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                Evaluation; Test Results; *Test Use

ABSTRACT

                This directory reviews a variety of instruments that
may be used by educators to assess the performance of students,
teachers, and administrators; school climate effectiveness; and
school-community relations. The instruments were selected on the
basis of their sound technical quality, ease of availability, and
proven utility. The student achievement tests included are: (1)
California Achievement Tests; (2) Comprehensive Tests of Basic
Skills; (3) Iowa Tests of Basic Skills; (4) Tests of Achievement and
Proficiency; (5) Metropolitan Achievement Tests; (6) SRA Survey of
Basic Skills; and (7) Stanford Achievement Tests. The following
instruments are included for assessing teacher performance: (1)
Georgia Teacher Performance Assessment Instruments; (2) Missouri
Performance Based Teacher Evaluation; (3) the Toledo Plan--Intern,
Intervention, Evaluation; and (4) NTE Programs. Instruments included
for the measurement of administrators performance are: (1) the
Profile for Assessment of Leaders; (2 Missouri Performance Based
Superintendent and Principal Evaluations; (3) the Profile of a
School; (4) Administrator Management-by-Objectives Appraisal System;
(5) the Evaluation of Principals as Instructional Leaders; and (6)
the Assessment Center Project and Springfield Development Program.
Instruments covered for the evaluation of school climate are: (1)
Santa Clara School Effectiveness Program Surveys; (2) Illinois
Quality Schools Index; (3) Connecticut School Effectiveness Interview
and Questionnaire; (4) School Self-Assessment Instruments; (5)
Effective School Battery; (6) Classroom Environment Scale; (7) School
Assessment Survey; (8) Organizational Climate Survey; (9) School
Climate Improvement; (10) Quality of School Life; (11) Learning
Environment Inventory/My Class Inventory; and (12) Middle Grades
Assessment Program. The following instruments are included for
evaluating school-community relations: (1) Parent Attitudes toward
School Effectiveness Questionnaire; (2) Project ACCESS; and (3) NCCE
Parent Involvement Process. Information about each instrument is
categorized under developer, contact for materials and information,
overview, description, use, results, costs, and comments (if
applicable). (JAZ)

LOOKING at schools

Instruments and Processes for School Analysis

Janet McGrail
Bruce L. Wilson
Joan L. Buttram
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January 1987

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INTRODUCTION

An important step in any school improvement activity is to gather information about current conditions. This directory provides a resource for taking a careful, detailed look at all aspects of a school. It is a kind of consumer's guide from which educators can select instruments and processes to meet specific needs for information in a variety of areas. Use of the instruments and processes described in this directory can help to provide answers to such questions as:

• What are the strengths and weaknesses of students?

• What are the strengths and weaknesses of staff?

• How does the school "score" on characteristics of effective schools, as defined by the research literature?

• How does the school compare to others with similar background characteristics?

• Is the climate of the school conducive to student growth and staff commitment?

• How do parents feel about the quality of schooling their children are receiving?

Answers to questions such as these can be used in identifying possible areas for improvement, setting priorities for improvement activities, and planning specific activities like the introduction of a new instructional program or staff development effort. They can also serve as input to policy decisions about such issues as mandatory retirement age, course requirements, and parent involvement. Moreover, the process of looking at schools can have certain indirect benefits, like opening up communication in a school or increasing group cohesiveness.

This directory reviews a variety of instruments that may be used to assess student, teacher, and administrator performance, school climate and effectiveness, and school-community relations. It does not recommend specific instruments to be used, since district contexts and needs vary considerably. Nor does it specify how to organize, analyze, report, and use the information once it is collected. All of these tasks are much more difficult than information collection. The directory is not aimed at providing assistance in these areas. It is designed only as a resource for educators who are interested in collecting information related to one or more aspects of their school(s). Districts are encouraged to seek additional assistance as they begin the very complex undertaking of using information as part of the school improvement process.

Who Should Use This Directory?

The directory is designed primarily for use by research and evaluation personnel in district offices, superintendents, school or district planning

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committees, and principals. However, other individuals and groups who are interested in studying and assessing schools should also find the directory a valuable resource.

How Was the Directory Assembled?

Preparation of the directory started with the identification of the kinds of information that school districts do or should collect on a regular basis. Numerous school district reports were reviewed. In addition, the research literature on educational information systems was carefully studied. Based on these two sources, a preliminary list of information was compiled and categories developed. The categories were revised several times as instruments and processes directly linked to the use of specific instruments were identified. The final set of categories is reflected in the organization of the directory.

Instruments and processes in each category were identified through a variety of means:

- Computer searches of the educational research literature.

- Searches of such limited distribution publications as newsletters, programs of national and regional meetings of educators and educational researchers, and publications lists of R&D organizations.

- Reviews of publishers' catalogs.

- Reviews of school district reports.

- Contacts with research and evaluation personnel in district offices, with representatives of organizations known for instrument development, and with individuals engaged in work in relevant areas in universities and R&D organizations.

Instruments and processes selected initially by individual staff members were then reviewed and discussed at length by the entire project staff, and the final selections made.

What Were the Criteria for Selecting Instruments and Processes?

Three criteria were used in the final selection of instruments and processes to be included in the directory:

- Sound technical quality, as evidenced by (1) data on reliability and validity and/or (2) expert judgment.

- Ease of availability of the instruments and processes. The availability of supplemental materials and of assistance to schools and districts in administration, scoring, reporting, and/or the use of results was also considered.

- Proven utility to educators, as evidenced by widespread use and by the endorsement of users.

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All of the instruments and processes described on the following pages were rated "good" or "excellent" on all three criteria. However, no entry is perfect. The instruments and processes selected are the best of those identified, based on the three criteria listed earlier.

Some instruments and processes that are unquestionably of sound quality were rejected because they are not readily available for use by schools and, consequently, there is inadequate evidence of their utility. Similarly, some instruments and processes that are viewed as useful by educators were not selected for inclusion because they are technically deficient.

How Is the Directory Organized?

The directory includes the following six sections:

  I.   Descriptive Information

 II.   Student Performance

III.   Teacher Performance

 IV.   Administrator Performance

  V.   School Climate

 VI.   School-Community Relations

Section I, Descriptive Information, differs from the other five sections in that it is a list of the basic descriptive information that districts and schools might collect and report on a regular basis with respect to staff, students, curriculum/instructional program, finances, facilities and equipment, and community served. Sections II-VI include descriptions of instruments and processes. The instruments in Section II, Student Performance, are ones that are familiar to most educators. The instruments and processes in Sections III-VI measure areas that, until recently, have received little attention. Thus, most of the entries in these sections are less well known.

For each instrument and process included in the directory, the following information is presented:

● Developer

● Contact for materials and information

● Overview

● Description

● Use (i.e., administration, scoring/reporting, and follow-up services)

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- Results (i.e., nature of the results schools receive and ways in which results can be used)

- Costs (either costs as of January 1987 or a referral to a readily available price list is given for each entry. All prices quoted are subject to change.)

- Comments (if applicable)

I. DESCRIPTIVE INFORMATION

This section of the directory contains a list of the descriptive information that school districts might collect, organize, analyze, report, and use on a regular basis. Such information can be useful in:

- Pinpointing areas of weakness that could be considered as the focus for improvement efforts.

- Pinpointing areas of strength that should be maintained and that could facilitate improvement.

- Providing an overall picture of a school or district.

- Identifying a school that may be a candidate for more intensive study.

- Guiding or reinforcing decisions regarding district or school policy.

- Corroborating or interpreting data collected for other purposes (e.g., assessment of a school's climate, evaluation of administrators).

Some of the information listed, like attendance and tenure data, will be more important than other information in school analysis and improvement efforts. However, all of the information on the following pages has proven utility, so districts should at least consider the collection and reporting of each item. Further, districts are encouraged to identify other kinds of information that may be useful in their particular activities.

Most of the information listed will already be available to districts in some form. Therefore, the primary task for a district will probably not be the collection of data, but rather the organization, analysis, reporting, and use of previously gathered information.

The lists on the following pages are intended only to stimulate thinking about descriptive information that would be useful in analysis and improvement activities. No attempt was made to suggest formats or formulas for collecting specific information. Definitions are not proposed for terms that are now defined in different (and sometimes inappropriate) ways from site to site. Guidelines are not recommended for the level (i.e., individual, classroom, grade, school, district) at which data can most productively be reported and analyzed. Further, no suggestions are made for analyses that might be done relating descriptive information to other data, such as student performance and attitudes. All of these tasks are beyond the scope of this directory, and districts are encouraged to seek further assistance in these areas. The following lists, however, do represent a starting point in the development of an information system that could prove invaluable to school systems in their everyday operations, as well as in efforts designed to bring about improvement.

A. Staff[*]

   All Staff

   - Number
     - total
     - by job category

   - Sex

   - Age

   - Race/ethnicity

   - Employment status (full-time/part-time)

   - Home address, telephone number, emergency number[**]

   Instructional Staff

   - Educational background

   - Employment history
     - years in teaching/administration
     - years in district
     - years in building

   - Subject-matter expertise

   - Special certifications

   - Professional development activities

   - Total full-time equivalents allocated to instruction in subject-matter areas

   - Salaries
     - range
     - median

   - Number of first-year teachers

   - Number of teachers new to the building this year

   - Number of teachers not returning to the building this year

---

[*] Staff performance is dealt with in Sections III and IV, staff attitudes in Section V.

[**] These items can be reported at the individual level only.

- Attendance/absenteeism of teachers

- Teacher-to-student ratio

- Average class size

- Length of stay of last three principals

- Aide-to-teacher ratio

- Counselor-to-student ratio

- School psychologist-to-student ratio

B. Students[*]

- Number
  - total
  - by grade
  - by course
  - by program

- Sex

- Age

- Race/ethnicity

- Language dominance

- Parents' education

- Parents' occupation

- Family composition

- Medical history[**]

- Home address, telephone number, emergency number[**]

- Eligibility for reduced price or free lunches

- Eligibility for subsidized transportation

- Attendance/absenteeism

- Tardiness

- Suspension rate

- Dropout rate

- Expulsion rate

- Transiency rate

- Course-taking patterns

- Participation in extracurricular activities
  - in sports
  - in other activities

---

[*] Student achievement and other student outcomes are dealt with in Section II, student attitudes in Section V.

[**] These items can be reported at the individual level only.

C. Curriculum/Instructional Program

- Courses offered

- Remedial and compensatory education programs

- Special education programs

- Instructional groupings (i.e., homogeneous or heterogeneous ability groups) and programs of study (e.g., academic, general)

- Curriculum packages and texts used

- Assessment instruments and procedures used

D. Finances

- Total instructional budget (regular and special funds)

- Cost per pupil

- Expenditures (e.g., payroll, materials and supplies, equipment, maintenance, transportation, safety and security)

- Vandalism costs (above regular maintenance and security costs)

E. <u>Facilities and Equipment</u>

- Age of school building

- Number of classrooms
  - total
  - in use

- Square feet of classroom space
  - total
  - in use

- Library
  - student capacity
  - number of books
  - number of periodical subscriptions

- Other facilities (e.g., science laboratory, playground, gymnasium, cafeteria)

- Number and brand of microcomputers used for instruction

- Software packages used for instruction

- Other special resources used for instruction (e.g., laboratory equipment, VCRs)

- Number and brand of microcomputers used for noninstructional purposes

- Software packages used for noninstructional purposes

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F. <u>Community</u>

* Age

* Educational background

* Percentage of families with school-age children

* Family income
  - range
  - median

* Percentage of homeowners

* Property values
  - range
  - median

* Percentage of families living in public housing

* Percentage of students attending public and nonpublic schools

* Race/ethnicity

* Parent association membership

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II. STUDENT PERFORMANCE

Although a wide variety of alternatives can be used by districts to assess and monitor student academic progress (e.g., teacher-developed tests, curriculum-based tests, evaluation of student work samples), the focus of this directory is commercially available achievement test batteries. However, districts are strongly encouraged to use a variety of instruments and procedures to assess and monitor student achievement. Further, they are encouraged to explore alternatives for assessing achievement in areas other than those traditionally measured by standardized tests -- areas like writing and critical thinking. And finally, districts are urged to collect, report, and use data on student outcomes other than achievement scores. These other outcomes include:

- Grades by subject area

- Outcomes associated with special programs (e.g., English fluency as the outcome of an ESL program)

- Promotions/retentions

- Attainment of state graduation requirements

- Graduations from high school

- PSAT/SAT/ACT scores

- Advanced placements

- Honor roll attainments

- Scholarships - academic and athletic

- Other awards

- Post-secondary plans

- Post-secondary activities

The achievement test batteries included in the directory are the most commonly used testing packages. They are:

	Page
• California Achievement Tests (CAT)	II-3
• Comprehensive Tests of Basic Skills (CTBS)	II-6
• Iowa Tests of Basic Skills (ITBS)	II-9
• Tests of Achievement and Proficiency (TAP)	II-12

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For additional information about these tests, individuals are encouraged to consult the following: Mitchell, J. V., Jr. (Ed.). (1985). The ninth mental measurements yearbook. Lincoln: University of Nebraska, Buros Institute of Mental Measurements.

CALIFORNIA ACHIEVEMENT TESTS

CTB/McGraw-Hill

<div align="right">DEVELOPER</div>

CTB/McGraw-Hill
Order Service Center
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940
800-538-9547

<div align="right">CONTACT FOR MATERIALS
AND INFORMATION</div>

The California Achievement Tests (CAT),
Forms E/F, are a series of parallel,
norm-referenced tests for kindergarten
through grade 12. The series, normed in
1984-85, is designed to measure achievement
in basic skills frequently found in state
and district curricula. The tests provide
information about the relative ranking of
students against a norm group, in addition
to specific information about the instruc-
tional needs of students.

<div align="right">OVERVIEW</div>

The subject areas measured by the CAT E/F are
reading, spelling, language, mathematics,
and study skills. Optional tests are
available for science and social studies.
Items were developed based on reviews of
current curriculum guides from state
departments of education and large school
districts throughout the country, as well
as the content of recently published
textbook series and instructional programs.

<div align="right">DESCRIPTION</div>

The reading test (K.0-12.9) measures word
analysis, vocabulary, and reading compre-
hension. In addition, visual recognition,
sound recognition, and oral comprehension
are tested at K.0-K.9. The spelling test
(1.6-12.9) assesses a student's knowledge
of rules for consonants, vowels, and
various structural forms. Language
mechanics items (1.6-12.9) measure capital-
ization, punctuation, and proofreading
skills, while language expression items
(K.0-12.9) measure skills in using various
parts of speech, forming and organizing
sentences and paragraphs, identifying and

developing topic sentences, and writing for
clarity. Items testing mathematics compu-
tation skills are available for K.6 to
12.9. Mathematics concepts and applications
items (K.0-12.9) test reasoning skills
needed for practical problem-solving. The
study skills test (3.6-12.9) measures the
ability to locate and process information,
take notes and outline, and organize and
synthesize information.

The optional science test (1.6-12.9)
includes items that measure understanding
of scientific language, concepts, and
methods of inquiry in the disciplines of
botany, zoology, ecology, physics, chemistry,
and earth, ocean, and space sciences. The
optional social studies test (1.6-12.9)
measures understanding of geography,
economics, history, political science,
sociology, and interdisciplinary studies.

There are 11 overlapping levels in Form E
for kindergarten through grade 12. Form F
has eight levels from 2.6 to 12.9. An
additional advanced level has been added to
provide better content coverage for high
school.

Locator and practice tests are also included
in the test series. Locator tests provide
a reliable way to match students in the
same grade with different levels of the
series. Practice tests are designed to
familiarize students with taking standard-
ized tests.

The CAT has undergone many tests of validity
and reliability. Forms E/F of the test
series were normed in 1984-85 with a sample
of approximately 300,000 students in grades
K-12 from public, private, and Catholic
schools. Validity and reliability are
verified by the norming and other studies
conducted on the tests. More details about
these studies can be found in technical
bulletins available from the publisher.

Various reference guides are also available
for the CAT series. Included are a class
management guide, an examiner's manual,
a test coordinator's handbook, and multi-

level norm books. Answer sheets are avail-
able for hand or machine scoring. Also
available are reusable or nonreusable test
books.

It is recommended that the CAT be administered   USE
by classroom teachers to their own students
at all grade levels. Districts can give
one or more of the tests (e.g., reading,
language, mathematics). Administering the
entire test series requires from 154
minutes in kindergarten to 408 minutes in
grades 3.6-12.9. All tests are timed and
will require several days to complete at
most grade levels. In most cases, the test
is administered in the early fall or late
spring.

Test results can be obtained by either hand
or machine scoring the answer sheets.
Scoring can be completed by the district,
the test publisher, or another licensed
scoring service.

The district may choose how the scores will   RESULTS
be reported. The following options are
available: raw score, local or national
percentile, local or national stanine,
grade equivalent, normal curve equivalent,
scale score, and objectives mastery score.
Test results can be prepared at a variety
of levels, including individual student,
classroom, grade level, school, or district.

The wide range of reporting formats avail-
able allows districts to use the results in
a variety of ways. Test scores can be used
to chart the progress of an individual
student, class, grade, school, or district.

CTB/McGraw-Hill publishes an annual catalog   COSTS
of the costs of its products and services.
Regional representatives are also available
to assist districts in their selection.

COMPREHENSIVE TESTS OF BASIC SKILLS

CTB/McGraw Hill   DEVELOPER

CTB/McGraw Hill   CONTACT FOR MATERIALS
Order Service Center   AND INFORMATION
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940
800-538-9547

The Comprehensive Tests of Basic Skills   OVERVIEW
(CTBS), Forms U/V, are a series of parallel,
norm-referenced, objectives-based tests for
kindergarten through grade 12. The tests
measure achievement in the basic skills
commonly found in state and district
curricula. The tests were originally
published in 1968. Forms U/V represent the
third and most recent edition and were
normed during the 1980-81 school year.
Test results are used to monitor individual
student progress, as well as to assess the
effectiveness of the instructional program
at the classroom, grade, school, or district
level.

