

## DOCUMENT RESUME

ED 252 550

TM 840 809

**AUTHOR** Nerenz, Anne G.; And Others  
**TITLE** School Background Variables. Comparative Study of Phase IV IGE Evaluation Project. Phase IV, Project Paper 80-7.

**INSTITUTION** Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

**SPONS AGENCY** National Inst. of Education (ED), Washington, DC.  
**PUB DATE** Nov 80  
**GRANT** OB-NIE-G-80-0117  
**NOTE** 60p.; For related documents, see TM 840 804-812 and TM 850 019.

**PUB TYPE** Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

**EDRS PRICE** MF01/PC03 Plus Postage.  
**DESCRIPTORS** \*Curriculum Evaluation; Elementary Education; Elementary Schools; Grade 2; Grade 5; \*Individualized Instruction; \*Institutional Characteristics; \*Mathematics Instruction; Programed Instruction; Program Implementation; Questionnaires; Rating Scales; \*Reading Instruction; \*School Organization; School Surveys

**IDENTIFIERS** Developing Mathematical Processes; \*Individually Guided Education; Prereading Skills Program; Wisconsin Design for Reading Skill Development

**ABSTRACT**

This is one of a series of reports which provide definitions of and descriptive data on the variables used in the Comparative Study of Phase IV of the Individually Guided Education (IEG) Evaluation Project. Phase IV investigated three curriculum programs specifically designed to be compatible with instructional programming for the individual student: (1) the Wisconsin Design for Reading Skills Development (WDRSD); (2) Developing Mathematical Processes (DMP); and (3) Prereading Skills (PRS). Information on instructional methods and pupil outcomes for grades 2 and 5 was collected from achievement monitoring and domain referenced tests, teacher logs, and classroom observations. Information on background, organizational, and program variables came from questionnaires completed during structured interviews with principals, unit leaders, and teachers. This paper focuses on six background variables: Demographic Background, Teacher Experience, Interorganizational Relations, Procedures Fostering Coordination and Development of the School Program, Intraorganizational Structure, and General Implementation of the Instructional Programming Model. For each variable, the report includes a verbal definition, a list of the questionnaire items from which the variable was developed, a detailed explanation of the scaling procedures, and a description of the distribution of the variable in the 19 participating schools.

(Author/BS).

ED252550

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

\* This document has been reproduced as  
received from the person or organization  
originating it.  
Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

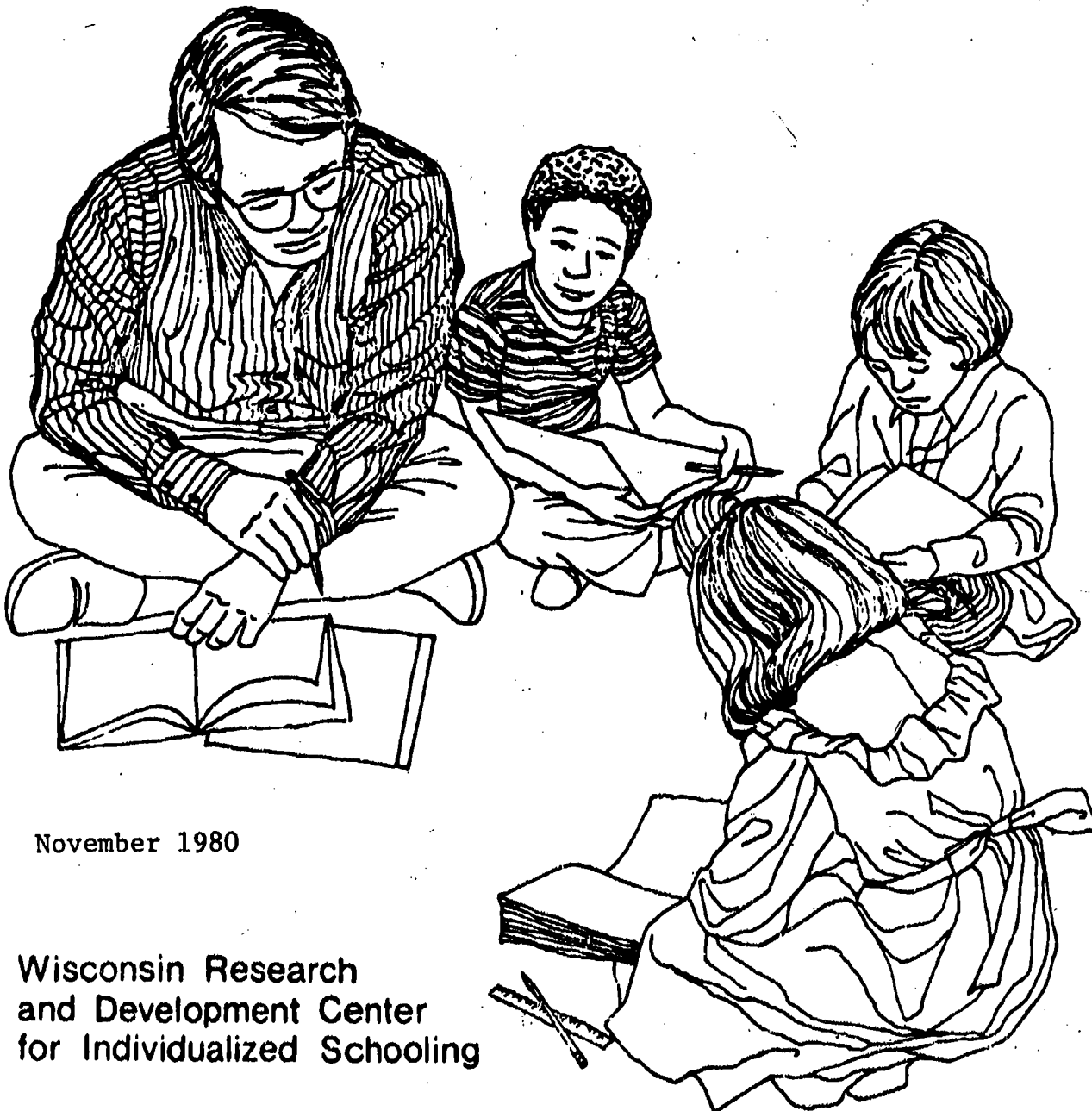
Phase IV

Project Paper 80-7

SCHOOL BACKGROUND VARIABLES

COMPARATIVE STUDY OF PHASE IV  
IGE EVALUATION PROJECT

by Anne G. Nerenz, Norman L. Webb, and Deborah M. Stewart



November 1980

Wisconsin Research  
and Development Center  
for Individualized Schooling

TM 840 809

Phase IV  
Project Paper 80--7

SCHOOL BACKGROUND VARIABLES

by

Anne G. Nerenz, Norman L. Webb

and

Deborah M. Stewart

Report from the  
IGE Evaluation Project

Thomas A. Romberg  
Work Group Chairman

Wisconsin Research and Development Center  
for Individualized Schooling  
The University of Wisconsin-Madison  
Madison, Wisconsin

November 1980

Published by the Wisconsin Research and Development Center for Individualized Schooling. The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Grant No. OH-NIE-G-80-0117

4

ii

BEST COPY AVAILABLE

# MISSION STATEMENT

The mission of the Wisconsin Research and Development Center is to improve the quality of education by addressing the full range of issues and problems related to individualized schooling. Teaching, learning, and the problems of individualization are given concurrent attention in the Center's efforts to discover processes and develop strategies and materials for use in the schools. The Center pursues its mission by

- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT  
CENTER FOR INDIVIDUALIZED SCHOOLING

## Table of Contents

	<u>Page</u>
List of Tables . . . . .	vii
List of Figures . . . . .	viii
Abstract . . . . .	ix
Introduction . . . . .	1
A Comparison of the of the Phase I and Phase IV Models . . . . .	2
Variable Definitions and Scores . . . . .	5
Scaling Procedures . . . . .	12
Procedures Fostering Coordination and Improvement of the School Program . . . . .	16
Intraorganizational Structure . . . . .	17
General Implementation of the Instructional Programming Model . . . . .	19
References . . . . .	26
Appendix: Questionnaire Items Used in Scaling Background Variables	27

List of Tables

<u>Table</u>	<u>Page</u>
1 Number of Schools in Demographic Background Categories . . . . .	7
2 Distribution of Teacher Experience Scores . . . . .	7
3 Interorganizational Relations Scores . . . . .	9
4 Scores on Variable "Procedures Fostering Coordination and Improvement of the School Program" . . . . .	10
5 Intraorganizational Structure Scores . . . . .	11
6 Scores on "General Implementation of the Instructional Programming Model" . . . . .	13

List of Figures

<u>Figure</u>	<u>Page</u>
1 Causal model of relationships implied in IGE literature. . . . .	4
2 Phase IV model of anticipated relationships between variables . . .	6



## Abstract

This report is one in a series of papers which provide definitions of, and descriptive data on, the variables used in the Comparative Studies of Phase IV of the IGE Evaluation Project. Specifically, it focusses on six background variables: Demographic Background (DB), Teacher Experience (TE), Interorganizational Relations (IOR), Procedures Fostering Coordination and Development of the School Program (GOS), Intraorganizational Structure (IOS), and General Implementation of the Instructional Programming Model (IPM). For each of these variables, the report includes a verbal definition, a list of the questionnaire items from which the variable was developed, a detailed explanation of the scaling procedures and a description of the distribution of the variable in the 19 participating schools.

