teacher provides.

Cannot rate this item for this period of observation

34. Teacher controls via

a. Direction (tells students what to do or has signal to which students respond) 0 1 2 3 (Never — Frequently) ____

b. Direct praise 0 1 2 3 (Never — Frequently) ____

c. Negative statements or warnings 0 1 2 3 (Never — Frequently) ____

d. Threat or withdrawal of affection 0 1 2 3 (Never — Frequently) ____

e. Removal of student from group 0 1 2 3 (Never — Frequently) ____

f. Encouraging competition among students 0 1 2 3 (Never — Frequently) ____

g. Calling on or threatening to call on outside authority 0 1 2 3 (Never — Frequently) ____

h. Pointing out student or group of students as positive model 0 1 2 3 (Never — Frequently) ____

i. Pointing out student or group of students as negative model 0 1 2 3 (Never — Frequently) ____

j. Organized physical activities 0 1 2 3 (Never — Frequently) ____

35. Teacher facial expressions 0 1 2 3 (Unchanging, unanimated — Calm and controlled — Animated and vital) ____

36. Teacher cheerfulness 0 1 2 3 (Cool, reserved, distant — Warm, friendly, cheerful) ____

37. Teacher demeanor 0 1 2 3 (Serious, literal — Humorous, light) ____

Cannot rate this item for this period of observation

38. Teacher style of reinforcement

0 1 2 3 ____
Scolding, chiding, admonishing — Praising, encouraging

39. Teacher tolerance of extraneous student behavior (talking, squirming, etc.)

0 1 2 3 ____
Never — Frequently

0 1 2 3 ____
Few — Many

40. Teacher alertness

0 1 2 3 ____
Bored, passive, preoccupied, inactive — Buoyant, enthusiastic, active

41. Teacher steadiness

0 1 2 3 ____
Loses temper, inconsistent, temperamental — Unruffled, even-tempered, calm, stable

III. Student Behavior

42. Students use books and other printed material in classroom (apart from basal readers, other assigned work)

0 1 2 3 ____
Never — Frequently

43. Students use puzzles, games, toys, classroom equipment other than books

0 1 2 3 ____
Never — Frequently

*0 1 2 3 ____
None — Many

*Refers to students, not puzzles, etc.

44. Students help each other

0 1 2 3 ____
Never — Frequently

45. Student behavior is obstructive or disturbing to other students

0 1 2 3 ____
Never — Frequently

0 1 2 3 ____
None — Many

Cannot rate this item for this period of observation

46. Students work independently (without adult attention)

0 1 2 3
Never Frequently ____

0 1 2 3
None Many ____

47. Students attend to work

0 1 2 3
Never Frequently ____

0 1 2 3
None Many ____

48. Students vie for teacher attention

0 1 2 3
Never Frequently ____

0 1 2 3
None Many ____

49. Quality of student interest

0 1 2 3
Enthusiastic, curious, questioning — Passive, compliant, bored ____

50. Student independence in carrying on task

0 1 2 3
Need constant encouragement, explanation — Need only occasional encouragement, assistance ____

Student Affect

51.

0 1 2 3
Relaxed Tense ____

52.

0 1 2 3
Quiet Noisy ____

53.

0 1 2 3
Purposeful student movement — Scattered student movement ____

54.

