

## DOCUMENT RESUME

ED 348 549

CE 061 786

TITLE Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.

INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE Jun 92

NOTE 39p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS \*Adult Basic Education; \*Classroom Environment; Classroom Observation Techniques; \*Classroom Techniques; Feedback; Formative Evaluation; Individualized Instruction; Instructional Materials; Mathematics Instruction; Media Selection; Program Effectiveness; Reading Instruction; \*Teaching Methods; \*Testing

IDENTIFIERS \*Saginaw City School System MI

## ABSTRACT

A process evaluation was conducted to determine the status of the School District of the City of Saginaw's Adult Basic Education (ABE) program operations during 1991-92. The instrument focused on nine aspects of an ABE classroom: start of class; time spent in instruction (for three subject areas and total); modes of instruction; extent of individualized instruction; materials used; frequency and nature of feedback; disruptive behavior; classroom formality; and testing occurrence/procedures. Findings were based on observations of 23 classrooms. In most sites, classes began on time and the teacher was present before it started. Each classroom tended to offer instruction in reading and mathematics during each class session and to devote the most class time to reading. Instructors used more than one instructional method and used checking for understanding as a teaching device in the majority of lessons. Individualized instruction was also widely seen in each subject area. The large majority of reading and mathematics instruction was conducted using books/workbooks on the booklist. Positive feedback was in evidence in all sites; negative feedback was seen at only eight sites. Disruptive behavior was not frequently seen, minor in nature, and handled appropriately by the teacher. Class formality approximated the supervisor's intention. Testing was observed in 12 sites--in half, proper procedures were not used. In general, the program was operating as planned, but improvements in the areas of mathematics and Michigan Life Role Competencies instruction and testing were recommended. (The observation sheet with compiled results is appended.) (YLB)

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SAGINAW ADULT BASIC EDUCATION:  
PROCESS EVALUATION

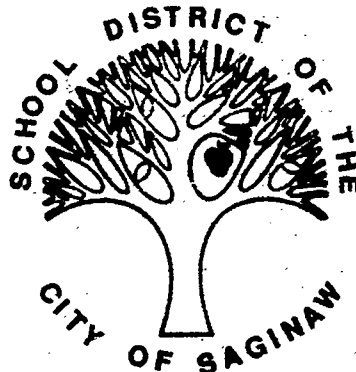
1991-92

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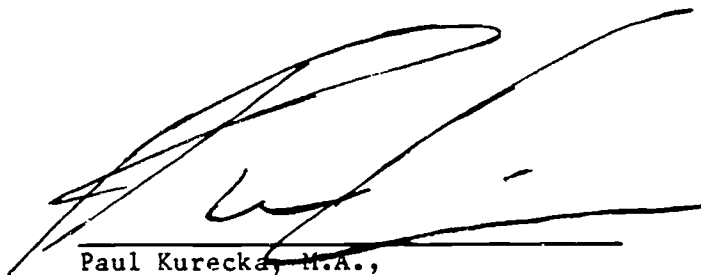
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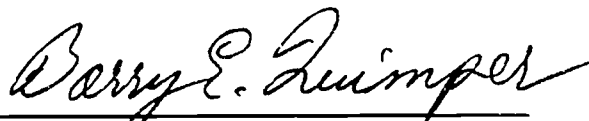
**SAGINAW ADULT BASIC EDUCATION:  
PROCESS EVALUATION**

**1991-92**

An Approved Report of the  
Department of Evaluation, Testing and Research



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June, 1992

## TABLE OF CONTENTS

	Page
INTRODUCTION .....	1
PROCEDURES .....	3
RESULTS .....	4
Start of Each Class .....	4
Time Spent in Instruction, by Subject Area and Total.....	5
Serial Order of Topics .....	7
The Modes of Instruction .....	8
Individualized Instruction .....	10
Types of Materials .....	11
Frequency and Nature of Feedback .....	12
Frequency of and Reaction to Disruptive Behavior .....	12
Extent of Class Formality .....	12
Testing Occurrence and Procedures .....	13
Additional Comments .....	15
SUMMARY .....	17
RECOMMENDATIONS .....	20
APPENDICES .....	22
Appendix A: Adult Basic Education Centers 1991-92 .....	23
Appendix B: 1991-92 ABE Observation Sheet .....	24
Appendix C: Amount of Instruction Offered in Standard ABE Classrooms (N=17), by Instructional Topic, 1991-92 .....	34

## LIST OF TABLES

Table	Page
1    Number and Percent of ABE Classrooms by Occurrence of Class Start Elements, 1991-92 .....	4
2    Instruction Offered in ABE Classrooms, by Instructional Topic, 1991-92 .....	5
3    Amount of Instruction Offered in ABE Classrooms, by Instructional Topic, 1991-92 .....	6
4    Frequency of Use of Modes of Instruction, by Instructional Topic, in ABE Classrooms, 1991-92 .....	8
5    Number and Percent of ABE Classrooms Where Instructional Variables Were Observed, by Instructional Topic, 1991-92 .....	9
6    Extent and Nature of Individualized Instruction Offered in ABE Classrooms, by Instructional Topic, 1991-92 .....	10
7    Number and Percent of ABE Classrooms Using Books Listed on the ABE Book List, by Instructional Topic, 1991-92 .....	11
8    Number and Percent of ABE Classrooms , by Occurrence of Testing Variables, 1991-92 .....	14
C.1   Amount of Instruction Offered in Standard ABE Classrooms by Instructional Topic, 1991-92 .....	34

## INTRODUCTION

The School District of the City of Saginaw's Adult Basic Education (ABE) program is designed to provide educational services to adults who have less than an eighth grade education. These services included basic and remedial instruction in communication and computation skills, Michigan life role competencies (MLRC), English as a second language (ESL), adult bilingual, and pre-general educational development (Pre-GED). The 1991-92 school year is the program's thirty-first consecutive year of operation.

