DOCUMENT RESUME

ED 375 234 UD 030 137

TITLE	An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice. Walton Elementary School, School District of Philadelphia.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.; Philadelphia School District, Pa.
PUB DATE	30 Jun 90
NOTE	76p.; For related documents, see ED 342 874 and UD 030 135-136.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Case Studies; Classroom Observation Techniques; *Compensatory Education; *Curriculum Evaluation; Educational Environment; Educational Improvement; *Educationally Disadvantaged; Elementary Education; Elementary Schools; Elementary School Students; Federal Programs; High Risk Students; *Instructional Effectiveness; Interviews; Nontraditional Education; Parent Participation; School Districts; Teaching Methods; *Urban Schools
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; Exploratory Studies; Hawkins Stafford Act 1988; *Philadelphia School District PA

ABSTRACT

In December 1989, the School District of Philadelphia (Pennsylvania) and Research for Better Schools, Inc., with the support of the Pennsylvania State Department of Education, initiated a collaborative 2-year study of the district's Chapter 1 schoolwide projects. This report presents findings from the study of Walton Elementary School (grades K through 5), one of the schoolwide projects initiated in 1988. Section I describes what it means to be involved in a schoolwide project on the basis of interviews with the principal and staff and observations. Section II presents an overview of current instructional practice on the basis of visits to eight classrooms and interviews with eight teachers over a 2-day observation period. Section III explores the instruction received by three Walton students over a given school day. Section IV describes the reflections of evaluators about the process, comments on the team spirit and professionalism evident among the teachers, and highlights some challenges for the future. Eleven tables present study data, and an appendix contains the daily schedules of the three students. (SLD)

AN EXPLORATORY STUDY OF A CHAPTER 1 SCHOOLWIDE PROJECT AND CURRENT INSTRUCTIONAL PRACTICE

Walton Elementary School

School District of Philadelphia

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

June 30, 1990

RBS is funded by the U.S. Department of Education to be the Mid-Atlantic Regional Educational Laboratory, serving Pennsylvania, Maryland, Delaware, New Jersey, and the District of Columbia. As one of nine federally-supported regional educational laboratories, RBS' mission for the past 23 years has been to collaborate with state, intermediate, and local educational agencies to improve district, school, and classroom practice. RBS is a non-profit corporation, governed by a Board of Directors made up of educational and community leaders from its region.

The work upon which this publication is based was funded by the School District of Philadelphia; using resources provided by the Pennsylvania Department of Education, and by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The opinions expressed in this publication do not necessarily reflect the position or policy of the School District of Philadelphia, PDE, and the OERI, and no official endorsement by those agencies should be inferred.

ACKNOWLEDGMENTS

This study was a collaborative effort. First, we would like to acknowledge the assistance provided by the leadership and staff of the School District of Philadelphia in planning the study, providing RBS staff an overview of the design of the Chapter 1 schoolwide project, selecting the schools for the study, and introducing RBS staff to the principals and staff of those schools.

Second, we would like to acknowledge the cooperation of the staff of Walton Elementary School, who welcomed us into their meetings and into their classes, who took time from their challenging schedules to talk to us about their plans, their successes and the challenges that are still before them. We would especially like to thank the principal, Jeanette Floyd, who shared her perspectives of the school and its community that she had served for the past 12 years; the leadership group; the eight teachers who let us visit their classes and interview them about their instructional program; and the three teachers in whose classes we shadowed students.

Third, we would like to thank the team of Louise Wachter, Pottsville School District, Jack Avery, Glenn Mills School for Boys, and Gail Jackson, Coatesville School District. They helped collect the information on which the "snapshot" of instructional practice in the school is based. We would also like to thank Kay Hoover and Michelle Woods-Houston from RBS, who shadowed a student for a day.

Finally, we would like to thank Joan Buttram for her careful review of our report, and Patricia Matthews and Lisa Jefferson for their assistance in summarizing data collected and in moving the report through its multiple iterations.