The CTBS measures basic skills in reading,   DESCRIPTION
language, spelling, mathematics, reference
skills, science, and social studies. CTBS
U/V items were written to both content
categories and broad process classifications.
The content categories were defined by
examining current state and district
curriculum guides, published texts and
instructional programs, and criterion-
referenced assessment instruments. Derived
in part from Bloom's taxonomy, the process
classifications include recall, explicit
information skills, inferential reasoning,
and evaluation.

The reading test (K.0-12.9) measures oral
comprehension (at the lower grade levels
only), word attack, vocabulary, and reading
comprehension. The language test (K.6-12.9)
assesses both mechanics (e.g., capitaliza-
tion, punctuation) and expression (e.g.,

parts of speech, organization). Spelling
items (1.6-12.9) measure application of
rules for consonants, vowels, and various
structural forms. Mathematics computations
and applications are covered by the mathe-
matics test (K.0-12.9). The reference
skills test (3.6-12.9) assesses student
skills in finding and using information.
The science test items (1.6-12.9) reflect
content from the physical and life sciences,
and measure student understanding of
scientific language, concepts, and methods
of inquiry. The social studies test items
(1.6-12.9) cover the disciplines of geography,
economics, history, political science, and
sociology.

There are ten overlapping levels in Form U
and six in Form V. Form U levels are
recommended for grade levels K.0-12.9,
while Form V levels cover grade levels
1.6-12.9. Additional levels have been
added between kindergarten and grade 1 and
between grades 3 and 4 in order to give
special attention to changes in student
growth patterns and to instructional
content, respectively.

The test series also includes locator tests
and practice tests. Locator tests provide
a reliable way to match students in the
same grade with different levels of the
test series. Practice tests give students
experience in taking standardized tests.

Numerous validity and reliability studies
have been conducted on the CTBS. The test
series was normed in 1981-82 with a sample
of approximately 250,000 students in grades
K-12 from public, private, and Catholic
schools. Results from the norming and
other studies support the validity and
reliability of the CTBS. A technical
report, available from the publisher,
summarizes the results of many of the
studies.

A number of reference guides have been
developed for the test series, including an
examiner's manual, norm books, a class
management guide, a test coordinator's
handbook, and an evaluator's handbook. All

of these documents can be obtained from the publisher. In addition, consumable and nonconsumable test booklets and hand- or machine-scoring answer sheets are available.

Administration of the CTBS by classroom teachers to their students at all grade levels is recommended. Districts can elect to give one or more of the tests (e.g., reading, language, mathematics). Test administration lengths for the entire series range from 68 minutes (kindergarten) to 290 minutes (grades 3.6-12.9). All tests are timed. At most grade levels, the testing will require several days to complete. Although the tests can be administered anytime during the school year, they are most frequently administered in the early fall or late spring.

USE

Completed answer sheets can be scored by hand or machine. The tests can be scored by the district itself, the test publisher, or another licensed scoring service.

Test scores can be reported in the following formats: raw score, scale score, grade equivalent, local or national percentile, normal curve equivalent, local or national stanine, and objective mastery score. Reports of one or more of these types of scores can be prepared by individual student, classroom, grade level, school, or district, or any other student grouping.

RESULTS

Test results can be used in various ways, depending on the reporting format selected. For example, test results can be used to assess individual student progress. They can also be used to assess the performance of classrooms, grade levels, schools, or districts.

CTB/McGraw Hill publishes an annual catalog of the costs of its products and services. Regional representatives are also available to assist districts in their selection.

COSTS

IOWA TESTS OF BASIC SKILLS

The Riverside Publishing Company   DEVELOPER

The Riverside Publishing Company   CONTACT FOR MATERIALS
8420 Bryn Mawr Avenue   AND INFORMATION
Chicago, IL 60631
800-323-9540

The Iowa Tests of Basic Skills (ITBS),   OVERVIEW
parallel forms G/H, are a comprehensive
achievement battery originally published in
1935. The latest edition, normed in the
1984-85 school year, comprises an assess-
ment program for students in kindergarten
through grade 9. It is designed to provide
diagnostic information about how well
students are learning basic skills.

The ITBS measures skills in listening, word   DESCRIPTION
analysis, vocabulary, reading/reading
comprehension, language, work-study, and
mathematics. Supplemental tests are
available in social studies, science,
writing, and listening. Items for the
tests were developed based on reviews of
current instructional materials, consul-
tation with national curriculum committees,
and results of fairness and item tryout
studies.

The listening and word analysis tests are
designed for the early primary and primary
grades only (K.1-3.5). The reading test
measures words and word attack skills
(K.8-1.9), pictures, sentences, picture
stories/stories (all for K.8-3.5), and
reading comprehension (K.8-9). The vocab-
ulary test assesses students' skills in
grades K.1-9. The language test (K.1-9)
measures skills in spelling, capitalization,
punctuation, and usage and expression. The
work-study test (1.7-9) assesses students'
abilities to use visual and reference
materials. The mathematics test (K.1-9)
assesses knowledge of mathematics concepts,
problem-solving, and computation. Optional
social studies and science tests are

available for grades 1.7-9. The supplemental writing and listening tests can be administered to grades 3-9.

The ITBS has ten overlapping levels, generally corresponding to the chronological age of students. Levels 5-6 (K.1-1.9) are only available in Form G, while Levels 7-14 (1.7-9) are available in both Forms G and H. Practice tests are included for grades K.1-1.9 to familiarize students with taking standardized tests. For all other levels, practice tests may be ordered separately.

There are two batteries for Levels 7-14: Basic and Complete. The Basic Battery includes fewer tests than the Complete and is recommended when test time is limited. Levels 5-6 are only available in a Basic Battery.

The ITBS has undergone numerous reliability and validity studies. The test series was normed in the 1984-85 school year. The sample of 127,000 students was drawn from public, private, and Catholic schools across the country. Results of this and other studies support the validity and reliability of the ITBS. A technical summary available from the publisher provides more detailed information on the studies.

Additional reference materials are available to supplement the test series. Included are teacher's guides, norms booklets, and a manual for school administrators. Hand- and machine-scorable booklets are available for most levels, as are reusable or consumable test booklets and answer sheets.

Administration of the ITBS to all grades is recommended. In most cases, teachers will want to administer the tests to their own students. Districts may choose between the Basic or Complete Battery. Test administration time varies from 125 to 256 minutes, not including the optional tests. At most levels, the test series will take several days to complete. Most often, the ITBS is given in the fall or spring.

USE

Results may be obtained by hand or machine
scoring. The tests may be scored by the
district, the test publisher, or another
licensed scoring service.

RESULTS

Test results for the ITBS can be reported
in a variety of formats, including raw
score, grade equivalent, standard score,
national percentile, normal curve, and
stanine. In addition, norms are available
for large city, Catholic school, high or
low socioeconomic areas, and local areas.

The results can be used in a variety of
ways, depending on the format chosen. Test
results may be used to trace the develop-
ment of a student or to highlight a stu-
dent's strengths and weak sses. Scores
may also be used to asses class, grade,
school, or district prog

COSTS

The Riverside Publishing Company publishes
an annual test resource catalog, which
lists prices for materials and services.
The catalog is available from the company
or from regional representatives.

The Riverside Publishing Company	DEVELOPER

The Riverside Publishing Company 8420 Bryn Mawr Avenue Chicago, IL 60631 800-323-9540	CONTACT FOR MATERIALS AND INFORMATION

The Tests of Achievement and Proficiency (TAP), parallel forms G/H, comprise an assessment program for students in grades 9-12. The TAP measures student progress in basic skills and basic curricular areas. The test series was normed concurrently with the Iowa Tests of Basic Skills (ITBS), during the 1984-85 school year. It is intended to be used with the ITBS to provide continuous coverage of the educational development of students as they progress through the school system.	OVERVIEW

The TAP assesses basic skills in reading comprehension, mathematics, written expression, using sources of information, social studies, and science. The test content represents the diversity of course offerings in secondary schools and the wide range of student goals. The items were written from a systematic analysis of state and local courses of study and instructional materials and methods. The reading comprehension test measures the student's ability to define vocabulary and to read and interpret. Mathematics tests include items in general and applied mathematics, algebra, geometry, and consumer mathematics. Computational, conceptual, and problem-solving skills are also measured. The written expression test includes items in spelling and language mechanics. The using sources of information test calls for students to read and interpret graphs, maps, charts, and reference materials. The social studies test draws items from the disciplines of economics, geography, political science, history, and anthropology.	DESCRIPTION

The science test includes items in general
science, earth and space science, biology,
physics, and chemistry. In addition, there
are two optional tests: listening and
writing. Each subject area is tested at
each grade level.

The TAP is available in a Basic Battery and
a Complete Battery. The Basic Battery
includes only the reading comprehension,
mathematics, written expression, and using
sources of information tests. The Complete
Battery includes all tests in the series.
Both TAP batteries include an optional
15-item questionnaire. This questionnaire
elicits information about students' atti-
tudes toward school subjects, their use of
leisure time, and their post-high school
plans.

The TAP has four levels (15-18), which
correspond to the four high school grades
(9-12). All levels are available in both
Forms G and H.

A number of studies of reliability and
validity have been conducted on the TAP.
The TAP was normed in the 1984-85 school
year on a sample of 52,000 students from
public, private, and Catholic schools
across the country. The results of norming
and other studies provide evidence of the
reliability and validity of the test
series. These results are presented in
detail in a preliminary technical summary
available from the publisher.

A variety of other supplemental reference
materials are also available, including
teacher's guides, norms booklets, directions
for administration, and a manual for school
administrators. Answer sheets for either
hand or machine scoring and reusable test
booklets can be obtained.

Administration of the TAP to all grades is   USE
recommended. The test can be administered
in either classroom or large group settings.
Districts may choose between the Complete
and Basic Batteries. The time limit for
administering the Basic Battery is 160

minutes and, for the Complete Battery, 240
minutes. The optional listening and
writing tests take an additional 40 minutes
each.

Test answer sheets may be hand- or machine-
scored by the district, the test publisher,
or another licensed scoring service.

Test results for the TAP can be reported in a   RESULTS
variety of formats, including raw score,
standard score, grade equivalent, national
percentile rank, normal curve equivalent
score, and stanine. Local and special
norms (large cities, Catholic, high and low
socioeconomic schools) are also available.
An Applied Proficiency Skill score, based
on items in both the Basic and Complete
Batteries that measure skills needed in
adult life, can be provided. Information
from the optional questionnaire can be
printed on score reports.

Depending on the format chosen, the test
results can be used in a variety of ways.
Results can be used to track individual
student gains or to chart the progress of a
class, grade, school, or district.

The Riverside Publishing Company publishes an   COSTS
annual test resource catalog, which lists
prices for materials and services. The
catalog is available from the company or
from regional representatives.

The Psychological Corporation
Harcourt Brace Jovanovich, Inc.

<div align="right">DEVELOPER</div>

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952
800-228-0752

<div align="right">CONTACT FOR MATERIALS
AND INFORMATION</div>

The Metropolitan Achievement Tests, sixth
edition (MAT6), parallel forms L/M, are
designed to measure the achievement of
students in the major skill and content
areas of the school curriculum. The tests
first appeared in the nation's schools in
the 1930s. They were normed most recently
in the 1984-85 school year. The MAT6 can
provide a comprehensive assessment of
student achievement in kindergarten through
grade 12. Results can be used in assessing
individual progress, as well as in managing
and planning instructional programs.

<div align="right">OVERVIEW</div>

The battery contains tests in reading,
mathematics, language, science, and social
studies. Items were developed based on
extensive analyses of leading textbook
series, state guidelines, and school system
syllabi.

<div align="right">DESCRIPTION</div>

The reading test measures the student's
vocabulary (K.5-12.9), word recognition
skills (K.5-4-9), and reading comprehension
skills (K.5-12.9). The mathematics test
(1.5-9.9) assesses knowledge of mathematics
concepts, problem-solving, and computation.
Built into both the reading and mathematics
tests is a diagnostic feature that can
estimate the optimal level at which a
student can learn.

The language test includes two subtests:
spelling (1.5-12.9) and language (K.0-12.9).
The spelling subtest measures the student's
ability to spell words from standard
spelling lists. The language subtest
focuses on listening comprehension,

punctuation, capitalization, usage, study skills, and written expression.

In the science test (1.5-12.9), items are drawn from the physical, earth, space, and life sciences, while social studies (1.5-12.9) covers geography, economics, history, political science, and human behaviors. Both the science and social studies tests measure content, as well as one of four behaviors based on Bloom's taxonomy: knowledge, comprehension, inquiry skills, and critical analysis.

The battery has eight overlapping levels (K.0-12.9) in Form L and six in Form M (1.5-12.9). Practice tests are included at each level to familiarize students with standardized testing formats.

The MAT6 also includes three diagnostic batteries (reading, mathematics, and language) that provide criterion-referenced measurement in greater depth, using a system of objectives coordinated with the battery just described.

An optional MAT6 writing test measures the writing achievement of students in grades 2-12. It is a norm-referenced test with picture prompts that elicit descriptive and narrative writing. The writing sample is holistically scored. When combined with the language tests, the writing test rounds out the assessment of a student's achievement in communication.

The MAT6 has undergone various reliability and validity studies. The tests were normed in the 1984-85 school year with a sample of over 250,000 K-12 students from public and nonpublic schools of various sizes and socioeconomic levels across the country. Results of this study and others support the reliability and validity of the test series. More detailed information about the studies is summarized in a preliminary technical manual available from the publisher.

Other available materials include directions for administering, norms booklets,

a teacher's manual for interpreting, an
administrator's guide, and an evaluator's
handbook. In addition, hand- or machine-
scorable answer sheets and reusable and
nonreusable test books can be obtained.

It is recommended that the MAT6 be administered   USE
by classroom teachers to their students at
all grade levels. Required test administra-
tion time varies from 98 minutes in kinder-
garten to 254 minutes in grades 3.5-4.9.
The optional writing test takes 20 minutes
to administer. Usually the tests are admin-
istered over several days. Most frequently,
MAT6 tests are given in mid-October and
mid-April.

Completed answer sheets can be hand- or
machine-scored by the district, the test
publisher, or another licensed scoring
service.

In addition to raw scores, the MAT6 battery   RESULTS
yields a full range of derived scores, including
scaled scores; national, nonpublic, and local
percentile ranks; stanines; normal curve equiv-
alents; and grade equivalents. Scores for
Higher Order Thinking Skills and Research
Skills can be derived from combinations of
items across various MAT6 tests.

A variety of score reports can be obtained,
including individual reports; group summary
reports; individual, group, and class item
analyses; pupil profiles; and class instruc-
tional reports. The results can be used to
follow individual progress or to help
teachers and administrators manage and plan
instructional programs.

The Psychological Corporation publishes an   COSTS
annual catalog, which includes a product
and service directory complete with prices.
The catalog may be obtained from the
company or from regional representatives.

SRA SURVEY OF BASIC SKILLS

Science Research Associates, Inc.   DEVELOPER

Science Research Associates, Inc.   CONTACT FOR MATERIALS
155 North Wacker Drive   AND INFORMATION
Chicago, IL 60606
312-984-7000

The Survey of Basic Skills (SBS), Forms P/Q,   OVERVIEW
is a series of parallel, norm-referenced,
objectives-based tests for kindergarten
through grade 12. The tests are designed
to measure the general academic achievement
level at which students are learning what
is taught in school. The SBS was normed
during the 1983-84 school year. Scores can
be used to track individual student progress,
as well as to monitor the effectiveness of
the instructional program at the classroom,
grade, school, and district levels.

The SBS tests a student's skills in reading,   DESCRIPTION
mathematics, language, reference materials,
social studies, science, and applied
skills. Test items are based on the
objectives most commonly taught across the
country.

The reading test measures decoding and
auditory discrimination (K.7-1.1), letters
and sounds (K.7-3.1), listening comprehen-
sion (K.7-2.1), and vocabulary and reading
comprehension (1.7-12.7). The mathematics
test covers math concepts (K.7-12.7),
computation (1.7-12.7), and word problem-
solving (4.7-12.7). Language includes
items on mechanics (1.7-12.7), usage
(2.7-12.7), and spelling (2.7-12.7). The
reference materials items (3.7-12.7) test a
student's research and dictionary skills;
ability to distinguish parts of a book; use
of maps, tables, and graphs; life skills;
and employment/money management ability.
The social studies items (4.7-12.7) assess
the student's skills in recall, interpre-
tation, and reasoning. The science items
(4.7-12.7) measure the student's recall/

recognition, comprehension/application, and inquiry skills. The applied skills test (9.1-12.7) focuses on employment, consumer affairs, health and safety, and community resources.

Eight levels of the SBS were developed and standardized for grades K.7-12.7 in Form P. Five levels for grades 3.7-12.7 are included in Form Q.

Practice items are included at each level to familiarize students with taking standardized tests.

Various reliability and validity studies have been conducted on the SBS. The test series was normed in 1983-84 with a stratified random sample of over 175,000 students from public and nonpublic schools of various sizes and socioeconomic levels across the country. Results of this study and others support the SBS' reliability and validity. More information about these studies is available in a technical information booklet available from the publisher.

SRA provides the following reference guides for the test series: norms and conversion tables and answer keys, and an examiner's manual. Machine-scorable booklets are used with students in grades K-3. Students in grades 4-12 use nonconsumable test booklets and separate machine-scorable answer sheets. SBS Forms P/Q can also be hand-scored.

The SBS should be administered by classroom teachers to their students in all grade levels. Total testing time varies by level. Tests in grades K.7-1.1 take 103 minutes, while grades 4.7-12.7 take 278 minutes. In most cases, the tests will take several days to complete. The tests are usually administered in early fall or late spring.

USE

Test results can be scored by hand or machine. Scoring can be done by the district, the test publisher, or another licensed scoring service.

34

Scores available for the SBS include raw scores, national and local percentiles, scaled scores, and grade-equivalents.