The ABE program serves a diverse population of adult with program goals and objectives designed to meet their educational needs. Among these adult learners are the following: those residing in urban, high unemployment areas; members of minority groups; those residing in rural areas; limited English speaking; elderly; handicapped; immigrant; institutionalized; and women with special needs.

Enrollment in ABE is open throughout the year. Upon enrolling, each student's needs are identified. An individualized educational plan (IEP), which focuses on those needs and establishes educational objectives for that student, is drawn up. The teacher to whom that student is assigned writes that plan with the student.

During this year, 1,056 adult learners received services. They attended one or more of the 40 classes conducted at the 15 centers located throughout Saginaw. The sites are listed in Appendix A. These classes were designed to be taught in a traditional manner wherein three instructional topics (reading, mathematics, and MLRC) were to be taught on a daily basis and the entire class would be working on assignments within the same topic at the same time.

The ABE staff consisted of 35 people. It included one program supervisor, 17 full-time and seven part-time teachers, three full-time and three part-time teacher aides, one full-time student-advisor, one full-time and one part-time secretary, and one part-time parent resource specialist. In addition, there were 54 volunteer literacy tutors.

A process evaluation consisting of classroom observations was conducted to determine the status of program operations. This description of the program status will be the focus of the report.

## PROCEDURES

The purpose of a process evaluation is to determine whether a program is being implemented as planned and/or if there are any problems in its operation. This year, as in previous years, the process evaluation consisted of on-site classroom observations.

Beginning March 17, 1992 and continuing through April 30, 1992, two evaluators conducted on-site observations of ABE classrooms. Each observation lasted the entire length of the class session.

The instrument used to record these observations (see Appendix B) is a revised version of the instrument used in previous process evaluations. The instrument, and the observations, focused upon the following nine aspects of an ABE classroom: the start of the class; the time spent on each subject area (reading, mathematics, and MLRC) and total; the modes of instruction; the extent of individualized instruction; the types of materials used; the frequency and nature of feedback; the frequency of and reaction to disruptive behavior; the degree of formality in the classroom; and testing occurrence and procedures.

It should be noted that, prior to the start of these observations, the ABE instructors were informed, by the program supervisor, that the observations would be beginning and that their intent was to evaluate the program as a whole and not individual instructors.

The data presented in the following section were taken directly from the completed observation instruments.



## RESULTS

The following is a presentation of the findings from the on-site observations of 23 ABE classrooms. These findings are summarized under headings corresponding to the nine aspects of ABE classrooms addressed by the observation instrument. The entire tabulated results of the 1991-92 observations can be found in Appendix B.

### Start Of Each Class

There were four class start-up concerns: was each class started on time; was the classroom teacher present at least five minutes prior to the class starting; was attendance taken via a sign-in sheet; and was a preview of class activities presented. Table 1, below, presents the findings as to these elements.

**TABLE 1. NUMBER AND PERCENT OF ABE CLASSROOMS BY OCCURRENCE  
OF CLASS START ELEMENTS, 1991-92.**

Elements	Occurred?					
	Yes		No		Total	
	N	%	N	%	N	%
Class began on time	19	82.6	4	17.4	23	100.0
Teacher was present at least five minutes before class began	22	95.7	1	4.3	23	100.0
Attendance was taken via sign-in sheet	22	95.7	1	4.3	23	100.0
A preview was given	22	95.7	1	4.3	23	100.0

A review of Table 1 reveals the following points:

- In 19 (82.6%) of the observed sites, the classes began on time and in all but one case (95.7%) the teacher was present before it started.
- In 22 (95.7%) of the observed sites, attendance was taken via a sign-in sheet. Anecdotal evidence indicates that attendance was recorded by the teacher in one class (4.3%).
- In 22 (95.7%) of the sites, a general preview of class activities was offered.

#### Time Spent In Instruction, By Subject Area And Total

Three areas which were to be taught on a daily basis in the ABE classes: reading, mathematics, and MLRC. Table 2, below, presents the number and percent of sites observed offering instruction, by topic.

**TABLE 2. INSTRUCTION OFFERED IN ABE CLASSROOMS,  
BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	Instruction Offered?				Total	
	Yes		No		N*	%
	N	%	N	%		
Reading	23	100.0	0	0.0	23	100.0
Mathematics	20	95.2	1	4.8	21	100.0
MLRC	7	33.3	14	66.7	21	100.0

\*Two classes (ESL and Bilingual), by definition, did not offer mathematics or MLRC instruction.

An examination of Table 2 indicates that reading instruction was offered in all (100.0%) of the sessions. Mathematics and MLRC instruction were observed in 95.2% and 33.3%<sup>1</sup> of the sessions, respectively.

<sup>1</sup>This represents a substantial increase in the number of sites offering math instruction, up from 78.9% in 1990-91, but a substantial decrease in the number offering MLRC instruction, down from 68.9% in 1990-91.

Across classrooms, the time devoted to each of these topics was to be approximately equal (excepting the ESL and bilingual classes, where the focus was on English use) with reading instruction allotted the most class time, mathematics the second most, and MLRC the respective least. Table 3 below, presents the mean instructional time allotted each topic in all ABE classrooms. (Appendix C contains these data for standard<sup>2</sup> ABE classrooms.)

Prior to examining Table 3, it should be noted that, per the supervisor's request, time spent viewing "Channel One" was excluded for instructional time.

**TABLE 3. AMOUNT OF INSTRUCTION OFFERED IN ABE CLASSROOMS  
(N=23), BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	Instructional Time In Minutes*	
	Mean	Standard Deviation
Reading/Language Arts	100.7	28.6
Mathematics	29.9	15.8
MLRC	8.2	12.9

\*Readers are reminded that these statistics were calculated using all observed classes, some of which did not have instruction in all topics.

From Table 3, it can be seen that in those classes where the instruction was offered, reading instruction accounted for the most minutes, mathematics the second most, and MLRC the least. (This relative emphasis was also found across the standard ABE classes, although the average time spent per topic and the variance between teachers was less, see Appendix C.)

