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ABSTRACT

This is the second volume of a two-volume report describing the results of a three-year evaluation study of the Right to Read Special Emphasis Project, which was undertaken to determine if intensive programs of reading instruction introduced at an early age could change patterns of reading achievement in schools where large numbers of students read one or more grades below level. This report contains (1) a description of the standardized test used in the study, the Stanford Diagnostic Reading Test; (2) samples of Special project site correspondence and data collection instructions and requirements provided to the seven project sites; and (3) a collection of questionnaires, observation forms, and interview guides, and other study instruments employed in the collection of study data. (FL)

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Evaluation of the Right to Read Special Emphasis Project

FINAL REPORT

VOLUME II

July 1980

MANAGEMENT SYSTEMS DIVISION

**GENERAL
RESEARCH**



CORPORATION

A SUBSIDIARY OF FLOW GENERAL INC.

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SECTION 1
INTRODUCTION

This companion volume to the Evaluation of the Right to Read Special Emphasis Project contains the materials listed below.

- A description of the standardized test used in the study, The Stanford Diagnostic Reading Test (Section 2).
- Samples of data collection instructions and requirements provided to the project sites, Special Emphasis Project Site Correspondence (Section 3).
- A collection of questionnaires, observation form, and interview guides employed in the collection of study data, Study Instrumentation (Section 4).

These materials are provided to present background information and enhance the content of Volume I of the Special Emphasis Project evaluation report.

SECTION 2

THE STANFORD DIAGNOSTIC READING TEST

The Stanford Diagnostic Reading Test (SDRT) used in this study was selected by Applied Management Sciences, Inc., the contractor for the first year of this study. The SDRT is a standardized diagnostic test series consisting of three tests:

- A "Red" level test for students in grades 1 and 2.
- A "Green" level test for students in grades 3 and 4.
- A "Brown" level test for students in grades 5 and 6.

Each level of this test series contains five parts designated to provide diagnostic information on:

	<u>Grades 1-2</u>	<u>Grades 3-4</u>	<u>Grades 5-6</u>
Auditory Vocabulary	X	X	X
Auditory Discrimination	X	X	
Phonetic Analysis	X	X	X
Word Reading	X		
Reading Comprehension	X	X	X
Structural Analysis		X	X
Reading Rate			X

(The content of each of the three tests in the SDRT series is summarized in Tables 2.1 through 2.3.)

The SDRT test series was chosen for this study for these reasons:

- It permits evaluation of individual and group strengths and weaknesses on specific skills and thus supports the Congressional requirement for a Special Emphasis Program that provides for a diagnostic approach to reading.

TABLE 2.1

STRUCTURE AND CONTENT OF THE RED LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary		
Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the primary grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (14 items) Mathematics and Science (10 items) Social Studies and the Arts (12 items)
TEST 2: Auditory Discrimination		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will hear similarities and differences among initial and final consonant sounds represented by single consonant letters, consonant clusters, and digraphs.	Consonant Sounds Represented by Single Consonant Letters (8 items) Consonant Sounds Represented by Consonant Clusters (8 items) Consonant Sounds Represented by Digraphs (8 items)
Vowel Sounds	The pupil will hear similarities and differences among short vowel sounds, long vowel sounds, diphthong vowel sounds, and vowel sounds controlled by certain consonant letters.	Short Vowel Sounds (4 items) Long Vowel Sounds (8 items) Other Vowel Sounds (4 items)
TEST 3: Phonetic Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will relate beginning and ending consonant sounds represented by a single consonant letter, consonant clusters, and digraphs to their most common spellings.	Consonant Sounds Represented by Single Consonant Letters (8 items) Consonant Sounds Represented by Consonant Clusters (8 items) Consonant Sounds Represented by Digraphs (8 items)
Vowel Sounds	The pupil will relate short and long vowel sounds to their most common spellings.	Short Vowel Sounds (8 items) Long Vowel Sounds (8 items)
TEST 4: Word Reading		
Subtest	Subtest Objective	
Word Reading	The pupil will identify words encountered in reading materials for the primary grades.	
TEST 5: Reading Comprehension		
Skill Domain	Skill Domain Objective	Item Cluster
Sentence Reading	The pupil will comprehend kernel sentences and sentence transformations of various patterns.	Kernel Sentences (16 items) Sentence Transformations (16 items)
Paragraph Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	

TABLE 2.2

STRUCTURE AND CONTENT OF THE GREEN LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary		
Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the elementary grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (16 items) Mathematics and Science (12 items) Social Studies and the Arts (12 items)
TEST 2: Auditory Discrimination		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will discriminate among consonant sounds represented by single consonant letters, consonant clusters, and digraphs.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will discriminate among short vowel sounds, long vowel sounds, diphthong vowel sounds, and vowel sounds controlled by certain consonant letters.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)
TEST 3: Phonetic Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will recognize the same consonant sounds represented by the same spelling or two different spellings.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will recognize the same vowel sounds represented by the same spelling or two different spellings.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)
TEST 4: Structural Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Word Division	The pupil will divide two-syllable words according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (12 items) Syllables (12 items)
Blending	The pupil will blend into two-syllable words words that have been divided according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (12 items) Syllables (12 items)
TEST 5: Reading Comprehension		
Comprehension Category	Comprehension Category Objective	
Literal Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	
Inferential Comprehension	The pupil will draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings in short reading passages.	

TABLE 2.3

STRUCTURE AND CONTENT OF THE BROWN LEVEL OF STANFORD DIAGNOSTIC READING TEST

TEST 1: Auditory Vocabulary		
Subtest	Subtest Objective	Item Cluster
Auditory Vocabulary	The pupil will demonstrate auditory recognition of the common meanings of words frequently found in reading materials for the intermediate grades in the areas of reading and literature, mathematics and science, and social studies and the arts.	Reading and Literature (16 items) Mathematics and Science (12 items) Social Studies and the Arts (12 items)
TEST 2: Reading Comprehension		
Comprehension Category	Comprehension Category Objective	
Literal Comprehension	The pupil will comprehend explicitly stated meanings and details in short reading passages.	
Inferential Comprehension	The pupil will draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings in short reading passages.	
TEST 3: Phonetic Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Consonant Sounds	The pupil will recognize the same consonant sounds represented by the same spelling or two different spellings.	Consonant Sounds Represented by Single Consonant Letters (6 items) Consonant Sounds Represented by Consonant Clusters (6 items) Consonant Sounds Represented by Digraphs (6 items)
Vowel Sounds	The pupil will recognize the same vowel sounds represented by the same spelling or two different spellings.	Short Vowel Sounds (6 items) Long Vowel Sounds (6 items) Other Vowel Sounds (6 items)
TEST 4: Structural Analysis		
Skill Domain	Skill Domain Objective	Item Cluster
Word Division	The pupil will divide three-syllable words according to structural analysis rules pertaining to compound words, affixes, and open and closed syllables.	Compound Words (6 items) Affixes (18 items) Syllables (24 items)
Blending	The pupil will blend into three-syllable words words that have been divided according to structural analysis rules pertaining to affixes and open and closed syllables.	Affixes (10 items) Syllables (20 items)
TEST 5: Reading Rate		
Subtest	Subtest Objective	
Reading Rate	The pupil will read relatively easy material with speed and comprehension.	

- It facilitates the tracking of student progress on specific skills through all the elementary grades. According to the SDRT manual, levels are interlocking, thus yielding skill scores which are comparable across grades.
- It was a relatively new test at the time the study was begun and, therefore, it was unlikely that teacher familiarity with the test would allow "teaching to the test."

The first year study data analysis plan was developed in response to an inferred program emphasis on diagnosis and prescriptive instruction. The diagnostic features of this test served as a basis for the impact evaluation component of this study. For this purpose, the choice of the SDRT as the Special Emphasis Project impact evaluation instrument may have been considered appropriate.

However, the evaluation of the overall impact of the Special Emphasis Project required the compilation and analysis of achievement scores. The choice of the SDRT for use as the study instrument in an evaluation project--particularly a longitudinal study--requiring the analysis of student achievement is, as the data analysis in this study has shown, highly questionable. The problems represented by the choice of the SDRT as the evaluation instrument used in this study are examined in Section 3 and Appendix G, Volume I.

SECTION 3
SPECIAL EMPHASIS PROJECT SITE CORRESPONDENCE



April 25, 1978

Dear Project Director,

It is time, once again, to test children participating in the Title VII-National Reading Improvement Program Special Emphasis Project and to interview the staffs of the experimental and control schools. To assist in this round of data collection, a team of evaluators will be coming to your district shortly.

While the evaluators are at your site they will want to monitor the standardized testing and administer the staff questionnaires. The standardized tests have been sent to you via United Parcel Service. Parent and student questionnaires will be sent to the sites this week. The interviewers will bring the rest of the questionnaires with them. In order for you to prepare for this visit, please make arrangements for coding the test booklets (or answer sheets) and the questionnaires.

The following instructions should be followed completely for filling in the student I.D. number under "Other Information" in the student test booklet or answer sheet.

NOTE: DO NOT ENCODE THE STUDENT'S NAME

1. All student I.D. numbers will have the site number in column 1. Use the same numbers as you used last year.

- 2 = Louisiana
- 3 = Michigan
- 4 = Ohio
- 6 = Tennessee
- 7 = Texas
- 8 = West Virginia
- 9 = California

2. Fill in column two with

- 1 = Experimental
- 2 = Control

3. Fill in the child's grade for this school year in column three.

4. Fill in the teacher number in columns 4 and 5. Use the same teacher numbers as last year. Assign new teachers a number that was not used last year.

5. Use column six to indicate students with learning problems.

- For children who have learning problems use "1" in column 6.

- For all other children use a "0".
- 6. Use column 7-10 for the student number. Use the student numbers assigned last year. For new students, assign numbers that were not used last year.

In addition, coding requirements for the questionnaires are described in Attachment A, Matrix of Questionnaire Coding Requirements.

All tests and questionnaires should be mailed United Parcel Service at our expense to me at General Research Corporation. Please see that these items are returned as quickly as possible -- and before the summer break begins.

Thank you for your cooperation in this round of data gathering.

Sincerely,



PHILIP J. SILVERS
Associate Director
Human Resources Policy



28 April 1978

Dear Project Director:

It was a pleasure meeting with you in Washington on April 25. I feel that we had a good exchange on many topics which will make the upcoming data collection effort mutually easier for both the Special Emphasis project personnel and GRC.

Based on our discussions, GRC will make the following additions/adjustments to my letter to you of April 25 regarding coding of the instruments:

1. Codes for Special Conditions, Position Number 6:

- 0 = no special conditions
- 1 = learning problems, i.e., officially identified learning disabilities
- 2 = "shuttle" student, i.e., one who has moved between the experimental and control schools
- 3 = learning problems + shuttle student
- 4 = Title I student only
- 5 = Title I + learning problems
- 6 = Title I + shuttle student
- 7 = Title I + shuttle + learning problems
- 8 = --
- 9 = -- (formerly used for shuttle only)

2. With regard to students for whom English is a second language (ESL), follow these guidelines in coding:

- If the classroom teacher considers the language problem a genuine learning problem (e.g., a student who is virtually monolingual in another language), code position 6 within "1" for learning problems; otherwise not.
- Sites with ESL students (e.g., Texas and Ohio), provide the GRC team leader with a list of the ESL student ID's, indicating (a) those virtually monolingual, (b) bilingual students.

3. With regard to student ID codes on the attitudinal questionnaires, we will follow these rules:

- PARENT QUESTIONNAIRE. No student ID's will be used on the parent questionnaire. After the questionnaires are returned, code only site, experimental/control, grade, teacher and use slot 6 for 1 = girl, 2 = boy. Teachers may suggest that parents tape or staple shut the questionnaire before returning it to the school.

- STUDENT QUESTIONNAIRES. Grade 3 and grades 4-6. Pre- or post-code the questionnaires by site, experimental/control, grade, teacher, special conditions (position 6) and 4-digit student ID's. The child's name should be removed from the questionnaire after coding is completed.

4. Information regarding mobile or migrant children will be obtained on the Student Information Checklist.

Attachment A, Matrix of Questionnaire Coding Requirements, contains a summary of the revised coding requirements. Again, let me emphasize that the coding process is critical for the success of the evaluation. We must do all we can to eliminate coding errors and omissions during this round of data collection. In previous rounds, only 60-70 percent of the test scores were "matchable" over three rounds of testing.

During our onsite visit, we will meet with site personnel responsible for coding to check quality control procedures, to resolve gaps or conflicts from previous rounds and to identify Title I students from last year.

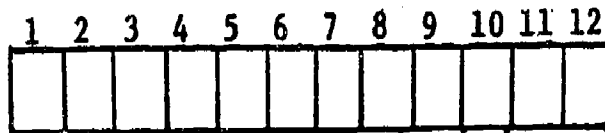
If you have any questions regarding these instructions, please call me at GRC. Otherwise, Mr. Greg Fedan of Americas Corporation or I will be available during the site visit to resolve any difficulties which may arise.

We look forward to working with you in the coming months.

Sincerely,

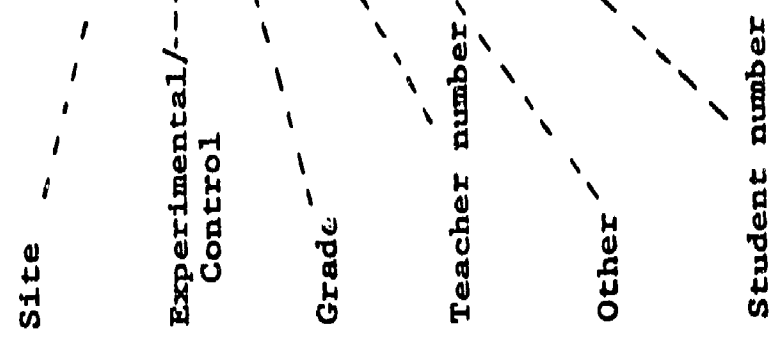
PHILIP J. SILVERS
Associate Director
Human Resources Policy

cc: Mr. Edward Rattner
Ms. Helen O'Leary
Mr. Robert Watt



Coding Positions:

Questionnaires



	1	2	3	4	5	6	7	8	9	10	11	12
Project Director	X											
Experimental Principal	X	X										
Control Principal	X	X										
Experimental Classroom Teacher	X	X		X			X					
Control Classroom Teacher	X	X		X			X					
Reading Specialist	X	X										
Librarian	X	X										
Students 4-6	X	X		X			X		X	X		X
Students 3	X	X		X			X		X	X		X
Parents	X	X		X			X		X	X*		
Teaching Practices	X	X		X			X		X			
Student Information Checklist	X	X		X			X		X	X		X

* 1= girl child; 2= boy child





26 March 1979

TN 38112

Dear

This letter is to confirm our Special Emphasis Project Evaluation visit scheduled for 2-4 May. Paula Keyes and Lillie Wharton will visit your project site.