The IGE Evaluation Project has as a central objective the identification of features of IGE schooling which contribute to successful instruction, especially in reading skills and mathematics. Although the first four phases of this project focussed on different aspects of IGE, they were designed to provide complementary data bases resulting in a comprehensive description of this form of schooling. With this goal in mind, Phase IV was designed to supplement information collected in Phases I and III by providing detailed information on a small number of curricular and instructional variables. That is, whereas these phases investigated organizational, system, general means of instruction, and general achievement variables, the main purpose of Phase IV was to investigate the three R & D Center-produced curriculum programs whose instructional procedures and materials were specifically designed to be compatible with instructional programming for the individual student. These programs are the Wisconsin Design for Reading Skills Development (WDRSD) (Otto, 1977), Developing Mathematical Processes (DMP) (Romberg, 1977), and Prereading Skills (PRS) (Venezky & Pittelman, 1977).

Phase IV was composed of five studies--three Descriptive Studies and two Comparative Studies. Information on the design and procedures used during each portion may be found in Project Papers 79-42 and 80-2 (Webb & Romberg, 1979; Webb, Romberg, Stewart, & Nerenz, 1980).

Briefly, each part was designed to provide detailed information on two variables--means of instruction and pupil outcomes--using achievement monitoring and domain referenced tests, teacher logs, and classroom observations. In addition, a smaller amount of information on background, organizational, and program variables was obtained from structured interviews with principals, unit

leaders, and teachers. These interviews were based on questionnaires composed of key questions from the set of Phase I questionnaires; key questions are those heavily weighted in the scaling of particular Phase I variables. In each school participating in the comparative studies an interview was conducted with the principal, one unit leader at each of grades 2 and 5, and at least one teacher at each of those grades.

Interview responses are used as the basis for the six variables discussed in this paper: Demographic Background (DB), Teacher Experience (TE), Inter-organizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOS), Intraorganizational Structure (IOS), and General Implementation of the Instructional Programming Model (IPM).

This paper reports development of background variable scores for the two Comparative Studies, one for DMP and one for WDRSD. In Section II the Phase I and Phase IV models are presented. Section III includes formal definitions of the variables and scores of schools in the Comparative Studies. Scaling procedures are detailed in Section IV. Questionnaire items are given in the Appendix.

#### A Comparison of the Phase I and Phase IV Models

A structural model for predicting student achievement was developed for Phase I and is shown in Figure 1 (Price, Janicki, Howard, Stewart, Buchanan, & Romberg, 1978). This model was developed from the three premises on which IGE is based. They are:

1. Certain organizational features make it more likely that certain desirable instructional practices will occur. These organizational features also make it more likely that the staff will be satisfied with their jobs.

2. The use of certain curriculum materials and associated systems of information collection and record keeping makes it more likely that certain desirable instructional practices will occur.

3. Those instructional practices which are deemed desirable in IGE make high student achievement more likely. They also make it more likely that desirable changes in other student characteristics, such as self-perception and locus of control, will occur.

Data on the first premise were organized into six variables: Interorganizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOS), Intraorganizational Structure (IOS), General Staff Background (GSB), Belief in Individual Differences (INDIV), and General Implementation of the Instructional Programming Model (IPM). These describe in detail the organizational structure and staff background in the school. Four variables were developed in response to the second premise. These are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), and Management of Grouping and of Instructional Continuity (IE). A single variable -- Student Achievement-- (SA) represents the pupil outcomes discussed in the third premise. With the exception of the achievement measures, data on all of the variables in the Phase I model were collected using unit teacher, unit group, general staff, and school governing group questionnaires.

In contrast, Phase IV was designed to provide more detail on the last two premises posed in Phase I, with specific attention paid to means of instruction and curriculum-related student achievement. In addition, sufficient background information was obtained so that each school in the smaller Phase IV sample might

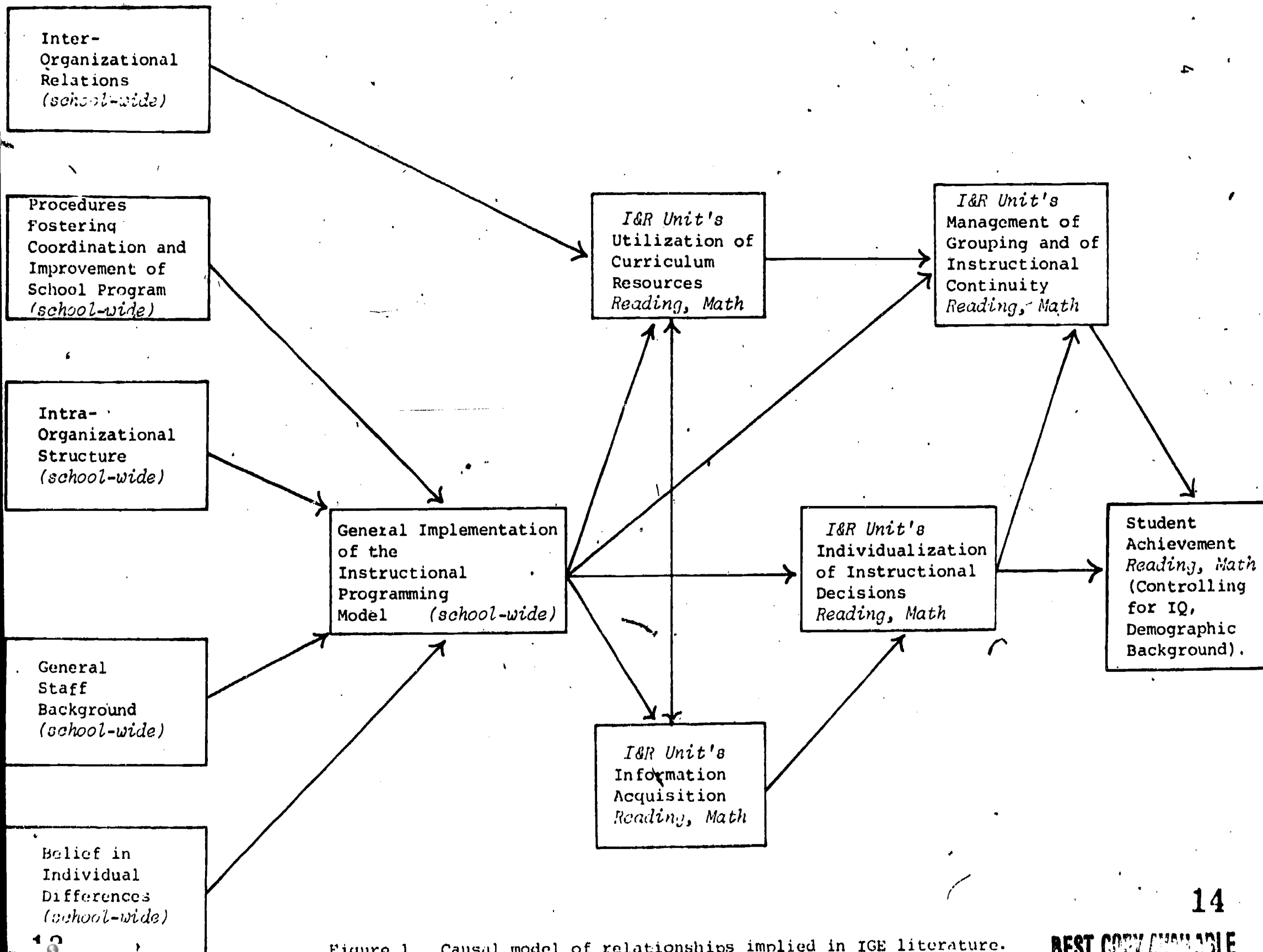


Figure 1. Causal model of relationships implied in IGE literature.

be related on several significant dimensions to schools in the larger Phase I sample as a whole. Thus, some information was collected on five of the six schoolwide variables used in Phase I: IOR, GOS, IOS, GSB (called Teacher Experience in Phase IV), and IPM. Demographic Background appears as a covariate of achievement in the Phase I model but is considered a background variable in Phase IV. In Phase IV, the Classroom Procedures variables were assessed with teacher logs and classroom observations, providing considerably more detailed information than was obtained in Phase I. Pupil Achievement variables were also more extensively measured in Phase IV. A model depicting the Phase IV variables and the anticipated relationships is shown in Figure 2.