A wide variety of reports are available for use by teachers, administrators, and parents. These reports include narrative reports, individual skills profiles, group summary reports, individual and group item analyses, and reports for special groups of students (e.g., Chapter 1 students, students who have been in the district since their schooling began). The results can be used to monitor individual, class, grade, school, or district progress.

SRA provides price lists of its test series and scoring services. This information is available from SRA or from an SRA representative.

The Psychological Corporation Harcourt Brace Jovanovich, Inc.	DEVELOPER
The Psychological Corporation 555 Academic Court San Antonio, TX 78204-0952 800-228-0752	CONTACT FOR MATERIALS AND INFORMATION

OVERVIEW

The Stanford Achievement Tests, Forms E/F, are a series of parallel, norm-referenced, objectives-based tests for kindergarten through grade 13. The test series, originally published in 1926 and normed most recently in the 1981-82 school year, provides a continuous assessment of achievement by means of a common scaled score system. The series includes the Stanford Early School Achievement Test (SESAT), second edition, (K.0-1.9); Stanford Achievement Test, seventh edition, (1.5-9.9); and Stanford Test of Academic Skills (TASK), second edition, (8.0-13). The test results can help diagnose students' strengths and weaknesses and evaluate program effectiveness at the classroom, grade, school, or district level.

DESCRIPTION

The Stanford series is an overall measure of achievement in the basic skills of reading, mathematics, language arts, environment, science, and social studies. In order to ensure that the test content would be valid, curriculum materials and textbooks in each subject area were studied, along with syllabi, state and large city curriculum guidelines, and research literature pertaining to children's learning, experience, and vocabulary.

The reading test measures a student's knowledge of sounds and letters (auditory and symbol perception) and listening to words and stories (K.0-1.9), word reading (K.0-3.9), reading comprehension (K.5-13), word study skills (1.5-7.9), listening comprehension (1.5-9.9), and vocabulary

(1.5-13). The language arts test assesses
spelling skills (1.5-13) and knowledge of
language/English (3.5-13). The mathematics
test includes four subtests: concepts of
numbers (1.5-9.9), computation (1.5-9.9),
applications (1.5-9.9), and mathematics
(K.0-1.9). The environment test (K.0-3.9)
contains items about the social and natural
environments. The science test (3.5-13)
assesses the student's knowledge of the
physical and biological sciences and
measures the student's inquiry skills. The
social science test (3.5-13) covers the
areas of geography, history, anthropology,
sociology, political science, economics,
and inquiry skills. Separate norm-referenced
scores are provided for math problem-solving
and "using information" skills.

There are ten overlapping levels spanning
grades K.0-13, with Forms E/F at each level
of Stanford and TASK. A Basic Battery
(3.5-13) includes all tests except science
and social studies. The Complete Battery
contains all tests at all levels.

A number of validity and reliability
studies have been conducted on the Stanford
Achievement Test series. A sample of
approximately 250,000 students from different
size school districts, varying socioeconomic
levels, and various geographic regions was
used in the norming of the Stanford series
in 1981-82. The students in the sample
were in grades K-12 in public and nonpublic
schools. Additional information on norming
and other studies that provide evidence of
the series' reliability and validity is
presented in a technical data report avail-
able from the publisher.

Several types of support materials have
been published for the Stanford series.
They include teacher's directions for
administering, norms booklets, indexes of
instructional objectives, guides for
classroom planning, a handbook of instruc-
tional strategies, and a guide for organi-
zational planning. The Stanford series has
consumable test books and hand- or machine-
scorable answer sheets.

It is recommended that the Stanford series be
given by classroom teachers to their
students at all levels. The test-taking
time for the series ranges from 130 minutes
(K.0-K.9) to 315 minutes (4.5-7.9). Most
often, the tests are administered over
several days. Test administration usually
takes place in the early fall or late
spring.

Results can be computed by hand or machine
in the district, by the test publisher, or
by another licensed scoring service. The
district may choose different scoring
packages, depending on their particular
needs.

Different types of scores have been developed
for the Stanford series. Among them are
raw scores, scaled scores, individual and
group percentile ranks and stanines, grade-
equivalent scores, normal curve equivalent
scores, achievement/ability comparisons,
and content cluster performance categories.

A variety of reports are available at the
individual student, class, grade, school,
or district level. The particular scores
and reports selected depend on the purposes
for which the tests were given. The tests
may be used for instructional planning,
administrative decision-making, or individual
or group assessment.

The Psychological Corporation publishes an
annual catalog, which includes a product
and service directory complete with prices.
The catalog may be obtained from the
company or from regional representatives.

III. <u>TEACHER PERFORMANCE</u>

This section of the directory contains descriptions of instruments and processes designed to assess teacher performance. Teacher performance can be assessed in three ways: (1) ratings of teacher performance, (2) administration of proficiency tests of subject knowledge and/or teaching methods, and (3) observations of teacher classroom performance. Another method, once in common use, calls for teachers' evaluations to be based on their students' test results. Fortunately, research-based criteria are replacing test scores as a basis for evaluation.

Assessing performance through ratings is the approach most commonly used by school districts today. Ratings usually are based on the review of lesson plans, classroom observation, and discussions with the teacher on his/her performance. Proficiency tests are becoming more common as local and state education agencies respond to accountability movements. To date, observation systems have been designed primarily for research purposes; their use in school districts to monitor teacher performance is limited. One note of caution -- teaching is a complex process. Probably no evaluation approach can provide a complete picture of a teacher's performance in the classroom and in the school.

The following instruments and processes are included in the directory:

The first three entries involve rating systems. The NTE Programs are proficiency tests.

Teacher Assessment Unit   DEVELOPER
Georgia Department of Education

Lester Solomon, Director   CONTACT FOR MATERIALS
Teacher Assessment Unit   AND INFORMATION
Georgia Department of Education
1858 Twin Towers East
Atlanta, GA   30334
404-656-2556

Since 1980, beginning teachers in Georgia   OVERVIEW
(and since 1985, all teachers new to the
state) have been required to demonstrate
competency in eight teaching skills con-
sidered minimally essential for certifica-
tion. The assessment process provides
feedback about the extent to which a
teacher's classroom performance meets
established expectations. The process also
provides for assistance to teachers in
improving basic teaching skills through
staff development and supportive supervision.

The Teacher Performance Assessment Instru-   DESCRIPTION
ments (TPAI), the main instruments in the
Georgia assessment process, measure teacher
performance on eight generic competencies
derived from research on teaching and
validated by educators in the state. Each
competency is further divided into more
specific indicators. The competencies and
number of indicators for each are as
follows: (1) plans instruction to achieve
selected objectives (4 indicators); (2)
obtains information about the needs and
progress of learners (3 indicators); (3)
demonstrates acceptable written and oral
expression and knowledge of the subject (4
indicators); (4) organizes time, space,
materials, and equipment for instruction (3
indicators); (5) communicates with learners
(4 indicators); (6) demonstrates appropriate
instructional methods (4 indicators); (7)
maintains a positive learning climate (4
indicators); and (8) maintains appropriate
classroom behavior (4 indicators). In

addition, four descriptors for each indi-
cator define more clearly the specific
teacher knowledge, skills, or behavior
being assessed.

A two-part Planning/Observation Instrument
was developed to collect teacher perfor-
mance data on the eight competencies. The
Planning section is based on a lesson plan
portfolio prepared by the teacher and is
used to assess the teacher's competence in
planning for instruction, evaluating
learner progress, and using acceptable
written expression. It includes a Class
Description Sheet that provides background
information on the teacher's classroom.
The Observation section is based on inde-
pendent classroom observation and focuses
on content-related interaction with learners,
classroom organization and management, use
of instructional methods, and assessment of
learner progress. The Planning/Observation
Instrument is completed independently by
three trained observers -- an external data
collector, a school administrator, and a
peer teacher. The three observers score
the teacher's level of performance on each
of the competencies using the four descrip-
tors associated with each indicator.

There are two optional areas included in
the Georgia evaluation system -- profes-
sional standards and student perceptions.
The competencies and number of indicators
for each in the professional standards
instrument are as follows: (1) meets
professional obligations (3 indicators);
(2) works cooperatively with colleagues,
administrators, and community members (3
indicators); and (3) engages in profes-
sional self-development (3 indicators).
The student perceptions instrument has 35
items that are directly related to the
indicators and descriptors in the Planning/
Observation Instrument.

Separate forms have been developed for the
professional standards and student percep-
tions areas. The professional standards
form is completed by peer teachers/adminis-
trators. Scores on the four descriptors
are given for each of the nine indicators.

In the student perceptions area, all
students in grade 3 and above rate their
teachers on all 35 items using a three-
point scale.

Numerous validity and reliability studies
have been conducted on these instruments.
They have been correlated with pupil
perceptions of the school climate/learning
environment, pupil engagement rates during
instruction, and mean achievement gains.
Research findings demonstrate that the
instruments are significantly correlated
with outcomes that one would expect from
effective teaching. Reliability estimates,
calculated from a variety of studies, are
satisfactory.

All of the Georgia forms and procedures are
described in the Teacher Performance Assess-
ment Instruments manual, which is available
from the Department of Education.

The Georgia instruments are used over the   USE
course of a single school year. The time
necessary to complete each instrument
varies. Classroom observations require one
full class period. Training is necessary
for evaluators using the system. The state
currently requires 50 hours of instruction
and practice in the field for evaluators.
The Georgia Department of Education is
willing to arrange for training to other
districts, either at one of its own regional
centers or at the adopting site. Technical
assistance in scoring is available from an
external consultant.

Teachers receive performance feedback on each   RESULTS
competency and its associated indicators
and descriptors. All scores are displayed
on a computer profile, along with a summary
for each competency.

The profiles can be used by teachers and
administrators to identify strengths and
weaknesses of individuals or groups of
teachers. Once these are identified,
appropriate staff development can be
provided to assist teachers in improving
their skills.

The Teacher Performance Assessment Instruments COSTS
manual is available from the Department of
Education for $7.50. The cost of imple-
menting the Georgia system is dependent on
the size of the district. Training materials
and assistance are available on a cost
recovery basis.

The Georgia system has undergone several COMMENTS
revisions over time. The system described
here is its most recent version, published
in 1986.

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Missouri Department of Elementary and   DEVELOPER
   Secondary Education

Turner Tyson, Director   CONTACT FOR MATERIALS
Teacher Education and Certification   AND INFORMATION
Department of Elementary and Secondary
   Education
P. O. Box 480
Jefferson City, MO 65102
314-751-3847

In Spring 1983, Missouri legislators mandated   OVERVIEW
a comprehensive performance evaluation for
all teachers. In response, the state's
Department of Elementary and Secondary
Education, in conjunction with an appointed
committee, developed a "model" performance
evaluation system. The system relies
heavily on the identification of effective
teaching behaviors from current research.
This system, or some modification, has been
adopted by the majority of school districts
across the state in evaluating the perfor-
mance of all probationary and tenured
teachers. The results of teacher evalua-
tions are used for the instructional
improvement of individual teachers. They
are also used in making personnel decisions.

The Missouri Performance Based Teacher Evalua-   DESCRIPTION
tion system evaluates teacher performance
in four areas: (1) instructional process,
(2) classroom management, (3) interpersonal
relationships, and (4) professional respon-
sibilities. Each of these areas is divided
into more specific, research-based criteria.
For example, the two criteria included under
classroom management are (1) organizes class-
room environment to promote learning, and
(2) manages student behavior in a construc-
tive manner. A total of 19 criteria is
included in the evaluation system. Descrip-
tors that further delineate each criterion
also are provided. The number of criteria
and descriptors for each area is as follows:
(1) instructional process (10 criteria,

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55 descriptors); (2) classroom management
(2 criteria, 14 descriptors); (3) inter-
personal relationships (3 criteria, 19
descriptors); and (4) professional respon-
sibilities (4 criteria, 11 descriptors).
Evaluation ratings (on a four-point scale)
are made only on the 19 criteria, not the
99 descriptors.

The evaluation process has three phases.
During the first phase, Orientation,
administrators and teachers are introduced
to the system. In addition, training is
recommended for administrators responsible
for conducting evaluations.

The second, or Formative Phase, involves
the ongoing observation and supervision of
classroom teachers. In this phase, teaching
strengths and weaknesses are identified and
job targets that should lead to improved
performance are defined. Three forms are
provided to assist in the Formative Phase:
a Pre-Observation Worksheet to structure
the observation, a Formative Observation
Form for recording information about the
teaching process, and a Job Target Sheet to
set goals and procedures for improving
teachers' performance. Additional observa-
tions are conducted to monitor teachers'
attainment of the job targets. The
developers recommend that both scheduled
and unscheduled observations be conducted
and that pre- and post-observation confer-
ences be held.

During the final, or Summative Phase, all
data pertaining to the performance of the
teacher are reviewed. Performance ratings
are entered on the Summative Evaluation
Report for all 19 criteria. A conference
is held so that the evaluator and teacher
can review findings.

No formal validity or reliability studies
have been conducted on the Missouri system.
Several doctoral dissertations have examined
various aspects of the system.

A description of the system, as well as
recommended forms, is contained in a state
department document, Guidelines for Perfor-

mance Based Teacher Evaluation in Missouri.
This document may be obtained from ERIC
(Document Reproduction Service No. ED 257
785) or from the Department of Education.

Ideally, the process should occur over the   USE
course of a school year in order to allow
feedback from the Formative Phase to influ-
ence the teacher's skills. The Summative
Phase should be completed for probationary
teachers each year and for tenured teachers
at least every three years.

Scoring and reporting of the evaluation
findings are the responsibility of the
evaluator. Computer assistance can be used
but is not necessary.

The state department recommends that all
administrators receive training annually.
Training should focus on the evaluation
process and procedures, as well as the
roles of the teacher and evaluator.

The results of an individual teacher evalua-   RESULTS
tion are presented in the Summative Evalua-
tion Report. The report summarizes the
teacher's performance on each of the 19
criteria, along with additional comments.
Evaluation ratings are reported for individ-
ual teachers only. The results are used in
planning instructional improvement activi-
ties and in making personnel decisions.

A copy of the guidelines can be obtained   COSTS
from the Department of Education at no
cost. The guidelines are available from
ERIC for $3.60 plus postage. The costs of
implementing the system (i.e., Orientation,
Formative, and Summative phases) vary
depending on the size of the district.

The state recently completed superintendent   COMMENTS
and principal evaluation systems. These
systems are described in Section IV of this
directory.

Guidelines for the evaluation of librarians
and counselors are available as a supplement
to the guidelines for teacher evaluation.

Toledo Public Schools   DEVELOPER
Toledo Federation of Teachers

Thomas D. Bollin   CONTACT FOR MATERIALS
Assistant Superintendent, Personnel   AND INFORMATION
Toledo Public Schools
Manhattan and Elm Streets
Toledo, OH 43608
419-729-8234

Dal Lawrence, President
Toledo Federation of Teachers
320 W. Woodruff
Toledo, OH 43624
419-243-8527

The Toledo Plan was initiated in 1981 in   OVERVIEW
order to provide a formula for the profes-
sional development of beginning teachers,
as well as experienced teachers who are
severely deficient in performance. Teacher
performance is assessed, performance goals
are established for needed improvements,
and reassessment occurs after a growth
period to check for attainment of the
performance goals. Peer review and assis-
tance are integral parts of the process.
Evaluation results are used to make future
employment decisions. The Toledo Plan is a
cooperative effort of the Toledo Public
Schools and the Toledo Federation of
Teachers.

Teacher performance is assessed in the areas   DESCRIPTION
of teaching procedures, classroom management,
knowledge of subject - academic preparation,
and personal characteristics and professional
responsibility. Three of the four areas
are divided into more specific criteria.
For example, classroom management includes
(1) effective classroom facilitation and
control, (2) effective interaction with
pupils, (3) efficient classroom routine,
(4) appropriate interaction with pupils,
and (5) fairness and impartiality in
dealing with students. Twenty-three

criteria are included in the evaluation.
Each of the criteria is defined in a
glossary to assist evaluators in making
their ratings. The total number of criteria
and descriptors is as follows: (1) teaching
procedures (10 criteria, 38 descriptors);
(2) classroom management (5 criteria, 14
descriptors); (3) knowledge of subject -
academic preparation (overall rating only,
2 descriptors); and (4) personal charac-
teristics and professional responsibility
(7 criteria, 7 descriptors). Ratings on
the 23 criteria are made at the conclusion
of the evaluation process on a three-point
scale (i.e., outstanding, satisfactory, and
unsatisfactory).

Evaluation procedures vary somewhat depending
on the teacher's employment status (i.e.,
intern, probationary, or tenured). In
general, the process involves five steps:
(1) preliminary conference in which the
process is described to the teacher, (2)
goal-setting observation (a minimum of 20
uninterrupted minutes) in which the teacher's
performance is observed and assessed, (3)
goal-setting conference in which specific
goals for the teacher's performance are
established, (4) growth period which allows
the teacher time to follow through on
performance goals, and (5) summary evalua-
tion and conference in which the Summary
Evaluation Form is completed and discussed.
Steps 2-5 repeat several times during the
school year depending on the teacher's
employment status. The evaluation process
is completed by a consulting teacher for
intern teachers and by the principal or
central office staff for all other
teachers. Non-intern teachers may request
a peer evaluation.

The Toledo Plan is described in a booklet
entitled The Toledo Plan - Intern, Inter-
vention, Evaluation. The booklet contains
all forms and instructions. Although the
district plans to conduct studies of
validity and/or reliability of the system,
no studies have been conducted to date.

The Toledo Plan is ideally used over the   USE
course of the entire school year. Forms,

procedures, and timelines are provided for
using the system. The forms are completed
by the evaluator; no machine scoring is
required.

Individual teacher evaluations are reported   RESULTS
on the Summative Evaluation Form. The form
presents ratings on each of the 23 criteria.
Supporting documents (e.g., performance
goal documentation) can be attached to the
form. The results provide feedback to
teachers on their performance and also
assist administrators in making employment
decisions.