<sup>2</sup> Standard ABE classrooms were those designed to offer reading, mathematics and MLRC instruction in a three hour block. Classes where the focus is more directed on one of these topics (i.e., ESL or bilingual) or where the class length is different (i.e., teen mother, senior citizen, handicapped, and incarcerated students) were excluded from Table C.1.

In interpreting Tables 2 and 3 (and C.1), it is important to note the intention of the program supervisor. In conversation with the evaluator, the supervisor indicated that all ABE classrooms were expected to offer all three topics during each class session, devoting approximately the same proportion of time to the respective topics as was seen in Table 3.

The evidence from the tables suggests that this intention is not fully realized.

- While reading instruction occurred in all of the sessions, instruction in mathematics and MLRC did not.
- While the amount of time devoted to instruction per topic is consistent with the supervisor's intentions, the standard deviations indicate that there is still a large amount of variance between instructors in the amount of per topic instruction offered. (An examination of Table C.1 suggests that variance is not solely due to differences in the nature of the classes.)<sup>3</sup>

The final aspect of interest in this regard was the total amount of instructional time. Scheduled length of instruction was 165 minutes per session in nineteen (82.6%) sites and slightly less in the other four (17.4%) sites. The mean length of observed instruction was 143.7 minutes (standard deviation was 19.5), and the observed times ranged from 87 to 152 minutes.<sup>4</sup>

### Serial Order Of Topics

It was the supervisor's preference that the instructional topics be presented in the order: reading/language arts, mathematics, and MLRC. An examination of the starting and ending times of topic presentation within each class revealed the following.

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<sup>3</sup>i.e., ESL versus standard ABE classes.

<sup>4</sup>The observed figures do not include class time spent viewing Channel One.

- Reading/language arts was presented first in 21 (91.3%) cases, second in one (4.7%) case, and third in the other (4.7%).
- In the 20 cases where mathematics instruction was offered it occurred second in 16 (80.0%) sites, first twice (10.0%), and third twice (10.0%).
- MLRC was the third topic in seven (70.0%) of the 10 classes where it was offered, and the second topic in the other three (30.0%).
- In three classes (13.0%), topics were presented concurrently.

### The Modes of Instruction

There were eleven modes of instruction specified on the observation instrument: modeling, guided practice/monitoring, checking for understanding, drill, lecture, problem solving, group discussion, review/follow-up, reading aloud, exercises on the chalkboard, and television. In Table 4, below, presents the ABE instructors' use of these methods, by topic.

**TABLE 4. FREQUENCY OF USE OF MODES OF INSTRUCTION, BY INSTRUCTIONAL TOPIC, IN ABE CLASSROOMS, 1991-92.**

Modes of Instruction	Topic					
	Reading (N=23)*		Mathematics (N=20)		MLRC (N=7)	
	N	%**	N	%	N	%
Modeling	19	82.6	14	70.0	0	0.0
Guided Practice/ Monitoring	21	91.3	13	65.0	1	14.3
Checking for Understanding	22	95.6	16	80.0	4	57.1
Drill	7	30.4	2	10.0	0	0.0
Lecture	4	17.4	4	20.0	4	57.1
Problem Solving	4	17.4	4	20.0	0	0.0
Group Discussion	13	56.5	0	0.0	5	71.4
Review/Follow-Up	12	52.2	3	15.0	2	28.6
Reading Aloud	6	26.1	0	0.0	1	14.3
Chalkboard Exercises	7	30.4	2	10.0	0	0.0
Recitation	2	8.6	0	0.0	0	0.0

\*Number of sites in which instruction in the relevant topic occurred.

\*\*Percents sum to more than 100; instructors used multiple methods.

A review of Table 4 suggests the following.

- Instructors are using multiple modes of instruction.
- For reading instruction, checking for understanding, guided practice, and modeling were the most frequently used. Group discussion and review/follow-up were used in over half of the classrooms. All of the other listed modes were used in at least two classes.
- In mathematics instruction, checking for understanding was the most frequently used mode. Modeling and guided practice were seen in half of the sites. Other modes were used infrequently (in less than 25% of the sites), if at all.
- Group discussion was the preferred modes of MLRC instruction. Checking for understanding and lecture were used in more than half the sites.

Related to the modes of instruction was whether the instructor offered previews for, checked for students' understanding of, and offered a closure on lessons. Table 5, below, shows the occurrence of these variables in ABE classrooms, by instructional site.

**TABLE 5. NUMBER AND PERCENT OF ABE CLASSROOMS WHERE INSTRUCTIONAL VARIABLES WERE OBSERVED, BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	Instructional Variables					
	Preview		Checking Understanding		Closure	
	N	%	N	%	N	%
Reading (N=23)*	16	69.6	18	78.3	7	30.4
Mathematics (N=20)	8	40.0	12	60.0	1	5.0
MLRC (N=7)	0	0.0	1	14.3	1	14.3

\*Number of sites in which instruction in the relevant topic occurred.

By examining Table 5, one can see the following.

- In both reading and mathematics instruction, checking for understanding was more evident (observed in 78.3% and 60.0% of the sites, respectively) than was providing a preview (69.6% and 40.0%, respectively). However, previews were more evident than closures (30.4 and 5.0%, respectively).
- In MLRC instruction, no previews were observed and checking for understanding and closure were observed only once (14.3%, each).

### Individualized Instruction

The extent to which instruction was individualized was also examined. Table 6, below, presents the number and percent of observed sites where individualized instruction occurred, either on a one-to-one or a small group basis, by instructional topic.

**TABLE 6. EXTENT AND NATURE OF INDIVIDUALIZED INSTRUCTION OFFERED IN ABE CLASSROOMS, BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	Individualized Instruction						Whole Class*	
	One-on-One		Small Group		Both			
	N	%	N	%	N	%	N	%
Reading (N=23)**	5	21.8	2	8.7	15	65.2	1	4.3
Mathematics (N=20)	12	60.0	2	10.0	5	25.0	1	5.0
MLRC (N=7)	1	14.3	2	28.6	1	14.3	3	42.9

\*Instruction was addressed to all students simultaneously.