Edward Patrick, Richard McCann,
Gail Meister, Susan Austin

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

In December 1989, the School District of Philadelphia and Research for Better Schools, with the support of the Pennsylvania Department of Education, agreed to initiate a collaborative two-year study of the district's Chapter 1 schoolwide projects. As the first phase of the study, it was agreed that RBS would undertake an in-depth study of four schoolwide projects, in order to delve into the complexities of individual school practice. This report presents the findings of RBS's study of Walton Elementary School, one of the schoolwide projects initiated in 1988.

This report's primary purpose is to provide Walton's staff with a description of current practice in their school, a description that may help them further focus the improvement activities that are under way. The report will also inform an analysis of the commonalties and differences across the four schools participating in this study.

The report is written in a style and format to support the efforts of Walton's staff to improve their performance as a school. The report is primarily descriptive; it reflects as accurately as possible what RBS staff, along with those who helped them, heard and saw. The report keeps before the reader the methods used to collect the information in order to discourage over-generalizing the findings. The findings are presented in reference to specific topics or questions. At the end of each set of findings, discussion questions are provided to help the reader process the information; and suggest a focus for further study. In general, the report encourages the reader to consider these general questions:

- To what extent are the descriptions of practice at Walton accurate and generalizable?
- To what extent do the descriptions suggest practices in need of further study and/or action?

The report is organized into four sections, reflecting the principal purposes of the study.

- Section I, Walton Elementary School as a Schoolwide Project, describes what it means to be a schoolwide project, as could be gleaned from interviews of Walton's principals and staff and from RBS staff's observations of a number of staff meetings.
- Section II, Instructional Practice at Walton Elementary School -- A Snapshot, presents an overview of current instructional practice at Walton, as seen during the course of a two-day visit by a team, composed of Chapter 1 educators.
- Section III, Instructional Practice from the Perspective of a Day in the Life of Three Walton Students, describes the instruction that three Walton students experienced on April 24, as recorded by the three RBS staff who shadowed those students for that day.

- Section IV, Some Concluding Thoughts, shares some RBS staff reflections on information presented in this report.

SECTION I

WALTON ELEMENTARY SCHOOL AS A SCHOOLWIDE PROJECT

The first task of the study was to collect information from school staff on what it meant to be a Chapter 1 schoolwide project. That information was also used to suggest how the school was implementing major components of the district's schoolwide design.

This section presents a summary of what RBS staff saw and heard about Walton Elementary School as a schoolwide project. This summary is organized into seven parts. The first describes the components of a schoolwide project, as described by School District of Philadelphia's central office staff, and the study methods. The second is a brief description of the school, its staff, students, and community. The third highlights some of the recent history of the school. The fourth describes the current mission and goals of the school. The fifth provides an overview of the current organization of the school, with emphasis on the new staff groups and roles that have developed as a result of Walton's schoolwide project. The sixth discusses the strategies and activities that Walton has undertaken to improve its performance. The last summarizes staff perceptions of what it means to be a schoolwide project.

Components of A Schoolwide Project and Study Methods

Central office staff helped RBS staff understand the major components of the schoolwide design and differentiate those components from other district initiatives that were affecting the schools. Specifically, central office staff identified the following components:

- an emphasis on improving student attendance and student achievement, and in support of these outcomes, increasing parent involvement
- the creation of new groups (e.g., the leadership group) and new staff roles (e.g., program support teacher, instructional support teacher) responsible for developing and updating plans for affecting practice in ways that improved performance, budgeting Chapter 1 and other resources to support the implementation of those plans, and leading the effort to implement specific changes in practice
- the required use of a systematic, data-based planning/problem solving process to develop and update improvement plans
- the selection and implementation of an instructional model, with staff development activities to support its model implementation
- the use of detailed student progress records to monitor student progress and to identify students with specific needs
- the establishment of a pupil support committee to help staff address more effectively students with special needs.