Phase I was a large scale survey which included 156 schools. The model was tested using structural equations analysis. The Phase IV Comparative Studies included 19 schools and focusses on two contrasts: (a) The schools using DMP or WDRSD with IGE schools using an alternative mathematics or reading program, and (b) IGE schools using DMP or WDRSD with non-IGE schools using the program.

### Variable Definitions and Scores

#### Demographic Background

Demographic Background (DB) provides a measure of the student population of the school. It is identical to the Phase I measure and is identically scaled. DB is a nominal variable. The distribution of schools into the categories of DB is shown in Table 1 separately for the two studies.

#### Teacher Experience

This variable is a measure of staff teachers' overall experience in education as well as their experience in IGE schools. Teacher scores of 1-5 points were averaged for each school. Results are shown in Table 2.

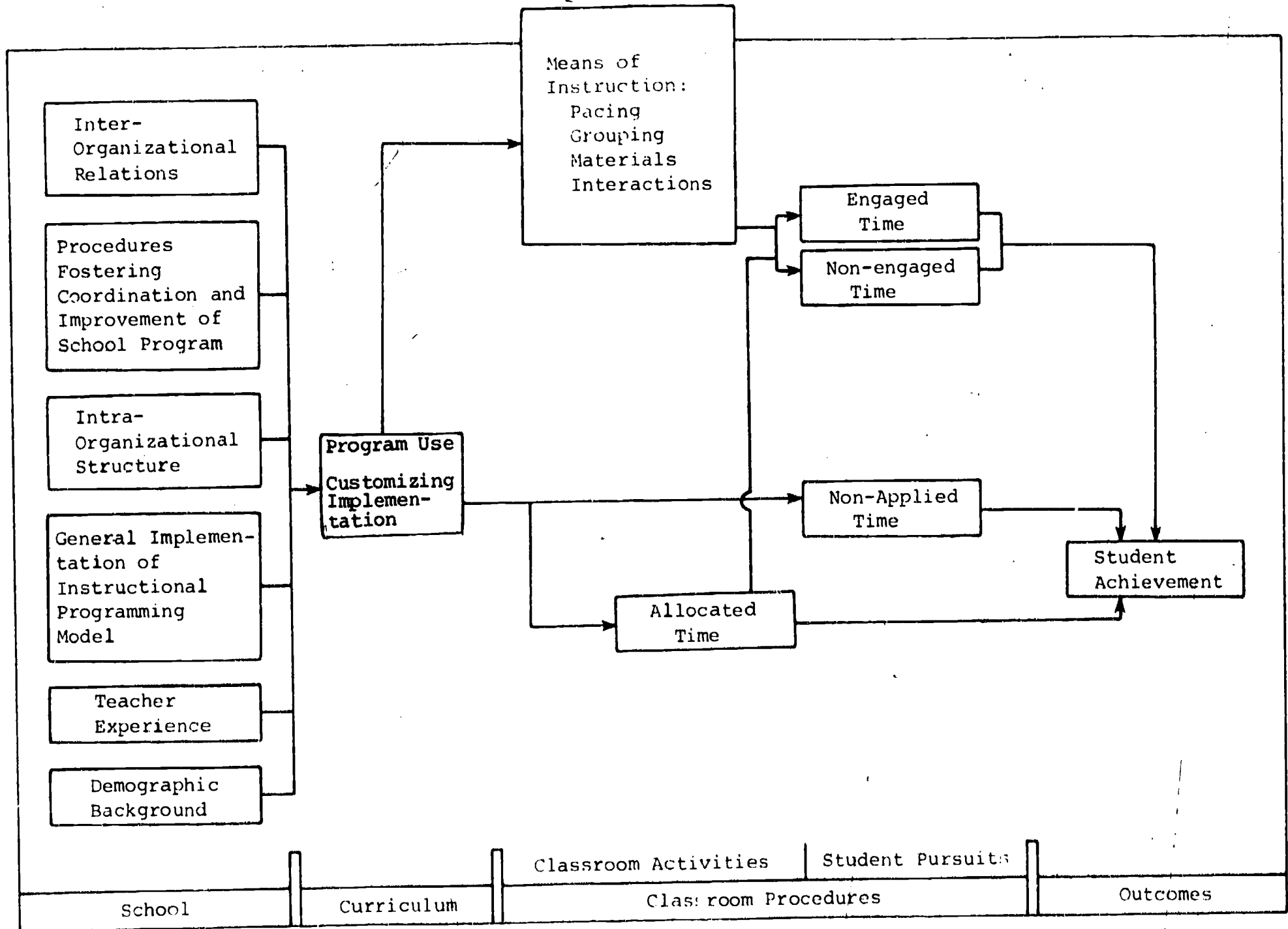


Figure 2. Phase IV model of anticipated relationships between variables.

Table 1  
Number of Schools in Demographic Background Categories

DB Category	WDRSD Study	DMP Study
Urban fringe	3	2
Medium city	3	1
Small Place	2	0
Extreme rural	3	4
Low metro	0	1

Table 2  
Distribution of Teacher Experience Scores

Score	Number of Schools	
	WDRSD Study	DMP Study
Over 4	5	3
Over 3, but not over 4	6	4
Over 2, but not over 3	0	0
Over 1, but not over 2	0	0
1 or less	0	1



### Interorganizational Relations

This variable (IOR) is a measure of school affiliations and staff activities which involve persons and organizations outside of the school. Subscores were developed for (a) school interactions with parents, (b) district support of the curriculum program, and (c) district-wide meetings about program issues and, for IGE schools only, membership in a regional group of IGE schools. The total IOR score of from 0 - 12 points is a sum of the three subscores. Scores for all schools in the Comparative Studies and means for school type in each study are shown in Table 3.

### Procedures Fostering Coordination and Improvement of the School Program

This variable (GOS) is a measure of the schoolwide procedures and practices which are designed to promote continuity and refinement of the overall school program. Release planning time as well as new teacher orientation programs and inservice procedures were considered.

Scores for (a) release time for staff planning, (b) orientation programs for new teachers, and (c) inservice procedures were developed. The total GOS score, which can range from 0-24 points, is obtained by summing these subscores. Scores for all schools by type, and means for each type, are given in Table 4.

### Intraorganizational Structure

This variable (IOS) is a measure of the school's internal organization and the mechanics of its functioning. Scores indicate the extent to which students and staff are organized into multiaged instructional units and the amount of time which is available for regular meetings of the school's governing body.

Table 5 gives the school scores by type and the mean for each type of school in the Comparative Studies. The scores, which can range from 0-29, are a composite of two subscores: (a) a measure of school organization, and (b) a measure of school governance.

Table 3

## Interorganizational Relations Scores

School	DMP Comparative Study			
	Parents (6)	District Support (3)	Meetings (3)	Total (12)
<b>IGE/DMP</b>				
440	3.25	2.00	1.00	6.25
593	3.00	3.00	1.00	7.00
Mean	3.12	2.50	1.00	6.62
<b>IGE/non-DMP</b>				
333	4.25	3.00	1.00	8.25
421	5.50	2.00	3.00	10.50
428	1.50	3.00	3.00	7.50
Mean	3.75	2.67	2.33	8.75
<b>Non-IGE/DMP</b>				
762	3.00	0.00	3.00	6.00
904	1.00	0.00	0.00	1.00
905	3.00	0.00	0.00	3.00
Mean	2.33	0.00	1.00	3.33
<b>WDRSD Comparative Study</b>				
<b>IGE/WDRSD</b>				
451	2.50	2.00	3.00	7.50
466	3.00	1.00	1.00	5.00
476	2.50	0.00	1.00	3.50
507	2.00	0.00	1.00	3.00
Mean	2.50	.75	1.50	4.75
<b>IGE/non-WDRSD</b>				
372	2.00	3.00	1.00	6.00
410	2.00	3.00	1.00	6.00
493	0.00	0.00	0.00	0.00
Mean	1.33	2.00	0.67	4.00
<b>Non-IGE/WDRSD</b>				
900	.50	3.00	3.00	6.50
901	2.50	3.00	0.00	5.50
902	1.50	0.00	3.00	4.50
903	3.00	3.00	3.00	9.00
Mean	1.88	2.25	2.25	6.38

Note: Maximum possible scores are given in parentheses.