\*\*Number of sites in which instruction in the relevant topic occurred; row percents (which may not sum to 100.0% due to rounding) are based upon that number.

From examining Table 6, the following can be seen about individualized instruction.

- In reading instruction, it occurred in 22 (95.7%) of the sessions. In most (15; 65.2%) cases, both forms (one-to-one and small group bases) were seen.
- In mathematics instruction, it occurred in 19 (95.0%) sessions and it was mostly on a one-to-one basis (12 sites; 60.0%).
- In MLRC instruction, it occurred in 4 (57.1%) sessions and was mostly on a small group basis.

### Types of Materials

Another element of interest was whether the textbooks and/or workbooks used were on the ABE book list. Table 7, below, shows the number and percent of classrooms using materials from the book list during instruction, by topic.

**TABLE 7. NUMBER AND PERCENT OF ABE CLASSROOMS USING BOOKS LISTED ON THE ABE BOOK LIST, BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	On ABE Book List?			
	Yes		No	
	N	%	N	%
Reading (N=23)*	22	95.7	1	4.3
Mathematics (N=20)	18	90.0	2	10.0
MLRC (N=7)	4	57.1	3	42.9

\*Number of sites in which instruction in the relevant topic occurred.

From viewing Table 7, it can be seen that the majority (57.1% - 95.7%) of observed ABE classrooms used books or materials on the ABE book list.



### Frequency and Nature of Feedback

Providing students with effective and appropriate feedback is an important element of ABE classes. Within each observation, during a specified period of time (lasting ten minutes), the frequency of positive and negative feedback was recorded. Also recorded was the evaluator's assessment of whether the feedback was effective and appropriate.

Positive comments were observed in all sites, with an average frequency of 12.0 (standard deviation = 6.0). Negative comments were observed in eight (34.8%) sites with an average frequency of 1.6 (standard deviation = 1.3). In general, positive and negative feedback were found to be both appropriate and effective and negative feedback was followed by statements of expected behavior.

### Frequency of and Reaction to Disruptive Behavior

A question which was related to feedback was whether any disruptive behavior occurred. Disruptive behavior was seen in only six sites (26.1%) during 1991-92, and that in all cases the disruptions were minor in nature and limited to one or a few students. Teacher responses to these disruptions were considered appropriate in five (83.3%) of these cases.

### Extent of Class Formality

The degree of class formality was measured in two ways: the mode by which the teacher and students addressed each other and the way in which guided practice was conducted (Whether the student needed to approach the teacher before obtaining assistance). Also examined was whether this level of class formality reflected student preference.

It was found that teachers addressed students by their first names in 21 (91.3%) sites; in the other two sites (8.7%) both first names and last names with a title (Mr., Mrs., etc.) were used. Correspondingly, it was found that students addressed teachers by their first names in 9 (39.1%) of the sites, by their last names with a title in 13 (56.5%) of the sites, and in one (4.3%) site, both addresses were heard.

Guided practice was conducted at the student's desk (or seat) in all 23 (100.0%) of the sites. Similarly, questions about the student's work were most often initiated by the teacher in all 23 (100.0%) sites. The degree of formality was found to be, in general, what the students preferred in 22 (95.7%) of the classes; in one site (4.3%), student preference with regard to formality was not an issue.

### **Testing Occurrence and Procedures**

During 12 of the 23 observations (52.2%), testing was occurred. Table 8, below, summarizes the major findings regarding testing procedures within these six observations.

TABLE 8. NUMBER AND PERCENT OF ABE CLASSROOMS (N=12),  
BY OCCURRENCE OF TESTING VARIABLES, 1991-92.

Testing Variable	Occurred?					
	Yes		No		Total	
	N	Z	N	Z	N	Z
<b>Student Behavior</b>						
All students						
took test	4	33.3	8	66.7	12	100.0
Non-test takers						
separated	3	37.5	5	62.5	8*	100.0
Non-test takers						
talking	3	37.5	5	62.5	8*	100.0
Test takers						
talking	5	41.7	7	58.3	12	100.0
Books and papers						
put away	11	91.7	1	8.3	12	100.0
<b>Teacher Behavior</b>						
Teacher provided oral						
instructions prior						
to the test	6	50.0	6	50.0	12	100.0
Teacher distributed						
the test	9	75.0	3	25.0**	12	100.0
Teacher collected						
the test	9	75.0	3	25.0**	12	100.0
Teacher corrected						
the test	10	83.3	2	16.7**	12	100.0
Teacher recorded						
the score	4	33.3	8	66.7	12	100.0
Teacher gave						
inappropriate						
assistance	1	8.3**	11	91.7	12	100.0

\*The numbers and percents of these rows are based only upon the eight testing instances when some members of the class were not among the test takers.

\*\*These activities were performed by an aide.

An examination of Table 8 indicates that not all of the expected testing procedures were observed in all sites. In six (50.0%) cases did the teacher (or an aide) offer verbal instructions prior to the test and in one case (8.3%) an aide offered inappropriate assistance to a test taker. In five cases (41.7%) test takers were talking; and in the eight cases where there were non-takers, three (37.5%) cases of non-taker talking were observed.

However, in all (100.0%) cases, either a teacher or an aide distributed, collected, and corrected the tests; in four (33.3%) cases, the scores were recorded in the teacher's grade book, in the remainder (8; 66.7%), grades were not recorded during class.

Last, the content areas of the tests were: mathematics (6; 50.0%), spelling and language arts (5; 41.7%, each), self concept (an MLRC objective [1; 8.3%]), and oral presentation skills (1; 8.3%). In four cases (33.3%), students took more than one test.

#### **Additional Comments**

The following is a summary of comments which either expanded upon what the evaluator observed or provided pertinent details which were not addressed by the observation instrument.