The central office staff emphasized that there were other district initiatives affecting the schools that should not be viewed as part of the schoolwide project -- for example, the district's standardized curriculum, testing program, promotion policy, and computerized report cards.

To collect information about Walton's approach to the schoolwide project, RBS conducted a series of open-ended interviews with Walton's principal, program support teacher, other members of the school's leadership group, and several classroom teachers. The interviews began with two general questions: one to elicit some professional history of each informant and the second to obtain each's perspective on Walton as a schoolwide project.

As follow-up to these interviews, RBS staff observed the leadership group's interactions and a half-day planning meeting of the entire staff of the school. When necessary, RBS staff checked its perceptions with members of the leadership group to clarify what had been discussed and how it did or did not related to Walton as a schoolwide project.

The School, Its Staff, Students, and Community

Walton Elementary School, an imposing three story stone structure built in 1901, occupies almost the entire length of a city block at its location at Twenty-Eighth and Huntingdon Streets. Although well maintained, parts of the structure do reflect its age. It is, however, one of the few well cared for buildings in the immediate area, which has seen major changes for the worse over the past ten years. The once comfortable, stable, and relatively well maintained neighborhood has deteriorated to the point where vacant trash-filled lots, abandoned cars, boarded up row homes, debris-littered streets and steel-barred home and storefront windows are now the norm in this economically depressed area. To complicate matters further, the area has become a drug-infested neighborhood.

In stark contrast to its immediate surroundings, the interior of the school is a well-kept haven of warmth, brightness, and order. The wide halls and large classrooms are filled with bright displays of students' work, and bulletin boards highlighting curricular programs and school initiatives. A sense of order, purpose and caring is reflected in the interactions among the staff and students. The school has a friendly, family-like atmosphere.

Of the approximately 60 adults who work in the building (e.g., teachers, instructional assistants, aides, administrators, custodians, food service), 23 are regular classroom teachers. The professional staff at Walton are largely experienced seasoned teachers: the youngest staff member having taught for two years; the next youngest, ten years; and the remainder having 20 or more years of experience.

Walton's 478 students range from kindergartners to fifth graders. The school is composed of a regular kindergarten class which operates two half-day sessions, four first grade classrooms, and three each of second through fifth grades. There are also seven mixed categorical special education classes, one of which is an entry level or kindergarten-type class.

The children who attend the school are primarily black and poor. In 1988-89, the district identified 88.6 percent of Walton's students as coming from low income families. Many of the students enter school without the requisite readiness skills. According to school staff, the number of students from teen and single parent families is increasing, as is the number of students from families with drug and/or alcohol abuse problems. Parent/student mobility is also a problem. A significant number of Walton's students and their parents are preoccupied with basic survival.

School staff work closely with a number of community agencies to address problems that affect Walton's students. In addition, the home and school association, which has its own room in the building, proactively tries to involve parents and provides workshops on various topics (e.g., substance abuse, human growth and development, reading/test taking).

History

Walton was invited to become a schoolwide project during the current principal's tenure. The principal, who had been at the school for some 12 years, saw this invitation as an opportunity to make a number of programmatic changes that she wanted to make. Specifically, the principal used the discretion provided by the schoolwide project to eliminate two Chapter 1, pull-out programs: Checkpoint (grades 1-3), and Prescription Learning Lab (grades 4-5), programs that she felt were not producing the desired results.

Accordingly, the principal used the funds formerly allocated to the Prescription Learning Lab to pay for seven full-time instructional assistants. These assistants were assigned primarily to the grade one and two classes to provide more individual, intense instruction to students. In essence, the principal's solution to the building's Chapter 1 problems was to provide more basic skills instruction, more immediate attention, and more continuity of attention, to students primarily in the lower grades.