A copy of the booklet is available from the   COSTS
district free of charge. Costs for imple-
menting the teacher evaluation system
(e.g., training, conducting evaluations,
and providing consultations) vary depending
on the size of the district.

Educational Testing Service

DEVELOPER

NTE Programs
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CONTACT FOR MATERIALS
AND INFORMATION

The NTE tests, commonly known as the National
Teacher Examinations, were developed in
1940 to provide objective assessments of
the academic achievement of individuals who
are completing or have already completed
teacher education programs. The tests have
undergone periodic revisions to reflect
changing content and teaching practices. A
15-member NTE Policy Council is responsible
for setting all program policies involving
the development, administration, and use of
the NTE. The members represent state depart-
ments of education and school districts,
teacher training institutions, and classroom
teachers. The tests are used to determine
teachers' knowledge and skills, as well as
for certification purposes.

OVERVIEW

The NTE Programs include the Core Battery
Tests and 28 Specialty Area Tests. The
former include three tests: Communication
Skills, General Knowledge, and Professional
Knowledge. The Communication Skills Test
measures listening, reading, and writing
skills. The General Knowledge Test includes
questions on literature and fine arts, mathe-
matics, science, and social studies. The
Professional Knowledge Test includes questions
related to the social and cultural forces
that influence curriculum and teaching, as
well as questions dealing with general
principles of learning and instruction.
The Specialty Area Tests cover a wide range
of areas (e.g., art education, English
language and literature, industrial arts
education, Spanish) and measure understanding
of the content and methods applicable to
the separate subject areas.

DESCRIPTION

Numerous validity and reliability studies
have been conducted on the NTE. The
validity studies have generated much
controversy, especially studies that
attempt to correlate NTE scores with later
success in the classroom. Reliability
estimates are acceptable.

There are a variety of materials and guides
available from the Educational Testing
Service (ETS). These include a supervisor's
manual, technical handbook, bulletin of
information for candidates, guidelines for
using the NTE, a descriptive booklet, test
booklets, and machine-scored answer sheets.

There are six national administrations of the   USE
NTE, three for the Core Battery Tests, and
three for the Specialty Area Tests, at
testing center: across the country. Indi-
viduals are required to pre-register by
mail. The Core Battery Tests require a
full day to complete (7:45 a.m. to 4:50
p.m.), while the Specialty Area Tests
require a half day (8:30 a.m. to 11:15
a.m.). Tests are machine-scored by ETS,
and results returned approximately six
weeks later.

NTE results are reported to the individual   RESULTS
completing the test. This individual can
request that additional score reports be
sent to institutions or agencies. A single
overall scaled score is reported for each
test. In addition, the score report contains
the number and percentage of items answered
correctly, incorrectly, and omitted by
subtest (when applicable). As noted above,
the NTE scores provide a profile of teachers'
knowledge and skills. These profiles can
be used along with other information to
determine teacher competency and certifica-
tion.

One Core Battery Test ($28.00); two Core   COSTS
Battery Tests (on same test date) ($38.00);
three Core Battery Tests (on same test date)
($48.00); Specialty Area Test ($35.00).

IV. ADMINISTRATOR PERFORMANCE

This section of the directory contains descriptions of instruments and processes for evaluating school principals and central office administrators. Much less research and development work has been done in this area than in the student and teacher assessment areas, but many new efforts are being mounted.

Some of the instruments and processes described are designed to assess the performance of both building-level and central office administrators; others are for the assessment of administrators at only one level. The instruments and processes also vary with respect to the individuals and groups involved in the assessment. In some cases, information used for evaluation purposes is gathered from several sources (e.g., immediate supervisor(s), teachers, parents). In others, only the administrator's supervisor(s) is involved.

The following instruments and processes are included in the directory:

On the following page is a chart that lists, for each instrument or process described, the administrators being assessed (i.e., central office administrators, superintendent only, principals) and the individuals and groups involved in the assessment.

In Section V of this directory are a number of instruments and processes that also include the collection of data on specific measures of administrative behavior (e.g., instructional leadership, structured staff development).

Instrument/Process	Who Is Assessed	Who Assesses
PAL	Central Office Administrators Principals	Supervisor(s) Administrator Him/Herself Teachers Students Parents
Missouri	Superintendents Principals	Supervisor(s)
POS	Central Office Administrators Principals	School Board Central Office and School Staffs Students Parents
AMOAS	Central Office Administrators Principals	Supervisor(s)
Evaluation of Principals	Principals	Supervisor(s) School Staff Students Parents
Assessment Center	Principals	Assessment Center Assessors

THE PROFILE FOR ASSESSMENT OF LEADERS

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The Profile for Assessment of Leaders (PAL),   OVERVIEW
developed by the DeKalb County School
System, provides profiles of administrator
performance on eight general competencies.
The profiles are derived from different
data collected from the administrator's
supervisor, the administrator him/herself,
teachers, parents, and students. Used with
both building-level and central office
administrators, PAL is part of a compre-
hensive staff development program in the
DeKalb schools. It was field tested and
revised in 1982 and 1983, and has been in
use throughout the county since then.

The PAL materials include questionnaires to   DESCRIPTION
be completed by teachers, students, parents,
the administrator him/herself, and his or
her supervisor. Respondents indicate
whether specific administrator behaviors
have been "observed" or "not observed."
These behaviors were selected by panels of
experts from over 10,000 administrator
behaviors identified through an exhaustive
literature review.

Administrators are evaluated in eight
general competencies: (1) relating to
other people, (2) communicating effec-
tively, (3) making decisions, (4) planning
and organizing, (5) supervising and evalu-
ating, (6) improving professionally and
providing staff opportunity, (7) protecting
time on task for teachers and students, and
(8) holding high expectations of students
and teachers. (This last competency is

included in an experimental 1986-87 version
of the questionnaires.)

Each competency is divided into indicators
which, in turn, are subdivided into descrip-
tors of behaviors. For example, Competency
I (relating to others) is divided into four
indicators: (1) promoting positive rela-
tionships, (2) respecting opinions of others,
(3) managing conflicts, and (4) maintaining
integrity. The first indicator -- promoting
positive relationships -- is broken down
into four descriptors: (1) giving recognition
and praise to staff, colleagues, students,
and community members; (2) demonstrating
courtesy to others; (3) demonstrating
relevant personal knowledge and interest in
staff and other associates; and (4) demon-
strating impartiality.

The number of indicators and descriptors
for each competency is as follows: (1)
relating to others (4 indicators, 15
descriptors); (2) communicating (3 indica-
tors, 12 descriptors); (3) making decisions
(2 indicators, 8 descriptors); (4) planning
and organizing (4 indicators, 19 descrip-
tors); (5) supervising and evaluating (4
indicators, 19 descriptors); (6) profes-
sional development (2 indicators, 7 descrip-
tors); (7) time on task (2 indicators, 8
descriptors); and (8) high expectations (2
indicators, 10 descriptors).

Results from PAL have been correlated with
other indicators of school performance, and
the positive relationships attest to PAL's
validity. No reliability data are reported.

About one-half hour is required to complete   USE
each questionnaire. Results can be computed
either by hand or by machine.

Results are reported as a profile of adminis-   RESULTS
trator behavior, as perceived by each group
filling out the questionnaire, including
the administrator him/herself. Results are
displayed by competency, indicator, and
descriptor. The percentage of each group
reporting the behavior as "observed" is

indicated. Comparisons can be made of the
discrepancy between self-reports and those
of either superiors or subordinates.

Results are used diagnostically to define
and plan the professional development needs
of the county's administrators.

An information packet from the district   COSTS
costs $5.00. Instruments in the packet can
be duplicated at local expense. No estimates
are available for staff time to implement
the process.

Missouri Department of Elementary
and Secondary Education

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The Excellence in Education Act of 1985
requires each school district in Missouri
to develop and use a performance based
evaluation process for all administrators.
In response, the state's Department of
Elementary and Secondary Education, in
conjunction with an advisory committee,
developed guidelines for a performance
based evaluation process for superinten-
dents and principals. The results of this
process are used in improving the educa-
tional programs of districts and schools
through the professional development of
administrators, as well as in making
personnel decisions.

OVERVIEW

NOTE: The Missouri superintendent and
principal evaluation systems are quite
similar. Only the superintendent system is
described below.

DESCRIPTION

The Missouri Performance Based Superinten-
dent Evaluation system assesses the perfor-
mance of superintendents in four areas:
(1) educational leadership, (2) district
management, (3) professional relationships,
and (4) professional responsibilities.
Each area is divided into more specific
criteria. Examples of criteria included in
the educational leadership area are (1)
provides direction for the district, (2)
provides for organization of instruction
throughout the district, and (3) provides
for implementation of performance evalua-

tion strategies for all personnel. Descriptors for each criterion are also provided. The number of criteria and descriptors for each area is as follows: (1) educational leadership (8 criteria, 24 descriptors); (2) district management (10 criteria, 38 descriptors); (3) professional relationships (3 criteria, 14 descriptors); and (4) professional responsibilities (3 criteria, 10 descriptors). A Performance Expectation Level, representing the level of performance expected of the effective superintendent, is indicated for each of the 24 criteria. Superintendents are rated by the local school board as to whether or not they are performing at that level.

The evaluation process includes three phases: (1) Preparatory Phase, (2) Formative Phase, and (3) Summative Phase. In each phase, there are actions related to the performance criteria, as well as to the accomplishment of district goals.

In the Preparatory Phase, board of education members and the superintendent cooperatively plan the evaluation process. Specifically, they review and discuss the performance criteria and discuss and agree upon district goals.

The Formative Phase includes observation and feedback. Observations generally occur as part of the regular contact between the board and superintendent, but may be scheduled specifically for evaluation purposes. The purpose of feedback during this phase is to provide the superintendent with information that will allow him/her to plan improvements, if necessary. Three forms are provided to assist in this phase: (1) a Formative Evaluation Form, on which board members are to write notes about what happened during an observation; (2) a Job Target Form, on which the board and superintendent are to outline improvement objectives and procedures for achieving them; and (3) a District Goal Statement Form, on which the board and superintendent are to record goals and progress toward their attainment.

The Summative Phase involves a review of
all data gathered and results in a Summa-
tive Evaluation Report on the superinten-
dent's performance. The summative evalua-
tion portion of the District Goal Statement
Form is also completed during this phase.

No reliability or validity studies have
been conducted on the Missouri system.

A description of the system, as well as
recommended forms, is presented in a state
department document, Guidelines for Perfor-
mance Based Evaluation of School Superin-
tendents. This document is available from
the Department of Education.

In most districts, the evaluation cycle will   USE
be completed on an annual basis. Most
boards of education will find it benefic'al
to address performance on the criteria on a
January-December basis. As for the accom-
plishment of district goals, it may be
appropriate to agree upon goals in September
and assess their accomplishment by the
following July.

The state department recommends that all
local board members receive training in the
evaluation system.

Superintendent performance on the 24 criteria   RESULTS
is summarized on the Summative Evaluation
Report, along with comments from the
superintendent or board. These data, as
well as results summarized on the District
Goal Statement Form, are used in providing
direction for maintaining and improving
necessary skills through professional
development activities. They are also used
in making personnel decisions.

A copy of the superintendent guidelines, as   COSTS
well as the guidelines for evaluating
principals, can be obtained from the
Department of Education free of charge.

The Missouri Performance Based Teacher
Evaluation system is described in Section
Ill of this directory.

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The Profile of a School (POS) is a set of   OVERVIEW
questionnaires designed to assess adminis-
trator performance and school climate, with
the aim of providing information for organ-
izational improvement. The POS is appro-
priate for both individual schools and
entire school districts. The questionnaires
grew out of research conducted in a wide
variety of organizational settings over the
past 30 years by the Institute for Social
Research of The University of Michigan.
The work is based on the premise that a
particularly promising way to help improve
schools is to help administrators use a
more effective management system. Four
types of management systems have been
conceptualized from the least effective,
exploitative, authoritarian model (System
1) to the most effective, participative
group model (System 4). Questionnaire
forms are available for students, staff,
the superintendent, the school board, and
parents. All of these groups are asked to
assess the management performance of prin-
cipals and/or central office administrators.

The POS questionnaires survey perceptions of   DESCRIPTION
behavior using six different forms: (1)
Student Form 1 (grades 4-6) (9 items), (2)
Student Form 2 (grades 7-12) (62 items),
(3) Staff Form (50 items), (4) Superinten-
dent Form (104 items), (5) School Board
Form (64 items), and (6) Parent Form (44
items). Most school districts will find
the new Staff Form to be the most useful,
since it provides a comparative set of
measures across all job classifications.

Responses to multiple questionnaire items
are combined to form indices. The first
group of indices is considered to be causal
(i.e., they impact indirectly or directly
on end-result variables such as student
achievement and teacher morale). These
indices include organizational climate,
leader support, goal emphasis, team building,
work facilitation, and technical competence.
There are also intervening indices that
reflect the internal state of the organiza-
tion. These include openness of communica-
tion, direction of information flow, accuracy
of upward information, nature of peer inter-
actions, amount of influences, and self-
motivation. The third category of indices
consists of end-result variables that
measure employee satisfaction.

Each item on the questionnaires is answered
on a five- or eight-point scale, with ques-
tions phrased so that a low score represents
System 1 and a high score, System 4.

In addition to the standardized questions,
the POS questionnaires can include supple-
mental questions tailored to meet the speci-
fic needs of schools or districts. Other
survey instruments can also be used in
conjunction with the POS.

The reliability and validity of the instru-
ments are described briefly in The Profile
of a School: A Resource for Improving
School Administration, available from
Rensis Likert Associates (RLA). Readers
are referred to a wide range of technical
papers that more fully address these issues.
Norms have been developed for the instruments,
based on over 45,000 respondents from more
than 100 school systems and 700 schools in
22 states.

It takes between 30 and 45 minutes to   USE
complete the surveys. In most cases, the
questionnaires are reusable, since answers
are written on separate optical scanning
scoring sheets. Detailed instructions to
facilitate optimal administration conditions
are provided. All scoring is done by RLA.

Computer printouts report mean scores for each
item as well as the indices. An examination
of any item or index permits classification
of the organizational behavior of a school
or school district on a spectrum ranging
from the least effective to the most
effective, i.e., from System 1 to System 4.
In addition, it is possible to compare a
school or district with other schools or
districts. A large normative database is
available for this purpose. Specialized
breakdowns can also be ordered to adapt to
individual school district requirements.
For example, student scores are available
by grade level or gender and teacher scores
are available by grade level, subject
taught, or length of service.

Results can be used in assessing the
performance of principals and/or central
office administrators, as well as the
climate of a school or district. Infor-
mation in these areas can then be used in
organizational improvement.

A survey-guided development process, devel-
oped by RLA, is available to assist school
districts in using the data from the POS to
make improvements.

An information packet is available from
RLA. This packet includes sample surveys
for students, staff, the superintendent,
parents, and school board members and a
copy of The Profile of a School: A Resource
for Improving School Administration. The
cost of the packet is $12.00. Manuals
documenting the survey-guided development
process are available free of charge.

Costs for implementation vary markedly
depending on the size of the school or
district, the number of different groups
being surveyed, and the variety and
complexity of the requested analyses.
Estimated costs are available upon request
from RLA. Costs include questionnaires,
answer sheets, computerized data processing
by RLA, and a report of the findings.

Costs for consultant time from the
RLA staff to help districts with data

interpretation or follow-up improvement
activities are available upon request.

A long history of research supports the
utility of the POS instruments. Two useful
documents summarize that research. The
first is "Evidence of the Effectiveness of
System 4 in School Administration," avail-
able from RLA for $5,00. The second is a
reprint of a 1980 journal article by J. G.
Likert and R. Likert entitled "New Resources
for Improving School Administration" (NASSP
Bulletin, 64(435), 49-58), which is avail-
able at no cost.

This is a generic model used in many school districts. The Muhlenberg School District in Laureldale, PA is described below as an example.

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CONTACT FOR MATERIALS AND INFORMATION

The Administrative Management-by-Objectives Appraisal System (AMOAS) is designed to evaluate school administrators on two broad bases: (1) a set of objectives established jointly with the administrator's immediate supervisor, and (2) daily job performance. A committee of school board members, administrators, and the superintendent develops the plan together. Performance ratings are linked to salary increases. AMOAS has been implemented in 26 school districts across the United States.

OVERVIEW

AMOAS consists of a committee-developed compensation plan. The Muhlenberg plan places 50 percent of the administrator evaluation on the accomplishment of defined objectives set by the administrator and approved by his or her supervisor, and 50 percent on everyday job performance as measured through position descriptions. These descriptions are developed with input from each administrator. Each objective is weighted, and each category of the position description carries a specific rating. The combined rating from both areas determines the administrator's salary increase for the year.

DESCRIPTION

The Muhlenberg materials provide guidelines for developing position descriptions and assigning values to seven categories within those descriptions. The categories include: (1) background: education, experience; (2) application of knowledge: complexity,

latitude; (3) supervisory responsibility -
complexity: size of supervisory responsi-
bility (employees), complexity; (4) contacts:
nature of contacts, degree of persuasiveness
required; (5) integrity of information:
exposure to confidential information,
requirements for safeguarding confidential
information; (6) impact of errors; and (7)
time requirements.

No reliability or validity information is
available.

Further information about AMOAS is available
from I. E. Banreb Associates.

The system requires a minimum of two perfor-   USE
mance reviews a year and a final evaluation.
During the review process, the supervisor
must shadow or observe the administrator
for at least one full day. At least one
additional day is needed for analysis of
observed behavior, writing of the formal
evaluation, conference time to review the
evaluation, and determination of the final
salary increase.

Potential users are cautioned that AMOAS
may take considerable time (2-4 years) to
completely implement and refine.

The system results in a final rating of the   RESULTS
administrator's performance, which, in
turn, directly affects his or her annual
salary increase.

Since this is a generic model, specific job   COSTS
descriptions and sets of objectives must be
developed locally. No estimates are avail-
able of costs in terms of staff time needed
for local development or implementation.