- In three (13.0%) cases, the amount of instructional time was limited by external constraints - assemblies (2; 8.7%) and institutional reasons (1; 4.3%). In one case (4.3%), the teacher focused on an extraneous topic for a substantial portion of the class (65 minutes; 39.4% of the available instructional time).
- In one class (4.3%) erroneous material was presented and in one other (4.3%) class discussion wandered from curricular to colloquial topics.

- In two instances (8.7%), good interaction between the teacher and the students (in a curricular context) was noted.
- Three teachers (13.0%) explained to the evaluator why MLRC instruction was not in evidence on the day of the observation. Students had completed the lessons in those MLRC materials which the teachers had thus far received; they were awaiting the new MLRC materials.

## SUMMARY

This was the 31st consecutive year the School District of the City of Saginaw has operated an Adult Basic Education (ABE) program. This program served a diverse population of adults (all of whom had a less than eighth grade education) by using and objectives specifically designed to meet their educational needs. During this year, 747 adult learners received services by attending one or more of the 41 classes conducted at the 15 centers located throughout Saginaw.

A process evaluation was conducted to determine the status of program operations during 1991-92 and consisted of on-site, classroom observations. The observation instrument focused on nine aspects of an ABE classroom: start of the class; time spent on each subject area (reading, mathematics, and MLRC) and total; modes of instruction; extent of individualized instruction; materials used; feedback; disruptive behavior; classroom formality; and testing occurrence/procedures.

The findings from these observations included the following points.

- In most (82.6%) sites, classes began on time and the teacher was present before it started almost every time (95.7%). Attendance taken using a sign-in sheet and previews of class activities were also widely evident (95.7% of the sites each, respectively).
- Somewhat consistent with the supervisor's intention, there is a tendency toward each classroom offering instruction in reading and mathematics during each class session and toward devoting the most class time to reading (then mathematics, then MLRC; presented in that serial order). However, the percent (66.7%) of classes wherein MLRC instruction was not seen and the variation in the time spent per topic indicate this intention has not been fully realized.

- ABE instructors used more than one instructional method. In reading, the most frequently used methods were modeling, guided practice, and checking for understanding; in mathematics, the most frequently used was checking for understanding; and in MLRC, group discussion was favored.
- In the majority of lessons, ABE instructors used checking for understanding as a teaching device; previews were not as frequently used as checking and closure was observed in less than one third of the lessons.
- Individualized instruction was also widely seen in each subject area. In mathematics, it tended to be in one-on-one form; in MLRC, it tended to be in small group form; in reading, both forms were used frequently.
- The large majority of reading and mathematics instruction (95.7% and 90.0%, respectively) was conducted using books/workbooks on the ABE booklist. A smaller majority of the MLRC instruction (57.1%) used materials on that list.
- Positive feedback was in evidence in all of the sites and negative feedback was seen at only eight (34.8%) sites. Feedback was effectively and appropriately used.
- Disruptive behaviour was not frequently seen (in only six [26.1%] sites); it was minor in nature, limited to a few students and (generally - in five [83.3%] cases), handled appropriately by the teacher.
- Class formality approximates the supervisor's intention. Teachers, in general, referred to students by their first names while students varied (at some [9; 39.1%] sites by first names, at others [13; 56.5%] by a last name and title, and at one site [4.3%] both were heard). Teachers took the initiative to verify student understanding of the lesson and individualized instruction occurred at the students' desks.

- Testing was observed in 12 (52.2%) of the sites. In half (6; 50.0%) of these sites, proper procedures were not used. Mostly, the deviancies were minor: test takers and non test takers talking and papers and books not being put away; Yet in one instance (8.3%), an aide offered inappropriate assistance.

In general, the ABE program is operating as planned. However, areas remain where improvement should be sought. In the following section, some recommendations toward that end are offered.



## RECOMMENDATIONS

Prior to offering recommendations, it should be reiterated that the program is, overall, attaining its goals. These recommendations, which are based upon the results presented above and conversations with the program's supervisor and staff, are presented with the aim of enhancing an already effective program.

It should also be noted that the recommendations below are not meant to be exhaustive; the enhancements they suggest may be attainable through other means. The supervisor and staff may want to consider what other means are available and should seek assistance from the Department of Evaluation, Testing, and Research.

- Each ABE instructor offered some reading instruction, however, mathematics and MLRC instruction were not consistently seen. Further, the variation between instructors in the time spent on each topic was large. It appears that the program supervisor's instructional aims are not being fully met. Since this is an important consideration, the program supervisor should provide clinical supervision to those ABE instructors whose instructional plans and/or activities differ from this aim:
  - Examine lesson plans and conduct sufficient classroom observations to determine which instructors are not attaining this instructional aim;
  - Inform them that instruction in each of the topics is to be offered in each class session and of the approximate amounts of class time should be devoted to each topic; and
  - Determine if there is some need (such as materials, inservice training, etc.) which is hindering these instructors from this providing instruction and if there is some way the program can meet this need.

- Similarly, if a need is identified but can not be met in a timely fashion by program supervisor/staff (recall three teachers which indicated that waiting for new MLRC materials), the supervisor/staff should consider alternate ways to meet the need during the interim (e.g., use of MLRC materials from previous years).
- Since not all of the expected testing procedures were observed each time a test was given, the supervisor/staff should review these procedures. Further, since aides were helping to administer these tests, the aides should participate in the review.
- Consideration should be given to seeking input from ABE teachers as part of the process review.