0 1 2 3
Learning taking place — Learning not taking place ____

Cannot rate this item for this period of observation

55. 0 1 2 3 ____
Cooperative social climate — Non-cooperative social climate

56. 0 1 2 3 ____
Competetive social climate — Non-competetive social climate

IV. Global Ratings of Classroom

57. Student autonomy: 0 1 2 3 4 5 6 ____
Low — High

58. Focus of instruction: 0 1 2 3 4 5 6 ____
Student centered — Teacher centered

59. Classroom organization: 0 1 2 3 4 5 6 ____
Rigid — Flexible

60. Organization of instruction: 0 1 2 3 4 5 6 ____
Individualized — Group

61. Classroom order: 0 1 2 3 4 5 6 ____
Out of control — Under control

62. Affective climate of classroom: 0 1 2 3 4 5 6 ____
Negative — Positive

V. Global Ratings of Teacher

63. 0 1 2 3 4 5 6 ____
Performer — Facilitator

64. 0 1 2 3 4 5 6 ____
Warm, friendly — Cool, reserved

65. 0 1 2 3 4 5 6 ____
Apathetic — Involved

66. 0 1 2 3 4 5 6 ____
Scolding, punishing — Praising, rewarding

Cannot rate this item for this period of observation

67. 0 1 2 3 4 5 6 ____
Tense Relaxed

68. 0 1 2 3 4 5 6 ____
Ineffective Effective

VI. Global Ratings of Students

69. 0 1 2 3 4 5 6 ____
Sad Happy

70. 0 1 2 3 4 5 6 ____
Apathetic Involved

71. 0 1 2 3 4 5 6 ____
Dependent on teacher Independent of teacher

72. 0 1 2 3 4 5 6 ____
Obstructive Cooperative

NOTES AND COMMENTS

CLASSROOM OBSERVATION SCHEDULE: 1974-75

Date _____ Observer (initials) _____ Co-observer (initials) _____
Month Day Year

Name of School _____ Location _____

Teacher (name) _____ Grade(s) _____ Check one: CR _____ *
NCR _____
CR & NCR _____

No. of students in class _____ No. of students observed _____

Time observation began _____ Length of observation _____

I. Classroom Organization

1. Grade organization

_____ Multiage (multigrade)

_____ Single age (single grade)

_____ Other (specify _____)

2. Spatial organization

_____ Self-contained classroom

_____ Open space

_____ Other (specify _____)

3. Instructional personnel

_____ Single teacher only

_____ Two or more teachers only

_____ Teacher(s) plus aide(s) (give number of each: T _____ A _____)

_____ Teacher(s) plus other adult(s) (specify and give number of each:

T _____ Other adults _____)

4. Arrangement of student desks

_____ Rows and columns

_____ Small groups

_____ Circle or semicircle

_____ Other (describe briefly _____)

*By compensatory reading instruction is meant any instruction provided students by virtue of the fact that they are reading below grade level. The teacher's definition will determine which/if any students are receiving CR instruction.

5. Flexibility of desk arrangement

_____ Student chairs (or tables) remain stationary, students remain at desks for period of observation

_____ Student chairs (or tables) remain stationary, students move from desk to desk or desk to other furniture during period of observation

_____ Student chairs are moved (with students) as activities change during period of observation

_____ Other (specify _____

_____)

6. Teacher's desk

a. Location

_____ Behind most students

_____ In front of most students

_____ Other (specify _____)

b. Teacher uses desk during period of observation

_____ All of the time

_____ Some of the time

_____ Occasionally

_____ Never

7. Instructional organization:

All of the following items should be answered with respect to the period of observation only, regardless of the length of the observation, regardless of how typical the observed activities were of the classroom's usual procedures, and regardless of the completeness of the lesson observed.

SCALE:	3	2	1	0
	Throughout or frequently during period of observation			Seldom or never during period of observation
Teacher directs instruction to the class as a whole	3	2	1	0
Teacher directs instruction to one or more subgroups of the class, remainder of students pursue activities independently	3	2	1	0

Teacher directs instruction to one or more subgroups of the class, remainder receive instruction from someone else 3 2 1 0

Teacher directs instruction to one or a series of individual students, remainder pursue activities independently 3 2 1 0

Teacher directs instruction to one or a series of individual students, remainder receive instruction from someone else 3 2 1 0

Other (describe) _____ 3 2 1 0

_____)

7a. Instructional grouping (membership) changes 3 2 1 0

8. Classroom environment: 3 2 1 0
Rich, varied — Spare, sparse

Displays

_____ Displays are primarily teacher-made

_____ Displays are primarily student-made

_____ Both teacher-made and student-made displays are in evidence

_____ Neither teacher-made nor student-made displays are in evidence

Student work is displayed: 3 2 1 0
In abundance — Not at all

8a. Variety of reading materials in evidence in classroom 3 2 1 0
Wide variety — Single set of materials — No materials