While onsite the evaluation team will conduct the following activities:

- Monitor the administration of the SDRT at both the experimental and control schools.
- Conduct brief conference/interviews with the project director and the respective principals.
- Observe reading instruction in each classroom, grades 1 through 6, and interview reading specialists and teachers. Observation periods will last approximately 20 minutes and interviews, to be arranged at the teacher's convenience, will require approximately 10 minutes.
- Administer staff questionnaires. These are self-report instruments which require approximately 20 minutes to complete. To verify the information reported on the questionnaires and GRC's interpretation of same, GRC is requesting that a teacher selected from each grade (1-6) meet with a member of the evaluation team to complete the questionnaire in interview format. It is suggested that these interviews be conducted with pairs of teachers, (first and second grade teachers, third and fourth, etc.).
- Review results of the coding error resolution and check coding procedures for this round of testing.

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26 March 1979

To help you prepare for the testing, we are providing two sets of instructions--one (white) for the project directors and principals, and one (yellow) for the classroom teachers of reading/language arts. A sufficient number of copies for the teaching staff at the experimental and control schools, plus an extra copy of the principals' instructions for the lead reading specialist or administrative coordinator are enclosed. A matrix of instrument coding is also enclosed to serve as a reference for site personnel responsible for coding.

As you know, the administration of the SDRT is the most critical part of the Special Emphasis evaluation. It is therefore crucial that all Special Emphasis sites observe the utmost consistency in the administration of the SDRT. The enclosed instructions, along with the SDRT Manual, if they are closely followed, should provide the degree of consistency required.

Please let me emphasize two points regarding the testing:

1. First grade students will be tested on the entire SDRT this testing period.
2. No Special Emphasis testing in either the experimental or control schools should begin until GRC/Americas staff are onsite.

If you have any questions regarding the upcoming visits, please do not hesitate to call me or Phil Silvers collect at (703) 893-5900. Thank you for your continuing cooperation and support.

Sincerely,

GENERAL RESEARCH CORPORATION



PAULA J. KEYES
Project Manager
Special Emphasis Project

Enclosures (3)

cc: Experimental School Principal
Control School Principal

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INSTRUCTIONS FOR ADMINISTRATION OF SDRT
FALL 1978
PROJECT DIRECTORS AND PRINCIPALS OF EXPERIMENTAL AND
CONTROL SCHOOLS

1. Announce and schedule the testing as far in advance as possible so that teachers and students may be prepared and schedule conflicts avoided. Two calendar weeks would seem to be a minimum notice. First grade students will not be tested in the fall.

2. Provide classroom teachers with the SDRT Manual for Administering and Interpreting at least three days in advance of the testing so that teachers may become familiar with the instructions.

3. Make provisions for tracking and testing students who graduated from your schools this spring.

4. Confer with classroom teachers regarding out-of-level testing of students who are unable to "function" at the level recommended for their age group (i.e., grade 2 = red level; grades 3 and 4 = green level and grades 5 and 6 = brown level. This task may be delegated to a reading specialist or other responsible person. The manual recommends out-of-level testing for those students who are unable to answer correctly 6 out of the first twelve practice questions for the green level. Similarly, if a child is unable to answer correctly 12 out of 20 on the red level, it may be an indication that the child not be tested. Because only a limited number of extra test booklets have been supplied, it may not be feasible to use the practice test in the booklets as the screening device—unless perhaps photocopies of the practice test are used for students whose abilities are not well known to the teacher.

Recommendations for "downshifting" students from one level to another (e.g., green to red) should come from the classroom teachers in consultation with the principal or reading specialist. The decision to downshift should be based on the child's ability to comprehend and respond to the easiest questions in each subtest. Thus the recommended cut-off point on the practice test is a good indicator of the child's ability.

Decisions to downshift should not be arbitrary and should not be made merely to help a child to "do better" on the test. Because of the wide range of reliability of each test, Grade 3 students, for example, who simply test poorly will generally score equally as well on the green level as on the red. The downshifting process, then, should be restricted to those students who absolutely cannot "function" at the level assigned to their grade.

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(over)

5. Make provisions for out-of-level testing and testing of absentees who must "make up" portions of the test. This task may be assigned to the Special Emphasis reading specialist or, in the control school, it might be more properly assigned to a local school reading specialist, counselor, etc. Local situations and personnel resources will vary, but, if possible, the test administrator should be a familiar person to the children.

6. Normal precautions should be taken to maintain security of the tests. While "cribbing" is not anticipated, local provisions for safeguarding the tests between testing sessions will emphasize for the administering teachers the seriousness of the testing process.

7. In both experimental and control schools the Special Emphasis reading specialists are to supervise the SDRT testing. In this regard, they shall provide any necessary preliminary instructions to the principal and staff; act as resource persons during the testing to answer teachers' questions; monitor the testing process, preferably without being inside the classroom while testing is going on; and insure that provisions for identifying and ID coding of students are maintained.

8. Test administration procedures, as prescribed in the SDRT Manual, are to be followed fully (e.g., length of test session, breaks, instructions to the students).

9. Coding procedures for the SDRT will be the same as last spring, namely, use the ten digit ID numbers as follows:

1. Site number
2. Experimental (1) or Control (2) school
3. Grade (Fall 1979)
- 4 & 5. Teacher code number (Note: Assign each student the same teacher number used in spring 1979. In departmentalized grades, use teacher code for reading/language arts teacher rather than homeroom teacher.)
6. Special conditions
 - 0 = no special conditions
 - 1 = learning problems, officially identified
 - 2 = "shuttle" student
 - 3 = learning problems and shuttle student
 - 4 = Title I student
 - 5 = Title I + learning problems
 - 6 = Title I + shuttle student
 - 7 = Title I + shuttle + learning problems
 - 8 =
 - 9 = "wash out," student did not take a valid test
- 7-10 = student ID number. Use the student numbers assigned last year. For new students, assign numbers that were not used last year.

INSTRUCTIONS FOR ADMINISTERING SDRT
Fall, 1979
Classroom Teachers

As you know, students in your class are participating in a reading experiment designed to deepen insights regarding more effective approaches to reading instruction. Because this is a large evaluation, involving many children in seven cities nationwide, it is imperative that uniform procedures be used in testing the participating children with the Stanford Diagnostic Reading Test (SDRT). These instructions are designed to help you insure that the experimental testing is fully effective in your community.

THE CLASSROOM TEACHER AS TEST ADMINISTRATOR

The SDRT has been normed with the classroom teacher as test administrator. It is for this reason, that we are compelled to have the classroom teacher as the test administrator during this experiment. Additionally, some classroom teachers have observed that their students sometimes find it difficult to adjust to an unfamiliar test administrator. The classroom teacher as administrator will assure that each child will have the best opportunity to perform to his or her capabilities.

RESPONSIBILITIES PRIOR TO TESTING

Prior to the administration of the SDRT, each classroom teacher will:

- Read the pertinent pages from the Manual for Administering and Interpreting the SDRT, and practice reading the oral instructions for the appropriate version (Form A or B). You will be using the MRC machine scorable booklets.
- After inspecting the practice test and the test booklet assigned to your grade level, confer with the principal and/or reading specialist regarding any students which you know are incapable of being tested at that level. First graders will not be tested in the fall.
- Confer with the principal, or reading specialist, regarding provisions for testing students who are either being tested out-of-level or for absentees who will be tested at a later date.
- Obtain the appropriate number of reading tests for your class and follow the procedures in your school for maintaining security for the tests over the several days of testing.

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TESTING PROCEDURES

- Follow the instructions in the Manual regarding instructions to students, time of testing periods, breaks, etc. Remember, uniformity of administration of the SDRT is critical to this study.
- With respect to any assistance to the students during the testing periods, it is important that the teacher limit comments to those times allowed for in the prepared instructions (e.g., "Does everyone understand what to do?"). Any special assistance beyond that called for in the Manual, will create a bias in the test results which may be evident in the scoring and analysis process and may necessitate exclusion from the analysis data.
- For those students you determine have not taken a "valid" test, please note this fact and the reason on the cover of the test booklet. Reasons may be that the child was emotionally upset that day, had refused to be tested, or was simply making random marks on the paper without reading the test items.

UPON COMPLETION OF THE TESTING

- Check each booklet to be certain that students' names and/or other identifiers are recorded. Do not encode the students name on the back of the test booklet.
- Return all testing materials to the persons responsible for coordinating the testing in your school.

Thank you for your cooperation. Test results for individual students will be available to you within approximately four months.

CLASS IDENTIFICATION SHEET

DOCUMENT NO. 1901

Fill out this sheet as follows:

1. Complete the Information Box below:

X INFORMATION BOX

Number _____
 Teacher Name: Twelve
 Building Name: Watt
 School System: Shelby County
 Grade (circle one) K 1 2 3(4) 5 6 7 8 9 10 11 12
 Number of Answer Forms in this Class Pack 24

(Over for instructions)

Y NUMBER OF ANSWER FORMS IN THIS CLASS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

SAMPLE

A A A A A A A A A A A A A A A A A A
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TEACHER'S NAME: GRID NUMBER



20 August 1979

MEMORANDUM

TO: Special Emphasis Project Directors

FROM: Paula Keyes, General Research Corporation

SUBJECT: Tracking/Testing Former SEP Students

To maintain a high number of experimental and comparison student SDRT observations, the Special Emphasis evaluation requires the tracking and testing of former students. Tracking will be directed at the 1979 graduates of your experimental and control schools. These students should be traced to the upper school which they are now attending. Upon identifying their current school placement, arrangements for their testing should be made which will include:

- protocol contacts with administrators and teachers
- providing background information on the study
- identifying suitable times and places for testing

Please contact GRC should you have any questions or problems with making provisions for testing former students.

24

3-14

A Subsidiary of Flow General Inc.
An Equal Opportunity Employer M/F



TO: SEP Project Directors

DATE: August 31, 1979

FROM: Paula J. Keyes *PJK.*

SUBJECT: Packaging and Shipping Completed SDRTs

Thank you for your cooperation in the return of SDRTs following the spring testing. Your adherence to the packing instructions sent in the spring expedited GRC's tasks of counting, editing, and preparing the tests for scoring by Psychological Corporation. Because this proved to be an efficient way to package and process tests, I have outlined these procedures for you to refer to when packing and shipping the tests this fall.

I. Packaging**A. Class Identification Sheets:**

1. Assemble the answer forms into class packs (all forms in each pack will have the same teacher number).
2. Fill out a Class Identification Sheet (printed brown) for each class pack and place it on top of the corresponding answer forms. Be sure to code the teacher's number rather than name--see sample enclosed. NOTE: A single class pack must not contain answer forms of differing levels, forms or grades.

B. Grade Identification Sheets:

1. Assemble the class packs into grade packs separately for each grade in each school.
2. Fill out a Grade Identification Sheet (printed red) being careful to indicate the appropriate grade, form and level for each grade pack, and place it on top of the corresponding answer forms--see sample enclosed. NOTE: The answer forms following a given Grade Identification Sheet must be all of the same grade, form and level.

C. Building Identification Sheets:

1. Assemble the grade packs into building or school packs with the lowest grade on top.
2. Fill out a single Building Identification Sheet (printed green) and place it on top of the assembled grade packs--see sample enclosed.

D. Boxing:

1. Place the assembled answer forms into cartons being careful to maintain the proper sequence.
2. Number the cartons in sequence also indicating the total number of cartons. Thus, the first carton in a shipment of five would be marked 1/5.
3. Mark each carton "FIRST CLASS MAIL."

II. Mailing

- A. All completed test forms are to be sent to GRC three weeks from the date of our site visit (or sooner).
- B. Notify GRC when your shipment is mailed. Call (703) 893-5900 ext. 272 collect; leave the following information, the date the tests are mailed and the number of cartons in the shipment.
- C. Send the cartons FIRST CLASS-REGISTERED MAIL to GRC. The pre-addressed prepaid mailing labels enclosed will cover shipping costs.

NOTE: There is a time limitation for the return of completed tests --three weeks. Each carton of completed tests is to be sent Registered Mail.

QUESTIONS?

NEED ADDITIONAL LABELS? }

Call (703) 893-5900 ext. 272 collect.

Enclosures:

- Sample Identification Sheets (3)
- Mailing labels

CLASS IDENTIFICATION SHEET

DOCUMENT NO. 1901

Fill out this sheet as follows:

I. Complete the Information Box below:

INFORMATION BOX	
Number	Twelve
Teacher Name	Watt
Building Name	Shelby County
School System	Shelby County
Grade (circle one) K 1 2 3 4 5 6 7 8 9 10 11 12	
Number of Answer Forms in this Class Pack	24
(Over for instructions)	

NUMBER OF ANSWER FORMS IN THIS CLASS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

SAMPLE

TEACHER'S NAME: _____ GRID NUMBER _____

3-17

GRADE	FORM	LEVEL																																												
1	A	Primary (Primes) (Red)																																												
2	B	Primary I (Level I) (Green)																																												
3	C	Primary II (Level II) (Brown)																																												
4	D	Primary III (Level III) (Blue)																																												
5	E	Elementary																																												
6	F	Intermediate																																												
7	G	Intermediate I																																												
8	H	Intermediate II																																												
9	I	Advanced																																												
10	J	Advanced I																																												
11	K	Advanced II																																												
12	L	High School																																												
13	M	Other																																												
14	N	<table border="1"> <thead> <tr> <th>NUMBER OF ANSWER FORMS IN THIS GRADE</th> <th colspan="3">FOR MRC USE ONLY</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table>	NUMBER OF ANSWER FORMS IN THIS GRADE	FOR MRC USE ONLY			0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9
NUMBER OF ANSWER FORMS IN THIS GRADE	FOR MRC USE ONLY																																													
0	0		0	0																																										
1	1		1	1																																										
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THE PSYCHOLOGICAL CORPORATION
GRADE IDENTIFICATION SHEET

DOCUMENT NO. 2529A

The purpose of the Grade ID Sheet is to provide the proper grade, form and level designations to control the scoring and reporting process. One of these sheets, properly completed, must precede the answer forms for each different grade - form - level combination. Read the separate "Instructions for Organizing, Packaging and Sending MRC Answer Forms" before beginning to organize the answer forms.

Fill out this sheet as follows:

- For the Metropolitan, Stanford, or other achievement or diagnostic tests, fill out the section at the left. For the Otis-Lennon Mental Ability Test (OLMAT) or Analysis of Learning Potential (ALP), fill out the section at the right. For combined answer forms (for example, OLMAT-OLMAT), fill out both the section at the left and the section at the right. In either one or both sections indicate:
 - the grade. Mark one oval.
 - the form of the test used in this grade. Mark one oval.
 - the level in this grade. The various tests and test batteries use a number of different level names. Mark the one oval that corresponds exactly with the level name that appears on the test booklets, regardless of its position in the list.

2. In the boxes below the section to the left, enter the NUMBER OF ANSWER FORMS IN THIS GRADE, and blacken the corresponding oval in each column. For example, 84 answer forms would be marked as 0084.