## APPENDICES

## APPENDIX A

### ADULT BASIC EDUCATION CENTERS 1991-92

<u>Center Name</u>	<u>Street Address</u>
Arthur Eddy Mental Health Center	1000 Cathay
Bethel A.M.E. Church	535 Cathay
Coulter Elementary School	1450 Bridgton
Elmwood Manor	2814 E. Genesee
First Ward Community Center	1410 N. 12th
Grace Presbyterian Church	600 Dearborn
Holy Rosary	820 S. 20th
Marie Davis Center	222 S. Weadock
Neighborhood House	3145 Russell
Redeemer Lutheran Church	3829 Lamson
Ruben Daniels Lifelong Learning Center	115 W. Genesee
Saginaw Valley Rehabilitation Center	919 Veterans' Memorial Pkwy
Saginaw County Jail	208 S. Harrison
SER: Jobs For Progress	1535 S. Warren
Trinity Center	346 S. 9th

APPENDIX B

1991-92 ABE OBSERVATION SHEET  
(N=23)

Date: \_\_\_\_\_  
Time Class Began: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Teacher: \_\_\_\_\_

Location: Ruben Daniels Life Long  
Learning Center\* (11; 47.8%)  
  
Other (cooperative  
agreement) sites (12; 52.2%)

**INSTRUCTIONS:** Please circle or fill-in as appropriate.

Class: ABE (21; 91.3%) ESL ( 1; 4.3%) BILINGUAL ( 1; 4.3%)\*\*

(Range) Number Enrolled: 6-23; Number Attending: 1-18; Attending: 10.0-100.0%

**I. THE START OF THE CLASS**

- |   |                 |                |
|---|-----------------|----------------|
| 1. Did the class begin on time?   | YES (19; 82.6%) | NO ( 4; 17.4%) |
| 2. Was the teacher in the room<br>at least five minutes prior to its start?           | YES (22; 95.7%) | NO ( 1; 4.3%)  |
| 3. Was a sign-in sheet used to take attendance?                                       | YES (22; 95.7%) | NO ( 1; 4.3%)  |
| 4. Was the class given a preview of the day's<br>activities and/or upcoming events... |                 |                |

In oral form?	6 (26.1%)
In written form?	5 (21.7%)
In both forms?	11 (47.8%)
No preview given.	1 ( 4.3%)**

\*Program's home site

\*\*Sum to 99.9%, rounding.

## APPENDIX B

### II. READING/LANGUAGE ARTS (Observed in 23 sessions; percents in this section are based on those 23).

1. Time (in minutes) spent on reading:  $X = 100.7$  s.d. = 28.6%\*

2. Which of the following instructional materials were used?

If Yes, what was the title?

Textbooks and/or workbooks	YES (22; 95.7%)	NO ( 1; 4.3%)
-"Language Exercises" (10)		
-"Challenger" (8)		
-"Laubach" (6)		
-"Focus On Phonetics" (2)		
-"World History And You" (2)		
-"Side-By-Side" (2)		
-other (2)		
Filmstrip	YES ( 0; 0.0%)	NO (23; 100.0%)
Movie	YES ( 0; 0.0%)	NO (23; 100.0%)
Videotape	YES ( 0; 0.0%)	NO (23; 100.0%)
Computer assisted instruction	YES ( 4; 17.4%)	NO (19; 82.6%)
Flashcards	YES ( 3; 13.0%)	NO (20; 87.0%)
Newspapers	YES ( 1; 4.3%)	NO (22; 95.7%)
Phonebook	YES ( 1; 4.3%)	NO (22; 95.7%)

3. Which of the following modes of instruction were used?

Modeling (examples given)	YES (19; 82.6%)	NO ( 4; 17.4%)
Guided practice (monitoring)	YES (21; 91.3%)	NO ( 2; 8.7%)
Checking for understanding	YES (22; 95.7%)	NO ( 1; 4.3%)
Drill	YES ( 7; 30.4%)	NO (16; 69.6%)
Lecture	YES ( 4; 17.4%)	NO (19; 82.6%)
Problem solving	YES ( 3; 13.0%)	NO (20; 87.0%)
Group discussion	YES (13; 56.5%)	NO (10; 43.5%)
Review/follow-up	YES (12; 52.2%)	NO (11; 47.8%)
Reading aloud	YES ( 6; 26.1%)	NO (17; 73.9%)
Exercises on chalkboard	YES ( 7; 30.4%)	NO (16; 69.6%)
Please specify any other method seen _____		

4. Was the instruction individualized...

On a one-on-one basis?	( 5; 21.7%)
On a small group basis?	( 2; 8.7%)
On both bases	(15; 65.2%)
No individualized instruction seen	( 1; 4.3%)

---

\*When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 95.2 minutes (standard deviation = 23.3); both means and standard deviations, by the program supervisor's request, exclude time viewing Channel One.

## APPENDIX B

### 5. Which of the following were observed during reading instruction

A preview of the lesson	YES (16; 69.6%)	NO ( 7; 30.4%)
A check for students' prior knowledge	YES (18; 78.3%)	NO ( 5; 21.7%)
Closure on the lesson	YES ( 7; 30.4%)	NO (16; 69.6%)

6. Comments on the reading session: \_\_\_\_\_

### III. MATHEMATICS (Observed in 20 classrooms; percents in items III 2-5 are based on these 20).

1. Time (in minutes) spent on mathematics:  $X = 29.9$  s.d. = 13.5\*

### 2. Which of the following instructional materials were used?

If Yes, what was the title?

Textbooks and/or workbooks	YES (18; 90.0%)	NO ( 2; 10.0%)
- "Spectrum" (11)		
Filmstrip	YES ( 0; 0.0%)	NO (20; 100.0%)
Movie	YES ( 0; 0.0%)	NO (20; 100.0%)
Videotape	YES ( 0; 0.0%)	NO (20; 100.0%)
Computer assisted instruction	YES ( 1; 5.0%)	NO (19; 95.0%)
Handouts	YES ( 6; 30.0%)	NO (14; 70.0%)
Poster	YES ( 1; 5.0%)	NO (19; 95.0%)

### 3. Which of the following modes of instruction were used?

Modeling (examples given)	YES (14; 70.0%)	NO ( 6; 30.0%)
Guided practice (monitoring)	YES (13; 65.0%)	NO ( 7; 35.0%)
Checking for understanding	YES (16; 80.0%)	NO ( 4; 20.0%)
Drill	YES ( 2; 10.0%)	NO (18; 90.0%)
Lecture	YES ( 4; 20.0%)	NO (16; 80.0%)
Problem solving	YES ( 4; 20.0%)	NO (16; 80.0%)
Group discussion	YES ( 2; 10.0%)	NO (18; 90.0%)
Review/follow-up	YES ( 3; 15.0%)	NO (17; 85.0%)
Reading aloud	YES ( 0; 0.0%)	NO (20; 100.0%)
Exercises on chalkboard	YES ( 2; 10.0%)	NO (18; 90.0%)
Please specify any other method seen	_____	

\*When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 27.5 minutes (standard deviation = 17.1); both means and standard deviations, by the program supervisor's request, exclude any time spent watching Channel One.