Scores on Variable "Procedures Fostering Coordination and Improvement  
of the School Program"

DMP Comparative Study				
School	Release Time (5)	Orientation Programs (10)	Inservice Procedures (9)	Total (24)
IGE/DMP				
440	1.50	4.25	9.00	14.75
593	5.00	0.00	6.00	11.00
Mean	3.25	2.12	5.00	12.88
IGE/non-DMP				
333	5.00	5.25	3.00	13.25
421	0.00	3.50	3.00	6.50
428	0.00	1.75	9.00	10.75
Mean	1.67	3.50	5.00	10.17
Non IGE/DMP				
762	1.00	8.00	6.00	15.00
904	0.00	7.00	3.00	10.00
905	1.00	8.00	6.00	15.00
Mean	0.67	7.67	5.00	13.33
WDRSD Comparative Study				
IGE/WDRSD				
451	4.00	9.00	9.00	22.00
466	5.00	6.25	9.00	20.25
476	2.00	4.00	3.00	9.00
507	0.50	5.00	6.00	11.50
Mean	4.00	6.06	6.75	15.69
IGE/non-WDRSD				
372	0.50	9.00	9.00	18.50
410	0.00	4.00	6.00	10.00
493	2.00	7.00	3.00	12.00
Mean	0.83	6.67	6.00	13.50
Non-IGE/WDRSD				
900	0.00	8.00	9.00	17.00
901	0.00	8.75	9.00	17.50
902	1.50	8.75	6.00	16.25
903	1.50	10.00	9.00	19.50
Mean	0.50	8.88	8.25	17.62

Note: Maximum possible scores are given in parentheses.

Table 5

11

## Intraorganizational Structure Scores

DMP Comparative Study			
School	School organization (15)	School governance (14)	Total (29)
IGE/DMP			
440	7.00	10.00	17.00
593	13.00	13.00	26.00
Mean	10.00	11.50	21.50
IGE/non-DMP			
333	14.00	13.00	27.00
421	13.00	13.00	26.00
428	5.00	9.00	14.00
Mean	10.66	11.66	22.33
Non-IGE/DMP			
762	5.00	10.00	15.00
904	0.00	0.00	0.00
905	5.00	0.00	5.00
Mean	2.33	3.33	2.50
WDRSD Comparative Study			
IGE/WDRSD			
451	13.00	7.00	22.00
466	12.00	13.00	25.00
476	13.00	11.00	24.00
507	12.00	10.00	22.00
Mean	12.50	10.25	23.25
IGE/non-WDRSD			
372	12.00	13.00	25.00
410	15.00	7.00	22.00
493	12.00	13.00	25.00
Mean	13.00	11.00	24.00
Non-IGE/WDRSD			
900	5.00	10.00	15.00
901	8.00	8.00	16.00
902	5.00	9.00	14.00
903	9.00	11.00	20.00
Mean	6.75	9.50	16.25

Note: Maximum possible scores are given in parentheses.

### General Implementation of the Instructional Programming Model

IPM is a measure of the extent to which the school is organized around the following steps of the ICE Model for Instructional Programming for the Individual Student:

1. setting schoolwide instructional objectives
2. selecting a subset of objectives for children in each unit
3. keeping and using records of assessment results
4. planning for instruction, including short-term grouping procedures
5. providing instruction, including variety in materials and in group sizes
6. assessing mastery of individual objectives
7. planning and evaluating the overall instructional program.

Scores were developed by summing seven subscores, one for each of the seven steps. IPM scores can range from 0-120 points. Table 6 gives these scores by school and gives the means for each type of school in the Comparative Studies.

### Scaling Procedures

#### Demographic Setting (DB)

National Assessment of Educational Progress (NAEP) uses seven categories of size and type of community in reporting results. These seven categories were used to assess DB in Phase I and Phase IV.

In the NAEP results, the patterns of success for students from the seven categories were generally consistent within the reading and mathematics areas and were the same between reading and mathematics. It is this pattern for 9-year-olds--the youngest group in the NAEP sample and the closest to the second and fifth graders tested in Phases I and IV--that is used to scale DB. The scale is shown below.

## Scores on "General Implementation of the Instructional Programming Model"

## DMP Comparative Study

School	Steps							Total (120)
	1 (6)	2 (18)	3 (18)	4 (13)	5 (40)	6 (13)	7 (12)	
<b>IGE/DMP</b>								
400	0.00	0.00	17.00	2.50	14.50	12.25	6.50	52.75
593	0.00	2.00	4.00	8.00	10.50	9.50	5.00	39.00
Mean	0.00	1.00	10.50	5.25	12.50	10.88	5.75	45.88
<b>IGE/non-DMP</b>								
333	6.00	2.00	7.00	6.50	22.50	8.00	6.00	58.00
421	5.00	12.00	16.00	3.00	28.00	11.00	5.00	80.00
428	5.00	8.00	16.00	2.00	23.00	11.25	6.50	71.75
Mean	5.33	7.33	13.00	3.83	24.50	10.08	5.83	69.91
<b>Non-IGE/DMP</b>								
762	0.00	12.00	8.00	11.00	31.00	11.00	4.00	77.00
904	0.00	6.00	0.00	10.00	13.00	13.00	4.00	46.00
905	0.00	0.00	0.00	0.00	8.00	5.00	4.00	17.00
Mean	0.00	6.00	2.66	7.00	7.33	5.33	4.00	46.67

## WDRSD Comparative Study

<b>IGE/WDRSD</b>								
451	6.00	11.00	18.00	11.75	31.00	9.50	7.50	94.75
466	5.00	4.00	17.00	11.25	26.00	8.00	4.00	75.25
476	5.00	6.00	15.00	5.75	24.00	8.75	6.50	71.00
507	6.00	18.00	15.00	11.75	17.00	9.50	3.50	80.75
Mean	5.50	9.75	16.25	10.12	24.50	8.94	5.38	80.68
<b>IGE/non-WDRSD</b>								
372	5.00	9.00	17.00	3.00	24.00	9.50	5.00	72.50
410	3.00	6.00	14.00	3.00	33.00	9.50	7.00	75.50
493	0.00	3.00	13.00	0.50	26.50	9.00	4.00	56.00
Mean	2.67	6.00	14.67	2.17	27.83	9.33	5.33	68.00
<b>Non-IGE/WDRSD</b>								
900	6.00	4.00	16.00	10.50	24.00	9.50	2.00	72.00
901	3.00	10.00	18.00	7.50	29.00	8.75	6.00	82.25
902	0.00	6.00	13.00	13.00	25.50	8.75	3.00	69.25
903	5.00	10.00	18.00	10.50	21.00	12.00	6.00	82.50
Mean	3.50	7.50	16.25	10.38	24.88	9.75	4.25	76.50

Note: Maximum possible scores are given in parentheses.

<u>Scaled Value</u>	<u>Category</u>
7	<i>High metro.</i> Area in city with a population greater than 150,000 where a high proportion of the residents are in professional or managerial positions.
1	<i>Low metro.</i> Area in city with a population greater than 150,000 where a high proportion of the residents are on welfare or are not regularly employed.
6	<i>Urban fringe.</i> Community within the metropolitan area of a city with a population greater than 200,000 outside the city limits and thus not in the high or low metro groups.
3	<i>Main big city.</i> Community within the city limits of a city population over 200,000 and not included in the high or low metro groups.
5	<i>Medium city.</i> City with population between 25,000 and 200,000.
4	<i>Small place.</i> Community with a population of less than 25,000.
2	<i>Extreme rural.</i> Community with a population under 3,500 where most of the residents are farmers or farm workers.

Teacher Experience

Teacher reports of their years of teaching experience were scaled as follows:

<u>Overall Experience</u> (MO1A, RO1A)		) Plus	<u>IGE Experience</u> (MO1B, RO1B)	
<u>Response</u>	<u>Scaled Value</u>		<u>Response</u>	<u>Scaled Value</u>
0-2 years	1		1 or more years	1
3-6 years	3			
7 or more years	4			

Results were averaged yielding a school score ranging from 1 to 5 points.