3. Complete the Information Box below.

INFORMATION BOX		
Building Name	John Glenn	
School System	Oakland	
Left Section:	Grade <u>2</u>	Form <u>B</u> Level <u>1</u>
Right Section:	Grade _____	Form _____ Level _____

GRADE	FORM	LEVEL
1	A	
2	B	Primary I
3	C	
4	D	Primary II
5	E	
6	F	Elementary
7	G	
8	H	Elementary I
9	I	
10	J	Elementary II
11	K	
12	L	Intermediate
13	M	
14	N	Advanced
15	O	
16	P	Advanced I
	Q	
	R	Advanced II
	S	
	T	Other
	U	
	V	
	W	
	X	
	Y	
	Z	

OLMAT or ALP

THE PSYCHOLOGICAL CORPORATION

BUILDING IDENTIFICATION SHEET

DOCUMENT NO. 1573

Fill out this sheet as follows:

1. Complete the Information Box below:



INFORMATION BOX

Building Name Liberty

School System Wyoming County

Date of Testing 9 11 79
Month Day Year
(Over for Instructions)

BUILDING NUMBER FOR MRC USE

0 0 0
1 1 0
2 2 0
3 3 0
4 4 0
5 5 0
6 6 0
7 7 0
8 8 0
9 9 0

All sites are to use this date: Sept. 11, 1979

SAMPLE

BUILDING NAME GRID

6T-19

August , 1978

Dear

General Research Corporation has mailed the results from the Stanford Diagnostic Reading Test (SDRT) to the respective schools participating in the Special Emphasis evaluation. It is our intention that these pupil diagnostic placement reports be made available to classroom teachers and reading specialists in return for their cooperation during the previous rounds of testing.

These mailings include results from fall 1978, spring 1977, fall 1977, and spring 1978. As you know, the initial three rounds of testing were under the auspices of the previous evaluation contractor and are, therefore, beyond our control. If you have any questions or concerns about the spring 1978 data, however, please contact Ms. Paula Keyes of our staff immediately.

Because of the nature of the Special Emphasis evaluation, we trust that this information will be used solely for internal purposes. The SDRT Instructional Placement Report provides the raw scores, national stanine and grade equivalents for each student. Based on this information, the scoring company has grouped pupils according to their instructional needs. Please refer to the jacket and reverse side of the report for further explanation and information.

We hope these reports will prove useful to teachers and administrators at experimental and control schools.

Sincerely,

PHILIP J. SILVERS
Associate Director
Human Resources Policy

33

SECTION 4
STUDY INSTRUMENTATION

PROJECT DIRECTOR QUESTIONNAIRE

SPECIAL EMPHASIS PROJECT SPECIFICS

FOR OFFICE USE ONLY

8-9-"01"

- 1. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

"Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

How many "Reading Specialists" are employed by the Special Emphasis Project?

10-11

- 2. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

"Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

How many "Reading Teachers" are employed by the Special Emphasis Project?

12-13

- 3. How many teacher aides or paraprofessionals are employed by the Project?

14-15

(If no aides are employed, skip to question 6).

- 4. What is the role of these aides in the Special Emphasis Project? (Check one box per area).

	Primary Role (1)	Secondary Role (2)	Not a Role (3)	
16	Providing small group instruction in specific skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Providing diagnostic/prescriptive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Providing remedial reinforcement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Tutoring students in other content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Designing motivational activities for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Developing materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Maintaining a recordkeeping system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Providing publicity about innovations in the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5. Who supervises and/or plans the activities of the aides who assist in the Special Emphasis Program on a daily basis? (Check all which apply).
- (1) The individual classroom teacher
 - (2) The reading specialist/teacher
 - (3) The principal
 - (4) District reading personnel
 - (5) The project director
 - (6) Other; specify _____

31-32

6. How many volunteers are used in implementing the reading program?
- If no volunteers are used, skip to question 8.

7. What is the role of these volunteers in the instructional program? (Check one box per role).

33
34
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Role:	Primary Function (1)	Secondary Function (2)	Not Assigned to Volunteers (3)
Providing small group instruction in specific skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diagnostic/prescriptive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing remedial reinforcement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring students in other content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing motivational activities for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining a recordkeeping system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing publicity about innovations in the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42-43
44-45
46-49

- 8.a. How many hours of reading instruction per week will be offered to students in the summer reading program at the experimental school?
- hours per week
- b. How many weeks will the summer program run? weeks
- c. How many students will be served? students

50
51-52
53-54
55-58

- 9.a. Will there be a summer reading program in the control school?
- (1) Yes
 - (2) No (skip to 10)
- b. How many hours of reading instruction per week will be offered?
- hours
- c. How many weeks will the summer program run? weeks
- d. How many students will be served? students

10. How many of the following staff members will implement the summer program?

	<u>Experimental School</u>	<u>Control School</u>	
59-60 61-62	Special Emphasis Project reading specialists/reading teachers	<input type="checkbox"/>	<input type="checkbox"/>
63-64 65-66	Reading specialist/teachers (Title I, ESAA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
67-68 69-70	Classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>
71-72 73-74	Teacher aides	<input type="checkbox"/>	<input type="checkbox"/>
75-76 77-78	Volunteers	<input type="checkbox"/>	<input type="checkbox"/>

8-9-"02"
10-11
12-13

11.a. How many times in the past year have you or Special Emphasis staff met with the staff at the participating schools to explain or discuss the Special Emphasis Project?

Experimental School Control School

14-15
16-17

b. How many times in the past year have you or your staff met with the PTA to explain or discuss the Special Emphasis Project?

Experimental School Control School

18-19

c. How many times in the past year have you or your staff met with the School Board in your district to explain or discuss the Special Emphasis Project?

20

12. How many more years do you expect Special Emphasis or a similar project to continue in your school district? (Check only one).

- (1) This will be the last year
- (2) At least one more year
- (3) Two or three more years
- (4) Indefinitely

37

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PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: _____

21
22
23
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b. Target population: (Check all that apply)

- (1) All students
- (2) All students in grades 1-2
- (3) All students in grades 3-6
- (4) Students reading below a specified grade level
- (5) Students with a specific skill deficiency
- (6) Teachers
- (7) Parents
- (8) Administrators
- (9) Other; specify _____

30
31
32
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c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

- (1) Standardized test
- (2) Criterion referenced test
- (3) Attitude assessment instrument
- (4) Teacher observation instrument
- (5) Other; specify _____

35

d. Status of objective: (Check only one)

- (1) Objective completed on time
- (2) Objective not completed; timeline has been revised
- (3) Objective not completed; objective has been deleted from program
- (4) Objective progressing according to timeline

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PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: _____

b. Target population: (Check all that apply)

- 36 (1) All students
- 37 (2) All students in grades 1-2
- 38 (3) All students in grades 3-6
- 39 (4) Students reading below a specified grade level
- 40 (5) Students with a specific skill deficiency
- 41 (6) Teachers
- 42 (7) Parents
- 43 (8) Administrators
- 44 (9) Other; specify _____

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

- 45 (1) Standardized test
- 46 (2) Criterion referenced test
- 47 (3) Attitude assessment instrument
- 48 (4) Teacher observation instrument
- 49 (5) Other; specify _____

d. Status of objective: (Check only one)

- 50 (1) Objective completed on time
- 51 (2) Objective not completed; timeline has been revised
- 52 (3) Objective not completed; objective has been deleted from program
- 53 (4) Objective progressing according to timeline

ND-5

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PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: _____

b. Target population: (Check all that apply)

- 54 (1) All students
- 55 (2) All students in grades 1-2
- 56 (3) All students in grades 3-6
- 57 (4) Students reading below a specified grade level
- 58 (5) Students with a specific skill deficiency
- 59 (6) Teachers
- 60 (7) Parents
- 61 (8) Administrators
- 62 (9) Other; specify _____

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

- 63 (1) Standardized test
- 64 (2) Criterion referenced test
- 65 (3) Attitude assessment instrument
- 66 (4) Teacher observation instrument
- 67 (5) Other; specify _____

d. Status of objective: (Check only one)

- 68 (1) Objective completed on time
- 69 (2) Objective not completed; timeline has been revised
- 70 (3) Objective not completed; objective has been deleted from program
- 71 (4) Objective progressing according to timeline

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PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: _____

b. target population: (Check all that apply)

- 72 (1) All students
- 73 (2) All students in grades 1-2
- 74 (3) All students in grades 3-6
- 75 (4) Students reading below a specified grade level
- 76 (5) Students with a specific skill deficiency
- 77 (6) Teachers
- 78 (7) Parents
- 79 (8) Administrators
- 80 (9) Other; specify _____

8-9-"03"

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

- 10 (1) Standardized test
- 11 (2) Criterion referenced test
- 12 (3) Attitude assessment instrument
- 13 (4) Teacher observation instrument
- 14 (5) Other; specify _____

d. Status of objective: (Check only one)

- 15 (1) Objective completed on time
- 16 (2) Objective not completed; timeline has been revised
- 17 (3) Objective not completed; objective has been deleted from program
- 18 (4) Objective progressing according to timeline

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PD-7

41

PROJECT OBJECTIVES

13.a. In descending order of importance, fill in one copy of this page for each objective of this Special Emphasis Project. (If your project has more than five objectives, complete for the five most important).

Statement of Objective: _____

b. Target population: (Check all that apply)

19
20
21
22
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- (1) All students
- (2) All students in grades 1-2
- (3) All students in grades 3-6
- (4) Students reading below a specified grade level
- (5) Students with a specific skill deficiency
- (6) Teachers
- (7) Parents
- (8) Administrators
- (9) Other; specify _____

c. Indicator/instrument specified to monitor the accomplishment of this objective: (Check all that apply)

28
29
30
31
32

- (1) Standardized test
- (2) Criterion referenced test
- (3) Attitude assessment instrument
- (4) Teacher observation instrument
- (5) Other; specify _____

d. Status of objective: (Check only one)

33
34
35
36

- (1) Objective completed on time
- (2) Objective not completed; timeline has been revised
- (3) Objective not completed; objective has been deleted from program
- (4) Objective progressing according to timeline

PARTICIPATION OF PRIVATE, NON-PROFIT SCHOOLS

37

14. Does this Special Emphasis Project include the participation of a private, non-profit school?

- (1) Yes
(2) No, skip to question 17.

38-40

15. How many students from private non-profit schools are served by this project?

--	--	--	--

41

16. How are private non-profit schools involved in the project? (Check all that apply)

42

Students receive on-site reading instruction by a reading specialist/teacher

43

Teachers attend training sessions

44

Project supplies a reading specialist/teacher for use at the school

45

Project supplies materials for instruction

Other; specify _____

PERSONAL DATA

46

17.a. Were you employed by the district before you became Special Emphasis project director?

- (1) Yes
(2) No, skip to question 18.

47-48

b. How many years have you been employed by this school district?

--	--

49

18. Who is your immediate supervisor in your position as Director of the Special Emphasis Project? (Check only one).

- (1) School principal
(2) District assistant superintendent for curriculum instruction
(3) District supervisor of reading
(4) Director of federal programs
(5) Superintendent of schools
(6) Other; specify _____

50

19. What other position(s) do you presently hold in the district? (Check all that apply).

51

Assistant superintendent for curriculum/instruction

52

Director of federal education programs

53

School principal

54

Reading supervisor/director and/or coordinator

55

None

Other; specify _____

56
57
58
59
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63
64
65

20. What other positions have you held in the district? (Check all that apply).
- Assistant superintendent for curriculum/instruction
 - Director of federal education programs
 - School principal
 - Reading supervisor/director and/or coordinator
 - Reading specialist/teacher
 - Counselor
 - Diagnostician
 - Classroom teacher
 - None
 - Other; specify _____

66

21. How many working hours per week do you spend on Special Emphasis Program activities? (Check only one).
- (1) 0
 - (2) 1-10 hours
 - (3) 11-20 hours
 - (4) 21-30 hours
 - (5) 31-40 hours
 - (6) More than 40 hours

67

22. How many working hours per week do you spend on non-Special Emphasis Program activities? (Check only one).
- (1) 0
 - (2) 1-10 hours
 - (3) 11-20 hours
 - (4) 21-30 hours
 - (5) 31-40 hours
 - (6) More than 40 hours

STAFF DEVELOPMENT

68

23. Have inservice and/or preservice training programs been provided to the staff at the experimental school by the Special Emphasis Project this year?
- (1) Yes
 - (2) No, skip to question 31.

69
70
71
72
73

24. Who designs inservice and preservice training programs for the project? (Check all that apply).
- Project director
 - District curriculum supervisor
 - Principal
 - Reading specialist/teacher
 - Outside consultant

44
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74
75
76
77
78
79

25. What kind of needs assessment preceded planning of these training sessions? (Check all that apply).
- Assessment of teachers' prior educational course work in reading
 - Observation of teachers
 - Assessment of student skill deficiencies
 - Teacher request
 - None
 - Other; specify _____

8-9="04"

10

26. Was the content planned specifically to answer Special Emphasis program needs or was it a pre-planned course on reading instruction? (Check the major one/s).
- (1) Defined by program needs (course content was specifically linked to needs assessment)
 - (2) Pre-planned (course content was defined by instructor prior to the beginning of the Special Emphasis Program)

11
12
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14
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16

27. To what extent were the following groups provided with inservice training in reading by the Special Emphasis Project this year? (Check one box per group).

	Primary Group (1)	Secondary Group (2)	Not a Group (3)
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading specialists/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17
18
19
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21
22

28. Who conducted the training sessions? (Check all that apply)
- Project director
 - District curriculum specialist
 - Reading specialist/teacher
 - Special Emphasis Project staff
 - Outside consultant/university personnel
 - Other; specify _____

23

29. Could teachers who attended the inservice sessions receive academic credit for the course?
- (1) Yes, some of the sessions
 - (2) Yes, all of the sessions
 - (3) No

30. To what extent were the following topics emphasized in the inservice training provided to staff by the Special Emphasis Program? (Check one box per line).

	A Great Deal of Training Provided (1)	Some Training Provided (2)	No Specific Training Provided (3)
24 Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Mastery of reading program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Basic reading skills instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Implementation of diagnostic/prescriptive approach to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Application of reading instruction to content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Preparation of support materials for reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Evaluation of student progress toward specific reading objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Interpretation of student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Selection, utilization and evaluation of reading instruction materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 New instructional techniques and/or approaches in reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Interpersonal relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Does the school district offer an inservice program for classroom teachers?

- 36 Yes
 No

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

32. How has the Special Emphasis Project influenced the number of reading instruction methods used in the experimental school? (Check only one).

37

- (1) Expanded the number of methods being used
- (2) Restricted the number of methods being used
- (3) No change

33. In your judgement, what effect has the Special Emphasis Program had on teachers in both the experimental and control schools? (Check one box per school type.)

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			<u>Experimental School</u>			<u>Control School</u>		
			<u>Increased</u>	<u>No Effect</u>	<u>Decreased</u>	<u>Increased</u>	<u>No Effect</u>	<u>Decreased</u>
			(1)	(2)	(3)	(1)	(2)	(3)
	Time spent on reading instruction or reading activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Preparatory time for training teacher aides		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Requests for teacher aides		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interaction with administrators (e.g., increased communication about reading program)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. In your judgement, what effect has the Special Emphasis Program had on administrators in both the experimental and control schools? (Check one box per school type.)