## APPENDIX B

### 4. Was the instruction individualized...

On a one-on-one basis?	(12; 60.0%)
On a small group basis?	( 2; 10.0%)
On both bases	( 5; 25.0%)
No individualized instruction seen	( 1; 5.0%)

### 5. Which of the following were observed during mathematics instruction?

A preview of the lesson	YES ( 8; 40.0%)	NO (12; 60.0%)
A check for students' prior knowledge	YES (12; 60.0%)	NO ( 8; 40.0%)
Closure on the lesson	YES ( 1; 5.0%)	NO (19; 95.0%)

### 6. Comments on the mathematics session: \_\_\_\_\_

## IV. MICHIGAN LIFE ROLE COMPETENCIES (MLRC) (Observed in 7 sessions; percents in items IV 2-5 are based on these 7).

1. Time (in minutes) spent on MLRC:  $X = 8.2$  s.d. = 12.9\*

### 2. Which of the following instructional materials were used?

If Yes, what was the title?

Textbooks and/or workbooks	YES ( 4; 57.1%)	NO ( 3; 42.9%)
- "America's Story"(1)		
- "Bill Of Rights"(1)		
- "Protect Our Planet"(1)		
- "Where In The World"(1)		
Filmstrip	YES ( 0; 0.0%)	NO (7; 100.0%)
Movie	YES ( 0; 0.0%)	NO (7; 100.0%)
Videotape	YES ( 0; 0.0%)	NO (7; 100.0%)
Computer assisted instruction	YES ( 0; 0.0%)	NO (7; 100.0%)
Please specify any other materials		
- Globe (2)		

---

\*When classes not scheduled in a three hour block and/or designed for a specific course content (e.g., ESL) were excluded, the mean was 11.4 minutes (standard deviation = 13.7); both means and standard deviations, by the supervisor's request, exclude time spent watching Channel One.



## APPENDIX B

### 3. Which of the following modes of instruction were used?

Modeling (examples given)	YES (0; 0.0%)	NO (7; 100.0%)
Guided practice (monitoring)	YES (1; 14.3%)	NO (6; 85.7%)
Checking for understanding	YES (4; 57.1%)	NO (3; 42.9%)
Drill	YES (0; 0.0%)	NO (7; 100.0%)
Lecture	YES (4; 57.1%)	NO (3; 42.9%)
Problem solving	YES (0; 0.0%)	NO (7; 100.0%)
Group discussion	YES (5; 71.4%)	NO (2; 28.6%)
Review/follow-up	YES (2; 28.6%)	NO (5; 71.4%)
Reading aloud	YES (1; 14.3%)	NO (6; 85.7%)
Exercises on chalkboard	YES (0; 0.0%)	NO (7; 100.0%)
Please specify any other method		

### 4. Was the instruction individualized...

On a one-on-one basis?	(1; 14.3%)
On a small group basis?	(2; 28.6%)
On both bases	(1; 14.3%)
No individualized instruction seen	(3; 42.9%)*

### 5. Which of the following were observed during mathematics instruction?

A preview of the lesson	YES (0; 0.0%)	NO (7; 100.0%)
A check for students' prior knowledge	YES (1; 14.3%)	NO (6; 85.7%)
Closure on the lesson	YES (1; 14.3%)	NO (6; 85.7%)

### 6. Comments on the MLRC session: \_\_\_\_\_

\*These percents total to 99.9% due to rounding.

## APPENDIX B

### V. FEEDBACK

Sometime during the second half hour of class, take a ten minute block of time. Within it, observe the nature and amount of positive and negative feedback. (This would include, respectively, positive and negative comments in regard to class work or behavior.)

	FEEDBACK			
	Positive		Negative*	
1. Frequency of feedback?	X = 12.0 s.d. = 6.0		X = 0.6 s.d. = 1.1	
2. Appropriate, generally?	YES (23; 100.0%)	NO ( 0; 0.0%)	YES ( 8; 100.0%)	NO ( 0; 0.0%)
3. Effective, generally?	YES (23; 100.0%)	NO ( 0; 0.0%)	YES ( 8; 100.0%)	NO ( 0; 0.0%)
4. Generally followed by statements of expected behavior?	_____		YES ( 8; 100.0%)	NO ( 0; 0.0%)

Please comment: \_\_\_\_\_

### VI. DISRUPTIVE BEHAVIOR

Please describe any instances of disruptive behavior in the class. Minor disruptions would include such behaviors as students talking out of turn sufficient to distract the lesson. Major disruptions would include behaviors which would threaten other students in the class or the teacher, or using the teacher's authority.

	DISRUPTIONS**			
	MAJOR		MINOR	
1. Frequency	0		X = 4.3 s.d. = 3.6	
2. Generally limited to a few students?	YES ( 0; 0.0%)	NO ( 0; 0.0%)	YES ( 6; 100.0%)	NO ( 0; 0.0%)

3. Please specify the nature of the disruption(s) and the teacher's reaction(s). Include details as needed.

- Two students got up and left the room, ignoring the teacher's query. Teacher pursued them and they returned.
- There was a great deal of bantering among the students.
- Student had something in his mouth and the teacher made him spit it out.

\*Negative feedback occurred in 8 (34.7%) sites.

\*\*No major disruptions were observed, minor disruptions occurred in only 5 (26.3%) sites; the mean and standard deviation are based on those sites.