THE EVALUATION OF PRINCIPALS AS INSTRUCTIONAL LEADERS

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James Bellanca
Kenneth Gill
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DEVELOPER

OVERVIEW

The Evaluation of Principals as Instruc-
tional Leaders is a comprehensive set of
training materials designed to provide, in
a workshop setting, the skills needed to
train superintendents in the improved
evaluation and professional development of
principals. The workshop materials consist
of overheads, literature syntheses, and
evaluation questionnaires. As part of the
workshop experience, participants learn how
to administer four different questionnaires
for gathering data from the principal's
supervisor, teachers and other staff in the
school, students, and parents. The Evalua-
tion of Principals as Instructional Leaders
was completed in 1986 at the Northwest
Educational Cooperative, under contract to
the Illinois State Board of Education.

DESCRIPTION

Each of the four questionnaires included in
the workshop materials assesses principals'
instructional leadership skills along nine
major competencies: (1) communicating a
vision of the school's mission; (2) demon-
strating knowledge of the school curriculum
and the instructional program; (3) super-
vising the teaching process and monitoring
student progress; (4) promoting a positive
school climate and interpersonal relation-
ships among students, community, and staff
members; (5) demonstrating planning and
organizational skills; (6) demonstrating
effective communication skills; (7) demon-

strating skill in making decisions; (8)
setting high expectations for students and
staff; and (9) promoting personal profes-
sional improvement and providing staff with
opportunities for professional improvement.

Each competency is sorted into from two to
six indicators (total = 26), which are, in
turn, broken out into from eight to thirty
descriptors (total = 119). As an example,
Competency II, with its two indicators and
ten descriptors, is outlined below.

Competency II: The building administrator
demonstrates knowledge of the school
curriculum and the instructional program.

Indicator A: The building administrator
demonstrates a working knowledge of the
curriculum.
Descriptors: (1) conveys to the staff a
knowledge of the curriculum content, scope,
and sequencing in all subjects and across
grade levels; (2) conveys to the staff a
knowledge of those materials that best
support the curriculum; (3) gives priority
to and takes responsibility for decisions
about implementing the curriculum; and (4)
monitors the school's overall instructional
program to insure that student objectives
are consistent with the school curriculum.

Indicator B: The building administrator
demonstrates knowledge of instructional
methods, techniques, and materials necessary
to implement the school curriculum.
Descriptors: (1) demonstrates sufficient
knowledge of those instructional methods
that produce the greatest student growth;
(2) demonstrates a knowledge of teacher
behaviors that cause students to learn; (3)
works with teachers to plan and/or modify
instruction based on student needs; (4) is
resourceful in identifying instructional
materials that can be used by the teacher
for specific students or specific units;
(5) uses knowledge of curriculum to help
place students in appropriate groups,
levels, grades, and/or courses; and (6)
helps teachers, students, and parents see
how the curriculum relates to goal achieve-
ment and ultimately to the vision of the
school.

The four questionnaires are formatted
differently. The superordinate form
elicits responses on each of the 26 indi-
cators in a satisfactory/not satisfactory/
not applicable format. The subordinate
form (designed for teachers and staff)
requests judgments about each of the 119
descriptors on a four-point scale from
"almost never" to "almost always." Both
the parent and student forms use different
language than the other forms and do not
elicit judgments about all competencies,
indicators, or descriptors.

No information on reliability and validity
is available.

There are no guidelines mentioned for admin-   USE
istration or scoring of the questionnaires.
It is expected that workshop participants,
in their training of others, will modify
the materials and develop procedures as
they see fit.

No information is offered regarding appropriate   RESULTS
forms of analysis or reporting formats for
the data.

Results are used to evaluate building-level
administrators and to develop a professional
development plan. Upon receipt of the
results, the administrator and his/her
superior develop a plan where specific,
concrete activities are stipulated.

The workshop materials cost $23.00. Ques-   COSTS
tionnaires can be duplicated at local
expense. No estimates are available for
staff time to implement the process.
Additional information on how to train
others in the evaluation of principals is
included in a trainer's manual, which is
available for $9.00.

THE ASSESSMENT CENTER PROJECT AND SPRINGFIELD DEVELOPMENT PROGRAM

NASSP Assessment Center Project

<div align="right">DEVELOPER</div>

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<div align="right">CONTACT FOR MATERIALS
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The National Association of Secondary
School Principals (NASSP) Assessment Center
Project is designed to provide comprehensive,
indepth, multimethod assessments of and
developmental opportunities for school
administrators. The Assessment Center
Project was developed in 1975 to improve
the selection of elementary and secondary
school principals. A long-term professional
development component -- the Springfield
Development Program -- was recently added
to provide opportunities for practicing
administrators to grow under the guidance
of a mentor. Both projects are best viewed
as processes that rely on the use of multi-
ple methods for diagnosing administrative
skills.

<div align="right">OVERVIEW</div>

The Assessment Center process focuses on
administrative behavior in 12 broad areas:
(1) problem analysis, (2) judgment, (3)
organizational ability, (4) decisiveness,
(5) leadership, (6) sensitivity, (7) stress
tolerance, (8) oral communication, (9)
written communication, (10) range of
interest, (11) personal motivation, and
(12) educational values.

<div align="right">DESCRIPTION</div>

Candidates for administrative selection,
promotion, or development participate in
five or six simulated activities of the
principalship and a structured interview.
Two of the simulations are in-basket
exercises, which require the participant to
play the role of a newly appointed admini-
strator and respond to a package of memos,
mail, telephone calls, etc. A fact-finding

simulation requires participants to seek
out information dealing with a typical
school problem and to make an oral presen-
tation. Two leaderless group discussions
involve the analysis and discussion of
problems in a typical school district.

Each candidate is observed by a group of
trained assessors while completing the
assessment exercises. In a typical center,
a team of six or more assessors observes 12
participants and evaluates the participants'
behavior as it relates to the 12 dimensions
listed above.

The assessor team discusses each candidate's
observed behaviors and completes consensus
ratings for each of the skill dimensions.
A comprehensive written assessment report
is prepared describing the skill strengths,
areas of needed improvement and development,
and an overall placement recommendation.
Each participant is also given extensive
verbal feedback on his/her performance in
each of the dimensions.

Candidates for new administrative positions
typically participate in the Assessment
Center process, while "graduates" of that
process or practicing administrators with
no more than five years of experience
participate in the Springfield program.
Once diagnostic assessment through a
variety of activities (e.g., simulation
exercises, fact-finding exercises, inter-
views) is complete, Springfield partici-
pants are assigned to specially trained
mentors who meet periodically with the
administrator, make recommendations for
improvement, and review progress after
about three months. In many cases, this
process continues for more than a year.

Internal, criterion-related, and content
validity of the Assessment Center process
was determined through a three-year study
conducted by researchers from Michigan
State University. Results are available
from the developer and indicate a high
level of validity in each area. No
reliability information is available.

A variety of descriptive materials are
available from the developer for potential
participants and potential developers of an
Assessment Center site.

Participation in the Assessment Center process   USE
requires two eight-hour days.

Participants receive summary feedback on   RESULTS
their performance in the assessment activi-
ties both orally and in written form.
Districts use these results for the selec-
tion, promotion, or development of adminis-
trators.

Descriptive materials are available at a cost   COSTS
ranging from $.75 to $7.00. The cost of
participating in the Assessment Center
process is $50 per participant, which covers
materials. For a district, university, or
other nonprofit educational organization to
become affiliated with the Assessment Center
and receive approval as an accredited site,
costs include a one-time affiliation fee
($5,000); training of assessors ($250 per
assessor); travel, lodging, and meals for
the training; and an honorarium ($500) to
an NASSP-approved monitor who insures
fidelity to the Assessment Center process.

V. SCHOOL CLIMATE

This section of the directory contains descriptions of instruments and processes designed to assess important conditions of classrooms and schools. Some instruments and processes focus on variables that have grown out of recent research on effective classrooms (e.g., time on task, frequent monitoring of student progress) and effective schools (e.g., high expectations, clear mission). Others assess variables typically associated with the term "school climate" (e.g., communication, influence, morale, commitment). The instruments and processes also vary in terms of the types of individuals from whom data are gathered (e.g., students, teachers, parents) and the grade level(s) at which data collection is appropriate.

The following instruments and processes are included in the directory:

The Santa Clara, IQSI, Connecticut, and School Self-Assessment instruments and processes assess, for the most part, research-based characteristics of effective schools and classrooms. The remaining entries deal primarily with the more typical climate variables. A chart on the following page lists, for each instrument or process, the grade level(s) and type(s) of individuals that are the focus of data collection.

Instrument/Process	Level(s)	Respondent(s)
Santa Clara	Elementary Middle	Students Teachers Parents
IQSI	Elementary Secondary	Students Staff Parents Others
Connecticut	Elementary Middle	Staff
School Self-Assessment	Elementary Secondary	Students Staff Parents
ESB	Secondary	Students Teachers
CES	Secondary	Students Teachers
SAS	Elementary Secondary	Teachers
OCS	Elementary Secondary	All Adults in a School
SCI	Elementary Secondary	Students Staff Parents
QSL	Elementary Secondary	Students
LEI/MCI	Elementary Secondary	Students
MGAP	Middle	Students Staff Parents

Santa Clara County Office of Education	DEVELOPER

Andrea R. Lichter, Coordinator School Effectiveness Program Santa Clara County Office of Education 100 Skyport Drive, MC 237 San Jose, CA 96115 408-947-6899	CONTACT FOR MATERIALS AND INFORMATION

The Santa Clara County surveys, completed in 1983-84, were developed over a three-year period by the County Office of Education for use in elementary schools participating in its School Effectiveness Program. The research base included the areas of school and teacher effectiveness, delinquency studies, and educational productivity. There are three surveys (teacher, student, parent), each addressing variables that research has shown contribute to instructional effectiveness. The teacher and parent surveys are designed for individuals representing kindergarten through grade 6; the student survey is for students in grades 4-8, but all normed data are for elementary schools only. Survey data can serve as a basis for planning school improvement activities.

OVERVIEW

The three surveys include 327 items that measure 14 variables associated with instructional effectiveness. The student survey includes 140 items; the teacher survey, 126; and the parent survey, 61.

DESCRIPTION

The 14 variables are grouped into three basic areas. The first area includes three variables that organize curriculum and instruction: (1) opportunity to learn, (2) tightly coupled curriculum, and (3) effective instruction. The second area includes four variables that support curriculum and instruction: (1) clear academic focus and mission, (2) instructional leadership, (3) monitoring of student progress, and (4) structured staff development. In the third

area are seven variables that promote an effective school climate: (1) high expectations, (2) safe and orderly environment, (3) widespread student rewards and recognition, (4) home-school cooperation and support, (5) opportunities for meaningful student involvement, (6) sense of community, and (7) collaborative organizational practices.

From three to nine indicators define each of the 14 variables. All three surveys address all 14 variables, but not all indicators.

Response options depend upon the particular item. Respondents are asked to express (1) their agreement or disagreement with each item on a four- or five-point scale, (2) the frequency of occurrence on a five-point scale, or (3) "yes" or "no." In other cases, a numeric value is requested (e.g., "How many years have you been at this school?").

Extensive data presented in a technical manual available from the developer attest to the reliability and validity of the surveys. Norms have been developed based on 14 California schools identified as effective.

USE

Survey data are to be collected in a one-week period. The student survey is administered by classroom teachers in two 45-minute sessions held on two different days. Teacher surveys, which require 45-55 minutes to complete, can be filled out at a time and place agreed to by teachers and the principal. Parent surveys, which take 40-50 minutes to complete, can be administered as the school sees fit.

Machine scoring of surveys is done by the County Office of Education. Follow-up assistance to schools in action planning (i.e., prioritizing needs, setting goals, and formulating and implementing school plans) is available.

Survey results are presented as part of a
school's Basic School Profile, which also
includes information on student outcomes
that is obtained from school records.
Survey results are presented in three ways.
First, the results for each group are
reported separately, and the means on each
indicator are compared to those of schools
identified as effective. Second, the
results of each group are compared on each
indicator included on all three surveys.
Third, results from specific student
subgroups are reported for each indicator
and compared to results from the same
subgroup in effective schools. Student
data are reported for six subgroups: (1)
achievement level, (2) sex, (3) grade
level, (4) ethnicity, (5) language domi-
nance, and (6) parent education level.
This information can be helpful to a school
trying to assess whether or not certain
student subgroups are having difficulties
in a particular area.

The Basic School Profile can be used as the
basis.for planning school improvement activi-
ties. It can also provide information
related to many of the criteria used to
review state and federally funded programs
in schools.

An Information Packet, which includes sample
surveys, is available from the County Office
of Education at no charge. A technical
manual is available for review.

The cost of the Basic School Profile ranges
from $550 to $750.

Only sample questions from the three surveys
were reviewed. The County Office of Educa-
tion will not release the complete surveys
for review.

Illinois State Board of Education

<div style="text-align: right">DEVELOPER</div>

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<div style="text-align: right">CONTACT FOR MATERIALS
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The Illinois Quality Schools Index (IQSI), completed in 1984, is a process for reviewing the quality of a school building or district as a basis for planning improvements. The process has been used in Illinois districts to measure and make improvement recommendations related to eight characteristics of effective schools, as identified in the research literature. The process can involve administrators, teachers, and/or students at both the elementary and secondary levels; board members, parents, community members, and other school staff can also be included.

<div style="text-align: right">OVERVIEW</div>

The IQSI process consists of five steps. Step 1, Organizing the Process, is aimed at establishing a structure for coordinating the process in the building or district. Four activities need to be accomplished in this step: (1) organize the IQSI committee, (2) develop a calendar of events that includes three meeting dates and sufficient time between meetings for data processing, (3) plan the first meeting, and (4) publicize the process to staff and community members.

<div style="text-align: right">DESCRIPTION</div>

Step 2, Gathering Information, is conducted at the first meeting of the IQSI committee. After the IQSI coordinator explains the process, the role and responsibilities of the committee, and the data-collection instruments (described later in this section), committee members select the school characteristics to be studied and complete the instruments that focus on these characteristics. Following this

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meeting, the coordinator tabulates responses
to the instruments. (The State Board of
Education provides data processing services
for districts in Illinois.)

Step 3, Analyzing Results, takes place at
the second committee meeting. Data are
reviewed and discussed. Discussion is
important in this step to ensure that the
results actually reflect the committee's
opinion. Committee members then rate
priority items on which to focus further
attention. Results are tabulated prior to
the next meeting.

Step 4, Reporting Results, occurs at the
third and final meeting of the committee.
Committee members discuss and select the
final priorities. Potential strategies for
addressing the priorities and a plan for
informing the community of results are also
considered.

Step 5, Developing and Implementing Strate-
gies, is the responsibility of those
individuals charged with the task of school
improvement in the school or district.

There are eight IQSI instruments, one for
each of eight characteristics of effective
schools: (1) leadership, (2) mission, (3)
expectations, (4) time on task, (5) moni-
toring, (6) basic skills, (7) climate, and
(8) parent/community participation. From
15 to 30 indicators define each charac-
teristic. There are 158 indicators in all.
The committee may select any or all of the
instruments, add indicators, or change
words or phrases suggested by group con-
sensus.

At the first committee meeting, members are
arranged in groups according to the constit-
uency they represent (e.g., board members,
teachers). Within each group, every other
person is told to rate the extent to which
the school or district is demonstrating
each indicator (the "what is" scale).
Ratings are made on a scale from "none" (1)
to "very great" (6), with "undecided" (0)
as another option. Others in the group are
told to rate, on the same six-point scale,

the importance of each indicator to quality
schooling (the "what should be" scale).

No reliability or validity studies have
been done on the IQSI instruments.

The IQSI Manual, available from the State
Board of Education and from ERIC (Document
Reproduction Service No. ED 251 493),
contains a description of the process and
copies of the instruments. Appendices
present suggested strategies for committee
selection, guidelines for manually computing
results, data report forms, sample press
releases, materials for meetings, and an
outline for plans to address indicators.

The IQSI process is expected to be carried out   USE
over a two- to six-week period. Prior to
initiating the process, administrators need
to make decisions on certain key matters,
such as level of participation (e.g.,
grade, district); desired outcome (e.g.,
program development, communication); who
will serve as coordinator (e.g., internal
staff member, outside consultant); and who
will serve as committee members (e.g.,
board members, administrators, teachers,
students, parents).

The State Board of Education suggests that
a manageable approach to the process treats
no more than five characteristics at a time
and involves representation across all
grade levels within a single attendance
area. The recommended size of the committee
is 40-45 people to allow for at least 20
respondents to the "what is" and "what
should be" scales of the instruments.

Data processing services are provided by
the State Board of Education for districts
in Illinois. Instructions for manual
scoring are included in the IQSI Manual.

Three types of results are presented to the   RESULTS
IQSI committee: (1) the average ratings of
each indicator on the "what is" and "what
should be" scales; (2) the average differ-
ences on the "what is" and "what should be"

scales, for each indicator; and (3) a list
of the 25-30 indicators with the greatest
difference between ratings on the two
scales. Committee members review all
results, then rate the 25-30 indicators on
a scale of importance ranging from "none"
(0) to "very great" (5). The indicators
with the highest ratings become the focus
for school improvement efforts that may
involve changes in such areas as staff
development, board policy, instructional
methods, or teaching conditions.

A copy of the IQSI Manual is provided by   COSTS
the State Board of Education to school
personnel at no cost. The manual is
available from ERIC for $5.40 plus postage.
The cost of implementing the IQSI process,
including administration of the instru-
ments, cannot be estimated, but it should
be minimal.

CONNECTICUT SCHOOL EFFECTIVENESS INTERVIEW AND QUESTIONNAIRE

Connecticut Department of EJucation

<div align="right">DEVELOPER</div>

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<div align="right">CONTACT FOR MATERIALS
AND INFORMATION</div>

The Connecticut School Effectiveness Interview and Questionnaire, completed in 1981, were developed by the Connecticut Department of Education for use in its School Effectiveness Project. Both instruments are designed to collect information from the entire instructional staff of elementary and middle schools, including principals and other school-level administrators, classroom teachers, resource teachers, and special area teachers. Both instruments assess these individuals' perceptions of the extent to which research-based characteristics of effectiveness exist in the school and its classrooms. The information provided can be used in planning and implementing school improvement activities.