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		<u>Experimental School</u>			<u>Control School</u>		
		<u>Increased</u>	<u>No Effect</u>	<u>Decreased</u>	<u>Increased</u>	<u>No Effect</u>	<u>Decreased</u>
		(1)	(2)	(3)	(1)	(2)	(3)
	Time spent on administration of reading programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interaction with teachers (e.g., increased communication with regard to reading programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interaction with students (e.g., visiting classrooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interaction with other administrators (e.g., increased participation in planning reading programs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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35. During the past school year, what problems have arisen in the participating schools as a result of the Special Emphasis Project? (Check one box per problem.)

	Experimental School			Control School		
	Major Problem	Minor Problem	Not a Problem	Major Problem	Minor Problem	Not a Problem
	(1)	(2)	(3)	(1)	(2)	(3)
56 57	Teacher dissatisfaction with Special Emphasis Project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 59	Conflict between Special Emphasis Project objectives and other district objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 61	Teacher feelings that reading is being emphasized at the expense of other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 63	Conflict between classroom teachers and reading specialists/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64 65	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Please rate the Special Emphasis Project in the experimental school in the following areas: (Check one box per area.)

AREAS:	Excellent	Satisfactory	Improvement Needed	Nothing Done in This Area	I Am Not Familiar With What Has Been Done in This Area
	(1)	(2)	(3)	(4)	(5)
66	Planning the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Assessing needs of both program and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Inservice training/workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Disseminating information, materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Evaluating effectiveness of total school reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. What has been done to encourage/increase parent involvement in this year's Special Emphasis Reading Program?

38. In the space below, please describe both advantages and disadvantages of your school district's participation in the Special Emphasis Project, including any effects on you as project director.

39. What action, if any, has been taken by your school district to adopt any of provisions, goals and/or objectives of the Special Emphasis Program once federal funding ceases?

40. What features, if any, of the Special Emphasis Reading Program will be retained once federal funding ceases (e.g., use of reading specialists/teachers, summer school program, inservice program, use of schoolwide skill mastery recordkeeping system)? Please specify as to whether district-wide or school specific application is planned.

41. How would you change the Special Emphasis Reading Program to make it more effective?

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**GENERAL
RESEARCH**



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Principal,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII — National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As the Experimental School Principal you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only and your responses will be kept confidential. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

50

4-17

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An Equal Opportunity Employer M/F

CHARACTERISTICS OF THE EXPERIMENTAL SCHOOLFOR OFFICE
USE ONLY8-9="01"
10-11-12
13-14-15
16-17-18
19-20-21
22-23-24
25-26-27

1. Current enrollment of the Experimental School.

Grade 1	<input type="text"/>	Grade 4	<input type="text"/>
Grade 2	<input type="text"/>	Grade 5	<input type="text"/>
Grade 3	<input type="text"/>	Grade 6	<input type="text"/>

2. How many reading teachers/reading specialists are currently assigned to the Experimental School's staff?

28-29

3. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

"Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Experimental School qualify as "reading specialist"?

30-31

4. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

"Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Experimental School qualify as "reading teachers"?

32-33

5. How many teacher aides/paraprofessionals in the Experimental School are involved in reading instruction?

34-35

6. On the average, how many parent volunteers are involved in reading instruction each week?

36-37

 / per week

7. Rate each of the following characteristics of the Experimental School
(Check one box per characteristic)

	<u>Adequate</u> (1)	<u>Somewhat Adequate</u> (2)	<u>Somewhat Inadequate</u> (3)	<u>Inadequate</u> (4)
38	Size of physical plant for pupils			
39	Condition of physical plant			
40	Number of classroom teachers			
41	Number of specialty area teachers (e.g., music teacher, special education teacher, etc.)			
42	Number of all other professional personnel (e.g., psychologist, social worker, etc.)			
43	Quality of books, periodicals and other printed materials for instruction			
44	Quality of audio-visual materials for instruction			

8. Which of the following specialists provide services for your school? (Check all which apply).

- 45 Learning disabilities specialist
- 46 Librarian
- 47 School nurse, school physician
- 48 Vision, hearing, or speech specialist
- 49 School/district psychologist
- 50 School counselor
- 51 Outside consultants
- 52 Reading specialist
- 53 Physical Education
- 54 Music/art
- 55 Social worker
- 56 Other; specify _____

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THE SCHOOL READING PROGRAM

9. To what extent did the following groups participate in the planning of this school's reading program? (Check one box per group)

	<u>A Great Deal of Participation</u> (1)	<u>Some Participation</u> (2)	<u>No Participation</u> (3)
57 Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 Reading specialists/ teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61 District reading/language arts coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 University personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64 Teacher aides/parapro- fessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65 Special Emphasis project director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In planning and implementing the reading program this year, which of the following groups were directly responsible for or contributed to the decisions described?

	<u>Reading Method/Approach Used in a Particular Classroom</u> (1)	<u>Selection of Texts & Materials</u> (2)	<u>Allocation of Time to Reading</u> (3)	<u>Selection of Objectives for in- dividual Students</u> (4)	<u>Assignment of Teachers to Teach Reading Classes</u> (5)	<u>Preparation of Curriculum Guide</u> (6)	<u>Testing & Evaluation of Read- ing Program</u> (7)	<u>Allocation of Money to Various Curriculum Areas</u> (8)
67-74 School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-9="02" 10-17 18-25 Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26-33 Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34-41 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42-49 Reading specialist/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50-57 District reading/language arts coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58-65 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66-73 8-9="03" 10-17 University personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Emphasis project director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. a. Has the number of groups involved in the planning of the school's reading program expanded over the past year?

18

- (1) Yes
 (2) No

b. If yes, has this change been a result of the Special Emphasis Program?

19

- (1) Yes
 (2) No

12. To what extent do you participate in the following activities related to the implementation of the school's reading program? (Check one box per activity).

	A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)	
20	Modifying school objectives to effectively incorporate a total school reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Changing administrative methods to implement total school reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Planning the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Providing independent assessment of the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Providing independent assessment of individual student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Revising or modifying the reading program based on evaluation or other data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Participating in inservice activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Observing classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Selection and acquisition of materials/equipment used to teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.a. On the average, how many minutes do students spend in reading instruction per day?

30-32
33-35
36-38
39-41
42-44
45-47

Grade 1 minutes Grade 4 minutes
 Grade 2 minutes Grade 5 minutes
 Grade 3 minutes Grade 6 minutes

b. How much of the above instructional time is provided by Special Emphasis Project personnel?

48-50
51-53
54-56
57-59
60-62
63-65

Grade 1 minutes Grade 4 minutes
 Grade 2 minutes Grade 5 minutes
 Grade 3 minutes Grade 6 minutes

c. How many students are served by the Special Emphasis reading program?

66-68
69-71
72-74
75-77
78-80
8-9="04"
10-12

Grade 1 Grade 4
 Grade 2 Grade 5
 Grade 3 Grade 6 54

14. For which groups are the following resources available?
(Check all which apply.)

	For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Stu- dents NOT in Special Read- ing Programs (4)	For No Stu- dents (5)
13-17 Basal or multi-level series with accompanying workbooks and related instructional support items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18-22 Published or staff-developed instructional aids such as reading stations, games, or programmed skills series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23-27 Audio-visual equipment such as films, televisions, tape recorders, or video-tape machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28-32 Independent reading materials such as library books, periodicals, and paperbacks, or supplementary basal series books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33 15. a. Do teachers in your school collaborate in the planning of classroom reading programs?
(1) Yes
(2) No
b. If yes, how do they collaborate?

34 16. In your school, who supervises and/or plans the activities of the aides who assist in reading on a daily basis?
(Check all which apply.)
35 The individual classroom teacher
36 The reading specialist
37 The principal
38 District reading personnel
39 Other; specify _____
 No aides are employed

40 17. a. Indicate the number of bilingual students served by your reading program who require instruction in a language other than English.
 There are no such students (Go on to question 18).

	Primary Language	Number of Students
41,42-43	_____	<input type="text"/>
44,45-46	_____	<input type="text"/>
47,48-49	_____	<input type="text"/>
50,51-52	_____	<input type="text"/>
53,54-55	_____	<input type="text"/>

b. How many teachers and/or aides employed by the Experimental School are capable of providing instruction in a language other than English?

	<u>Language</u>	<u>No. of Teachers</u>	<u>No. of Aides</u>
56,57-58	_____	<input type="text"/>	<input type="text"/>
59,60-61	_____	<input type="text"/>	<input type="text"/>
62,63-64	_____	<input type="text"/>	<input type="text"/>
65,66-67	_____	<input type="text"/>	<input type="text"/>

68 c. Are bilingual teachers and students matched?
 (1) Yes
 (2) No

69 d. Are bilingual materials and resources available?
 (1) Yes
 (2) No

70 e. Are there more bilingual materials this year than last year?
 (1) Yes
 (2) No

18. How have the following strategies been used to acquaint the general community with the schoolwide program in reading? (Check one box per strategy.)

	<u>Primary Strategy</u> (1)	<u>Secondary Strategy</u> (2)	<u>Not A School Strategy</u> (3)
71 Individual parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72 P.T.A. meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73 Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74 Media coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75 Open house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TESTING & ASSESSMENT

77 19. Do you maintain or have access to a schoolwide recordkeeping system which reflects student mastery of specific reading skills?
 (1) Yes
 (2) No

ESP-6

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20. Which of the following data are used in assessing student reading progress? (Check all which apply).

	For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No. Students (5)
3-9="05"					
10-14	Standardized reading achievement tests <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15-19	Standardized diagnostic reading tests <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20-24	District-developed criterion-referenced tests <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25-29	Informal/teacher-developed tests and inventories <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30-34	Teacher observations <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35-39	Previous school records <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40-44	Other; specify _____ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What kinds of information are used for diagnostic purposes in your reading program? (Check all which apply).

	For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No. Students (5)
8-9="06"					
10-14	Standardized diagnostic reading tests <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15-19	District-developed criterion-referenced tests <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20-24	Informal/teacher-developed tests and inventories <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25-29	Teacher observations <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30-34	Previous school records <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35-39	Other; specify _____ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Which of the following is an outgrowth of your assessment program in reading? (Check all which apply).

- 40 Staff inservice training on interpreting test results
- 41 Grouping and regrouping of students for reading
- 42 Instructional program based upon assessment results
- 43 Increase in the amount of time devoted to reading instruction
- 44 Other; specify _____

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23. Which of the following exist for making test results available to parents? (Check all which apply).

- 45 Individual parent conferences
- 46 P.T.A. meetings
- 47 Special newsletters
- 48 Media coverage
- 49 Other; specify _____

STAFF DEVELOPMENT

24. Have special training seminars and workshops in leadership development been provided to the school staff?

- 50 (1) Yes
- (2) No

25. Has the school or district encouraged the staff to enroll in college or university courses related to reading?

- 51 (1) Yes
- (2) No

26-a. How many classroom teachers in this school were involved in an inservice training program in reading this year?

- 52 All
- Some
- None
- No inservice program available (Skip to 28).

b. Has the inservice training in reading, available to teachers in your school, improved as a result of the Special Emphasis Program?

- 53 (1) Yes
- (2) No

27. To what extent were the following groups provided with inservice training in reading this year? (Check one box per group).

	Primary Group (1)	Secondary Group (2)	Not A Group (3)
54 Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 Reading specialists/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56 Classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57 Teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 Parent volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In the past year, have you noted any change in classroom teachers' skills in the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
60	Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Mastery of reading program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Basic reading skills instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Implementation of diagnostic/prescriptive approach to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	Application of reading instruction to content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	Preparation of support materials for reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	Evaluation of student progress toward specific reading objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Interpretation of student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Selection utilization and evaluation of reading instruction materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Utilization of paraprofessionals or teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Over the past year have you noticed an improvement in any of the following areas? (Check one box per area).

		Much Improvement (1)	Some Improvement (2)	No Improvement (3)	Not Evaluated (4)
71	Teacher attitudes toward teaching reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	Pupil attitudes toward reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	Teacher interest in new instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	Variety of reading materials available to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MISCELLANEOUS

30.a. Have you been kept informed of your role in the federally-sponsored Special Emphasis Reading Program?

- 75
- (1) Yes
 (2) No
 (3) Somewhat

If yes or somewhat, how? _____

b. Have classroom teachers and other staff members been kept informed of your role in the federally-sponsored Special Emphasis Reading Program?

- 76
- (1) Yes
 (2) No
 (3) Somewhat

If yes or somewhat, how? _____

31. To what extent has the Special Emphasis Program improved the quality of reading instruction in your school? (Check only one).

- (1) Much improved
- (2) Some improvement
- (3) Little or no improvement

32. In the space below, please describe both advantages and disadvantages of your school's participation as the experimental school in the Special Emphasis Project, including any effects on you as a principal.

33. How would you change the Special Emphasis Reading Program to make it more effective?

34. What has been done to encourage/increase parent involvement in this year's Special Emphasis Reading Program?

35. What features, if any, of the Special Emphasis Reading Program will be retained once federal funding ceases (e.g., use of reading specialists/teachers, summer school program, inservice program, use of schoolwide skill mastery recordkeeping system)?



Dear Principal,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII - National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As the Control School Principal you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only and your responses will be kept confidential. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put into computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number of the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

CONTROL SCHOOL PRINCIPAL QUESTIONNAIRE

						0	3
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Clearance No.
Exp. 01-31-80

CHARACTERISTICS OF THE CONTROL SCHOOL

FOR OFFICE
USE ONLY

8-9-"01"
10-11-12
13-14-15
16-17-18
19-20-21
22-23-24
25-26-27

1. Current enrollment of the Control School
- | | | | |
|---------|----------------------|---------|----------------------|
| Grade 1 | <input type="text"/> | Grade 4 | <input type="text"/> |
| Grade 2 | <input type="text"/> | Grade 5 | <input type="text"/> |
| Grade 3 | <input type="text"/> | Grade 6 | <input type="text"/> |

28-29

2. How many reading teachers/reading specialists are currently assigned to the Control School's staff?

<input type="text"/>	<input type="text"/>
----------------------	----------------------

3. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

"Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Control School qualify as "reading specialists"?

30-31

<input type="text"/>	<input type="text"/>
----------------------	----------------------

4. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

"Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Under this definition, how many teachers in the Control School qualify as "reading teachers"?

32-33

<input type="text"/>	<input type="text"/>
----------------------	----------------------

5. How many teacher aides/paraprofessionals in the Control School are involved in reading instruction?

34-35

<input type="text"/>	<input type="text"/>
----------------------	----------------------

6. On the average, how many parent volunteers are involved in reading instruction each week?

36-37

<input type="text"/>	<input type="text"/>	per week
----------------------	----------------------	----------

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7. Rate each of the following characteristics of the Control School.
(Check one box per characteristic)

	<u>Adequate</u> (1)	<u>Somewhat Adequate</u> (2)	<u>Somewhat Inadequate</u> (3)	<u>Inadequate</u> (4)
38 Size of physical plant for pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Condition of physical plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 Number of classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 Number of specialty area teachers (e.g., music teacher, special education teacher, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 Number of all other professional personnel (e.g., psychologist, social worker, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 Quality of books, periodicals and other printed materials for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 Quality of audio-visual materials for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Which of the following specialists provide services for your school? (Check all which apply).