Concurrent with this initiative, the principal formed the school support team (i.e., schoolwide planning team and/or school leadership team) to enhance communications with and support for teachers as well as to coordinate and implement a data-based approach to monitoring both student achievement and instructional planning. Interviews with the school support team revealed that after almost two years of functioning as a team, they felt good about themselves, their respective roles, and their achievements. However, they acknowledged, that much yet remained to be done, particularly in the area of greater staff involvement in planning and decisionmaking. Although most staff were reported as complying with the requirements of the schoolwide project, it was perceived that a number still felt little ownership or involvement in its planning and decisionmaking processes. Overall, the bottom-line impression of Walton's schoolwide project is that the school's leadership team has matters well in hand and is moving at a pace appropriate for the school and its staff.

Mission and Goals

Walton's leadership team sees its mission as twofold: one of trying to build a more positive learning environment for students, and one of trying to change some teacher instructional behaviors and attitudes toward dealing with students. There has been a focus in the past two years on increasing students' reading comprehension and mathematics skills. There has also been an emphasis on a more positive approach to discipline, with accompanying teacher staff development. Student attendance has been stressed and rewarded. In addition, Walton wants its students to be able to verbalize their daily instructional tasks and learning goals (i.e., to state what they are working on and what they have accomplished in order to imbue students with an understanding of their activities and a sense of daily progress or accomplishment).

Analyses of student progress in June 1988 revealed that: approximately 10 percent of the students were reading on grade level, 47 percent had received a "C" or better in mathematics, 29 and 24 percent had received a "B" or better in social studies and science, and approximately 50 percent had less than 95 percent attendance. Given this situation, the school established the following goals, to be achieved by June 1991, in its 1988-1991 school improvement plan:

- 50 percent of the students will be reading on the appropriate grade level
- 55 percent of the students will receive a "C" or better in reading
- 65 percent of the students will receive a "C" or better in mathematics
- 60 percent of the students in grade 4 and 5 will increase the number of items correct in reading comprehension on the spring citywide test
- 53 percent of the students in grades 4 and 5 will increase the number of items correct in mathematics concepts on the spring city-wide test
- 50 percent of the students will increase the number of items correct in science on the spring citywide test
- 50 percent of the students will increase the number of items correct in social studies on the spring citywide test
- students will attain a 95 percent attendance rate.

The school improvement and schoolwide plans were merged in the summer of 1989. At that time some adjustments were made in how various milestone and final goals were stated in order to make them more measurable. The major goals, however, remain approximately as stated above.

Organization of the School and the Staff

The schoolwide project at Walton resulted in the creation of some new roles and structures, and some changes in existing roles and structures. Three new roles were created.

- As the title implies, the Program Support Teacher (PST) provided support and coordination for the schoolwide project. At Walton, her role was broadly defined and has evolved over time. The PST estimated she spent 40 percent of her time on activities in direct support of the schoolwide project (e.g., organizing and participating in meetings, collecting and interpreting student data, participating in student support team activities, ordering supplies and materials, disseminating new curriculum information, and talking with teachers about students, the curriculum, scheduling, and general daily problems). She also indicated she spent 40 percent of her time teaching; specifically, she spent 90 minutes a day in a second grade class providing reading instruction and teaming with the teacher on mathematics instruction. She was the teacher-of-record for the reading part of her instruction. The other 20 percent of her time was spent in dealing with parents and individual students.

  To quote the PST, "I never know for sure, on a day-to-day basis, what I'm going to be doing. I spend a lot of time talking to teachers about problems they are having with students. I'm there for the teachers to connect with I also deal with parents a lot. Parts of my role I like and other parts I have mixed feelings about. Perhaps my role could be a little more well defined. I'm not sure if staff realize their input is being used. I think they are starting to see that they are involved and are starting to buy into the project. I think it's good, because it really lets us take a look at the weaknesses of the school and the needs of the students, and build them up."

- The Instructional Support Teacher (IST), assigned to Walton two days a week, played a variety of roles. At the direction of the principal, he provided in-class instruction in reading two mornings a week to separate groups of third and fifth graders. He also provided staff development in the school's instructional model, Effective Instruction. Additionally, he was an ad-hoc member of the school support team. He kept track of the schoolwide budget, assisted the school support team with student data aggregation and interpretation, helped with the monitoring of teachers' student progress record books (SPRBs), provided input on schoolwide goal setting, and generally served as a liaison and information conduit between district and central office schoolwide staff and Walton staff.