Extent to which a variety of reading materials are used during period of observation (this item is to be used ONLY if item above has been rated "2" or "3") 3 2 1 0
Throughout or frequently — Seldom or never

General emphasis on expressive language in classroom (spoken and written) 3 2 1 0
Heavy emphasis — Little or none

SCALE: 3 — 2 — 1 — 0

3 = Throughout or frequently during period of observation

0 = Seldom or never during period of observation

9. Approximate time spent on each activity (include all activities for all subgroups of students). Ignore the number or proportion of students in the activities rated; rate proportion of TIME spent.

Reading aloud	3 2 1 0
Directed silent reading	3 2 1 0
Word attack skills	3 2 1 0
Spelling/punctuation/grammar	3 2 1 0
Penmanship	3 2 1 0
Creative writing	3 2 1 0
Listening (being read to)	3 2 1 0
Comprehension activities	3 2 1 0
Other (specify) _____	3 2 1 0

9a. Use this item only if there are both CR and NCR students in this class:

CR students are treated differently with respect to reading instruction	3 2 1 0

10. Student movement

		Cannot rate this item for this period of observation
a. Students move with purpose about classroom at will	3 2 1 0	_____
b. Students move randomly about classroom at will	3 2 1 0	_____
c. Students move about classroom with verbal adult permission or under clear adult direction	3 2 1 0	_____
d. There is virtually no student movement within the classroom (if "d" is checked, do not rate "a," "b," or "c")		☐

SCALE: 3 2 1 0
Throughout or frequently during period of observation — Seldom or never during period of observation

		Cannot rate this item for this period of observation
11. Activity change		
a. Students change activities at will	3 2 1 0	____
b. Students change activities with verbal adult permission or under clear adult direction	3 2 1 0	____
c. Activities do not change in the classroom during period of observation (if "c" is checked do not mark "a" or "b")		☐
12. Conversation		
a. Students converse freely with each other	3 2 1 0	____
b. Students converse with each other when permitted or directed to do so by adult	3 2 1 0	____
c. There is virtually no conversation in the classroom (if "c" is checked do not mark "a" or "b")		☐
13. Leaving the classroom		
a. Students leave classroom at will or by clearly understood procedure not requiring adult intervention	3 2 1 0	____
b. Students leave classroom when directed or permitted to do so by adult	3 2 1 0	____
c. There is virtually no student movement out of the classroom (if "c" is checked do not rate "a" or "b")		☐
14. Distribution of materials in classroom		
a. Students obtain materials without adult mediation	3 2 1 0	____
b. Students obtain materials through permission of or distribution by adult	3 2 1 0	____
c. No materials were used during the period of observation (if "c" is checked do not rate "a" or "b")		☐

SCALE: 3 2 1 0
Throughout or frequently during period of observation — Seldom or never during period of observation

			Cannot rate this item for this period of observation
15.	Classroom procedures		
a.	Students act in accordance with clearly articulated classroom procedures	3 2 1 0	_____
b.	Students act at variance with clearly articulated classroom procedures	3 2 1 0	_____
c.	Students act without verbal adult direction but clearly in accordance with procedures	3 2 1 0	_____
d.	Students act without verbal adult direction but clearly at variance with procedures	3 2 1 0	_____
16.	Student-teacher interaction		
a.	Is initiated by students	3 2 1 0	_____
b.	Is initiated by teacher	3 2 1 0	_____
17.	Instruction		
a.	Instruction or student activity is defined (whether, what, how fast) by teacher	3 2 1 0	_____
b.	Instruction or student activity is defined (whether, what, how fast) by student	3 2 1 0	_____
c.	Instructional feedback is provided by teacher	3 2 1 0	_____
d.	Instructional feedback is provided by materials	3 2 1 0	_____
e.	Instructional feedback is provided by peers	3 2 1 0	_____

SCALE: 3 2 1 0

Throughout or frequently during period of observation — Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