- 45 Learning disabilities specialist
- 46 Librarian
- 47 School nurse, school physician
- 48 Vision, hearing, or speech specialist
- 49 School/district psychologist
- 50 School counselor
- 51 Outside consultants
- 52 Reading specialist
- 53 Physical education
- 54 Music/art
- 55 Social worker
- 56 Other; specify _____

CSP-2

63

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4-30

THE SCHOOL READING PROGRAM

9. To what extent did the following groups participate in the planning of this school's reading program? (Check one box per group)

	<u>A Great Deal of Participation</u> (1)	<u>Some Participation</u> (2)	<u>No Participation</u> (3)
57 Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 Reading specialists/ teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61 District reading/language arts coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 University personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64 Teacher aides/parapro- fessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In planning and implementing the reading program this year, which of the following groups were directly responsible for or contributed to the decisions described?

	<u>Reading Method/Approach Used in a Particular Classroom</u>	<u>Selection of Texts & Materials</u>	<u>Allocation of Time to Reading</u>	<u>Selection of Objectives for In- dividual Students</u>	<u>Assignment of Teachers to Teach Reading Classes</u>	<u>Preparation of Curriculum Guide</u>	<u>Testing & Evaluation of Read- ing Program</u>	<u>Allocation of Money to Various Curriculum Areas</u>
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
66-73 School board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-9-"02" 10-17 Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18-25 Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26-33 Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34-41 Reading specialist/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42-49 District reading/language arts coordinators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50-57 Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58-65 University personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66-73 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BEST AVAILABLE COPY 64

74

11. a. Has the number of groups involved in the planning of the school's reading program expanded over the past year?

(1) Yes

(2) No

75

b. If so, has this change been a result of your involvement as the control school in the Special Emphasis Program?

(1) Yes

(2) No

12. To what extent do you participate in the following activities related to the implementation of the school's reading program? (Check one box per activity).

76

	A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
Modifying school objectives to effectively incorporate a total school reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing administrative methods to implement total school reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing independent assessment of the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing independent assessment of individual student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising or modifying the reading program based on evaluation or other data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in inservice activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection and acquisition of materials/equipment used to teach reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8-5a"03"

10

11

12

13

14

13. On the average, how many minutes do students spend in reading instruction per day?

15-16-17
18-19-20
22-23-24
25-26-27
28-29-30
31-32-33

Grade 1	<input type="text"/>	minutes	Grade 4	<input type="text"/>	minutes
Grade 2	<input type="text"/>	minutes	Grade 5	<input type="text"/>	minutes
Grade 3	<input type="text"/>	minutes	Grade 6	<input type="text"/>	minutes

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14. For which groups are the following resources available?
(Check all which apply).

	For All Stu- dents in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Stu- dents NOT in Special Read- ing Programs (4)	For No Stu- dents (5)
34-38 Basal or multi-level series with accompanying workbooks and related instructional support items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39-43 Published or staff-developed instructional aids such as reading stations, games, or programmed skills series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44-48 Audio-visual equipment such as films, televisions, tape recorders, or video-tape machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49-53 Independent reading materials such as library books, periodicals, and paperbacks, or supplementary basal series books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. a. Do teachers in your school collaborate in the planning of classroom reading programs?

54

(1) Yes

(2) No

b. If yes, how do they collaborate?

16. In your school, who supervises and/or plans the activities of the aides who assist in reading on a daily basis? (Check all which apply).

55

The individual classroom teacher

56

The reading specialist

57

The principal

58

District reading personnel

59

Other; specify _____

60

No aides are employed

17. a. Indicate the number of bilingual students served by your reading program who require instruction in a language other than English.

61

There are no such students (Go on to question 18).

Primary Language

Number of Students

62, 63-64

65, 66-67

68, 69-70

71, 72-73

74, 75-76

8-9="04"
 10,11-14
 15,16-19
 20,21-24
 25,26-29

b. How many teachers and/or aides employed by the Control School are capable of providing instruction in a language other than English?

<u>Language</u>	<u>No. of Teachers</u>	<u>No. of Aides</u>
_____	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>

30

c. Are bilingual teachers and students matched?

(1) Yes

(2) No

31

d. Are bilingual materials and resources available?

(1) Yes

(2) No

32

e. Are there more bilingual materials this year than last year?

(1) Yes

(2) No

18. How have the following strategies been used to acquaint the general community with the schoolwide program in reading? (Check one box per strategy).

33
34
35
36
37
38

	<u>Primary Strategy</u> (1)	<u>Secondary Strategy</u> (2)	<u>Not A School Strategy</u> (3)
Individual parent conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P.T.A. meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TESTING & ASSESSMENT

39

19. Do you maintain or have access to a schoolwide recordkeeping system which reflects student mastery of specific reading skills?

(1) Yes

(2) No

20. Which of the following data are used in assessing student reading progress? (Check all which apply).

	For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
40-44	Standardized reading achievement tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45-49	Standardized diagnostic reading tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50-54	District-developed criterion-referenced tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55-59	Informal/teacher-developed tests and inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60-64	Teacher observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65-69	Previous school records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70-74	Other: specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What kinds of information are used for diagnostic purposes in your reading program? (Check all which apply).

	For All Students in Special Reading Programs (1)	For Some Students in Special Reading Programs (2)	For All Students not in Special Reading Programs (3)	For Some Students NOT in Special Reading Programs (4)	For No Students (5)
8-9="05"					
10-14	Standardized diagnostic reading tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15-19	District-developed criterion-referenced tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20-24	Informal/teacher-developed tests and inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25-29	Teacher observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30-34	Previous school records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35-39	Other: specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Which of the following is an out growth of your assessment program in reading? (Check all which apply).

- 40 Staff inservice training on interpreting test results
- 41 Grouping and regrouping of students for reading
- 42 Instructional program based upon assessment results
- 43 Increase in the amount of time devoted to reading instruction
- 44 Other: specify _____

BEST 68

23. Which of the following exist for making test results available to parents? (Check all which apply).

45
46
47
48
49

- Individual parent conferences
- P.T.A. meetings
- Special newsletters
- Media coverage
- Other; specify _____

STAFF DEVELOPMENT

24. Have special training seminars and workshops in leadership development been provided to the school staff?

50

- (1) Yes
- (2) No

25. Has the school or district encouraged the staff to enroll in college or university courses related to reading?

51

- (1) Yes
- (2) No

26. How many classroom teachers in this school were involved in an inservice training program in reading this year?

52

- All
- Some
- None
- No inservice program available (Skip to 28).

27. To what extent were the following groups provided with inservice training in reading this year? (Check one box per group).

53
54
55
56
57
58

	<u>Primary</u> <u>Group</u> (1)	<u>Secondary</u> <u>Group</u> (2)	<u>Not A</u> <u>Group</u> (3)
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading specialists/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In the past year, have you noted any change in classroom teachers' skills in the following areas? (Check one box per area).

	<u>Much</u> <u>Improvement</u> (1)	<u>Some</u> <u>Improvement</u> (2)	<u>No</u> <u>Improvement</u> (3)	<u>Not</u> <u>Evaluated</u> (4)
39 Curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 Mastery of reading program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61 Basic reading skills instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 Implementation of diagnostic/prescriptive approach to teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63 Application of reading instruction to content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64 Preparation of support materials for reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65 Evaluation of student progress toward specific reading objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66 Interpretation of student assessment data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67 Selection, utilization and evaluation of reading instruction materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68 Utilization of paraprofessionals or teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Over the past year have you noticed an improvement in any of the following areas? (Check one box per area).

	<u>Much</u> <u>Improvement</u> (1)	<u>Some</u> <u>Improvement</u> (2)	<u>No</u> <u>Improvement</u> (3)	<u>Not</u> <u>Evaluated</u> (4)
70 Teacher attitudes toward teaching reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71 Pupil attitudes toward reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72 Teacher interest in new instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73 Variety of reading materials available to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MISCELLANEOUS

30.a. Have you been kept informed of your school's role in the federally-sponsored Special Emphasis Reading Projects?

- (1) Yes
 (2) No
 (3) Somewhat

If yes or somewhat, how? _____

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 CSP-9 70

b. Have classroom teachers and other staff members been kept informed of your school's role in the federally sponsored Special Emphasis Reading Project?

(1) Yes

(2) No

(3) Somewhat

If yes or somewhat, how? _____

31. In the space below, please describe both advantages and disadvantages of your school's participation as the control school in the Special Emphasis Project, including any effects on you as a principal.

BEST AVAILABLE COPY CSP-10

BEST 71

GENERAL RESEARCH



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Reading Specialist,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII - National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As a Reading Specialist you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

72

A Subsidiary of Flow General Inc.
An Equal Opportunity Employer M/F

READING SPECIALIST/READING TEACHER QUESTIONNAIRE

									0	4
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Clearance No.
Exp. 01-31-80

PERSONAL DATA

FOR OFFICE
USE ONLY

9-10="01"

11

1. What is your highest education degree? (Check only one).
- (1) B.A. or B.S.
- (2) M.S. or M.S.
- (3) Ed.D./Ph.D.
- (4) Other; specify _____

12

13

14

15

16

17

18

19

2. What was your major area of specialization for your highest education degree? (Check all which apply).
- (1) Elementary education
- (2) Curriculum development
- (3) Reading
- (4) Special education
- (5) Educational psychology
- (6) Counseling
- (7) Educational administration
- (8) Other; specify _____

20

3. Do you possess an Education Specialist Degree or an Advanced Certificate?
- (1) Yes
- (2) No
- If yes, in which area of specialization _____

21-22

4. a. Including the current year, what is the total number of years of paid, full-time teaching experience you have?

Number of Years

23-24

- b. Including the current year, what is the total number of years that your teaching assignment has been specifically reading teacher or reading specialist?

Number of years as a reading specialist or reading teacher

25

5. The following definition of "reading specialist" is taken from the guidelines for Special Emphasis Projects:

"Reading specialist" refers to an individual who has a master's degree, with a major or specialty in reading from an accredited institution of higher education and has successfully completed three years of teaching experience, which included reading instruction.

Do you qualify as a "reading specialist" under this definition?

- (1) Yes (Skip to question 8).
- (2) No

73
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6. The following definition of "reading teacher" is taken from the guidelines for Special Emphasis Projects:

"Reading teacher" refers to an individual with a bachelor's degree, who has successfully completed a minimum of twelve credit hours, or its equivalent, in courses in the teaching of reading at an accredited institution of higher education, and has successfully completed two years of teaching experience, which included reading instruction.

Do you qualify as a "reading teacher" under this definition?

- (1) Yes
 (2) No

7. Are you certified by your state in any of the following categories?

- Reading teacher
 Reading specialist
 Reading supervisor/director
 None of the above

READING SPECIALIST'S ROLE

8. For the Special Emphasis Project, what is your involvement in the following decision-making processes? (Check one box per line).

	<u>A Great Deal of Participation</u> (1)	<u>Some Participation</u> (2)	<u>No Participation</u> (3)
Reading method/approach used in a particular classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of texts and/or materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of instructional time to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of objectives for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignment of teachers to teach reading classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of curriculum guide in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing and evaluation of reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of money to various curriculum areas for reading-related activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination of the content of training for aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination of the content of training for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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9. In your role as Reading Specialist/Teacher in this project, how much participation have you had in the following activities in your school? (Check one box per activity).

	A Great Deal of Participation (1)	Some Participation (2)	No Participation (3)
41	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. a. How often have you been asked to provide information as to how the reading program can be improved in your school? (Check only one).

- 50
- (1) Never (Skip to question 12).
 (2) Once or twice a year
 (3) Three to five times a year
 (4) Six to ten times a year
 (5) More than ten times a year

b. If asked, by whom? (Check all which apply).

- 51 Principal
 52 Special Emphasis project director
 53 District reading coordinator
 54 Other; specify _____

11. How many times this year have you met with the P.T.A. in your school to explain or discuss the Special Emphasis Project in reading?

55-56 Number of times

COORDINATION ACTIVITIES

12. How often does the project director visit your class? (Check only one).

- 57 (1) Almost daily
 (2) Weekly
 (3) Monthly
 (4) Semi-annually/annually
 (5) Never (Go on to question 15).
 (6) Other; specify _____

75

13. During these visits, how often does the project director do the following? (Check one box per activity)

	<u>Often</u> (1)	<u>Sometimes</u> (2)	<u>Seldom or Never</u> (3)
58 Observe classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 Participation in classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 Show parents, district or other personnel around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61 Provide instruction to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62 Interrupt your teaching to discuss administrative matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How would you describe the project director's primary function in relation to your reading program? (Check only one)

- 63 (1) Supplying materials, staff, etc., to help you conduct your instruction in reading
- (2) Setting specific firm guidelines for the conduct of your instruction in reading
- (3) Doing little or nothing for you in the conduct of your instruction in reading

15. a. During the past year, did you provide inservice training to any members of the total school staff in the teaching of reading?

- 64 (1) Yes
- (2) No

b. If yes, to whom? _____

16-a. During the past year, as a result of the Special Emphasis Program, did you receive inservice training in the teaching of reading?

- 65 (1) Yes
- (2) No

b. If yes, to what extent did this training emphasize the following areas? (Check one box per area)

	<u>A Great Deal of Emphasis</u> (1)	<u>Some Emphasis</u> (2)	<u>Little or No Emphasis</u> (3)
66 Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67 Team-teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68 Techniques for motivating teachers to modify their approaches to reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69 Teacher/pupil planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70 Diagnosis of reading problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71 Instructional techniques in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72 Strategies for individualized instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73 Techniques for teaching reading to children who are culturally-different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74 Evaluation techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75 Creating instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL EMPHASIS READING INSTRUCTION

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17. With regard to your instructional program, how do students know what to do each day? (Check all which apply)

- (1) Daily routines or activities are assigned.
 (2) Teacher and students plan weekly or daily activities.
 (3) Children choose from a variety of activities.
 (4) Other; specify _____

9-10="02"

11

18. In which settings do you instruct groups of students?

- (1) Classroom teacher's room
 (2) Reading lab
 (3) Other; specify _____

19. Please indicate to what extent you use the following resource or equipment in your reading program. (Check one box per resource/equipment.)

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	Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Used (3)	Not Available (4)
Reading lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language master	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Controlled reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tachistoscope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movie projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Videotape machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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20. For each applicable setting, approximately how often do you make use of the following teaching strategies? (Check all which apply.)