  The IST, when interviewed, noted that Walton had a very warm tone. He said, "Trust exists. The school support team is quite serious about schoolwide. The team is organized and blends together well. They use each other effectively. There's a comfy slippers' feeling at Walton in comparison to some other schools where factory-like tensions exist." The IST did express some frustration in not being able to monitor the implementation of the school's instructional

model. He also felt the IST's schoolwide role needed to be more fully clarified and supplemented with additional training by central office staff. He reported there was substantial variability among ISTs in how they functioned at the various schoolwide schools.

- Full-time Instructional Assistants (IAs) were provided primarily for the first and second grade classes. Three of the four first grade and two of the three second grade classes were assigned an IA. Two other IAs were rotated among the special education classes. Their full-time role constituted a significant departure from the part-time role played previously by four Chapter 1 reading aides who worked for only one hour in each of three separate classes each day. Being in one class full-time, the new IAs, according to school staff, provided more continuity and depth of service to students. They helped with remediation, monitored testing, and worked with students on skill packets, re-reading, comprehension, math facts-flash cards, and student workbook activities -- both with individual students and small groups. They received some staff development to prepare them for their role and were supervised by the principal.

Two new structures were also introduced as a function of the schoolwide project.

- The School Support Team (SST), the primary leadership team for the schoolwide project, was composed of the principal, PST, elementary mathematics resource teacher (EMRT), reading/language arts teacher (RELAT), counselor, and school/community coordinator. The IST was an ad-hoc member. This team, which met every Thursday afternoon, was responsible for making the programmatic level decisions that operationally defined the schoolwide project at Walton (e.g., decisions regarding the budget, resources, communications, curriculum, monitoring student progress and placement, monitoring SPRBs, staff development, parent involvement and student attendance).

  In the team's estimation, "We have a very viable team that works well together. The principal has always been open to divergent views. This perspective made having a team a natural. We don't have a problem with differences of opinion. We feel that all of us have something to contribute. We make decisions about what is needed to raise student achievement levels, and decisions about how the school plan and the budget relate to each other. There are lots of schoolwides without a team like ours."

- The Pupil Support Committee (PSC) was made up of the same school staff who comprised the SST, with the exception of the IST, as well as the referring teacher. An additional teacher was also invited to sit on the committee each week. When necessary, parents were also invited to participate in the meetings. Students were referred to the committee for attendance, behavioral, achievement, or peer-relationship difficulties. During committee meetings, all participants shared relevant information on a given student, and ways to help the student were discussed and decided. Each student was also assigned a case manager to monitor the implementation of the agreed-upon helping activities. Each case was periodically reviewed to

assess student progress and adjustments were made as needed. Mentors, selected from all levels of school staff, were also assigned in 1988-89 to those students deemed in need of extra adult guidance.

During 1988-89, the committee met three times a week, on the average, at 7:30 a.m. to discuss individual students about whom teachers or parents were concerned. In total, the committee worked with 80 students in the 1988-89 school year. This school year the committee met primarily one morning a week, and expects it will work with approximately 75 students by the end of the school year.

Several existing roles were also changed and/or reemphasized, as a direct or indirect result of the school's participation in the schoolwide project. These changes primarily affected how the school's resource personnel were used.