Interorganizational Relations

Interactions with parents. Teachers' reports on the nature and frequency

of parent visitations were assigned the following values:

Visitations are made daily, weekly, or two to three times a month (M01E1, R10E1)	2
Visitations are made for two or more reasons-- observe, aide, regular conference, particular problems (M10E2, R10E2)	2
Visitations are made for only one reason-- observe, aide, regular conference, particular problem (M10E2, R10E2)	1
There are provisions for a formal explanation of the mathematics (M10E3) or reading (R10E3) program to the parents.	2

Teacher scores were summed and averaged for a school score ranging from 0-6 points.

District support. Data on district support of the school's mathematics or reading curriculum program were obtained from the principal's questionnaire (P08I), with a maximum of 3 possible points:

<u>Response</u>	<u>Scaled Value</u>
The district officially approves of the curriculum program.	1
The district provides funds for workshops or for materials in support of the program.	2

District-wide meetings. All principals reported the frequency of district-wide meetings focussed on curricular issues; however, points were allocated differently for IGE and non-IGE schools, although each group could receive a possible total of 3 points:

<u>Response</u>	<u>Scaled Value</u>
Non-IGE schools	
Meetings on program issues are held 4 or more times a year	3
IGE schools	
Meetings on program issues are held 4 or more times a year,	2
The school participates in a regional group for IGE schools...	1



IOR total. The total score is a sum of the three subscores and has a possible range of from 0 to 12 points.

Procedures Fostering Coordination and Improvement of the School Program

Scaling

Release time. Unit leaders reported the numbers of hours per week which were scheduled as release time during which staff member could plan together (U01B):

<u>Response</u>	<u>Scaled Value</u>
3 or more hours	5
2 hours	3
1 hour	1

Orientation programs. The following teacher responses concerning the manner in which new teachers are introduced to the curriculum materials (M10D2, R10D2) were weighted by the principal's report of annual teacher turnover (P02B).

<u>Code</u>	<u>Teacher Response</u>
1	workshops
2	reading } specialist and unit leaders. mathematics }
3	other teachers
4	principal
5	someone given general directions
6	unit leader and teachers
7	trial and error
8	don't know
9	we have no new teachers

Responses were weighted by values assigned to reported turnover rate. Scores ranged from 0 to 10 as shown here:

<u>Code of Teacher Response</u>	<u>Scores for Reported Turnover Rate</u>		
	Low	Med	High
1 and 2	10	10	10
1 or 2 plus 3 or 4 or 6	10	10	10
8 and 9	10	0	0
1 or 2; any two of 3, 4, 6	8	7	6
3 or 4 or 6	7	6	5
7	0	0	0

Inservice procedures. The availability of each of three mathematics or reading inservice procedures (non-credit preschool workshops in the school and district--P06A; non-credit and credit staff development activities beyond the school district--P06B; staff development time in the building--P06C) was assigned 3 points, for a possible total of 9 for this section.

GOS total. A total of 24 points was possible, 5 from Release Time, 10 from Orientation Programs, and 9 from Inservice Procedures.

### Intraorganizational Structure

#### Scaling

Scores for school governance and school organization were determined separately, as described below, and then scores on each portion were summed, yielding a school-wide IOS score of up to 29 points.

School organization. Unit leaders indicated how their school organization was best described (UDIA): multigrade units, self-contained classrooms with some team teaching and coordination within grade levels, or self-contained classrooms. No points were given for reports of self-contained classrooms. Reports

of self-contained classrooms in addition to some team teaching were assigned 5 points unless additional information has been provided by the principal on a chart of school organization. All points for reports of multigrade units were developed from that chart.

On the organization chart, principals reported grade range of units or teams (P01EB), number of pupils per unit (P01D), and number of units holding regular weekly planning meetings (P01EF).

Multigrade units. For each unit which was reported to be composed of pupils from more than one grade, 5 points were assigned; points were summed and divided by the number of units resulting in a school average of from 0 to 5 points. :

Unit size. For each unit of 100-125 pupils, 5 points were assigned; for units of 75-99 or 126-150 pupils, 3 points were assigned; for all other unit sizes 1 point was given. Points for all units were summed and divided by the number of units to obtain a school average of from 1 to 5 points.

Unit planning. For each unit reported to have regular weekly planning meetings, 5 points were assigned; points were summed and divided by the number of units for a school average of from 0 to 5 points.

On this subsection, points were summed for a total of from 0 to 15.

School governance. Information on school governance was obtained from the principal and scored as follows:

<u>Response</u>	<u>Scaled Value</u>
Decision-making Group	
Presence of a decision-making body including a subgroup of faculty rather than the principal alone (P03A1)	3

<u>Response</u>	<u>Scaled Value</u>
Membership of that group	
Principal (P03A2)	3
All unit leaders only; staff teachers <del>only in schools not having unit leaders</del> (P03A3)	3
Some unit leaders only	1
One or more parent representatives	1
Scheduling of group meetings	
4 or more hours per month	4
2 to 3 hours per month	2

Points were summed and averaged with school scores ranging from 0-14 points.

IOS total. Scores for school governance and school organization were determined separately, as described above, and then summed, yielding a school-wide IOS score of up to 29 points.

#### General Implementation of the Instructional Programming Model

##### Scaling

Step 1 - Schoolwide objectives. This section deals with the development of relatively specific statements of objectives which would be the focus of a 2-4 week instructional period. Each principal reported on both the adoption of such schoolwide instructional objectives for reading or mathematics and the extent to which published sources (curriculum, objectives books, catalogs) were used during the adoption process. Eight items were included (P04A2, P04C1, P04C3, P04A1, P04B1, P04B2, P04B3) and responses were scored as follows:

<u>Response</u>	<u>Scaled Value</u>
School-wide objectives were adapted from published curriculum and objectives books or catalogs.	6

<u>Response</u>	<u>Scaled Value</u>
School-wide objectives were adapted from either published curriculums or objectives books or catalogs.	5
School-wide objectives were developed but <del>no information about the use of published materials</del> was provided.	3

Step 2 - Subsets of objectives. Generally a specific subset of the school-wide objectives are scheduled to be covered by each unit during the school year. Unit leaders reported the maximum number of such objectives which a child could attain in a Grade 2 or Grade 5 unit (U04C, U04A) and 4 to 12 points were assigned.

<u>Response</u>	<u>Scaled Value</u>
20-59 objectives	12
60-149 objectives	8
10-19 objectives	4

In addition, unit leaders who reported that there were minimum mastery requirements for all students and that a learner could not leave the curriculum area without satisfying these requirements (U02B3, U02C3, U02B1, U02C1) received another 6 points.

Thus a school might receive 12 points for number of objectives and 6 points for minimum requirements. Values in each section were summed and then Grade 2 and Grade 5 reports were averaged for a school score ranging from 0 to 18.

Step 3 - Record keeping. Both the types of recording devices and the nature of records being kept were considered in this section.

Unit leaders reported whether or not achievement records for specific instructional objectives were maintained (U03A3, U03A1), with 10 points assigned for affirmative responses; points for the Grade 2 and Grade 5 unit were averaged for 10 possible points for the school.

Teachers also reported on the exact nature of the records (M07A, R07A) and on the regularity of updating procedures (M07D, R07D). Four points were assigned if any raw score, percentage, skill mastery, or general category of test scores was recorded. An additional 4 points were assigned if records were reported to be regularly updated. Points for all Grade 2 and Grade 5 teachers were averaged for up to 8 points for the school.

Points from unit reports and from teacher reports were summed for a school record keeping score of from 0 to 18 points.

Step 4 - Planning. In the planning section, frequency of regrouping and type of regrouping procedures were scaled.

Both unit leaders and teachers reported the frequency with which students were regrouped on the basis of a common need for instruction on a specific objective (U02A3, M06Df, U02A1, R06Df) and points were assigned as follows:

<u>Response</u>	<u>Scaled Value</u>
Regrouping occurs montly or every 2-3 weeks	4
Regrouping occurs weekly or quarterly	2

In cases of disagreement among teachers and unit leaders, the smaller number of points was used in calculating the score.

Teacher's reports on grouping procedures were scored as follows, then summed and averaged for a possible total of 9.

<u>Response</u>	<u>Scaled Value</u>
Groups are formed on the basis of topics or objectives not mastered (M06D, R06D).	3
Multi-age, cross-graded groups are used (M06Dg, R06Dg).	3
90% or more of the students are regularly grouped (M06DH, R06DH).	3

<u>Response</u>	<u>Scaled Value</u>
Midyear transfer students are grouped beginning where the other students are (M09H, R09H).	-3

Overall, a total of 13 points was possible for Step 4.