	APPROXIMATE FREQUENCY					SETTING		
	Daily (1)	Weekly (2)	Monthly (3)	Each Grad- ing Period/ Annually (4)	Never (5)	Classroom Teacher's Room (1)	Reading Lab (2)	Other; as Specified Item 19 (3)
<u>Planning the Reading Program</u> the reading specialist/teacher is involved in:								
23,24-26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27,28-30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31,32-34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35,36-38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39,40-42	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43,44-46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47,48-50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51,52-54	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55,56-58	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Implementing the Reading Program</u> the reading specialist/teacher directs the child in:								
59,60-62	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63,64-66	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P-31
 4-46

20. (continued)

		APPROXIMATE FREQUENCY					SETTING		
		Daily	Weekly	Monthly	Each Grad- ing Period/ Annually	Never	Classroom Teacher's Room	Reading Lab	Other; as Specified in Item 19
		(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)
67,68-70	Evaluating story outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71,72-74	Reading independently during recrea- tional reading time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75,76-78 9-10-"03"	Reading orally in turn with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11,12-14	Role playing/dramatizing based on reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15,16-18	Describing personal experiences for language-experience stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19,20-22	Utilizing programmed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23,24-26	Utilizing workbooks or skill practice sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27,28-30	Working at learning/interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31,32-34	Working at listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35,36-38	Working at writing centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39,40-42	Viewing films for reading background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43,44-46	Writing his/her own stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47,48-50	Choosing his/her own reading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51,52-54	Evaluating his/her own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55,56-58	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate which of the following materials you create for your reading program and whether they are used as a major or supplementary resource. (Check one box per material)

	Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
59	Worksheets <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	Transparencies for overhead projector <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Slides <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Charts <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Tapes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	Games <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	Other; specify _____ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Which of the following materials do you use in your reading program? Indicate whether they are major or supplementary resources. (Check

	Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
66	Basal series <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	SRA - type kit <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Library/trade books & magazines <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Teacher - developed skill activities <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Published skill activities <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Other; specify _____ <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Describe the way in which you assign specific instructional materials. (Check all which apply)

9-10="04"

- 11 My main reading resource is a published instructional package, such as a basal series, which provides student reading materials and sequenced skills activities.
- 12 At least once a week, I supplement such a series with written and oral skills activities of my own.
- 13 At least once a week, I supplement such a series with other reading materials such as library books, language-experience stories, or children's magazines.
- 14 I use different basal series or similar instructional packages for different reading groups, depending on their reading needs.
- 15 I use skill materials and activities which are keyed to specific diagnostic tests. Test results then indicate which activities are appropriate for a particular child.
- 16 No child is assigned to a specific book or series of stories, or skill exercises. A variety of graded stories are available for the child's selection, and skills materials are assigned as diagnosis indicates a need.
- 17 Other; specify _____

24. Describe the grouping strategy for reading instruction conducted in the regular classroom teacher's room by Special Emphasis personnel.

		GRADES 1,2			GRADES 3-6		
		Primary Strategy	Secondary Strategy	Not Used	Primary Strategy	Secondary Strategy	Not Used
		(1)	(1)	(3)	(1)	(2)	(3)
<u>Reading Specialists/ Reading Teachers</u>							
18,19	Large groups (10 or more children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20,21	Small groups (4-9 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22,23	Individual (1-3 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Teacher Aides</u>							
24,25	Large groups (10 or more children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26,27	Small groups (4-9 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28,29	Individual (1-3 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Describe the adult-student grouping strategy for reading instruction conducted in the Special Emphasis classroom/lab setting by Special Emphasis personnel.

		Grades 1,2			Grades 3-6		
		Primary Strategy	Secondary Strategy	Not Used	Primary Strategy	Secondary Strategy	Not Used
		(1)	(2)	(3)	(1)	(2)	(3)
<u>Reading Specialist/ Reading Teacher</u>							
30,31	Large group instruction (10 or more children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32,33	Small group instruction (4-9 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34,35	Individual instruction (1-3 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Teacher Aides</u>							
36,37	Large group instruction (10 or more children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38,39	Small group instruction (4-9 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40,41	Individual instruction (1-3 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How would you characterize the contact between Special Emphasis reading specialists/teachers and regular classroom teachers. (Check all that apply.)

		Grades 1,2	Grades 3-6
42,43	Classroom teachers and reading specialist/teacher plan and teach together on a daily basis	<input type="checkbox"/>	<input type="checkbox"/>
44,45	Classroom teachers and reading specialist/teacher meet at least weekly for planning	<input type="checkbox"/>	<input type="checkbox"/>
46,47	Special Emphasis reading specialist/teacher conducts planned inservice sessions for classroom teachers on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
48,49	Special Emphasis reading specialist/teacher provide demonstrations of techniques for reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>
50,51	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>

TESTING AND ASSESSMENT

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27. How are reading achievement test results used in your school?
(Check all which apply.)

- In needs assessment
- In development of program objectives
- In development and modification of curricula
- In administrative decision-making
- In measurement of the school's progress in meeting its goals
- Other; specify _____

64
65
66
67
68
69

28. How are reading diagnostic test results used in your school?
(Check all which apply.)

- In assignment of students to special reading instruction
- In grouping students according to skill deficiencies
- In modification of classroom groupings
- In decisions on skills to be included in the instructional program
- Other; specify _____
- Diagnostic tests are not administered

70
71
72
73
74
75
76

29. Check the data used in determining reading group placement for individual students. (Check all which apply.)

- Standardized reading achievement tests
- Standardized diagnostic reading tests
- District-developed criterion-referenced tests
- Informal/teacher-developed tests and inventories
- Teacher observations
- Previous school records
- Other; specify _____

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30. This year, as part of the Special Emphasis Program, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

- (1) Yes
- (2) No

78

31. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

- (1) Yes (If yes, and new this year, please attach copy to this questionnaire.)
- (2) No

TEACHER AIDES

79

32. Does the Special Emphasis Project use paid teacher aides in the instructional program?
- (1) Yes
- (2) No (Go on to question 39.)

80

- 33.a. Other than Special Emphasis inservice training for the entire teaching staff, have these aides received training as part of the Special Emphasis Project?
- (1) Yes
- (2) No (Go on to question 36.)

9-10="05"

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b. If yes, who trained these aides? (Check all which apply).

- Reading specialist/teacher Classroom teacher
- District coordinator Principal
- Project director Other; specify _____

17

34. How many hours of training was involved for aides? (Check only one.)
- (1) Less than 5 hours
- (2) 5 to 10 hours
- (3) 11 to 15 hours
- (4) 16 to 20 hours
- (5) More than 20 hours

18

Providing small group instruction in specific skill development

A Great Deal of Training Provided	Some Training Provided	No Specific Training Provided
(1)	(2)	(3)

19

Providing diagnostic/prescriptive activities

20

Providing remedial reinforcement activities

21

Tutoring students in other content areas

22

Designing motivational activities for children

23

Developing materials

24

Maintaining a recordkeeping system

25

Providing publicity about innovations in the reading program

26

Other; specify _____

36. Have the aides received Special Emphasis inservice training provided to all other instructional staff?

- (1) Yes
- (2) No

37. Who supervises and/or plans the activities of the aides who assist in the Special Emphasis Program on a daily basis? (Check all which apply.)

28
29
30
31
32
33

- (1) The individual classroom teacher
- (2) The reading specialist/teacher
- (3) The principal
- (4) District reading personnel
- (5) The project director
- (6) Other; specify _____

38. How effective are these aides in providing the following kinds of services within the classroom setting? (Check one box per service.)

34
35
36
37
38
39
40
41
42

	<u>Very Effective</u> (1)	<u>Somewhat Effective</u> (2)	<u>Not Effective</u> (3)	<u>Not a Responsibility for Aides</u> (4)
Providing small group instruction in specific skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing diagnostic/prescriptive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing remedial reinforcement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring students in other content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing motivational activities for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining a recordkeeping system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing publicity about innovations in the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

39. What effect has the Special Emphasis Project had on the following attitudes? (Check one box per effect.)

44
45
46

	<u>Positive Change</u> (1)	<u>No Change</u> (2)	<u>Negative Change</u> (3)	<u>Cannot Tell</u> (4)
Students' attitudes toward reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' attitudes toward reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal's attitudes toward the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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40. What impact has the Special Emphasis Project had on the total instructional program this year? (Check one box per impact area.)

	<u>Increased</u> (1)	<u>No Impact</u> (2)	<u>Decreased</u> (3)
47 Measurability of objectives used to conduct the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 Standardization of teaching reading along guidelines established by the Special Emphasis Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 Use of specific tools for assessing the needs of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 Use of evaluation instruments to assess teacher effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 Number of parent volunteers in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. To what extent is there administrative support for the Special Emphasis Project? (Check one box per support area.)

	<u>A Great Deal of Support</u> (1)	<u>Some Support</u> (2)	<u>Little or No Support</u> (3)
53 Reading specialists and aides are not assigned to other duties during Special Emphasis reading instructional or planning periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54 Adequate physical space has been provided to the project for both planning and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 Administrators have involved themselves in the inservice training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56 Intervention on the part of administrators has reconciled difficulties between project staff and regular school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. What have been the most important benefits of the Special Emphasis Reading Program in your school?

43. What problems have arisen in your school as a result of the Special Emphasis Reading Program?



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44. How would you change the Special Emphasis Reading Program to make it more effective?

45. What features, if any, of the Special Emphasis Reading Program will be retained at this school once federal funds cease (e.g., use of reading specialists/teachers, summer school program, in-service program, use of schoolwide skill mastery recordkeeping system)?

RS-13

86

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4-53

GENERAL RESEARCH



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Teacher,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII - National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As an Experimental School Classroom Teacher you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

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EXPERIMENTAL SCHOOL CLASSROOM TEACHER QUESTIONNAIRE

0 5

Clearance No.
Exp. 01-31-80

PERSONAL DATA

3-9="01"

1. What is your highest educational degree? (Check only one.)

10

- (1) B.A. or B.S.
- (2) M.A. or M.S.
- (3) Ed.D/Ph.D
- (4) Other; specify _____

2. Do you possess an Education Specialist Degree or an Advanced Certificate?

11

- (1) Yes
- (2) No

If yes, in which area of specialization _____

3. How many years of paid, full-time teaching experience do you have, including the current school year?

12-13

(e.g. Two years = 0 2 Thirteen years = 1 3)

CLASSROOM TEACHER'S ROLE

4. What grade level(s) do you presently teach? (Check all which apply.)

14
15
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- Grade 1 Grade 4
- Grade 2 Grade 5
- Grade 3 Grade 6

5. a. Are you a specific content area teacher?

20

- (1) Yes
- (2) No

b. If yes, indicate subject area taught _____

6. Number of students in your class, or, if you are a specific content area teacher, the average number of students per class.

21-22

7. How many teacher aides assist you with actual reading instruction?

23-24

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4-55

COORDINATION ACTIVITIES

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8. a. This year has anyone asked you to provide information as to how the reading program could be improved in your school?

- (1) Yes
(2) No (Go to question 9.)

b. If yes, who asked you? (Check all who apply.)

- The reading specialist/teacher
 The principal
 District reading personnel
 The Special Emphasis project director
 Other; specify _____

c. Do you feel that the concerns and ideas you expressed were taken into consideration?

- (1) Yes
(2) No

31

9. About how often during this year have you and a reading specialist/teacher for the Special Emphasis Reading Project discussed student progress, coordinated activities and/or exchanged instructional plans?

- (1) Almost daily
(2) Weekly
(3) Monthly
(4) Semi-annually/annually
(5) Never

32

10. a. About how often does this reading specialist/teacher visit your class? (Check only one).

- (1) Almost daily
(2) Weekly
(3) Monthly
(4) Semi-annually/annually
(5) Never (Go to question 11.)

33

b. How often does she/he do the following during these visits? (Check one box per activity).

	<u>Frequently</u> (1)	<u>Sometimes</u> (2)	<u>Never</u> (3)
34 Observe classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Show parents, district, or other personnel around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Provide techniques and materials for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 Provide instruction to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 Interrupt your teaching to discuss administrative matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11. Was inservice training in reading offered to you this year?
- (1) Yes
- (2) No (Go to question 14.)
12. Who conducted inservice training in reading this year? (Check all that apply.)
- (1) School
- (2) District
- (3) Special Emphasis Project personnel
- (4) Outside consultant
- (5) Other; specify _____

46
47

- 13.a. About how many clock hours per month did you participate in inservice training in reading conducted by your school, district, or Special Emphasis Project this year? (Check only one.)
- (1) 0 hours/month
- (2) 1 - 4 hours/month
- (3) 5 - 8 hours/month
- (4) 9 or more hours/month
- b. How helpful has this year's inservice training in reading been in enabling you to carry out your classroom reading activities? (Check only one.)
- (1) Very helpful
- (2) Somewhat helpful
- (3) Not helpful

THE SCHOOL READING PROGRAM

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51

14. Which of the following baseline data are available on students in your class to assist you in planning your classroom reading program? (Check all which apply.)
- Achievement test reading levels
- Diagnostic skill profiles
- Attitude measures
- Other; specify _____

52
53
54

15. Describe your grouping strategy for reading instruction in your classroom.
- | | Primary Strategy
(1) | Secondary Strategy
(2) | Not Used
(3) |
|------------------------------------|--------------------------|---------------------------|--------------------------|
| Large groups (10 or more children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Small groups (4-9 children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Individual (1-3 children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

55

16. Who determines which children will be placed into which reading groups in your classroom?
- (1) The classroom teacher
- (2) The reading specialist/teacher
- (3) The classroom teacher and reading specialist/teacher, jointly
- (4) Other; specify _____



17. Approximately how often do you make use of the following teaching strategies? (Check all which apply.)

	<u>Planning the Reading Program:</u> the classroom teacher is involved in:	Daily (1)	Weekly (2)	Monthly (3)	Each Grading period/annually (4)	Never (5)
56	Utilizing behavioral objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Teaming with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	Informing parents about the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	Asking parents to assist with the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	Encouraging the participation of teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Making materials which address student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Organizing and developing learning/interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Organizing and developing listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64	Organizing and developing writing centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>Implementing the Reading Program:</u> the classroom teacher directs the child in:					
65	Reading silently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	Reading multi-ethnic stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Retelling stories read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Evaluating story outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Reading independently during recreational reading time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Reading orally in turn with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Role playing/dramatizing based on reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	Describing personal experiences for language-experience stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	Utilizing programmed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	Utilizing workbooks or skill practice sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75	Working at learning/interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76	Working at listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77	Working at writing centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78	Viewing films for reading background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79	Writing his/her own stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80 8-9-'02"	Choosing his/her own reading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Evaluating his/her own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12

18. With regard to your instructional program, how do students know what to do? (Check one.)

- (1) Daily routines or assignments are posted or announced.
- (2) Teacher and students plan weekly or daily activities.
- (3) Children choose from a variety of activities.
- (4) Other; specify _____

19. Please indicate to what extent you use the following resources/equipment in your classroom reading program.

	Major Resource in Teaching (1)	Supplementary Re- source in Teaching (2)	Not Used (3)	Not Available (4)
13 Reading lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Listening stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Language master	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Controlled reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Tachistoscope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Movie projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Record player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Videotape machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Which of the following materials do you use in your reading instruction program? Indicate whether they are major or supplementary resources. (Check all which apply.)

	Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
24 Basal series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 SRA-type kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Library/trade books and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Teacher-developed skill activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Published skill activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate which of the following materials you create for your reading program, and whether they are used as a major or supplementary resource. (Check one box per material.)

	Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
30 Worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Transparencies for overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Charts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37

22. Are the available materials in your school reading program adequate to serve your students needs?

Yes, adequate No, not adequate

If not adequate, why not? _____

TESTING AND ASSESSMENT

38

23. This year, as part of the Special Emphasis Program, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

(1) Yes
(2) No

39

24. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

(1) Yes
(2) No

EFFECTS OF THE SPECIAL EMPHASIS PROJECT

25. What effect has the Special Emphasis Project had on the following attitudes? (Check one box per effect.)

40

EFFECT:

Students' attitudes toward reading

Positive Change	No Change	Negative Change	Cannot Tell
(1)	(2)	(3)	(4)

41

Teachers' attitudes toward reading instruction

42

Principal's attitudes toward the reading program

26. What effect has the Special Emphasis Project had on students' reading habits? (Check one box per effect.)

43

EFFECT:

Time spent reading in class

Positive Change	No Change	Negative Change	Cannot Tell
(1)	(2)	(3)	(4)

44

Time spent reading outside class

45

Library and/or classroom book usage

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27. What problems have arisen in the school as a result of the Special Emphasis Project? (Check one box per problem.)

		Major Problem (1)	Minor Problem (2)	Not a Problem (3)
46	<u>PROBLEM:</u> Teacher dissatisfaction with Special Emphasis Project objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Conflict between Special Emphasis Project objectives and other district objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Teacher feelings that reading is being emphasized at the expense of other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Conflict between classroom teachers and reading specialists/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How has the Special Emphasis Project influenced the number of reading instruction methods you use in your classroom this year? (Check only one.)

51

(1) Expanded the number of methods I use.

(2) Restricted the number of methods I use.

(3) No change.

29. What have been the most important benefits of the Special Emphasis Reading Project in your school?

30. How would you change the Special Emphasis Reading Project to make it more effective?

31. In your estimation, what features of the Special Emphasis Project will be retained at this school once federal funding is discontinued?

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ESCI-7

4-61

94

GENERAL RESEARCH



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

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The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

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4-62

95

CONTROL SCHOOL CLASSROOM TEACHER QUESTIONNAIRE

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PERSONAL DATA

Clearance No.
Exp. 01-31-80

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USE ONLY
8-9-"01"

10

1. What is your highest educational degree? (Check only one.)

- (1) B.A. or B.S.
- (2) M.A. or M.S.
- (3) Ed.D/Ph.D
- (4) Other; specify _____

11

2. Do you possess an Education Specialist Degree or an Advanced Certificate?

- (1) Yes
- (2) No

If yes, in which area of specialization _____

12-13

3. How many years of paid, full-time teaching experience do you have, including the current school year?

(e.g. Two years = Thirteen years =)

CLASSROOM TEACHER'S ROLE

14
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4. What grade level(s) do you presently teach? (Check all which apply.)

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 4 |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 5 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 6 |

20

5. a. Are you a specific content area teacher?

- (1) Yes
- (2) No

b. If yes, indicate subject area taught _____

21-22

6. Number of students in your class, or, if you are a specific content area teacher, the average number of students per class.

23-24

7. How many teacher aides assist you with actual reading instruction?

BEST

COORDINATION ACTIVITIES

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39

8. a. This year has anyone asked you to provide information as to how the reading program could be improved in your school?

- (1) Yes
- (2) No (Go to question

b. If yes, who asked you? (Check all who apply.)

- The reading specialist/teacher
- The principal
- District reading personnel
- The Special Emphasis project director
- Other; specify _____

c. Do you feel that the concerns and ideas you expressed were taken into consideration?

- (1) Yes
- (2) No

9. About how often during the year have you and the reading specialist/teacher in your school held a conference to discuss your reading program? (Check only one.)

- (1) Almost daily
- (2) Weekly
- (3) Monthly
- (4) Semi-annually/annually
- (5) Never
- (6) There is no reading specialist (Go on to question 11.)

10. a. About how often does this reading specialist/teacher visit your class? (Check only one.)

- (1) Almost daily
- (2) Weekly
- (3) Monthly
- (4) Semi-annually/annually
- (5) Never (Go to question 11.)

b. How often does she/he do the following during these visits? (Check one box per activity.)

	<u>Frequently</u>	<u>Sometimes</u>	<u>Never</u>
	(1)	(2)	(3)
Observe classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show parents, district, or other personnel around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide techniques and materials for instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interrupt your teaching to discuss administrative matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40

11. Was inservice training in reading offered to you this year?

- (1) Yes
- (2) No (Go to question 14.)

41

12. Who conducted inservice training in reading this year?

- (1) School
- (2) District
- (3) Outside consultant
- (4) Other; specify _____

42

43

44

45

13. a. About how many clock hours per month did you participate in inservice training in reading this year? (Check only one.)

- (1) 0 hours/month
- (2) 1 - 4 hours/month
- (3) 5 - 8 hours/month
- (4) 9 or more hours/month

46

b. How helpful has this year's inservice training in reading been in enabling you to carry out your classroom reading activities? (Check only one.)

- (1) Very helpful
- (2) Somewhat helpful
- (3) Not helpful

THE SCHOOL READING PROGRAM

47

48

49

50

14. Which of the following baseline data are available on students in your class to assist you in planning your classroom reading program? (Check all which apply.)

- Achievement test reading levels
- Diagnostic skill profiles
- Attitude measures
- Other; specify _____

51

52

53

15. Describe your grouping strategy for reading instruction in your classroom.

	Primary Strategy (1)	Secondary Strategy (2)	Not Used (3)
Large groups (10 or more children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups (4-9 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual (1-3 children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54

16. Who determines which children will be placed into which reading groups in your classroom?

- (1) The classroom teacher
- (2) The reading specialist/teacher
- (3) The classroom teacher and reading specialist/teacher, jointly
- (4) Other; specify _____

17. Approximately how often do you make use of the following teaching strategies? (Check all which apply).

<u>Planning the Reading Program:</u> the classroom teacher is involved in:		Daily (1)	Weekly (2)	Monthly (3)	Each Grading period/annually (4)	Never (5)
55	Utilizing behavioral objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Teaming with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Informing parents about the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58	Asking parents to assist with the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	Encouraging the participation of teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60	Making materials which address student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Organizing and developing learning/interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62	Organizing and developing listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63	Organizing and developing writing centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Implementing the Reading Program:</u> the classroom teacher directs the child in:						
64	Reading silently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65	Reading multi-ethnic stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66	Recalling stories read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67	Evaluating story outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68	Reading independently during recreational reading time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69	Reading orally in turn with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70	Role playing/dramatizing based on reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71	Describing personal experiences for language-experience stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72	Utilizing programmed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73	Utilizing workbooks or skill practice sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74	Working at learning/interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75	Working at listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76	Working at writing centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77	Viewing films for reading background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78	Writing his/her own stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79	Choosing his/her own reading activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80	Evaluating his/her own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8-9="02"						
10	Other: specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11

18. With regard to your instructional program, how do students know what to do? (Check one.)

- (1) Daily routines or assignments are posted or announced.
- (2) Teacher and students plan weekly or daily activities.
- (3) Children choose from a variety of activities.
- (4) Other; specify _____

19. Please indicate to what extent you use the following resources/equipment in your classroom reading program. (Check one for each item.)

	Major Resource in Teaching (1)	Supplementary Re- source in Teaching (2)	Not Used (3)	Not Available (4)
12	Reading lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Listening stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Language master	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Controlled reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Tachistoscope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Movie projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Overhead projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Tape recorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Record player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Videotape machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Which of the following materials do you use in your reading instruction program? Indicate whether they are major or supplementary resources. (Check one for each item.)

	Major Resource (1)	Supplementary Resource (2)	Not Used (3)	Not Available (4)
23	Basal series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	SRA-type kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Library/travel books and magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Teacher-developed skill activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Published skill activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Please indicate which of the following materials you create for your reading program, and whether they are used as a major or supplementary resource. (Check one box per material.)

	Major Resource in Teaching (1)	Supplementary Resource in Teaching (2)	Not Created (3)
29	Worksheets	<input type="checkbox"/>	<input type="checkbox"/>
30	Transparencies for overhead projector	<input type="checkbox"/>	<input type="checkbox"/>
31	Slides	<input type="checkbox"/>	<input type="checkbox"/>
32	Charts	<input type="checkbox"/>	<input type="checkbox"/>
33	Tapes	<input type="checkbox"/>	<input type="checkbox"/>
34	Games	<input type="checkbox"/>	<input type="checkbox"/>
35	Other; specify _____	<input type="checkbox"/>	<input type="checkbox"/>

100

36

22. Are the available materials in your school reading program adequate to serve your students needs?

Yes, adequate No, not adequate

If not adequate, why not? _____

TESTING AND ASSESSMENT

37

23. This year, have you been actively involved in a total school planning activity to organize schoolwide reading instructional materials by level and/or purpose?

(1) Yes
(2) No

38

24. Do you maintain or have access to a schoolwide recordkeeping system which reflects mastery of specific reading skills by students?

(1) Yes
(2) No

EFFECTS OF THE READING PROGRAM

39

25. What affect has your reading program had on the following attitudes? (Check one box per affect.)

	Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
Students' attitudes toward reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' attitudes toward reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal's attitudes toward the reading program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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26. What effect has your reading program had on students' reading habits? (Check one box per affect.)

	Positive Change (1)	No Change (2)	Negative Change (3)	Cannot Tell (4)
Time spent reading in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time spent reading outside class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library and/or classroom book usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. What problems have arisen in the school as a result of your involvement as the control school in the Special Emphasis Project? (Check one box per problem.)

	<u>Major Problem</u> (1)	<u>Minor Problem</u> (2)	<u>Not A Problem</u> (3)	
45	Teacher resentment from administering tests to students who will not benefit from the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Teacher resentment of extra work when teachers receive no new materials or support for such work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Parental complaints about testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Teacher feelings that reading is being emphasized at the expense of other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Other: specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How have you changed the number of reading methods you use in your classroom this year? (Check only one.)

- 50
- (1) Expanded the number of methods I use.
- (2) Restricted the number of methods I use.
- (3) No change.

29. In the space below, describe both advantages and disadvantages of your school's participation as the control school in the Special Emphasis Project, and its effects on you as a classroom teacher.

CSCT-7

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102

**GENERAL
RESEARCH**



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

General Instructions

Classification of Teaching Practices

The attached instrument is designed to determine the range of teaching practices utilized in schools. Its purpose is to provide a measure of how similar or different teaching practices are between experimental and control schools involved in the Special Emphasis Project. Since the intent is to provide descriptive information, there are no right or wrong answers.

Please be candid in your responses; the results will be used to make general comparisons between experimental and control schools. There is no need to sign your name. The data are for statistical purposes only. The findings will be aggregated so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

103

4-70

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An Equal Opportunity Employer M/F

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CLASSIFICATION OF TEACHING PRACTICES

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2." If the statement generally describes your classroom, choose "3"; if it is absolutely true, choose "4."

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and school yard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the textbooks for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive, advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

This instrument was developed by TDR Associates, Inc., Newton, Massachusetts, under Contract Number OEC-1-7-062805-3963.

GENERAL RESEARCH



CORPORATION

7655 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22101
(703) 893-5900

Dear Librarian,

General Research Corporation is currently under contract with the U.S. Office of Education to conduct an evaluation of the Special Emphasis projects funded under the Title VII - National Reading Improvement Act. The purpose of the evaluation is to determine the effectiveness of added intensive instruction by reading specialists and reading teachers in elementary schools.

In conducting this study, we need your help. As a Librarian, you are uniquely qualified to comment on many aspects of reading instruction at your school.

The information derived from this study will be used by the Office of Education in preparing recommendations designed to implement new programs and policies in elementary reading instruction. It is, therefore, important to the success of current as well as future reading instructional practices that you provide the information requested as fully and as accurately as possible.

Your responses are not only desirable but necessary to the purposes of this study. However, should you object strongly to a specific item you are not obligated to respond. The data are for statistical purposes only. The findings will be combined so that it will not be possible to identify individual respondents. No names or addresses will be put onto computer tape or related to the data in any fashion. The data the Government will receive will not contain individual names. The code number on the questionnaire will never be linked directly to your name.

Thank you for your cooperation.

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

LIBRARIAN QUESTIONNAIRE

Clearance No.
Exp. 01-31-80

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8-12-00001

Inservice Training

1. About how many clock hours per month did you participate in inservice training in reading conducted by your school district, or Special Emphasis Project this year? (Check only one.)
- (1) 0 hrs/month
 - (2) 1-4 hrs/month
 - (3) 5-8 hrs/month
 - (4) 9 or more hrs/month

13

Librarian's Role

2. How would you define your role in the reading program in your school? (Check one box per role.)

14
15
16
17
18
19
20

	Primary Responsi- bility (1)	Secondary Responsi- bility (2)	Not My Responsi- bility (3)
Assisting students in selecting books that interest them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting students in selecting materials that address their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisting students in selecting books at an appropriate reading level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning displays to motivate student interest in reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning specific activities for students from grades 1-2 on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning specific activities for students from grades 3-6 on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



21 3a. Has your role changed in the past year as a result of the reading program in your district?

- (1) Yes
(2) No (go to question 4)

22 b. If yes, to what extent? (Check only one.)

- (1) I participate in a wider variety of tasks across grade levels on a daily basis
(2) I have participated in some special tasks a few times this year
(3) Special reading staff have assumed many of the tasks formally performed by the librarian
(4) Other, please specify. _____

School-Wide Program

23 4. During the school year, how often have you met with a reading specialist or reading consultant in your school to plan special activities designed to stimulate student interest in reading? (Check only one.)

- (1) Weekly
(2) Once or twice a month
(3) Two or three times this year
(4) Never

5. On the average, how often do you provide any of the following types of activities for children in grades 1 and 2? (Check one box per activity.)

	<u>Weekly</u> (1)	<u>Once Or Twice A Month</u> (2)	<u>One to Three Times A Year</u> (3)	<u>Never</u> (4)
24 Book talks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Read-ins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Puppet shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Famous characters in residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Story hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Learning centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Book fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Other (specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. On the average, how often do you provide any of the following types of activities for children in grades 3-6? (Check one box per activity.)

	<u>Weekly</u> (1)	<u>Once Or Twice A Month</u> (2)	<u>One to Three Times A Year</u> (3)	<u>Never</u> (4)
34 Book talks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Read-ins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Puppet shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 Famous characters in residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 Story hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Learning centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 Interest centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continuation of #6

	<u>Weekly</u> (1)	<u>Once Or Twice a Month</u> (2)	<u>One to Three Times A Year</u> (3)	<u>Never</u> (4)
41 Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 Book fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 Other (specify) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. During this school year, what changes have you noticed in the following areas of student library usage? (Check one box per area.)

	<u>Increased</u> (1)	<u>Remained the Same</u> (2)	<u>Decreased</u> (3)
44 Student use of reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 Student interest in books for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 Student use of magazines and periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 Student requests for materials for special projects or reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 Student use of library before and after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 Student participation in library or book clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How has the overall circulation of library books in the school changed over the past year? (Check only one.)