		Cannot rate this item for this period of observation
f. Teacher moves to students	3 2 1 0	_____
g. Students move to teacher	3 2 1 0	_____

18. List title(s) and/or publisher(s) of major reading texts, methods, etc. used during observation period:

_____

_____

_____

_____

I. Teacher Behavior and Personality

19. Teacher proximity to students — 3 2 1 0 — _____
Stands next to or touches students — Physically distant

20. Teacher questions — 3 2 1 0 — _____
Open-ended (divergent, more than one answer) — Close-ended (convergent, one-answer)

21. Teacher response to incorrect answers

a. Terminates student's response — 3 2 1 0 — _____

b. Leads student to correct answer — 3 2 1 0 — _____

22. Teacher uses competition among individual students or groups of students as an instructional device — 3 2 1 0 — _____
Frequently — Never

23. Teacher shows respect for students — 3 2 1 0 — _____
Frequently — Never

SCALE: 3 2 1 0

Throughout or frequently during period of observation — Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

			Cannot rate this item for this period of observation
24.	Teacher imperturbability (Note: rate only if an external event occurs during period of observation)	3 2 1 0 Teacher copes adequately with events external to the usual classroom routine — Teacher is rattled or unduly diverted by events external to the usual classroom routine	_____
25.	Teacher reaction to observers	3 2 1 0 Teacher copes adequately with observers — Teacher is rattled or unduly diverted	_____
26.	Teacher gives incorrect information to students	3 2 1 0 Often Twice Once Never	_____
27.	Teacher manner	3 2 1 0 Outgoing — Reserved	_____
28.	Feedback Teacher gets feedback from and provides feedback to students (or, if you prefer, students get feedback from and provide feedback to teacher)	3 2 1 0	_____
29.	Teacher attention to students		
	a. Teacher listens to students	3 2 1 0	_____
	b. Teacher ignores students	3 2 1 0	_____
30.	Apportionment of teacher's time and attention among students in class	3 2 1 0 Attends approximately equally to all students — Attends unequally to students	_____

SCALE: 3 — Throughout or frequently during period of observation; 2; 1; 0 — Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

Cannot rate this item for this period of observation

31. Teacher treatment of students

a. Positive 3 2 1 0 _____
Fair and impartial — Directs special positive criticism to certain individuals only, apart from the demands of the situation

b. Negative 3 2 1 0 _____
Fair and impartial — Directs special negative criticism to certain individuals only, apart from the demands of the situation

32. Teacher intervention in student-student interaction 3 2 1 0 _____
Teacher leaves students to work out problems for themselves — Teacher intervenes to structure, assist, or in any way settle

33. Teacher interrupts instruction (to discipline, manage, or instruct) 3 2 1 0 _____

34. Teacher controls via

a. Direction (tells students what to do or has signal to which students respond) 3 2 1 0 _____

b. Direct praise 3 2 1 0 _____

c. Prizes, tokens, other tangible rewards 3 2 1 0 _____

d. Negative statements or warnings 3 2 1 0 _____

e. Threat or withdrawal of affection 3 2 1 0 _____

SCALE: 3 2 1 0

3 = Throughout or frequently during period of observation

0 = Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

		Cannot rate this item for this period of observation
f.	Removal of student from group 3 2 1 0	_____
g.	Encouraging competition among students 3 2 1 0	_____
h.	Calling on or threatening to call on outside authority 3 2 1 0	_____
i.	Pointing out student or group of students as positive model 3 2 1 0	_____
j.	Pointing out student or group of students as negative model 3 2 1 0	_____
k.	Organized physical activities 3 2 1 0	_____
35.	Teacher facial expressions 3 2 1 0 (Animated and vital / Calm and controlled / Unchanging, unanimated)	_____
36.	Teacher cheerfulness 3 2 1 0 (Warm, friendly / Cool, reserved)	_____
37.	Teacher demeanor 3 2 1 0 (Humorous, light / Serious, literal)	_____
38.	Teacher style of reinforcement	
	a. Scolds, admonishes 3 2 1 0	_____
	b. Praises, encourages 3 2 1 0	_____
39.	Teacher tolerance of extraneous student behavior (talking, squirming, etc.) 3 2 1 0 (Highly tolerant / Intolerant)	_____