Step 5 - Instruction. Both unit leaders and teachers reported on the amount of instructional time spent in various group sizes, the variation in learners' rates of progress, and the variety in instructional materials.

The following percentages of instructional time in each group size were scaled as described below:

<u>Response</u>	<u>Scaled Value</u>
20% or less time doing individual work (M06B1, R06B1).	4
30-89% in groups of 2-7 with 1 instructor (U02F1).	3
30-89% in groups of 8-20 with 1 instructor (U02F2)	3
0-19% in groups of 21-40 with 1 or more instructors (U02F3).	3
0-9% in groups of more than 40 with 1 or more instructors (UD2F4)	3

Differences in learners' rates of progress (U02E) were scored as follows"

<u>Response</u>	<u>Scaled Value</u>
Most learners progress at different rates.	4
Groups progress at different rates	2
Some learners progress faster or slower than the majority.	1

Unit leaders also provided information about the variety of instructional

materials and the extent of their use.

Variety of materials used:

Manipulatives (U05C)

<u>Response</u>	<u>Scaled Value</u>
3-4 types	6
1-2 types	2

No-media situations (U05D)

<u>Response</u>	<u>Scaled Value</u>
2-3 types	2

Reading writing materials (U05A)

<u>Response</u>	<u>Scaled Value</u>
4-6 types	6
2-3 types	4
1 type	2

Audiovisual materials (U05B)

<u>Response</u>	<u>Scaled Value</u>
4-7 types	6
2-3 types	4
1 type	2

In the DMP study, for reports that manipulatives were not being used at least 10% of the time, scores for manipulatives were reduced by half, resulting in scores ranging from 1-3. Similarly, in the WDRSD study, if only reading-writing materials were used, scores for those materials were reduced by half.

In summary, the Step 5 instruction subscore ranges from 0 to 40 points and is the sum of 4 points for the average of teachers' reports about amount of time in individual work, a maximum of 16 points for the average of unit leaders' reports about percentage of time in other learning groups, and a maximum of 20 points for the average of unit leaders' reports about materials use.



Step 6 - Assessment. Information was obtained on the type of assessment materials which were used as well as the frequency of assessment in the curriculum area.

Six types of assessment materials were reported--pretests (U03C1), internal tests (U03C2), posttests (U03C3), conferences (U03C4), student products (U03C5), and classroom observations (U03C6)--and points were assigned to the following combinations:

<u>Response</u>	<u>Scaled Value</u>
Pretests, posttests and two additional types	10
Pretests and posttests only	7
Any three types excluding pretests and posttests	5
Any two types excluding pretests and posttests	3

If teachers reported not using pretests, 2 points were subtracted from unit leader responses before averaging. Teachers' reports on the frequency with which tests were administered in the curriculum area (M11A, R11A) were assigned the following values:

<u>Response</u>	<u>Scaled Value</u>
For reading and math, tests are administered every 2, 3, or 4 weeks.	3
For math, tests are administered whenever topics or units were completed.	3

The assessment subscore of 13 points is thus the sum of 10 possible points for the average of unit leaders' reports of types of assessments used and 3 possible points for teachers' reports of the frequency of test administration.

Step 7 - Overall instructional planning. Teachers reporting that all students received skill instruction in the curriculum areas (M06C, R06C) or that

only children with educational or learning disabilities were not instructed in particularly difficult skills, received 4 points. Unit leaders reporting that regularly scheduled unit meetings were held (U01C1) and that at least 50% of the meeting time was devoted to instructional planning (U01D1) received 4 points. They received another 2 points if at least 10% was spent in evaluation (U01D3) and 2 points if some time for staff inservice (U01D5) was scheduled during unit meetings. From the total of 8 points, 1 point was subtracted if over 20% was spent on managerial and administrative arrangements (U01D2) and more than 10% was spent on individual staff preparation (U01D4).

The evaluation subscore of 12 points is thus the sum of 4 possible points for the average of teachers' reports about skill instruction for all students and a maximum of 8 points for the average of unit leaders' reports about meeting content.

#### Composite

The seven subscores were summed for a composite score with a maximum of 120 points.

- Otto, W. The Wisconsin Design: A reading program. In H.J. Klausmeier, R.A. Rossmiller, & M. Saily (Eds.), Individually guided elementary education: Concepts and practices. New York: Academic Press, 1977.
- Price, G.G., Janicki, T.C., Howard, J.A., Stewart, D.M., Buchanan, A.E., & Romberg, T.A. Overview of school and unit variables and their structural relations in Phase I of the IGE Evaluation (Technical Report No. 475). Madison: Wisconsin Research and Development Center for Individualized Schooling, 1978.
- Romberg, T.A. Developing Mathematical Processes: The elementary mathematics program for Individually Guided Education. In H.J. Klausmeier, R.A. Rossmiller, & M. Saily (Eds.), Individually guided elementary education: Concepts and practices. New York: Academic Press, 1977.
- Romberg, T.A., Webb, N.L., Stewart, D.M., & Nerenz, A.G., Design for the comparative study of reading skills and mathematics curriculum product of the IGE Evaluation Project (Project Paper No. 80-2). Madison: Wisconsin Research and Development Center for Individualized Schooling, 1980.
- Venezky, R.L., & Pittelman, S.P. PRS: A prereading skills program for individually guided education. In H.J. Klausmeier, R.A. Rossmiller, & M. Saily, (Eds.), Individually guided elementary education: Concepts and practices. New York: Academic Press, 1977.
- Webb, N.L., & Romberg, T.A. The design for the study of reading skills and and mathematics curriculum products IGE Evaluation Project--Phase IV (Project Paper 79-42). Madison: Wisconsin Research and Development Center for Individualized Schooling, 1979.

## Appendix

### Questionnaire Items Used in Scaling Background Variables

In this appendix items are arranged by variable. The letters and numbers to the left of the item identify the respondent and the location of the item in the outlined questionnaire. Respondents are indicated by the first letter of this identification code, as follows:

- P principal, both studies
- U unit leader, both studies
- M mathematics teacher, DMP study
- R reading teacher, WDRSD study

Demographic Background

P09

Phase IV staff reported student demographic background  
using definitions from Phase I

---

- |                   |                   |
|-------------------|-------------------|
| (0) High metro    | (3) Main big city |
| (1) Low metro     | (4) Medium city   |
| (2) Urban fringe  | (5) Small place   |
| (6) Extreme rural |                   |

Teacher Experience

M01A and  
R01A

For how many years have you taught? .

- |           |                |
|-----------|----------------|
| (0) 0-2   | (5) 21-25      |
| (1) 3-6   | (6) 26-30      |
| (2) 7-10  | (7) 31-35      |
| (3) 11-15 | (8) 36-40      |
| (4) 16-20 | (9) 41 or more |

M01B  
R01B

How many of these years, if any, have been in any IGE school?

- |       |               |
|-------|---------------|
| (0) 0 | (5) 5         |
| (1) 1 | (6) 6         |
| (2) 2 | (7) 7         |
| (3) 3 | (8) 8         |
| (4) 4 | (9) 9 or more |

Interorganizational Relations

## Parents

- M10E1 and R10E1                      How often do parents visit your classroom?
- (0) never
  - (1) every day
  - (2) once a week
  - (3) 2-3 times a month
  - (4) less often
- M10E2 and R10E2                      Why do parents visit
- (1) observe
  - (2) aide
  - (3) particular problem/occasion
  - (4) conferences
- R10E3                              Have you or your school explained the Design (reading) program to the parents of your class?
- (0) no
  - ~~(1) once~~
  - (2) yes
  - (3) many times
  - (4) don't know; program there before teacher was
- M10E3                              Have you or your school explained DMP (the math program) to the parents of your class?
- (0) no
  - (1) once
  - (2) yes
  - (3) many times
  - (4) don't know; program there before teacher was
- P08I                                What support have you received from the district level regarding your reading/math program? (Multiple responses possible.)
- (0) Approved by Board of Education
  - (1) Approved by reading committee
  - (2) Good feedback from parents
  - (3) Workshops, inservice training
  - (4) Funding for more materials
  - (5) Not much

## Affiliation with Other Schools

Staff of some schools take many opportunities to relate to people and organizations outside of their own building. The opposite is also true. I'd like some information about the kinds of activities available to you and your staff.

P05

## A. For non-IGE Schools

1. Is there more than one school in your district, in the area under the jurisdiction of your school board?

(1) YES

(0) NO

2. If yes, do you have meetings with representatives from these schools and district office personnel to discuss program issues?