- The Elementary Mathematics Resource Teacher's (EMRT) role was changed. Before schoolwide the EMRT and an assistant worked primarily in an isolated fashion with grade 2-5 students on a pull-out, remedial basis in the school's large reading and mathematics resource room. This task and the paperwork associated with it, absorbed most of her time. Now she plays four primary roles. First, in keeping with the SST's major goal to provide more direct basic skills instruction to students, she taught math daily in one third grade class and was the math teacher-of-record for that class. Second, once a week she conducted a 45-minute lesson in math problem solving, higher order thinking/or the use of manipulatives in each of the other regular classes in the building. The regular class teacher usually assisted with the lesson. This enabled her to model the effective instruction model, put her in direct personal contact with each of the regular teachers in the building and made her more accessible to teachers regarding curricula and instructional techniques. She also worked with some special education and fifth grade students once a week in the resource room and engaged them in relevant math work on the school's six personal computers. Third, as the relationships and roles among SST staff evolved, she "kind of assumed" a lead role in doing the data collection and data aggregation for the whole school. In essence she played a key leadership role in summarizing and interpreting report card, citywide test, and math data for presentation to the staff. The PST, IST and reading and language arts teacher regularly shared in this task. She also assumed the responsibility for coordinating and organizing all the special education paperwork in the building, a task formerly assigned to the school counselor. In addition, she prepared a monthly school calendar of school and faculty events. Fourth, she played a lead role in monitoring the pacing of the math curriculum and assisted with the SST's monitoring of SPRBs.

  To quote the EMRT, "I now play more of a combined leadership and cheerleader role. I'm more visible now. I try to help teachers diagnose error patterns and help answer their questions. I also try to get them to understand, when they feel frustrated with their efforts, that they can't get all students up to speed in one year.

Overall, since schoolwide, there's more support and communication between the SST and the teachers. We're more available to teachers."

- The Reading and Language Arts Teacher's (RELAT) role was also changed as a function of schoolwide. In previous years, the RELAT worked primarily with students on a pull-out basis, providing remediation in reading and tracking students' reading progress via the Chapter 1 reporting system. This activity consumed the greater part of her time. Two primary changes occurred in the RELAT's job. First, she provided direct instruction in reading on a daily basis to a subset of third graders this year in their home class for about an hour and fifteen minutes, and was their teacher-of-record for reading. She worked in the same class in which the EMRT provided daily math instruction. She estimated this consumed about 25-30 percent of her time. Second, due to greater attention and emphasis on schoolwide goals, she reported spending about 50 percent of her time monitoring the progress of the reading program. She said she tried to hit each class weekly to check on the mastery of unit test results and whether teachers were following the pacing/planning schedule. This made her more visible and accessible to teachers than in the past. In conjunction with the above role, she noted offering more direct assistance, in the form of skills training and/or materials, to teachers who were having problems with specific students or groups. She also engaged in some remediation work with students, but much less so than in the past. In addition to the above roles the RELAT estimated she spent the remaining 20-25 percent of her time: attending meetings, working with the reading committee, dealing with problems teachers were having, meeting with parents, and testing new admits and referrals to the PSC.

  To quote the RELAT, "Schoolwide is geared more toward producing a large amount of student growth from one year to another. I feel more pressure to get teachers and kids moving. I feel I need to be on teachers to insure they stay on pace. The schoolwide reading goals have to be met at the end of these years. We have always collected data on reading. The district reading supervisor collected data five times a year and sent back reports to the principal on the progress of the various grade groups and pacing. I used to get the reports in past years but I didn't hear very much about them, per se. That's changed. Since schoolwide, they are closely attended to and acted upon. Now, I seek teachers out when I see discrepancies in the data."

- The School Community Coordinator's (SCC) role was re-emphasized as a result of schoolwide. The SCC, a member of the SST and the PSC, primarily tracked student attendance, conducted home visits to interact with the parents of students who were having problems, disseminated information on school and public service community agencies, and coordinated workshops for parents. She acted on referrals from the faculty on students who were having problems with tardiness, attendance, behavior, basic skills and/or health.

She reported she did her paperwork in the morning and conducted home visits in the afternoon and evening. She said she conducted 30-35 parent visits a week on the average. She also attended various community and church meetings, and was a member of the District 1 Parent Action Group and the Police Community Relations Group. Her role on the PSC was the aspect of her job that received greater emphasis. She engaged in problem solving with the PSC about individual students and conducted repeated follow-up visits to the homes of students who had been identified by the PSC as having problems.