SCALE: 3 2 1 0

Throughout or frequently during period of observation — Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

			Cannot rate this item for this period of observation
40.	Teacher alertness	3 2 1 0 (Buoyant, enthusiastic, active — Bored, passive, preoccupied, inactive)	_____
41.	Teacher steadiness	3 2 1 0 (Unruffled, even-tempered, calm, stable — Loses temper, inconsistent, temperamental)	_____
42.	Teacher evaluates student work by absolute standards	3 2 1 0	_____
43.	Teacher evaluates student work by individual standards	3 2 1 0	_____

III. Student Behavior

44.	Students help each other	3 2 1 0	_____
45.	Student behavior is obstructive or disturbing to other students	3 2 1 0	_____
46.	Student behavior is obstructive or disturbing to teacher	3 2 1 0	_____
47.	Student reaction to observers	3 2 1 0 (Students cope adequately with observers — Students are rattled or unduly diverted)	_____
48.	a. Students attend to work when with teacher (or aide) is attending to them	3 2 1 0	_____
	b. Students attend to work when teacher (or aide) is <u>not</u> attending to them	3 2 1 0	_____
49.	Students show respect for teacher	3 2 1 0	_____

SCALE: 3 2 1 0
Throughout or frequently during period of observation — Seldom or never during period of observation

NOTE: Scale is to be used when no other descriptive words are given.

Cannot rate this item for this period of observation

50. Quality of student interest — 3 2 1 0 (Passive, compliant, bored — Enthusiastic, curious, questioning) ____

51. Student independence in carrying on task — 3 2 1 0 (Receive only occasional encouragement, assistance — Receive constant encouragement, explanation) ____

52. Students' social behavior

a. Students cooperate with one another — 3 2 1 0 ____

b. Students compete with one another — 3 2 1 0 ____

IV. Classroom Climate

53. Tension — 3 2 1 0 (Tense — Relaxed) ____

54. Noise level — 3 2 1 0 (High — Low) ____

55. Learning — 3 2 1 0 (Learning not taking place — Learning taking place) ____

V. Global Ratings of Classroom

Comments

56. Student autonomy — 0 1 2 3 4 5 6 (Low — High)

57. Focus of instruction — 0 1 2 3 4 5 6 (Student centered — Teacher centered)

Comments

58. Classroom organization
0 1 2 3 4 5 6
Rigid — Flexible

59. Organization of instruction
0 1 2 3 4 5 6
Indi-vidualized — Group

60. Classroom order
0 1 2 3 4 5 6
Out of control — Under control

61. Affective climate of classroom
0 1 2 3 4 5 6
Negative — Positive

VI. Global Ratings of Teacher

62.
0 1 2 3 4 5 6
Performer — Facilitator

63.
0 1 2 3 4 5 6
Warm, friendly — Cool, reserved

64.
0 1 2 3 4 5 6
Apathetic — Involved

65.
0 1 2 3 4 5 6
Scolding, punishing — Praising, rewarding

66.
0 1 2 3 4 5 6
Tense — Relaxed

67.
0 1 2 3 4 5 6
Ineffective — Effective

VII. Global Ratings of Students

68.
0 1 2 3 4 5 6
Sad — Happy

69.
0 1 2 3 4 5 6
Apathetic — Involved

70.
0 1 2 3 4 5 6
Dependent — Independent

71.
0 1 2 3 4 5 6
Obstructive — Cooperative

NOTES AND COMMENTS

PRIORITY PLACED ON READING INSTRUCTION:

A rating for this item is derived in part from the principal and teachers' stated philosophies of instruction and in part from observers' actual observations of the amount of time allotted to reading instruction in the school. It is, in other words, not simply a matter of time but of stated philosophy and of resources allocated to reading as well.