(1) YES

(0) NO

3. If yes, how often does this group meet?

(1) less than once  
a year

(4) three times a year

(5) four times a year

(2) once a year

(6) more than four times  
a year

(3) twice a year

P05

## B. For IGE Schools

1. Is there more than one IGE school in your district, in the area under the jurisdiction of your school board?

(1) YES

(0) NO (Go to 4)

2. Do you have meetings about IGE with representatives from only these IGE schools and district office personnel? (This group might be called the System-wide Program Committee.)

(1) YES

(0) NO (Go to 4)



## Affiliation with Other Schools

3. How often does this group meet?

- |                              |                                    |
|------------------------------|------------------------------------|
| (1) less than once<br>a year | (4) three times a year             |
| (2) once a year              | (5) four times a year              |
| (3) twice a year             | (6) more than four times<br>a year |

4. Does your school belong to any other group of IGE schools (League, Network regional group, PACT, HUB) which includes IGE schools that are not in your school district or school system?

- |         |        |
|---------|--------|
| (1) YES | (0) NO |
|---------|--------|

Procedures Fostering Coordination and Improvement of the School Program

Inservice Programs and Procedures

M10D2 and  
R10D2

How are new teachers introduced to the materials?

- |  |                               |
|--|-------------------------------|
| (1) workshops                                | (6) unit leaders and teachers |
| (2) math/reading specialist and unit leaders | (7) trial and error           |
| (3) other teachers                           | (8) don't know                |
| (4) principal                                | (9) we have no new teachers   |
| (5) someone given general directions         |                               |

What provisions for inservice in reading (for reading Phase IV schools) or math (for math Phase IV schools) are made over the year?

P06A

- (1) YES (0) NO A. Non-credit workshops and other staff development activities involving only school and district personnel are arranged for preceding the opening of school and during the school year.

P06B

- (1) YES (0) NO B. The entire staff of your school, or selected members as appropriate, participate in non-credit staff development activities and in credit courses.

P06C

- (1) YES (0) NO C. The governing body (IIC for IGE schools) cooperates to provide time during the school year for staff development in the amount needed for effective education.

P02B

Some schools have a high teaching staff turnover while others are fairly stable. How would you describe the annual turnover rate?

- (0) Low, 0-15%  
(1) Average, 16-30%  
(2) High, over 30%

**Release Planning Time**

U01B

How many hours per week of release time are currently scheduled during the school day for unit staff (team) members to plan together?

- (0) 0 hours
- (1) 1 hour
- (2) 2 hours
- (3) 3 hours
- (4) 4 hours
- (5) 5 hours
- (6) 6 hours
- (7) 7 hours
- (8) 8 hours
- (9) 9 or more hours

Intraorganizational Structure

School Governance

P03A

Decision making within schools varies from being solely a principal's activity to being an activity of a formally established subgroup of faculty. Do you have such a formal group? (IGE schools would call the group Instructional Improvement Committee, IIC, or Program Improvement Committee, PIC.)

NO Describe leadership group/person or governing body (formal or informal) for your school.

YES Who are permanent and regular members of the governing group?

Principal (0)  
(1)

Unit (team) leaders (1) All  
(2) Some  
(3) None  
(4) We have no team leaders.

Regular staff teachers (0) No  
(1) Yes

One or more parent representations (0) No  
(1) Yes

P03B

(If yes to A)

About how many hours per month are scheduled for regular meetings for the governing group?

- (0) 1/2 hour
- (1) 1 hour
- (2) 2 hours
- (3) 3 hours
- (4) 4 hours
- (5) 5 hours
- (6) 6 hours
- (7) 7 hours
- (8) 8 hours
- (9) 9 or more hours

School Organization

U01A

Which best describes your school's organization?

- (1) Multigrade units.
- (2) Self-contained classrooms with some team teaching and coordination within grade levels.
- (3) Self-contained classrooms.

P01A

The chart below is for regular\*, academic\*\*, units\*\*\*, and teachers only.

\*"regular" means not composed exclusively of special education pupils.

\*\*"academic" means not composed exclusively of special area teachers (art, music, etc.).

\*\*\*"unit" describes a "learning community" as well; similarly, "unit leader" refers to "learning community."

A. How many regular, academic units are in your school? \_\_\_\_\_

On the chart below, describe each regular, academic unit according to the questions at the left. Exclude special student teachers/interns, and aides. (If there are more than 7 regular, academic units please attach a page listing information for those units.)

Units:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 7
B. Grade range (for example K-1, 2-3)					
D. Number of pupils (approximate)					
F. Does this unit staff have regular planning meetings at least once a week?	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No	<input type="checkbox"/> 1.Yes <input type="checkbox"/> 2.No

General Implementation of the Instructional Programming Model

## School-wide Objectives

P04A1 Has your school adopted a set of school-wide instructional Objectives for reading?

- (0) No
- (1) Yes

P04A2 for math?

- (0) No
- (1) Yes

P04B1 How were the specific instructional reading objectives identified?

Taken from published curriculum(s)

- (0) Directly
- (1) With adaptation
- (2) Not at all

Taken from objectives book(s) or catalog(s)

- (0) Directly
- (1) With adaptation
- (2) Not at all

If Math Phase IV School, how were the specific math instructional objectives identified?

P04C1 Taken from published curriculum(s)

- (0) Directly
- (1) With adaptation
- (2) Not at all

P04C2

Taken from objectives book(s) or catalog(s)

- (0) Directly
- (1) With adaptation
- (2) Not at all

## Subsets of Objectives

What is the maximum number of specific instructional objectives an individual grade 2 or 5 (whichever is appropriate) student in your unit (class) could attain in these curriculum areas in one school year?

U04A

Reading

- (0) 0-9 objectives
- (1) 10-19 objectives
- (2) 20-39 objectives
- (3) 40-59 objectives
- (4) 60-99 objectives
- (5) 100-149 objectives
- (6) 150-249 objectives
- (7) 250-349 objectives
- (8) 350 or more objectives
- (9) *Don't know*

U04C

Mathematics

- (0) 0-9 objectives
- (1) 10-19 objectives
- (2) 20-39 objectives
- (3) 40-59 objectives
- (4) 60-99 objectives
- (5) 100-149 objectives
- (6) 150-249 objectives
- (7) 250-349 objectives
- (8) 350 or more objectives
- (9) *Don't know*

Are there certain minimum requirements that all students must master in these areas?

U02B1	Reading	(0) NO	(1) YES
U02B3	Mathematics	(0) NO	(1) YES

Can a learner leave these curriculum areas without satisfying minimum requirements?

U02C1	Reading	(0) NO	(1) YES
U02C3	Mathematics	(0) NO	(1) YES

#### Record Keeping

Is an individual record of achievement (for example, profile card, chart, computer system) of specific instructional objectives kept for each student in your unit?

U03A1	Reading	(0) NO	(1) YES
U03A3	Mathematics	(0) NO	(1) YES

R07A

What is recorded on instruction and mastery of WDRSD (reading) skills?

- |                                  |                            |
|----------------------------------|----------------------------|
| (1) raw score                    | (6) keep individual papers |
| (2) % score                      | (7) test score             |
| (3) skill mastery                | (8) general comments       |
| (4) date                         |                            |
| (5) number of times (reteaching) |                            |



M07A

What is recorded on instruction and mastery of DMP  
(math) objectives?

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| (1) raw score                    | (6) keep individual papers        |
| (2) % score                      | (7) test score (general category) |
| (3) skill mastery                | (8) general comments              |
| (4) date                         |                                   |
| (5) number of times (reteaching) |                                   |

R07D and  
M07D

Are the records updated regularly?

- (0) No  
(1) Yes

Planning

How often are the students in your unit/class regrouped on the basis of a common need for work on a specific instructional objective in these curriculum areas?

U02A1

Reading

- (0) Daily  
(1) Weekly  
(2) Every 2-3 weeks  
(3) Monthly  
(4) Quarterly  
(5) At semester  
(6) Groups remain basically the same throughout the year

U02A3

Mathematics

- (0) Daily  
(1) Weekly  
(2) Every 2-3 weeks  
(3) Monthly  
(4) Quarterly  
(5) At semester  
(6) Groups remain basically the same throughout the year

R06Df

How often do you form new groups?

- (0) daily
- (1) weekly
- (2) 2-3 weeks
- (3) monthly
- (4) quarterly
- (5) at semester
- (6) annually
- (7) as needed

M06Df

How often do your form new groups?