<div align="right">OVERVIEW</div>

The Interview is a structured interview of 67 items, focusing on seven characteristics of effective schools: (1) safe and orderly environment (5 items), (2) clear school mission (11 items), (3) instructional leadership (14 items), (4) high expectations (10 items), (5) opportunity to learn and student time on task (9 items), (6) frequent monitoring of student progress (8 items), and (7) home-school relations (10 items). Each item includes a five-point descriptive continuum with phrases at each point that represent the range of possible responses for that item. Interviewers read each item, listen for key elements in the interviewee's response, and then code the

<div align="right">DESCRIPTION</div>

response at one of the five points along
the continuum. Three open-ended questions
are included at the end of the interview
that ask for the interviewee's perceptions
of school strengths and weaknesses and
his/her suggestions for improvement.

The Questionnaire is a 100-item instrument
that parallels the Interview in its assess-
ment of seven research-based effectiveness
characteristics. The respondent is directed
to respond to each item along a five-point
scale: strongly disagree, disagree,
undecided, agree, strongly agree.

Evidence of the reliability and validity of
both instruments is provided in the Handbook
for Use, which is available from the Depart-
ment of Education.

In order to ensure reliability among inter-   USE
viewers, training in the use of the Inter-
view is recommended. Some information on
conducting training is provided in the
Handbook for Use. The Interview is designed
to be administered in approximately one
hour.

The Questionnaire is designed for large-
group administration. There is no time
limit. Most respondents will complete the
Questionnaire in 35-45 minutes.

There is evidence that similar data profiles
are generated from the Interview and the
Questionnaire. It is, therefore, possible
to consider the use of only one instrument.
However, use of each instrument has distinct
advantages. With the Interview, there are
the benefits of staff awareness and partici-
pation. With the Questionnaire, a second
administration to measure changes in
perceptions can be easily implemented.

Results can be machine- or hand-scored by a
school system. Both the Interview and
Questionnaire are designed for use with
standard computer coding forms.

Two major information profiles can be   RESULTS
developed from either Interview or Question-
naire data: (1) the Summary Profile and
(2) the Integrated Item Profile.   The
Summary Profile shows aggregate responses
across all items for each of the seven
characteristics.   The response frequencies
for each point on the five-point scale are
converted to percentages, and a bar graph
is developed for each characteristic.   In
the Integrated Item Profile, the response
frequencies for each item are presented in
percentages.   These profiles are only a
suggested way of portraying data; individuals
are encouraged to present data in a way
that best meets their needs.

The Handbook for Use presents information
on how data have been used in Connecticut's
School Effectiveness Project.   This infor-
mation could be helpful to school staff in
designing their own improvement activities.

The Handbook for Use and copies of the Inter-   COSTS
view and Questionnaire that can be reproduced
are provided by the Department of Education
at no charge.   The instruments can then be
duplicated at local expense.   The only
other costs to a school system are those
incurred in scoring, and analysis and
interpretation of results.

Questionnaires for high school staff and   COMMENTS
students have also been developed by the
Connecticut Department of Education.
Reliability and validity studies are in
progress.

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The School Self-Assessment Instruments   OVERVIEW
grew out of the Effective Schools Project,
initiated in 1982 by the Seattle Public
Schools in collaboration with the University
of Washington. The instruments assess
indicators of school quality as defined by
groups of school district representatives
and university faculty members, based on
research on effective schools and strategies
for change. The instruments are administered
to staff, students, and parents at both the
elementary and secondary levels. To date,
they have been used by more than 60 school
districts. Results can be used for school
assessment and program development.

The School Self-Assessment Instruments assess   DESCRIPTION
12 indicators of quality schools: (1)
clear goals, (2) strong leadership, (3)
dedicated staff, (4) high expectations, (5)
frequent monitoring of student progress,
(6) early identification of learning diffi-
culties, (7) positive learning climate, (8)
curriculum continuity, (9) multicultural
education, (10) sex equity, (11) communica-
tion, and (12) parent/community involvement.

The complete set of instruments includes
six questionnaires. The Staff Assessment
Questionnaire consists of 94 items measuring
nine quality indicators (all indicators
except clear goals, communication, and
parent/community involvement). The School
Goals Questionnaire, administered to both
staff and parents, includes 18 goal state-
ments from which respondents must choose

five statements that represent what their
school's goals are and should be and then
rank their choices in order of importance.
The School Assessment Questionnaire:
Primary Level is an 11-item picture identi-
fication instrument that measures positive
learning climate. The School Assessment
Questionnaire: Intermediate Level includes
24 items that measure positive learning
climate, multicultural education, and sex
equity. The School Assessment Questionnaire:
Secondary Level is a 52-item instrument
that assesses the same three indicators as
the intermediate level questionnaire. The
Parent Questionnaire includes 32 items
measuring four indicators (positive learning
climate, early identification of learning
difficulties, communication, and parent/
community involvement) and 11 items dealing
with desired extent of involvement.

Response options vary depending upon the
particular item. For most items, respon-
dents are asked to express their agreement
or disagreement on a five-point scale:
strongly agree, agree, undecided, disagree,
strongly disagree.

Data included in a technical manual avail-
able from the University of Washington
provide evidence of the reliability and
validity of the instruments.

A detailed data collection procedures
manual is available to assist school
personnel in the administration of the
instruments.

Staff and student questionnaires are adminis-   USE
tered in groups. Parent questionnaires are
mailed or sent home with students. Time
for completion of the questionnaires ranges
from 15 minutes for the primary level
questionnaire to 50 minutes for the staff
questionnaire.

School districts, subgroups of schools
(e.g., elementary schools), or individual
schools may use the School Self-Assessment
Instruments.

Scoring of the questionnaire _ ione by
the School Self-Assessment Service at the
University of Washington.

Mean scores for each indicator are presented   RESULTS
in a School Profile Book by respondent
group, by school, and, if data are avail-
able, by school level (elementary, middle,
high) and/or district. Item response
distributions are also reported.

In addition to presenting questionnaire
results, the School Profile Book includes a
review of the literature related to each
indicator of quality and a discussion of
the use of questionnaire data in developing
a building-based effective school plan.

A specimen kit that includes the technical   COSTS
manual, the data collection procedures
manual (including the questionnaires), and
a sample School Profile Book is available
for $25.00.

The cost of the scoring and reporting
services provided by the School Self-Assess-
ment Service is $150.00 per school plus
$.50 per respondent. Included in this cost
are master copies of the staff, intermediate
level, and secondary level questionnaires
and appropriate numbers of the goals,
primary level, and parent questionnaires.

For additional information, individuals are   COMMENTS
encouraged to consult the following:
Andrews, R. L., & Soder, R. P. (in press).
Principal leadership and student achieve-
ment. Educational Leadership.

Gary D. Gottfredson
Johns Hopkins University

DEVELOPER

Psychological Assessment Resources, Inc.
P. O. Box 998
Odessa, FL 33556
800-331-TEST

CONTACT FOR MATERIALS
AND INFORMATION

The Effective School Battery (ESB), completed
in 1984, is the result of five years of
research on school climate at the Center
for Social Organization of Schools at Johns
Hopkins University. The ESB measures the
climate of a secondary school, as perceived
by teachers and students, as well as the
characteristics of each group. The informa-
tion gathered can be helpful to board
members, administrators, and teachers.

OVERVIEW

The ESB includes a student questionnaire
and a teacher questionnaire. Students and
teachers answer questions about themselves
and their school using multiple-choice,
agree-disagree, or true' false formats.
Responses to each questionnaire are analyzed
to provide two kinds of information: (1)
information on the perceptions that each
group has of the school's climate, and (2)
information on the characteristics of that
group.

DESCRIPTION

Six climate measures are assessed in the
student questionnaire: (1) safety, (2)
respect for students, (3) planning and
action, (4) fairness, (5) clarity, and (6)
student influence. Twelve student charac-
teristics are tapped: (1) parental educa-
tion, (2) positive peer associations, (3)
educational expectation, (4) social inte-
gration, (5) attachment to school, (6)
belief in rules, (7) interpersonal compe-
tency, (8) involvement, (9) positive
self-concept, (10) school effort, (11)
avoidance of punishment, and (12) school
rewards.

V-16

The teacher questionnaire asks for informa-
tion related to nine measures of school
climate: (1) safety, (2) staff morale, (3)
planning and action, (4) smooth administra-
tion, (5) resources for instruction, (6)
school race relations, (7) involvement of
parents and community, (8) student influence,
and (9) use of grades as a sanction. The
seven teacher characteristics assessed are
(1) pro-integration attitude, (2) job
satisfaction, (3) interaction with students,
(4) personal security, (5) classroom order-
liness, (6) professional development, and
(7) nonauthoritarian attitude.

Extensive evidence of the reliability and
validity of all measures included in the
ESB is presented in a user's manual avail-
able from the publisher. Norms have been
developed for the battery, based on samples
of teachers and students in primarily urban
districts with large minority populations.

In addition to the two eight-page question-
naires with answer sheets and the user's
manual, the ESB includes a coordinator's
manual and survey administrator's instruc-
tions.

Administration of the ESB to all students   USE
and teachers in a school is recommended,
but administering to a carefully drawn
sample can also produce dependable results.
Administration of either the student or the
teacher inventory is also an alternative.

The student inventory can be completed by
nearly all students in 50 minutes. It is
recommended that the inventory be adminis-
tered to groups of 25-35 persons, although
large-group administration is possible.
Administration of the teacher inventory is
most efficiently done at a staff meeting.
The recommended time for administration of
either inventory is late April or early
May.

Completed answer sheets, all anonymous,
must be sent to a scoring service for
optical scanning and the preparation of
school profiles. Special scoring services

(e.g., the calculation of results for particular subgroups) are also available.

Each school that uses the entire ESB (i.e., collects data from both teachers and students) receives a report with four profile sheets. Two profile sheets show the averaged scores for the school's climate, one based on student reports and the other on teacher reports. The other two profile sheets describe the student and teacher populations. On each profile sheet, scores are reported in percentile rank, and graphically. Examples of ESB profiles and a discussion of how they might be interpreted are presented in the user's manual. Two optional reports are available. The first, the disaggregated report, provides analyses of selected subpopulations. The second, the district-wide summary report, provides district totals and comparisons across schools.

ESB results can be used in setting priorities and making plans in a school, in opening up communication in a school, in evaluating school programs, in providing ongoing indicators of organizational health, and in system-wide planning and assessment.

Introductory Kit (includes user's manual, coordinator's manual, survey administrator's instructions, one each of the student and teacher survey booklets and answer sheets) ($20.00); extra user's manual ($15.00); coordinator's manual ($2.50); survey administrator's instructions (pkg/10) ($3.50); student survey booklet – reusable (pkg/50) ($37.50); teacher survey booklet – reusable (pkg/25) ($18.75); student answer sheets (pkg/50) ($12.50); teacher answer sheets (pkg/25) ($6.25). Scoring: There are two costs: (1) scanning of answer sheets ($.50 per answer sheet); and (2) preparation of a standard school report ($50.00 per school), a disaggregated report ($60.00 per school), and a district-wide summary report ($30.00 per report).

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Stanford University

Edison J. Trickett
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Consulting Psychologists Press   CONTACT FOR MATERIALS
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415-857-1444

The Classroom Environment Scale (CES) is a   OVE:\VIEW
questionnare that assesses the social
climate of junior high and high school
classrooms. It is completed by students
and teachers and focuses on teacher-student
and student-student relationships, as well
as on the organizational structure of the
classroom. Development of the CES was part
of a larger program of research on organi-
zational environments conducted at the
Social Ecology Laboratory of Stanford
University in the early 1970s.

The CES is a 90-item questionnaire of nine   DESCRIPTION
social climate subscales (ten items in each
subscale). The questions are presented in
a true/false format. The nine CES subscales
tap three underlying domains, or sets of
dimensions: (1) the relationship dimensions,
(2) the personal growth or goal orientation
dimensions, and (3) the system maintenance
and change dimensions. The relationship
dinvunsions are measured by the involvement,
affiliation, and teacher support subscales.
The personal growth or goal orientation
dimensions are measured by the task orien-
tation and competition subscales. The
system maintenance and change dimensions
are measured by the order and organization,
rule clarity, teacher control, and innova-
tion subscales.

Definitions for the nine subscales are (1)
involvement - the extent to which students
are attentive and interested in class
activities, participate in discussions,

and do additional work on their own; (2)
affiliation - the level of friendship
students feel for each other, as expressed
by getting to know each other, helping each
other with homework, and enjoying working
together; (3) teacher support - the amount
of help and friendship the teacher manifests
toward students, and how much the teacher
talks openly with students, trusts them,
and is interested in their ideas; (4) task
orientation - the amount of emphasis on
completing planned activities and staying
on the subject matter; (5) competition -
how much students compete with each other
for grades and recognition and how hard it
is to achieve good grades; (6) order and
organization - the emphasis on students
behaving in an orderly and polite manner
and on the overall organization of assign-
ments and classroom activities; (7) rule
clarity - the emphasis on establishing and
following a clear set of rules and on
students knowing what the consequences will
be if they do not follow them, and the
extent to which the teacher is consistent
in dealing with students who break rules;
(8) teacher control - how strict the
teacher is in enforcing the rules, the
severity of punishment for rule infractions,
and how much students get into trouble in
the class; and (9) innovation - how much
students contribute to planning classroom
activities, and the extent to which the
teacher uses new techniques and encourages
creative thinking.

There are actually three versions of the
questionnaire: (1) the real form (Form R)
measures students' and teachers' percep-
tions of their current classrooms; (2) the
ideal form (Form I) measures people's
conceptions of ideal classroom learning
environments; and (3) the expectations form
(Form E) measures people's expectations
about classrooms they are about to enter.
There is also a short form (Form S), which
is composed of the first 36 items on the
regular form, including four items from
each of the nine subscales. The real form
is the only published form. The publisher
normally authorizes qualified investigators
to reproduce the other forms upon receipt
of a written request.

The CES manual, available from the publisher,
includes a full discussion to support the
instrument's reliability and validity.
Norms have been developed based on students
in 382 classrooms and teachers in 295
classes.

In addition to the manual, available
materials include reusable test booklets,
answer sheets, and a scoring key. An
annotated bibliography, reference annota-
tions, and a publication entitled A User's
Guide to the Social Climate Scales can also
be obtained from the publisher.

The CES is designed to be given as a paper-
and-pencil questionnaire. Respondents mark
their answers on specially designed answer
sheets. The CES can also be administered
using tape-recorded instructions and items.
This format is useful with respondents who
cannot read at a grade 6 reading level or
have a very short attention span.

USE

The questionnaire takes only 15-20 minutes
to complete. Scoring all ten subscales
requires only a minute or two per question-
naire. Scoring is accomplished by hand
through the use of a template that overlays
the answer sheet. No scoring service is
available.

A User's Guide to the Social Climate S ___ ︎
(to be published in early 1987) offers a
discussion of the main uses of the CES and
other social climate scales. It also
describes some procedures that may be help-
ful in arranging to administer the CES, the
effects of respondent anonymity, and the
number of students in a classroom who need
to answer the CES to obtain a reliable
profile. The developer recommends 50
percent random sample to adequately
characterize classrooms with 25 or more
students.

Individual student results are averaged to
obtain a summary classroom score. All
comparisons in the CES manual focus on the
classroom as the unit of analysis. Although

RESULTS

the presentation of results is left to the
individual user, the CES manual does
provide two useful guides to assist in
presentation and interpretation of the
data. The first is a set of norming sample
summary statistics (means and standard
deviations) for each subscale. These
statistics are broken down by content area
(English, social studies, science, math,
business, and technical). The second guide
is a profiling technique that allows users
to compare the teacher's response in each
classroom with the combined students'
responses. By converting to a standard
score (through use of a simple conversion
table in the manual), it is possible to
compare scores from one subscale with
another and to see where each subscale
score fits relative to the normed sample.

While the primary use of results from the
CES has been by researchers to address
basic questions about the social environ-
ments of a wide range of organizations, CES
data can also be used to describe and
compare different educational programs,
conduct formative evaluations, and monitor
the impact of intervention programs. Exam-
ples of each of these applications are
offered in the CES manual.

A ser's Guide to the Social Climate Scales   COSTS
(estimated cost, $4.00); CES manual ($5.00);
test booklet (pkg/25) ($4.75) (for 10 or
more pkgs., $4.50); answer sheets (pkg/25)
($3.50) (for 10 or more pkgs., $3.25);
scoring key ($1.50); Classroom Environment
Scale and the University Residence Environ-
ment Scale, annotated bibliography (54
entries, 13 pp.) ($2.00); updated reference
annotations (for all scales, 1979-1983, 95
pp.) ($6.50). The only other costs to a
school system are those incurred in scoring,
and analysis and interpretation of results.

SCHOOL ASSESSMENT SURVEY

Bruce L. Wilson   DEVELOPER
William A. Firestone
Robert E. Herriott

SAS Program   CONTACT FOR MATERIALS
Research for Better Schools, Inc.   AND INFORMATION
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215-574-9300

The School Assessment Survey (SAS) is a survey   OVERVIEW
instrument developed by Research for Better
Schools, Inc. (RBS) over a seven-year period
of research begun in 1979. During this
time, the SAS has been used to collect
information from teachers in more than 400
elementary and secondary schools. It is
designed as a school-wide assessment of
organizational conditions promoting effec-
tiveness and improvement. It is most useful
for identifying a school's strengths and
weaknesses, stimulating discussion, and
setting priorities for school improvement
planning.