Some of the things that enter into this variable are the scope and use of the library, the amount of time spent in reading related pursuits like writing or projects in which the reading component is heavy, the actual amount of time devoted to reading instruction, the importance of the reading teacher in the school, and the degree to which teachers and the principal profess to emphasize reading.

0 1 2 3 4
High Low

CONCEPTION OF READING:

A narrow conception of reading need not be restricted to basic skills. One type of narrowness is the limiting of the definition of reading to what goes on during the period designated as reading instruction. Another kind of narrowness may be limiting the materials of reading to the official texts or publishers' materials that the school selects. By contrast, the broadest kinds of definitions are those which hold that everything a child or a teacher does is somehow related to the reading process. Included in this notion are field trips or other experiences intended to broaden the experiential base of students, the use of dialog or spoken language to increase vocabulary, etc. These sorts of things are uncovered mainly in interviews with teachers but also in the observations of how teachers reinforce students in the classroom and for what. Incidentally, the inclusion of field trips or other activities as feeding into the reading program cannot be assumed by the rater. Teachers or the principal must somehow make the connection.

0 1 2 3 4
Broad Narrow

DEGREE TO WHICH STUDENTS ARE BEING TAUGHT (PREPARED) TO SUCCEED ON MULTIPLE CHOICE TESTS OF READING ACHIEVEMENT:

This item should reflect the degree to which the instruction in the school is geared to preparing students for success in tests of reading achievement, ours or any. Included are actual instruction in

the sorts of skills that reading achievement tests measure and/or practice in or preparation for test taking. In one school, for instance, students' progress was measured regularly by means of the Harper Row end-of-book tests, and there was a requirement that these be passed with a high level of mastery. In other schools, heavy emphasis was placed on vocabulary development. Either of these might contribute to students' ability to do well on standardized tests.

0 1 2 3 4
High Low

DEGREE OF EDUCATIONAL LEADERSHIP IN THE SCHOOL:

This item reflects the degree to which the teachers feel there is instructional support and assistance available to them in the school. The educational leader need not be the principal (reading specialists, assistant principals, curriculum coordinators are other possibilities), and the leadership need not result in a uniform program throughout the school. What is important is the sense that teachers seem to feel some support for what they are doing in their classrooms and that they have someone to whom to turn for assistance with instructional problems if they feel the need. It is recognized that different leaders will strike different balances between authoritarianism and non-directiveness. However, it is the degree of leadership that is to be rated, not the style.

0 1 2 3 4
High Low

DEGREE OF MUTUAL RESPECT WITHIN THE SCHOOL:

This item refers to the human interrelationships in the school and the way in which people regard and treat one another. At the positive or high end of the scale are things like people listening to one another, treating one another with respect, giving and providing feedback. At the negative end of the scale are hostile and rude treatment of individuals, listening but not hearing, and disrespect in all its forms (pupil for teacher, teacher for pupil, principal and teacher for each other, etc.).

0 1 2 3 4
High Low

PREVAILING ATTITUDE TOWARD MATERIALS:

This variable includes something of the range and variety of materials available to students and the use of materials as well. On the restricted end of the scale are included such behaviors as the use of a single set of basal readers in a school, the religious use of the

teachers' manuals, the unquestioning acceptance by teachers of publishers' texts, syllabi, and worksheets. At the wide end of the scale are included the extensive use of teacher made materials, the frequent adaptation by teachers of materials to their own purposes, and the presence in any given classroom of a range, variety, and choice of materials for reading. Statements from teachers also give clues about the prevailing attitude toward materials: the degree to which teachers feel they have freedom to choose or to improvise is important. The principal's attitude toward mandates that come from the state or the district also enter into this rating for the school.

0	1	2	3	4
Broad*				Narrow*

*Other words could be used. For instance, narrow could be reworded as "immutable" or "mandatory"; the broad end of the scale could be called "optional" or "expendable" or "adaptable."