- (0) daily
- (1) weekly
- (2) 2-3 weeks
- (3) monthly
- (4) quarterly
- (5) at semester
- (6) annually
- (7) when they finish a topic

R06D

How are students grouped for instruction in Reading skills?

- 1. by ability
- 2. by age
- 3. by topic or objectives not mastered

M06D

How are students grouped for instruction in Math?

- 1. by ability
- 2. by age
- 3. by topic or objectives not mastered

R06Dg and  
M06Dg

Do you cross-age and cross-grade in skill grouping?

- (0) No
- (1) Yes

R06Dh and  
M06Dh

What percent of the students are grouped?

\_\_\_\_\_ %

R09H and  
M09H

How do you handle new pupils who transfer into your class during the middle of the year?

- (1) Give test to determine skill level
- (2) Teacher observation
- (3) Fit into skill groups; look at records if sent with child
- (4) Start them where others are

Instruction

R06B

During instruction in Design (reading skills), approximately what percentage of the time do students work in each of the following groupings?

\_\_\_\_\_ % as individuals  
 \_\_\_\_\_ % in pairs  
 \_\_\_\_\_ % in small groups  
 \_\_\_\_\_ % in large groups

M06B

During instruction in DMP (math objectives), approximately what percentage of time do students work in each of the following groups?

\_\_\_\_\_ % as individuals  
 \_\_\_\_\_ % in pairs  
 \_\_\_\_\_ % in small groups  
 \_\_\_\_\_ % in large groups

What percent of instructional time is spent in each size of grouping for each content area? (A report of 100% in one kind of group was recorded as 99 for that kind and 00 for all others.)

		<u>Reading</u>	<u>Math</u>
U02F1	Group of 2-7 learners, one instructor	—	—
U02F2	Group of 8-20 learners, one instructor	—	—
U02F3	Group of 21-40 learners, one or more instructors	—	—
U02F4	Over 40 learners, one or more instructors	—	—

U02E

To what extent are there differences among the learners' rate of progress in these curricular areas?

<u>Reading</u>	<u>Math</u>	
(0)	(0)	Not at all
(1)	(1)	Some progress faster or slower than the majority
(2)	(2)	Groups move through the program at different rates
(3)	(3)	Most learners differ in their rates of progress
(4)	(4)	All learners progress at different rates of progress

U05A

Listed below are six types of reading-writing materials. Which are used in each curriculum area? (Indicate the one most often used by a 1, the next one most used by a 2, etc.)

	<u>Reading</u>	<u>Math</u>
Single textbook	_____	_____
Multitexts	_____	_____
Programmed materials	_____	_____
Workbooks	_____	_____
Computer terminal	_____	_____
Materials written by learners	_____	_____
How many types of reading-writing material are used in each curriculum area?	_____	_____

U05B

Listed below are seven types of audio-visual materials. Which are used in each curriculum area?

	<u>Reading</u>	<u>Math</u>
Films	_____	_____
Filmstrips	_____	_____
Tapes	_____	_____
Records	_____	_____
Television	_____	_____
Overhead projectors	_____	_____
Videotapes	_____	_____

How many types of audio-visual materials are used in each curriculum area?

U05C

Listed below are four types of manipulation materials.  
Which are used in each curriculum area?

	<u>Reading</u>	<u>Math</u>
Building tools	_____	_____
Games	_____	_____
2-dimensional materials	_____	_____
3-dimensional materials	_____	_____
How many types of manipulatives are used in each curriculum area?	_____	_____

U05D

Listed below are three types of no media situations.  
Which are used in each curriculum area?

	<u>Reading</u>	<u>Math</u>
Discussions	_____	_____
Lectures	_____	_____
Learner's meditations (thinking alone without books, etc.)	_____	_____
How many types of no media situations are used in each curriculum area?	_____	_____

U05E

About what percentage of the learner's instructional time in this area is spent using the types of materials/media below? (Reports of 100% for one type were recorded as 99 for that type and 00 for all others.)

	<u>Reading</u>	<u>Math</u>
Reading-writing materials	_____	_____
Audio-visual materials	_____	_____
Manipulative materials	_____	_____
No materials/media situations	_____	_____
	100%	100%

## Assessment

Check which type of assessment is used to assess learner's skills and concepts in these curriculum areas. (For each type of assessment, 1 indicates reported use and 0 reported nonuse.)

		<u>Reading</u>	<u>Math</u>
U03C1	Pretest (tests before instruction on a topic)	_____	_____
U03C2	Internal tests (tests while instruction occurs on a topic)	_____	_____
U03C3	Post tests (tests after instruction on a topic)	_____	_____
U03C4	Conferences	_____	_____
U03C5	Student products (worksheets, projects)	_____	_____
U03C6	Classroom observations	_____	_____

R11B and  
M11B

Are students pretested?

- (0) No
- (1) Yes

R11A

How often are Design (reading skills) tests administered?

- (1) weekly
- (2) 2 weeks
- (3) 3 weeks
- (4) month
- (5) 6 weeks
- (6) less frequently

M11A

How often are DMP (math objectives) tests administered?

- (1) weekly
- (2) 2 weeks
- (3) 3 weeks
- (4) month
- (5) 6 weeks
- (6) whenever topics or units are finished

#### Overall Instructional Planning

R06C

Do all students receive instruction in reading skills?

- (0) No
- (1) Yes

M06C

Do all students receive instruction in math?

- (0) No
- (1) Yes



R06C1 and  
M06C1

If no, why not?

- (1) Some very low kids in upper grades don't have a regular reading/math class.
- (2) ED, LD, etc. kids--some don't attend if skill is too difficult.
- (3) Some really high kids don't need instruction if they passed test.

U01C1

Do you have regularly scheduled unit (team) meetings?

- (0) No
- (1) Yes

If yes to C1, record what percent of time of the unit (team) meeting is spent with each activity.

U01D1	Planning for instruction (work on materials, grouping)	_____ % of time
U01D2	Making managerial and administrative arrangements (managing time, space, equipment, personnel)	_____ % of time
U01D3	Evaluating student and staff efforts	_____ % of time
U01D4	Individual staff preparation (time set aside during unit meetings for teachers to work alone)	_____ % of time
U01D5	Inservice of unit staff	_____ % of time
	Other (please specify)	_____ % of time

# Center Planning and Policy Committee

Richard A. Rossmiller  
Wayne Otto  
Center Co-Directors

Dale D. Johnson  
Area Chairperson  
Studies in Language:  
Reading and Communication

Marvin J. Fruth  
Area Chairperson  
Studies in Implementation  
of Individualized Schooling

Penelope L. Peterson  
Area Chairperson  
Studies of Instructional Programming  
for the Individual Student

James M. Lipham  
Area Chairperson  
Studies of Administration and  
Organization for Instruction

Thomas A. Romberg  
Area Chairperson  
Studies in Mathematics and Evaluation  
of Practices in Individualized Schooling

## Associated Faculty

Vernon L. Allen  
Professor  
Psychology

B. Dean Bowles  
Professor  
Educational Administration

Thomas P. Carpenter  
Associate Professor  
Curriculum and Instruction

W. Patrick Dickson  
Assistant Professor  
Child and Family Studies

Lloyd E. Frohreich  
Associate Professor  
Educational Administration

Marvin J. Fruth  
Professor  
Educational Administration

Dale D. Johnson  
Professor  
Curriculum and Instruction

Herbert J. Klausmeier  
V.A.C. Henmon Professor  
Educational Psychology

Joel R. Levin  
Professor  
Educational Psychology

James M. Lipham  
Professor  
Educational Administration

Dominic W. Massaro  
Professor  
Psychology

Donald M. McIsaac  
Professor  
Educational Administration

Wayne Otto  
Professor  
Curriculum and Instruction

Penelope L. Peterson  
Assistant Professor  
Educational Psychology

Thomas S. Popkewitz  
Professor  
Curriculum and Instruction

Gary G. Price  
Assistant Professor  
Curriculum and Instruction

W. Charles Read  
Professor  
English and Linguistics

Thomas A. Romberg  
Professor  
Curriculum and Instruction

Richard A. Rossmiller  
Professor  
Educational Administration

Peter A. Schreiber  
Associate Professor  
English and Linguistics

B. Robert Tabachnick  
Professor  
Curriculum and Instruction

Gary G. Wehlage  
Professor  
Curriculum and Instruction

Louise Cherry Wilkinson  
Associate Professor  
Educational Psychology

Steven R. Yussen  
Professor  
Educational Psychology