The SAS is an instrument that elicits teachers'   DESCRIPTION
perceptions about organizational conditions
in their schools. A variety of response
formats are used (e.g., rankings, multiple
choice, frequency counts). Nine organiza-
tional dimensions are assessed by the
instrument. Each dimension is composed of
five to eight questionnaire items. The
nine dimensions and number of items for
each are as follows: (1) goal consensus (7
items); (2) facilitative leadership (6
items); (3) centralization of influence,
classroom instruction (5 items); (4) cen-
tralization of influence, curriculum and
resources (5 items); (5) vertical communica-
tion (6 items); (6) horizontal communication
(6 items); (7) staff conflict (7 items);
(8) student discipline (7 items); and (9)
teaching behavior (6 items).

In addition to the 11-page questionnaire,
the SAS includes a technical manual with

extensive support for the instrument's
reliability and validity, as well
as articles that document its conceptual
base and use. The manual is available from
RBS.

Administration of the SAS to all teachers in
a school is highly recommended. The instru-
ment can be completed in 30 minutes. Adminis-
tration is best accompl'shed in a large-group
setting (e.g., staff meeting). The SAS can
be administered at any time during the
school year, but administrators are dis-
couraged from using it very early in the
school year or near a critical event (e.g.,
a strike).

USE

All processing of data is done by RBS. RBS
mails to schools the required number of
instruments with clearly specified guide-
lines for administration. Completed surveys
are returned to RBS where the data are
analyzed, and summary reports are prepared.

Results from the SAS are presented in three
ways: a profile, a written summary, and an
item analysis. Since the focus of the
instrument is the assessment of overall
organizational conditions, the emphasis in
the results is on school scores and patterns
of responses rather than individual teacher
responses. A school score is obtained by
averaging all the teachers' scores for each
questionnaire item and then averaging all
the school item scores within each dimension.

RESULTS

A school profile graphically shows the
school scores for each of the nine organi-
zational dimensions. The dimension scores
are standardized and displayed in a way
that allows comparisons of a school with
other similar schools and comparisons of
one organizational dimension in a school
with another.

The written summary highlights key features
from the profile. It is short and noneval-
uative, since RBS staff do not have enough
information about the school's context to
provide an extensive interpretation.

The item analysis illustrates in tabular
form the distribution of teacher responses
to all questionnaire items in each dimension.
These results allow school staff to further
analyze how a school dimension score was
obtained, review the variation of teacher
responses, and pinpoint specific areas for
potential improvement.

In addition to providing the data summary,
RBS is available to offer training and
follow-up assistance. Beyond developing an
in-depth understanding of conditions in a
school based on the data, the training
helps participants to utilize practical
techniques for school improvement. While
training programs are tailored to the
specific needs of individual groups, topics
might include teaming, problem-solving,
managing change, leadership, or communica-
tion.

School Assessment Survey: Information for   COSTS
School Improvement, which provides an
overview of the instrument, is available
from RBS free of charge. The technical
manual costs $20.00.

Costs per school include copies of the
instrument, data processing, and report
preparation. These costs vary, depending
upon the number of teachers involved:
less than 15 teachers ($150), 16-25 teachers
($225), 26-40 teachers ($300), 41-60
teacher ($400), and 61-80 teachers ($525)
(each teacher beyond 80, add $6).

For additional information, individuals are   COMMENTS
encouraged to consult the following:
Wilson, B. L. (1985). The School Assess-
ment Survey. Educational Leadership,
42(6), 50-53.

ORGANIZATIONAL CLIMATE SURVEY

Samuel B. Bacharach   DEVELOPER
Scott C. Bauer
Sharon C. Conley
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Organizational Analysis and Practice   CONTACT FOR MATERIALS
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The Organizational Climate Survey (OCS) is a   OVERVIEW
multidimensional survey of school staffs'
perceptions of their work and work environ-
ment. A core set of concepts is addressed
in a questionnaire completed by all adults
in a school, including administrators,
teachers, support staff, aides, clerical
staff, and janitors. A more extensive
questionnaire that addresses a broader
range of concepts is available for teachers.
Both questionnaires are appropriate for the
elementary and secondary levels. The OCS
grew out of a larger program of research,
conducted over the past nine years, that
uses the private business sector literature
on organizational climate to help inform
conditions in schools.

The OCS adapts concepts and measures from   DESCRIPTION
the organizational literature to fit the
schooling context. The survey uses multiple
items to measure each of nine broad concepts.
For some concepts, multiple indicators have
also been developed. The concepts and
indicators include (1) work processes
(routinization, formalization, autonomy,
role conflict, role ambiguity); (2) communi-
cation* (among peers, with superiors); (3)
supervision (critical supervisory behavior,
supportive supervisory behavior, unhelpful
supervisory behavior); (4) goal setting and
consensus*; (5) decision-making* (level of
involvement, decision deprivation); (6)
resources*; (7) job satisfaction; (8)
commitment to career; and (9) relationships

capability to learn). (The asterisked
items are found only on the expanded
teacher's questionnaire.)

Data from organizational settings other
than schools provide support for the
reliability and validity of the survey.

Materials include a ten-page teacher
questionnaire, from which measures can be
added or deleted as appropriate for par-
ticular client needs, and an eight-page
core questionnaire for the remaining role
groups. Instructions for administration
are provided.

Administration of the questionnaire requires   USE
approximately 30 minutes. Responses are
recorded directly on the questionnaire.
Completed forms are returned to the
developers for scoring, analysis of
results, and preparation of a written
report. The entire process takes approx-
imately two months. Either a single school
or entire district may participate. All
teachers in a school building are encouraged
to complete the questionnaire.

While the focus of the OCS is only on the
early stages of the improvement process
(i.e., data collection to empirically
assess current conditions), consulting
assistance from the developers is available
to facilitate the problem-solving, implemen-
tation, and evaluation phases of the
process.

Results are presented on a school-by-school   RESULTS
basis, since that is the locus of change
from the developers' perspective. Schools
receive a 25-page report broken into nine
sections coinciding with the nine key
concepts being measured. Each section is a
combination of narrative, graphics, and
tables. The narrative begins with a
discussion of what each measure is, where
it comes from, and why it is important.
The data are presented in a variety of
formats, including pie charts, bar graphs,

subgroups. The data presentation is
followed by an interpretation section.

The results are designed for use as a
diagnostic tool to help focus discussions
of organizational change. Schools are
encouraged to think of the information as
baseline data and to consider future data-
collection efforts to obtain a longitudinal
perspective on the work environment in
schools.

A full-day feedback session is offered by
the Organizational Analysis and Practice
staff to the school or district to help
initiate the problem-solving process that
should emerge from a review of the data.

The cost varies depending on the size of the   COSTS
district, the revisions to meet local
conditions, and the degree of involvement
of the developers beyond report preparation
and initial feedback. A typical district
with 500 employees across all role groups
can expect to pay approximately $10,000 for
the basic services.

SCHOOL CLIMATE IMPROVEMENT

CFK Ltd.

School Climate Improvement (SCI) is a three-   OVERVIEW
step process to provide leadership for
developing lasting and significant improve-
ments in school climate at the elementary
and secondary levels. It was developed by
CFK Ltd., a philanthropic foundation dedi-
cated to improving administrative leadership
and the learning climate of elementary and
secondary schools. CFK Ltd. is no longer
in operation, but the process is disseminated
through Phi Delta Kappa (PDK). Ideas for
the SCI process were drawn from a group of
200 school administrators involved in school
climate improvement endeavors throughout
the nation in 1973. The process is designed
for educational leaders -- principals, super-
intendents, and other school administrators
-- who want to take action to improve
school climate.

The first step in the SCI process is aimed at   DESCRIPTION
establishing an understanding of school
climate. Climate, in this process, is
viewed as consisting of eight factors that
result from the interaction of a school's
program, processes, and physical conditions.
These factors are (1) respect, (2) trust,
(3) high morale, (4) opportunities for input,
(5) continuous growth, (6) cohesiveness,
(7) school renewal, and (8) caring.

The SCI process also views the climate of a
school as the result of 18 key features of
a school. These 18 features, referred to
as determinants, include: Program - oppor-
tunities for active learning, individualized
performance expectations, varied learning
environments, flexible curriculum and

structure appropriate to a learner's
maturity, cooperatively determined rules,
and varied reward systems. Process -
problem-solving ability, improvement of
school goals, identifying and working with
conflicts, effective communications, involve-
ment in decision-making, autonomy with
accountability, effective teaching-learning
strategies, and ability to plan for the
future. Material - adequate resources,
supportive and efficient logistical system,
and suitability of school plant.

In addition to establishing an understanding
of climate, the first step in the SCI process
involves the administration of an instrument
(the School Climate Profile) that can be
used to assess the opinions of teachers,
students, administrators, support staff,
and parents. There are five indicators for
each of the eight climate factors and 18
climate determinants. Each respondent is
asked to indicate "what is" and "what should
be" for each indicator. A four-point scale
is used, from "almost never" to "almost
always."

The instrument is designed to serve two
purposes: (1) to provide a convenient
means of assessing school climate factors
and determinants so that initial decisions
can be made about priority targets for
improvement projects, and (2) to serve as a
benchmark against which a school may measure
climate change. It is not intended as an
exhaustive survey, but rather as an overview
that can help educators decide what factors
and determinants should be looked at more
intensively.

No reliability or validity data are
provided for the instrument.

The second step of the SCI process focuses
on the role of the school administrator in
the development of school climate. The
premise of this step is that "a school is
the shadow of its administrator." Three
options are proposed: (1) an assessment of
the administrator, (2) an assessment of the
school, and (3) a joint assessment of the
administrator and the school. Once an

option is chosen, work can begin toward six
sequential goals: (1) expanding one's
understanding of school climate and the
leader's role in creating it, (2) deciding
on the nature of commitment to the task,
(3) clarifying the leadership role to be
assumed, (4) identifying and prioritizing
climate problems in a school, (5) involving
people in improving school climate, and (6)
designing and implementing maintenance and
feedback systems for those involved in
school climate improvement. The SCI process
outlines several options for attaining each
of the goals and a number of useful "how to
go about it" tips.

The third step of the process involves the
actual implementation of school climate
projects. Twenty-five different activities
that may be undertaken are described.

The SCI process, including the School
Climate Profile, is described in detail in
a book entitled School Climate Improvement:
A Challenge to the School Administrator,
available from PDK.

The shape that the SCI process takes in any   USE
school will vary, depending upon the choices
made by those following the process. There
are no timelines offered.

The School Climate Profile takes 20-25
minutes to administer. It should be
administered to students, teachers, admin-
istrators, support staff, and parents so
that people with different perspectives may
have input. Scoring of the results is done
by individual users. Directions are
provided in School Climate Improvement.

A useful summary profile is presented in   RESULTS
School Climate Improvement that allows an
administrator to address a number of key
questions, including: (1) Which climate
factors or determinants are lowest or
highest on the scale? (2) For which climate
factors or determinants are the discrepancies
between "what is" and "what should be" the

cies between how one role group ranks a
climate factor or determinant and how it is
ranked by another role group?

The cost of School Climate Improvement: A   COSTS
Challenge to the School Administrator is
$3.00. The cost of implementing the SCI
process, including administration of the
instrument, cannot be estimated, but it
should be minimal.

An updated version of the SCI process will be   COMMENTS
published by PDK in March 1987.

QUALITY OF SCHOOL LIFE

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CONTACT FOR MATERIALS
AND INFORMATION

The Quality of School Life (QSL) is a multi-
dimensional survey instrument of student
reactions to school in general, to their
classwork, and to their teachers. It was
developed by researchers at Johns Hopkins
University in the mid-1970s. It is designed
for use with students in grades 4-12 to help
teachers, administrators, and researchers
formally measure students' reactions to
school, describe and monitor the conditions
of school life, and make decisions about
the success of school programs. QSL data
can be used for a variety of purposes,
depending on classroom, school, and district
needs.

OVERVIEW

Three subscales form the 27-item QSL. The
first subscale, satisfaction with school,
includes five items that examine students'
general reactions to school. The commitment
to classwork subscale of 11 items deals
with the level of student interest in
classwork. The final 11-item subscale,
reactions to teachers, examines student
evaluations of instructional and personal
interactions with teachers. The QSL items
include true/false and multiple-choice
questions.

DESCRIPTION

Detailed analyses that attest to the QSL's
reliability and validity are presented in
an administration and technical manual
available from the publisher. There are no
national norms available for the QSL, but
there are research norms based on a sample
of 4,266 students at elementary and secondary
grade levels in a single district. Charac-

teristics of that sample are offered in the
administration and technical manual to
permit users to consider whether the research
sample is appropriate for comparison with
local students or groups. Tables of research
normed data allow schools to make comparisons
based on such variables as gender, race,
socioeconomic status, and achievement.
Procedures for developing local norms are
also included in the manual.

The QSL questionnaire is administered and   USE
scored by local staff. It may be admin-
istered to small or large groups of students
in about 20 minutes. Answers are written
directly on the questionnaire booklet.
Most students in grades 4-12 can read and
interpret the items without difficulty.
Students who request help in reading a word
or phrase should be individually assisted.
Detailed directions for administration are
provided in the administration and technical
manual.

Scoring is straightforward, with each item
worth "1" or "0." "1" is the score for a
clearly positive evaluation of a school
experience. A raw score for each subscale
and the overall scale is calculated by
simply counting up the number of positive
assessments. A scoring template is avail-
able. Scoring instructions are provided in
the manual.

Results can be reported for each of the three   RESULTS
subscales, as well as for all 27 items.
The results can be displayed to assess
either individual or group scores. Group
scores may include classrooms, grade
levels, schools, or districts.

The use of QSL results depends on the needs
of the classroom, school, or district. At
the simplest level, QSL data provide a
descriptive gauge of the general affective
condition of education perceived by individual
students or groups of students. At a more
sophisticated level, information from the
QSL may be used in an evaluative context,

ground, behavior, or achievement. Some
other uses of the QSL include identifying
potential dropouts, identifying other groups
for different treatment, providing informa-
tion for use in individual counseling, and
research.

Questionnaire folder: packet of 35 question-   COSTS
naire booklets, scoring key, administration
and technical manual ($11.13); packet of
100 questionnaire booklets ($24.03). The
only other costs to a school system are
those incurred in scoring, and analysis and
interpretation of results.

LEARNING ENVIRONMENT INVENTORY/MY CLASS INVENTORY

Barry J. Fraser
Garry J. Anderson
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<div align="right">DEVELOPER</div>

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<div align="right">CONTACT FOR MATERIALS
AND INFORMATION</div>

The Learning Environment Inventory (LEI)
measures student perceptions of dimensions
of the social climate of secondary school
classrooms. A simplified version, My Class
Inventory (MCI), measures a subset of
climate dimensions and is suitable for
students in the eight- to twelve-year age
range. Development of the LEI began in the
late 1960s in conjunction with the evalua-
tion of, and research on, Harvard's Project
Physics, a high school physics curriculum.
The LEI/MCI is used either to assess the
perceptions of individual students or to
gauge the learning environment of the class
as a whole. Although it has been used
primarily as a research or evaluation tool
in numerous studies involving students from
around the world, information from the
LEI/MCI has also been useful in assessment
and diagnosis.

<div align="right">OVERVIEW</div>

The LEI contains 15 scales of school climate.
Each scale is created by combining responses
to seven questionnaire items for a total of
105 items. Students respond to each question
on a four-point scale: strongly disagree,
disagree, agree, strongly agree. The 15
scales include (1) cohesiveness - extent to
which students, know, help, and are friendly
toward each other; (2) diversity - extent
to which differences in students' interests
exist and are provided for; (3) formality -
extent to which behavior within the class
is guided by formal rules; (4) speed -
extent to which class work is covered
quickly; (5) material environment -

<div align="right">DESCRIPTION</div>

availability of adequate books, equipment, space, and lighting; (6) friction - amount of tension and quarrelling among students; (7) goal direction - degree of goal clarity in the class; (8) favoritism - extent to which the teacher treats certain students more favorably than others; (9) difficulty - extent to which students find difficulty with the work of the class; (10) apathy - extent to which students feel no affinity with the class activities; (11) democracy - extent to which students share equally in decision-making related to the class; (12) cliqueness - extent to which students refuse to mix with the rest of the class; (13) satisfaction - extent of enjoyment of class work; (14) disorganization - extent to which classroom activities are confusing and poorly organized; and (15) competitiveness - emphasis on students competing with each other.

The MCI differs from the LEI in four important ways designed to enhance its use with younger children. First, the MCI contains only five of the LEI's 15 scales. The five MCI scales, which include a total of 38 items, are (1) cohesiveness (6 items), (2) friction (8 items), (3) difficulty (8 items), (4) satisfaction (9 items), and (5) competitiveness (7 items). Second, item wording is simplified to enhance readability. Third, the response format is reduced to "yes" or "no." Finally, students write their answers on the questionnaire rather than on a separate answer sheet that is provided with the LEI.

A large number of research studies have been conducted that document the reliability and validity of the instruments. A discussion of these studies is presented in Assessment of Learning Environments, Manual for LEI and MCI, which is available from the developer. Norms have been developed for the LEI based on 1,048 students in 61 classrooms, and for the MCI, on 2,305 students in 100 classrooms.

The LEI/MCI manual also contains copies of each instrument and all the information

needed to administer, score (both by
machine and by hand), and interpret results
from either instrument.

The LEI and MCI can both be administered in   USE
classroom settings. Students completing
the LEI use separate response sheets to
record their answers. Students answer MCI
questions directly on the questionnaire
booklet. The amount of time needed to
complete the questionnaire varies with age.
From 40 to 55 minutes should be allowed for
grade 7 students completing the LEI and
only 20-35 minutes for grade 12 students.
Between 15 and 30 minutes is required to
complete the MCI questionnaire.

Questionnaires can be scored by machine or
by hand. Scoring is done by the teacher,
school, or district using the instruments.

Item scores can be grouped to establish total   RESULTS
scale scores for each student, and student
scores can be totaled to obtain a classroom
score. Both student and classroom scores
can be compared to those of the norming
sample. Frequency distributions are also
provided for the norming sample, so that
users can get a sense not only of mean
scores but also of the range of responses.