TREATMENT OF INDIVIDUALS:

This item refers to the extent to which people in the school are treated by one another as individuals or as members of groups whose qualities they bear as "blacks," "girls," "these children," "all teachers," "second graders," etc. Some examples of individuals being treated as members of groups are: the place where everyone must read grade level material only; the teacher who has different standards of behavior for boys and girls or different aspirations for blacks and whites. Individual treatment reflects some recognition by people of individual differences in temperament, interests, and rates of growth. Apart from individualization of instruction (real, not simply lip service to an idea), evidence of the sort of thing that reflects individual treatment are found in: changes in instructional groupings to reflect differences in kids' progress; willingness to change books or approaches if the ones originally chosen aren't working; instruction that is geared to or reflective of students' interests; and the recognition of different abilities and/or talents of students in a class or school.

0	1	2	3	4
As Individuals				In Groups

DEGREE OF PROFESSIONALISM:

This item reflects the degree of professionalism among the staff; that is, the degree to which the principal and teachers seem to take their educational responsibilities seriously and to interact with one another professionally. Some indications of professionalism are the extent to which teachers "do their homework," i.e., prepare materials for their classes and work beyond official hours to attend meetings and classes of professional interest. Other indications are the kinds

of conversation that occur among staff in non-teaching time and the kinds of materials that appear on staff bulletin boards, e.g., notices about workshops, meetings, and other items of professional concern to staff. Conversations might include discussion of mutual instructional interests, problems, etc., but would NOT extend to mere griping about conditions.

0 1 2 3 4
High Low

USE OF RESOURCES IN THE SERVICE OF STUDENTS' INSTRUCTIONAL NEEDS:

This rather cumbersome wording refers to a rating of the degree to which the resources of a school are made to work together to educate students. Examples of coordinated effort are the frequent conferring by a classroom and remedial reading teacher about the progress of individual students, staff conferences about approaches to particular students or groups of students, and general openness of communication about students and their progress. Examples of uncoordinated efforts are reading labs that operate in isolation from classroom instruction, federally funded programs that provide materials that are not well integrated into the school's classroom approach, teachers and special personnel working at odds, parents and teachers whose goals for students are divergent, and teachers whose personal approaches to education are at odds with the school's direction.

0 1 2 3 4
Coordinated Uncoordinated, Disorganized, Isolated

INSTRUCTIONAL AUTONOMY:

This has to do with teacher freedom to select, adapt, and create instructional methods; to depart, <u>if she chooses</u>, from instructional approaches favored by others of the staff and/or the principal; to alter her instructional approach according to individual students' needs. Evidence of it might be (a) the variety of instructional approaches actually observed among teachers, or (b) the extent to which teachers refer either to past use or future intent to use approaches other than those favored by the rest of the staff and/or the principal, or (c) the extent to which teachers give the impression of <u>feeling free</u> to use such approaches. Raters should distinguish between teachers' <u>feeling</u> free (a perceptual phenomenon, having to do with their own attitudes) and <u>being</u> free (a factual, or perhaps even philosophic phenomenon, having to do with school policy). It is the former we wish rated for instructional autonomy.

0 1 2 3 4
High Low

STRUCTURE:

This refers to the degree and amount of restrictiveness imposed (subtly or not so subtly) on the students by the school. Whether the restrictions are formalized (written rules), verbalized (teacher instructions), or silently implied is not the issue--just the degree to which they are there. Its major components are physical freedom (e.g., to move about the school and classroom) and intellectual freedom (e.g., to express an opinion contrary to that of the teacher and have it seriously regarded). Although a third major component, curricular freedom (e.g., to determine what shall be studied), might be postulated, it should not be considered in making either of the following two ratings. The essence of structure is the degree to which the school makes it clear to the students that "this is the way it's done here" and that the behavior of students is determined by these structures.

Degree of structure (physical freedom)

0 1 2 3 4
High Low

Degree of structure (intellectual freedom)

0 1 2 3 4
High Low

COMMUNICATION BETWEEN STUDENTS AND TEACHERS:

The teacher gives feedback to students, and creates an environment in which students feel comfortable about giving the teacher feedback. The teacher listens to students and treats them with respect, as worthy of being heard. She makes it easy for students to ask questions in class, and responds in an unambiguous manner. The affective tone of teacher feedback to students is irrelevant to this rating (it may be either positive or negative). What <u>is</u> relevant is that students and teachers are clearly communicating. It is the <u>amount</u> of communication which is to be rated. However, communication must be clear and two-way in order to qualify.