- 50 (1) Increased
- (2) Remained the same
- (3) Decreased

STUDENT INFORMATION CHECKLIST

										1	2
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13-14-"01"

Clearance No.
Exp. 01-31-80

TO THE TEACHER:

Please answer the following questions about the student identified above. For some of the questions the answers will probably be in your school records. For answers that are not a matter of record, please use your best estimate. All answers will be treated in accordance with the Federal privacy acts.

Thank you for your cooperation.

Background Information

15

1. In what grade is this student: If the student is in an ungraded class, indicate the grade student would be in if grades were used. (Check one.)

- (1) 1st grade (3) 3rd grade (5) 5th grade
 (2) 2nd grade (4) 4th grade (6) 6th grade

16-17
18-19
20-21

2. Student's date of birth.

mo.	day	yr.

22

3. Student's sex. (1) Male (2) Female

23

4. Racial and ethnic origins. Use your own judgment. Do not ask the student. (Check one.)

- (1) Native American (3) Black (5) White
 (2) Asian or Pacific Islander (4) Hispanic

24

5. To your knowledge, does the student participate in a free or reduced-price lunch or breakfast program? (Use your own observation or school records. Do not ask the student.)

- (1) Yes (2) No

6. What is your estimate of the educational background of this student's parents (or the adults with whom the student lives)? (Use your own observations or school records. Do not ask the student.) (Mark one answer for each parent/adult.)

	<u>Less Than High School</u>	<u>High School Graduate</u>	<u>Some College</u>	<u>College Graduate</u>	<u>Don't Know</u>
--	----------------------------------	---------------------------------	-------------------------	-----------------------------	-------------------

25

Mother (adult female) (1) (2) (3) (4) (5)

26

Father (adult male) (1) (2) (3) (4) (5)

27

7. In your opinion, is some language other than English the major language spoken in the student's home? (Use your own observations or school records. Do not ask the student.)

- (1) Yes (2) No

Participation Information

28

8. Has this student been absent 25% of the time or more?

- (1) Yes, absent (2) Yes, family moved (3) No

29

9. Has this student received reading instruction from a Special Emphasis reading teacher this year?

- (1) Yes (2) No

30

10. Has this student received at least 10 hours of instruction from a reading specialist/teacher during this school year?

- (1) Yes (2) No

31-32-33

a. How many minutes/week in your classroom, with you present?

34-35-36

b. How many minutes/week in your classroom, when you were out of the room?

37-38-39

c. How many minutes/week in a small group, out of your classroom?

40-41-42

d. How many minutes/week individually, out of your classroom?

43-44-45

e. Other (specify)

a. How many minutes/week in your classroom, with you present?

b. How many minutes/week in your classroom, when you were out of the room?

c. How many minutes/week in a small group, out of your classroom?

d. How many minutes/week individually, out of your classroom?

e. Other (specify)

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112



STUDENTS--GRADE 3

										0	9
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DIRECTIONS:

READ EACH SENTENCE CAREFULLY.

YES
(1)

SOMETIMES
(2)

NO
(3)

A. If you Always or Almost Always do what it says, circle the smiling face. For example, if you always or almost always like ice cream, circle the smiling face.



B. If you do what it says Sometimes, but Sometimes You Don't, circle the face that isn't smiling or frowning. For example, if sometimes you like to play outside and sometimes you don't, circle the face that isn't smiling or frowning.



C. If you Never or Almost Never do what it says, circle the face with a frown. For example, if you would never or almost never want to go to bed at 6 p.m., circle the face with the frown.



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Circle the face that shows how you feel about each sentence.

YES
(1)

SOMETIMES
(2)

NO
(3)

13-14="01"

15

1. Reading is fun for me.



16

2. I like to read during my free time.



17

3. I like my reading class.



18

4. I like to get books to read from the library.



19

5. It's fun when the teacher reads to us.



20

6. I only read when I have to.



STUDENT QUESTIONNAIRE
(Grades 4-6)

Clearance No.
Exp. 01-31-80

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DIRECTIONS: For this page read each sentence carefully.

If it is always true, put a check in the box next to YES.

- (1) YES (2) SOMETIMES (3) NO

If it is sometimes true, put a check in the box next to SOMETIMES.

- (1) YES (2) SOMETIMES (3) NO

If it is never true, put a check in the box next to NO.

- (1) YES (2) SOMETIMES (3) NO

3-14="01"

15

1. How many hours per week do you spend reading outside of school? (CHECK ONLY ONE)

- (1) 0 hours (4) 6-10 hours
 (2) 1-2 hours (5) 11-15 hours
 (3) 3-5 hours (6) More than 15 hours per week.

16

2. Do you like to read?

- (1) YES (2) SOMETIMES (3) NO

17

3. Do you read better this year than last year?

- (1) YES (2) NO

18

4. Does your reading teacher explain class work so that you understand it?

- (1) YES (2) SOMETIMES (3) NO

19

5. Is your homework usually right?

- (1) YES (2) SOMETIMES (3) NO

20-25

6. Where do you get the books you read in your free time? (CHECK THE ONES YOU MOSTLY USE)

- (1) Bookstore (3) School library (5) Classroom Library
 (2) Friends (4) Public library (6) Parents or Relatives



26

7. How many books have you read during the past month? (CHECK ONLY ONE) -

- (1) 0 (4) 11-15
(2) 1-5 (5) 16-20
(3) 6-10 (6) More than 20

27-34

8. Check the kinds of books that you most like to read.

- (1) Mysteries (5) Stories
(2) Sports (6) Science
(3) Comics (7) Joke books
(4) Heroes and heroines (8) Books on hobbies

35

9. Is a newspaper delivered to your house?

- (1) YES (2) NO

36

10. Do you read the newspaper?

- (1) YES (2) NO

37-44

11. Which sections of the newspaper do you usually read? (CHECK ALL THAT APPLY)

- (1) National news (5) Sports
(2) Local news (6) Feature stories
(3) Editorials (7) Other
(4) Comics (8) None

S(4-6)-2

GENERAL
RESEARCH



CORPORATION

7656 OLD SPRINGHOUSE ROAD
WESTGATE RESEARCH PARK
MCLEAN, VIRGINIA 22102
(703) 893-5900

Dear Parent:

This year, your child's school is part of a U.S. Office of Education study. The purpose of the study is to find out the effectiveness of intensive reading instruction by reading specialists in elementary schools. General Research Corporation is working with the U.S. Government to see how well each school has done.

For this reason, we need your help. As a parent, there are many things you know about how your child reads that a teacher might not know. What you can tell us may help other elementary schools teach reading better. Your full and honest answers to all questions are very important to our success. However, if you feel strongly about not answering certain questions, you may omit them.

Do not write your name on this questionnaire. This way, no answers can be linked to you. Our only interest is how parents as a group feel about the school's reading program. We understand that you may have several children in school at this time. But when you answer these questions, we would like you to think only about the child identified below.

Thank you for your cooperation.

Child's Grade _____ Child's Sex _____

This study is authorized by law (20 USC 1226). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

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PARENT QUESTIONNAIRE

DIRECTIONS

YES
(1)

NO
(2)

CAN'T
SAY
(3)

Read each question carefully. If it is generally true, put a check in the box under YES.

If it is not true, put a check in the box under NO.

If you do not have enough information to be sure if it is true or not, put a check in the box under CAN'T SAY.

9-"01"

10

1. Does your child read books other than school text books?

11

2. Does your child share books that he or she has read with you or other members of the family?

12

3. Does the school set up parent-teacher conferences to explain your child's strengths and weaknesses in reading?

13

4. Does the school provide you with the results of your child's test scores in reading and explain the steps to be taken to improve his/her reading skills?

14

5. Have you worked as a volunteer in your child's school this year?

15

6. Do you plan to enroll your child in a summer school reading program?

CLASSROOM/READING LAB OBSERVATION PROTOCOL



Interviewer: _____

(1) Reading Group ^a	(2) SEP (X)	(3) No. of Students	(5) FORMAL READING PROGRAM			(7) Most Common Read- ing-Related Activities	(8) GROUP INSTRUCTION				(9) INDIVIDUAL INSTRUCTION				(10) INDEPENDENT WORK Min/Day	(11) READING RELATED ACTIVITIES Min/Day
			(4) Most Common Read- ing Instructional Activities	(5) Instructional Focus	(6) Most Common Inde- pendent Student Activities		Min/Day	Min/Day by:			Min/Day	Min/Day by:				
							Tchr	AS	Aide		Tchr	AS	Aide			

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- CODE (4)**
- 1 Skill dev.
 - 2 Discussion
 - 3 Reading to std.
 - 4 Oral reading
 - 5 Interpretive act.
 - 6 Other; specify
- CODE (5)**
- 1 Readiness
 - 2 Word attack
 - 3 Reading voc.
 - 4 Comprehension
 - 5 Listening skills
 - 6 Other; specify
- CODE (6)**
- 1 Reading silently
 - 2 Working & learn etc.
 - 3 Taking test/quiz
 - 4 Complete workbs/skll practice sheets
 - 5 Reading-related games
 - 6 Dramatizing stories
 - 7 Art & Crafts act.
 - 8 Other; specify
- CODE (7)**
- 1 Dictionary skills
 - 2 Writing
 - 3 Dramatization
 - 4 Vocabulary dev.
 - 5 Subject area read.
 - 6 Other; specify
- EXCLUDE SPELLING**

(12) Name of basal reading series used. _____

(13) Do you have any means of measuring student progress in reading? (Check one.)
 Yes, daily Yes, weekly Yes, at beginning and end of grading period No

If yes, describe: _____

Is this system tied into the basal series used? _____

^aLet group 1 = the highest



CLASSROOM/READING LAB OBSERVATION PROTOCOL

Observer: _____

Time in Classroom: _____

<p>Physical Environment: Books in Evidence Seating Arrangements Visual Stimuli Neatness, Cleanliness</p>	<p>Nature of Instruction: Teaching Techniques Learning Experiences Use of Management System Use of Center</p>
<p>Students' Attention to Tasks: When interacting with teacher When working independently When working in groups</p>	<p>Materials used or available for use:</p>
<p>Nature of Teacher Control and Feedback: Directive/Non-directive Supportive, accepting, reinforcing</p>	<p>Other Comments:</p>

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PROJECT DIRECTOR/
PRINCIPAL
INTERVIEW GUIDE - SUMMER SPECIAL EMPHASIS

Interviewer: _____

1. Overview of Total Program

a. Format for the weekly schedule, including hours per day, typical activities, e

b. Program Objectives

- 1.
- 2.
- 3.

2. Description of Staff

- a. Reading Specialists (number, deployment, etc.)
- b. Teachers (number, deployment, etc.)
- c. Aides (number, deployment, qualifications)
- d. Volunteers (number, deployment, qualifications, hours per day)

3. Materials Used (describe)

a. Locally developed

b. Commercial

4. Program Coordination

a. Is there any formal coordination of the learning activities within the summer program, i.e., specified learning objectives, curriculum guides, year to year articulation of objectives, a management system?

b. Is there any identifiable coordination with the regular school program, i.e., curriculum interface with the regular school year, etc.?

c. Nature of supervision provided by Project Director/School Principal

5. Does the program employ any method(s) for measuring gains made by the students during the summer session?

6. Outstanding Features of the Program. Other Comments.

SITE SUMMARY

Site: _____

Sources: _____

1. History of the Implementation of Special Emphasis

a. Problems encountered and their resolution: _____

b. Outstanding features of the program: _____

c. Key insights gained: _____

d. Willingness to participate in similar projects; and why: _____

2.a. Number of instructional days (or weeks) in school year. _____

b. Number of operational days (or weeks) for Special Emphasis. _____

3. Site reading programs (local schools, ESAA, Title I, etc.)

Local school program

- a. Overview _____

- b. Target audience _____

- c. Number served _____
- d. Format (schedule, typical activities) _____

- e. Staff (numbers of teachers, specialists, aides, etc.) _____

- f. Materials (locally developed, commercial) _____

- g. Coordination and interface between this and other reading programs
in the school. _____

Additional reading programs

Name _____

a. Overview _____

b. Target audience _____

c. Number served _____

d. Format (schedule, typical activities) _____

e. Staff (numbers of teachers, specialists, aides, etc.) _____

f. Materials (locally developed, commercial) _____

g. Coordination and interface between this and other reading programs
in the school. _____

Additional reading programs

Name _____

a. Overview _____

b. Target audience _____

c. Number served _____

d. Format (schedule, typical activities) _____

e. Staff (numbers of teachers, specialists, aides, etc.) _____

f. Materials (locally developed, commercial) _____

g. Coordination and interface between this and other reading programs
in the school. _____

4. Coding review

- a. Correction results and use of corrected master list _____

- b. Verification of position 6 coding (Special Conditions) _____

- c. Follow-up required _____

5. Projected cost data for implementing an intensive reading program without Federal assistance (local cost for the following items).

Reading Specialist(s) (salary and fringe): \$ _____

Aides \$ _____

Classroom operation and maintenance/yr: \$ _____

Administrative cost \$ _____

Number of pupils _____

Type and duration of treatment: _____

Cost per pupil _____

IMPRESSIONS

6. Support and regard for Special Emphasis

Administrative _____

Specialists _____

Teachers _____

7. Overall impressions _____

8. Reception of and cooperation with evaluation team and evaluation objectives _____

9. Anecdotes and/or other comments _____

- District Administrator
- Project Director
- Principal
- Reading Specialist
- Teacher

SITE CLOSE-OUT INTERVIEW

What expectations did {the district} have when applying for a Special
you
Emphasis grant? (What motivated the district to apply?)

In what ways have these expectations been met?

In what ways has Special Emphasis not met {the district's} expectations?
your

Did {the district} benefit in any unexpected way(s) from participation
you
in Special Emphasis (spin-off, side effects)?

Did {the district} experience any unforeseen problems due to its partici-
you
pation in Special Emphasis?

Continuation of interview with District Administrators, Project Directors, and Principals.

Do you have any plans to follow-up on Special Emphasis with respect to utilization of the evaluation results?

If yes, who will be responsible for formally reviewing this report and recommending implementation of project findings?

Has the district conducted its own evaluation of the Special Emphasis Program or cooperated with other evaluation efforts?

Are there any written materials GRC may obtain?

How has the district made use of the extra materials purchased with Special Emphasis monies?

Has there been a change in the district's or school's reading budget over the last three years (other than inflationary increases)?

Yes No

→ Is the SEP responsible for this change? Yes No

By what percent has the budget changed? _____

At this point in time, is it possible to determine whether the Special Emphasis Program produced any lasting changes in the district's reading program or approach to reading? If so, what changes?

Have any of the reading specialists, aides, and/or clerks hired for Special Emphasis become permanent employees of the district?

If yes, are they involved in a continuation of the Special Emphasis concept?

If yes, how is this program funded?

Where is it operating?

Are there any changes in the program?

Specify _____

{Does the district} have specific areas of interest or particular questions {it hopes} to see covered or answered in the final report? What would {you hope} the district like to see covered in the final report?
{the district} like to see covered in the final report?
you

Yes No

└─> Specify _____

Conclude interview with Reading Specialists and Teachers here.