The LEI and MCI have been used primarily
for research purposes. To a lesser degree,
information from the instruments has been
used for the assessment of educational
innovations, new curricula, and particular
teaching approaches and school organizations.
The least frequent use of the data has been
for diagnostic purposes or as a tool to
guide school improvement efforts.

Assessment of Learning Environments: Manual   COSTS
for LEI and MCI is available free of
charge. The instruments can be duplicated
at local expense. The only other costs to
a school system are those incurred in
scoring, and analysis and interpretation of
results.

MIDDLE GRADES ASSESSMENT PROGRAM

Gayle Dorman

DEVELOPER

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CONTACT FOR MATERIALS
AND INFORMATION

OVERVIEW

The Middle Grades Assessment Program (MGAP)
provides an information base, assessment
instruments, and a participatory process
for school-based self-assessment and
improvement at the junior high or middle
school level. Based on research on early
adolescent development, academically
effective schools, and educational change,
the most recent version of MGAP was com-
pleted in 1985. MGAP results can be used
to produce a comprehensive report on the
current status of a school and an action
plan for school improvement.

DESCRIPTION

The MGAP process includes observations of a
school and interviews with school staff,
students, and parents. All observation
items and interview questions are keyed to
the academic and developmental needs of
adolescents: safety, academic effective-
ness, diversity, self-exploration, parti-
cipation, social interaction, physical
activity, competence and achievement, and
structure and clear limits.

There are seven Interview Forms, one each
for teachers, guidance counselors, students,
school support staff, and parents, a general
form for the principal, and a form for the
principal that deals specifically with the
curriculum. On each form are from 6 to 23
ideals, each addressed by several open-
ended questions. Examples of ideals are:
"The principal is the instructional leader,"
"All students have an opportunity for
success at something," and "There is a
generally accepted school philosophy."

The Observation Form consists of 84 state-
ments that deal with physical facilities,
classroom instruction, physical education
classes, media center/library, student
rules and expectations, and general school
environment. In general, observers are to
respond "yes" or "no" to the statement. In
some cases, additional information is
requested.

No studies of reliability or validity of
the MGAP forms have been conducted.

MGAP materials available from the developer
include a user's manual that describes
early adolescent development, reviews the
research on academic effectiveness, and
contains the Interview and Observation
Forms and a comprehensive bibliography and
resource list. A leader's manual for
assessment team leaders presents informa-
tion on how to train people to use MGAP
procedures. Also available is a slide/tape
program that reviews early adolescent
development and school responsiveness, and
shows team members how they can sharpen
their observation and interviewing skills.

MGAP is designed for use by an assessment   USE
team composed of individuals from the
school staff and possibly parents, district
administrators, and school board members.
The team should be no larger than 18-20
members. Generally, the principal of the
school forms the team and serves as an
active or ex officio member. He/she is
assisted by one or two team leaders,
usually staff members.

The assessment can be conducted over a two-
to four-month period. Each team member is
required to complete the following tasks:
(1) attend three training sessions (10-12
hours), (2) conduct observations and
interviews (10-15 hours), (3) complete data
summaries (2-3 hours), and (4) attend
Sharing and Summarizing Sessions (6-12
hours). The amount of time required to
produce a report and plan of action depends
on many factors, such as the number of
people involved and the process used.

Various MGAP training and technical assis-
tance services, as well as information
services, are available from the developer.

Members of the assessment team complete   RESULTS
Summarizing Sheets following their inter-
views and observations. The sheets guide
each team member in checking for consis-
tency among answers to similar questions
asked of different people and in summarizing
data and reaching conclusions related to
each of the nine MGAP needs.

Data are discussed at Sharing and Summarizing
Sessions held soon after the school visit.
In addition to providing an opportunity for
sharing individual data, the sessions are
designed so that team members can (1) reach
group consensus about the school's respon-
siveness to the MGAP needs, (2) brainstorm
possible actions that might make the school
more responsive, (3) decide priorities for
study and/or action, and (4) plan a process
for sharing conclusions and priorities and
for developing a specific school improvement
plan.

An MGAP package (10 user's manuals, a leader's   COSTS
manual, and the slide/tape program) is
available for $155. Single item prices
are: user's manual ($10), leader's manual
($20), and slide/tape ($75). Training and
technical assistance costs vary, depending
on the specific service desired. Informa-
tion services are available free of charge
to schools using MGAP.

For additional information, individuals are   COMMENTS
encouraged to consult the following:
Dorman, G., Lipsitz, J., & Verner, P.
(1985). Improving schools for young
adolescents. Educational Leadership,
42(6), 44-49.

VI. SCHOOL-COMMUNITY RELATIONS

This section of the directory contains descriptions of instruments and processes that address parent and/or community relations with schools. In all cases, information is collected on involvement in schools, as well as on perceptions of school effectiveness. Few instruments and processes related to school-community relations have been developed that meet the criteria for inclusion in this directory, but, as with administrator performance, research and development work in this area is intensifying.

One caution -- sampling is extremely important in the collection of data from parents and community members. Steps must be taken to ensure that the respondents to any instrument accurately reflect the population of parents or community members associated with a school or district.

The following instruments and processes are included in the directory:

In Section V of this directory are five entries that also include the collection of data on parent perceptions of their children's school. These entries are: Santa Clara School Effectiveness Program Surveys, Illinois Quality Schools Index, School Self-Assessment Instruments, School Climate Improvement, and Middle Grades Assessment Program.

PARENT ATTITUDES TOWARD SCHOOL EFFECTIVENESS QUESTIONNAIRE

Bureau of Research and Service
University of Connecticut

DEVELOPER

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CONTACT FOR MATERIALS
AND INFORMATION

The Parent Attitudes Toward School Effec-
tiveness (PATSE) questionnaire was developed
in 1985 by the University of Connecticut
under contract to the Connecticut State
Department of Children and Youth Services.
PATSE assesses the attitudes of parents of
secondary school students toward the
effectiveness of their children's school
and the school's relations with parents.
Development of PATSE was based on reviews
of the literature and experience in instru-
ment development efforts conducted in conjunc-
tion with the Connecticut School Effectiveness
Project (see Section V of this directory).
Data from the questionnaire can be used in
planning school improvement activities,
including activities designed to enhance
home-school partnerships.

OVERVIEW

The PATSE questionnaire consists of two parts.
Part I requests background information about
parents' visits to the school, level of
education, sex, and number of parents and
children living at home. Part II consists
of 47 statements that tap attitudes in six
categories: (1) school and community rela-
tionships, (2) clear school mission, (3)
high expectations, (4) safe and orderly
environment, (5) instructional leadership,
and (6) frequent monitoring of student
progress. Between five and eleven state-
ments are included for each category.
Parents are to indicate the extent to which
they agree or disagree with each statement.
A five-point scale is used: strongly
agree, agree, undecided, disagree, and

DESCRIPTION

strongly disagree. Both English and Spanish
versions of the questionnaire are available.

Preliminary data available from the Depart-
ment of Children and Youth Services support
the reliability and validity of the question-
naire.

PATSE is designed to be completed by parents
at home or during time set aside at school
functions (e.g., open houses, parent
conferences). Approximately 20 minutes is
required.

USE

Scoring can be done by the school or
district. No directions are provided, but
the task is relatively straightforward.

Two sample score reports are suggested. The
first report presents, for each item, the
percentage of parents selecting each of the
five options and the mean score for that
item. A mean score for each category is
also presented. In the second suggested
report, the response categories are collapsed
into three categories (strongly agree/agree,
undecided, and strongly disagree/disagree).
For each item, the percentage of parents
agreeing, disagreeing, and undecided is
reported, along with a mean score for each
item and for each category.

RESULTS

PATSE results can be useful in overall
school improvement efforts, as well as in
activities targeted toward enhancing a
school's relationship with parents.

A reproducible copy of the questionnaire and
a technical assistance manual are available
from the Department of Children and Youth
Services at no cost. The questionnaire can
be duplicated at local expense. The only
other costs to a school system are those
incurred in administration, scoring, and
analysis and interpretation of results.

COSTS

A second edition of the questionnaire is under
development.

COMMENTS

PATSE

PROJECT ACCESS

Citizens Education Center Northwest   DEVELOPER

Project ACCESS   CONTACT FOR MATERIALS
Citizens Education Center Northwest   AND INFORMATION
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Citizens Education Center Northwest is a   OVERVIEW
statewide nonprofit organization that has
been encouraging citizen leadership in
improving public education since 1979. An
area of particular concern for the Center
is community-based involvement in decision-
making. In 1981, Citizens Education Center
Northwest and the Seattle School District,
supported by grants from the Ford Founda-
tion, launched Project ACCESS (A Community
Cooperating for Effective Seattle Schools)
to learn more about citizen involvement in
the schools and, subsequently, to implement
innovative strategies for involving citizens
in school-based decision-making. Three
separate instruments targeted at parents,
community members, and school staff were
developed to seek answers to such questions
as: (1) What is the current level of
citizen involvement? (2) Who is involved
and in what ways? (3) What roles would
citizens like to play in their schools? (4)
What roles would educators like them to
play? and (5) What are the barriers that
prevent citizens from being more involved?

The report from Project ACCESS, District-
Wide Community Profile, 1982, serves as a
useful example for districts interested in
documenting parent and community involve-
ment in their schools.

In Project ACCESS, data were collected from   DESCRIPTION
parents, community members, and school
staff. The views of nearly 1,600 parents
were sought through telephone interviews.
Parents differing in ethnic background,
income, marital status, and degree of
choice in selecting their children's
school were included.

Four areas were covered in the parent
interviews. First, parents were asked to
grade their children's school with respect
to (1) whether the school informs parents
about meetings and activities, (2) whether
the school informs parents about school
rules and policies, (3) whether the school
lets parents know how their children are
doing, (4) whether the school makes parents
feel as if their opinion counts, and (5)
whether the school meets children's educa-
tional needs. The second set of questions
focused on parent involvement. Parents
were asked about the amount of time they
spent assisting their children with home-
work, the frequency of parent-staff contact,
and the level of parent involvement in
school activities. The third area covered
in the interviews was parents' degree of
involvement in, and their evaluation of,
special committees designed to increase
parent participation in decision-making.
The final set of questions concerned
perceived barriers to increased involvement
by parents.

Community input was sought by ACCESS
through on-site interviews with over 550
people in businesses and community organi-
zations. Six areas were addressed in the
interviews: (1) knowledge of their local
schools, (2) contact with local schools
during the past three years, (3) interest
in serving on school committees to help
make decisions and set policies, (4) extent
to which local schools meet children's
educational needs, (5) interest in using
school facilities, and (6) ways in which
local schools can be of assistance to the
community.

Staff views on parent and community involve-
ment were obtained through a questionnaire
survey. Approximately 150 questionnaires
were completed by teachers, administrators,
counselors, librarians, secretaries, and
nurses. All role groups completed the same
instrument. The areas covered were (1)
ways in which information is communicated
to the community, (2) parent roles in the
school, (3) degree of parent participation
in the school, and (4) barriers to
increasing parent involvement.

No reliability or validity data are avail-
able on any of the instruments.

All three instruments are reproduced in an
appendix to the ACCESS report. The report
is available from Citizens Education Center
Northwest.

The parent interview was designed to last   USE
ten minutes, but some interviews took as
long as 20 minutes. Details on the proce-
dures developed for conducting parent inter-
views are provided in an appendix to the
ACCESS report. The community interview was
also designed to last ten minutes, but
people eager to share their views spent up
to one hour talking with interviewers.
Cautions are provided about the need to
train interviewers carefully. Detailed
procedures are not provided, but a useful
set of nine "Suggestions for Successful
Community Surveying" is offered in the
report. The short staff survey takes only
a few minutes to complete. While the
report encourages the sampling of staff
views, no detailed guidelines or procedures
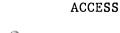are presented.

No information is offered as to how to
process the data.

Data in the ACCESS report are displayed in   RESULTS
three useful ways. First, total district-
wide aggregated means are provided. Second,
comparisons are made of the responses of
parents differing in grade level, ethnicity,
neighborhood of origin, income, and marital
status. Finally, two-page individual narra-
tive profiles are provided that summarize
parents' views for each of the 22 schools
involved in the study.

A useful addition to the report is the
inclusion of a "Questions to Consider"
section after each data presentation. The
questions are posed to stimulate discussion
regarding further citizen involvement in
defining and achieving educational quality.

The 110-page ACCESS report, <u>District-Wide</u>
<u>Community Profile, 1982</u>, is available from
Citizens Education Center Northwest for
$10.00. In addition, an 18-page summary,
<u>Involving Citizens in Seattle Schools:</u>
<u>Highlights of a Community Survey</u>, is
available from the Center for $5.00.

Instruments can be duplicated at local
expense. The only other costs to a school
system are those incurred in administration,
scoring, and analysis and interpretation of
results.

NCCE PARENT INVOLVEMENT PROCESS

Anne T. Henderson   DEVELOPER
Carl L. Marburger
Theodoia Ooms

The National Committee for   CONTACT FOR MATERIALS
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The National Committee for Citizens in Educa-   OVERVIEW
tion (NCCE) is a private, nonprofit organiza-
tion devoted exclusively to improving the
quality of public schools through increased
involvement of parents and citizens. During
its 13 years of existence, NCCE has gathered
a wealth of information to assist parents
and citizens in becoming more involved in
educational matters. In 1986, this informa-
tion was summarized in a book entitled
Beyond the Bake Sale: An Educator's Guide
to Working With Parents that describes a
process for improved school-community rela-
tions. The process is targeted for profes-
sional educators, concerned parents, and
community members. Instruments for
parents' assessment of schools are
included.

The NCCE process for enhancing parent and   DESCRIPTION
community involvement in education is
organized around six key issues: (1) What
roles can parents play? (2) What principles
should guide a collaboration? (3) What gets
in the way of parent involvement? (4) How
can parents assess their schools? (5) What
procedures and activities help promote
parent involvement? and (6) What policies
help promote parent involvement? Each
issue is addressed in some detail in Beyond
the Bake Sale.

The issue of parent roles is dealt with by
the conceptualization of five types of
involvement: (1) Partners - parents per-
forming basic obligations for their child's

education and social development; (2)
Collaborators and Problem-Solvers - parents
reinforcing the school's efforts with their
child and helping to solve problems; (3)
Audience - parents attending to and appre-
ciating the school's (and their child's)
performance; (4) Supporters - parents
providing volunteer assistance to teachers,
the parent organization, and other parents;
and (5) Advisors and/or Co-Decision-Makers
- parents providing input on school policies
and programs through membership in ad hoc
or permanent governance bodies.

Seven principles are identified as essential
to a parent-schoo? partnership: (1) every
aspect of the school climate is open, helpful,
and friendly; (2) ommunications with parents
are frequent, clea   and two-way; (3) parents
are treated as c   borators in the educa-
tional process, \   strong complementary
role to play in tl ir hildren's school
learning and behavior; (4) parents are
encouraged to comment on school policies
and to share in the decision-making; (5)
the school recognizes its responsibility to
forge a partnership with all families in
the school, not simply those most easily
available; (6) the principal and other
school administrators actively express and
promote the philosophy of partnership with
all families; and (7) the school encourages
volunteer participation from parents and
the community-at-large. Specific examples
are offered for each principle to give
educators ideas about how to implement them
in their own school.

The issue of barriers to parent involvement
is developed in some detail. One chapter
discusses educators' attitudes, indicating
a continuum from a closed system where no
outsiders are permitted to an open system
where collaboration is actively sought. A
useful set of paired questions eliciting
perspectives from each end of the continuum
is offered to help educators assess their
own position. Other chapters offer details
on such barriers as logistics, money,
safety, child care, and district policies.
Helpful hints are provided for admiristrators
and teachers as a means to encourage a

positive message to parents and community members regarding their acceptance in the school.

Assessment of schools is accomplished by the use of four checklists that different groups of people -- parents, teachers, students, administrators, counselors, and other staff -- are asked to respond to. The first checklist focuses on 35 items addressing key characteristics of the school. The six categories of items include physical characteristics, location, relations, facility as a resource, school's reputation, and special features. The second checklist addresses key characteristics of families in the school. The 27 items are organized into eight categories: parent marital status, family disruptions, socioeconomic status, racial/cultural background, parent employment, child supervision, family mobility, and student special needs. The third checklist assesses the family-school relationship as organized around the seven principles of the parent-school partnership. There are 56 items in this checklist. The final checklist, organized around six of the seven principles (excluding a philosophy of partnership), contains 30 items pertaining to the parent-teacher relationship.

The family characteristics checklist requires estimating percentages or selecting a best choice. Answers for the other three checklists are all "yes" or "no."

Eight specific procedures are offered to help promote parent and community involvement: (1) appointment of at least a half-time coordinator for activities, (2) assessment of needs and resources, (3) development of a common understanding about the roles parents and staff will play, (4) active recruitment of parents, (5) training for parents and staff, (6) establishment of several communication channels, (7) provision of continuing support services, and (8) allotment of frequent opportunities for evaluation and feedback.

The final issue -- policies that promote
parent involvement -- is addressed by sets
of specific actions that can be taken at
the local, state, and federal levels to
encourage parent and community involvement.

Beyond the Bake Sale, which is available
from NCCE, also includes information about
research on families and schools and an
annotated list of resources.

A handbook, Your School: How Well Is It
Working, is also available from NCCE. The
handbook complements the ideas in Beyond
the Bake Sale and is designed to help
parents initiate and carry out an assess-
ment of their school.

Concrete examples are scattered throughout   USE
Beyond the Bake Sale to help educators
apply the concepts to their own situation.
There is no information provided on the use
of the checklists other than an indication
that as many groups as possible should be
involved.

No information is offered on how to report   RESULTS
checklist data.

Prepaid orders for Beyond the Bake Sale cost   COSTS
$10.95. For invoiced requests, the cost is
$10.95 plus postage. Prepaid orders for
Your School: How Well Is It Working cost
$4.50. Individual districts can duplicate
the checklists at their own expense. The
only other costs to a school system related
to the checklists are those incurred in
administration, scoring, and analysis and
interpretation of results.