## APPENDIX B

### VII. CLASS FORMALITY

1. Please describe how the teacher and students addressed each other in class.

a. Most often, how did the teacher refer to the students?  
(Circle one)

FIRST NAME (21; 91.3%)\*  
LAST NAME ( 0; 0.0%)  
LAST NAME WITH TITLE ( 1; 4.3%)  
BOTH FIRST NAME AND LAST NAME WITH TITLE ( 1; 4.3%)  
OTHER ( 0; 0.0%)  
- (please specify) \_\_\_\_\_

b. Most often, how did the students refer to the teacher?  
(Circle one)

FIRST NAME ( 9; 39.1%)\*  
LAST NAME ( 0; 0.0%)  
LAST NAME WITH TITLE (13; 56.5%)  
BOTH FIRST NAME AND LAST NAME WITH TITLE ( 1; 4.3%)  
OTHER ( 0; 0.0%)  
- (please specify) \_\_\_\_\_

2. Is this formality the way the students prefer the class to be?

YES (22; 95.7%)  
NO ( 0; 0.0%)  
OTHER ( 1; 4.3%)  
- (please specify) not asked

3. Please describe how guided practice was conducted.

a. Most often, where was guided practice conducted?  
(Circle one)

TEACHER'S DESK ( 0; 0.0%)  
STUDENT'S DESK (23; 100.0%)

b. Most often, who initiated questions about the student's work?  
(Circle one)

TEACHER (23; 100.0%)  
STUDENT ( 0; 0.0%)

---

\*Percents sum to 99.9%, rounding.

## APPENDIX B

### VIII. TESTING PROCEDURES

1. Did testing occur during the class time?

YES -> (Continue Below) (12; 52.2%)

NO -> (Go to Section IX) (11; 47.8%)

(Note: Percents in VIII 2-10, except for VIII 3 a-c, are based on the 12 sites wherein testing was observed.)

2. Were instructions given orally prior to the test being distributed?

YES (6; 50.0%)

NO (6; 50.0%)

3. Did all of the students take the test?

YES -> (Go to Question 4) (4; 33.3%)

NO -> (Continue Below) (8; 66.7%)

(Note: Percents in VIII 3 a-c are based on the eight sites where not all student took the test.)

a. Were the students physically grouped or regrouped into test takers and non-test takers?

YES (3; 37.5%)

NO (5; 62.5%)

b. Did talking among the non-test takers occur during the test?

YES (3; 37.5%)

NO (5; 62.5%)

If Yes, how did the teacher react?

- Politely asked the student not to talk (1)

- Joined in the discussion (1)

- No reaction (1)

c. Specify what those not taking the test were doing.

- Workbook activities (8)

4. Were all of the books and papers put away before the test began?

YES (11; 91.7%)

NO (1; 8.3%)

## APPENDIX B

5. Was blank paper and/or the test instrument distributed by the teacher?

YES ( 9; 75.0%)

NO ( 3; 25.0%)

If No, how were they distributed?

- By an aide (3)

6. Did talking among the test takers occur during the test?

YES ( 5; 41.7%)

NO ( 7; 58.3%)

If Yes, how did the teacher react?

- Gave the students instructions to remain  
silent during the test (5)

7. Who corrected the tests ?

The teacher (10; 83.3%)

The teacher's aide ( 2; 16.7%)

The student who took the test ( 0; 0.0%)

Another test taker ( 0; 0.0%)

A student who did not  
take the test ( 0; 0.0%)

8. Were the test papers or answer sheets collected?

YES (12; 100.0%)

NO ( 0; 0.0%)

If Yes, were they collected by...

The teacher? ( 9; 75.0%)

A teacher's aide? ( 3; 25.0%)

A teacher-designated student? ( 0; 0.0%)

Other (specify) \_\_\_\_\_

If No, describe what was done with  
the tests and how the grades were  
recorded? \_\_\_\_\_

9. Did the teacher offer any inappropriate assistance to the test takers?

YES (10; 8.3%)

NO ( 6; 91.7%)

If Yes, please specify.

- Coaching by aide (1)

## APPENDIX B

10. Specify the type of test (e.g., spelling).

- Mathematics (6)\*
- Spelling (5)
- Language arts (5)
- Self Concept (an MLRC objective; 1)

### IX. OTHER COMMENTS

Please comment on anything salient you observed occurring in this class which was not addressed by the above questions.

- In three (13.0%) cases, the amount of instructional time was limited by external constraints - assemblies (2; 8.7%) and institutional reasons (1; 4.3%). In one case (4.3%), the teacher focused on an extraneous topic for a substantial portion of the class (65 minutes; 39.4% of the available instructional time).
- In one class (4.3%) erroneous material was presented and in one other (4.3%) class discussion wandered from curricular to colloquial topics.
- In two instances (8.7%), good interaction between the teacher and the students (in a curricular context) was noted.
- Three teachers (13.0%) explained to the evaluator why MLRC instruction was not in evidence on the day of the observation. Students had completed the lessons in those MLRC materials which the teachers had thus far received; they were awaiting the new MLRC materials.

### TOTAL CLASS TIME\*\*

- Scheduled:  $X = 160.2$  s.d. 10.5
- Elapsed:  $X = 144.0$  s.d. = 10.5

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\*Some students took more than one test.

\*\*Scheduled class time varied due to constraints which were specific to the host buildings; elapsed time, by the program supervisor's request, does not include any time spent viewing Channel One.

## APPENDIX C

**TABLE C.1. AMOUNT OF INSTRUCTION OFFERED IN STANDARD ABE CLASSROOMS\*  
(N=17), BY INSTRUCTIONAL TOPIC, 1991-92.**

Topic	Instructional Time In Minutes**	
	Mean	Standard Deviation
Reading	93.5	23.3
Mathematics	34.5	12.3
MLRC	11.1	13.9

\*Standard ABE classrooms were those designed to offer reading mathematics and MLRC instruction in a three hour block. Classes where the focus is more directed on one of these topics (i.e., ESL or bilingual) or where the class length is different (i.e., teen mothers, senior citizens, handicapped) were excluded from this table.

\*\*Classtime spent viewing Channel One was excluded from these calculations as per the request of the program supervisor.