0 1 2 3 4
High Low

STUDENT AND TEACHER INVOLVEMENT IN LEARNING:

This variable includes both teacher and student involvement, either mutual or independent, although its focus is on the degree to which students are involved in tasks the observer feels the teacher believes are worthwhile (the observer's feeling about the worth of the tasks is irrelevant to this rating). If students are highly involved,

this is sufficient to justify a high rating, even though the teacher may be involved in some other task of her own or even absent from the room. However, if the teacher is participating in a learning experience with the students, evidence of her involvement would be the degree to which observers sense that she genuinely cares whether or not a change occurs in her students.

0 1 2 3 4
High Low

STUDENT KNOWLEDGE OF AND ACCEPTANCE OF THE EXPECTATIONS OF THE SCHOOL:

There are two major aspects to this variable. First, the school's expectations must be unambiguous and consistent enough that students know what is expected of them. Raters should consider this aspect in a very broad sense, and should, for example, also consider indications of the school's expectations more subtle than teachers' verbal directions. The second major aspect of the variable is concerned with student acceptance of these expectations ("acceptance" in this context refers to the overt behavior of students in going along with the system, rather than their covert feelings about it). Thus the real basis of this rating is student behavior. A low rating could be the result either of students not knowing what is expected, or not being willing to conform to it. A high rating would imply both knowledge and acceptance.

0 1 2 3 4
High Low

OVERALL AFFECT OF THE SCHOOL:

The degree to which students are respected, enjoyed, treated well, and cared about. The degree to which the school is alive, interesting, warm, exciting, as opposed to dull, dead, unfriendly, depressing.

0 1 2 3 4
Positive Negative

OVERALL STAFF COMPETENCE:

Self explanatory.

0 1 2 3 4
High Low

SCHOOL RATING SCHEDULE

Date ___/___/___ (Month/Day/Year) Observer _____ (Initials) Co-observers _____ (Initials)

Name of School _____ Location _____

Grades and Teachers Observed _____

Note: All ratings should be restricted to integer scale points. Thus, only six ratings (0, 1, 2, 3, 4, cannot rate) are possible for each scale.

Priority placed on reading instruction

0 1 2 3 4 _____
High Low Cannot rate

Conception of reading

0 1 2 3 4 _____
Broad Narrow Cannot rate

Degree to which students are being taught (prepared) to succeed on multiple choice tests of reading achievement

0 1 2 3 4 _____
High Low Cannot rate

Degree of educational leadership in the school

0 1 2 3 4 _____
High Low Cannot rate

Degree of mutual respect within the school

0 1 2 3 4 _____
High Low Cannot rate

Prevailing attitude toward materials

0 1 2 3 4
Broad Narrow

Cannot rate

Treatment of individuals

0 1 2 3 4
As individual In group

Cannot rate

Degree of professionalism

0 1 2 3 4
High Low

Cannot rate

Use of resources in the service of students' instructional needs

0 1 2 3 4
Coordinated Uncoordinated, disorganized, isolated

Cannot rate

Instructional autonomy

0 1 2 3 4
High Low

Cannot rate

Structure

Degree of structure (physical freedom)

0 1 2 3 4
High Low

Cannot rate

Degree of structure (intellectual freedom)

0 1 2 3 4
High Low

Cannot rate

Communication between students and teachers

0 1 2 3 4
High Low

Cannot rate

Student and teacher involvement in learning

0 1 2 3 4
High Low _____ Cannot rate

Student knowledge of and acceptance of the expectations of the school

0 1 2 3 4
High Low _____ Cannot rate

Overall affect of the school

0 1 2 3 4
Positive Negative _____ Cannot rate

Overall staff competence

0 1 2 3 4
High Low _____ Cannot rate