To quote the SCC, "My role hasn't changed. What is new is the PSC -- identifying children with problems and trying to figure out solutions. I get the parents there and then I keep in touch with the parents. The drug problem has really impacted the kids. Most are survivors. They are strong, and the majority are doing very well. The children really need someone to care, and at Walton, we care."

- The School Counselor's role was modified to some extent this year coincident with schoolwide. As part of a District Four pilot, she worked for several weeks, for a period a day, in two separate classes where some group behavior problems were in evidence. This enabled her to work with problematic groups in the whole-class setting. The bulk of her time, however, was still spent in small group work, individual counseling, and talking with parents and teachers. She dealt with small groups of students with behavior problems and worked to develop their self-esteem and their skills for getting along with others. She dealt with individuals on a referral basis and typically had five sessions with them. As part of the PSC process, she picked up a number of referrals and was involved in screening students for special education placement.

  To quote the school counselor, "I'm happy that I've been able to get into classrooms this year. I've been able to reach more students and I've enjoyed it. Insofar as schoolwide and the PSC are concerned, the focus now is to keep kids out of special education and do other things with them. Now, all of our kids are getting more help with what they need."

One change in structure that was made coincident with the schoolwide project was a change in the "prep teachers" schedule. Walton has prep teachers in gym, science, mathematics and music. They fill in for regular teachers to provide a common meeting time for staff at each grade level. Formerly, each prep teacher was assigned to each class once a week for a class period. This arrangement provided for little continuity in their instruction. Now, they are assigned to a class for a week. Thus each teacher has all four prep teachers in a one month period for one full week at a time. This arrangement, according to school staff, has facilitated greater continuity and depth in the prep teachers' instruction.

Discussion questions: How can the roles of the PST and the IST be more fully clarified? To what extent should the IST be involved in monitoring the implementation of the school's instructional model?

Current Strategies and Activities for Achieving Its Goals

Walton has initiated a number of strategies and activities to achieve its schoolwide project goals of increased student achievement, attendance and parent involvement. Several were described in earlier sections of this report and will be touched on only briefly in the following summary.

Student Achievement

Walton initiated several activities which directly or indirectly attempted to address student achievement.

Direct teaching by the PST, IST, EMRT and RELAT. Select groups of students were identified by the SST as having specific basic skills deficiencies. They were also viewed as having a good chance of succeeding or improving if extra help were provided. Accordingly, the above Walton staff provided them direct in-class instruction on a systematic basis.

Instructional assistants. The introduction of full-time instructional assistants in grades one and two provided those students with more individual attention and in-depth instruction.

Alternative first grade. An alternative first grade class, was formed of those students who failed first grade last school year. This class was kept smaller in number than the other classes to maximize the instructional services provided to these students in need. Last year's alternative first grade students were also kept together this year as second graders.

Elimination of pull-out programs. Two pull-out programs, Checkpoint and Prescription Learning Lab, were eliminated. In addition, the pull-out remedial activities of the EMRT and RELAT were substantially reduced so that they now deal with only a few students on a select basis.

Focused schoolwide achievement goals. Both the EMRT and RELAT, in addition to providing direct instruction, worked across all classes on identified areas of common weakness. The EMRT focused on mathematics problem solving with all teachers as well as test-taking format skills. She provided teachers with problem solving materials and demonstrated lessons in the course of working weekly with each class. The RELAT, along with the reading committee, established a comprehension skill of the month and provided teachers with materials and instructional assistance related to the skill. Teachers, in turn, were expected to provide direct instruction on this skill in all subject areas during the month; their lesson plans were checked by the principal to make sure these skills were included.

Monitoring and follow-up activities. Walton's leadership staff engaged in a number of monitoring activities throughout the year. Citywide test results were reviewed at mid-year and in June. The principal first reviewed the citywide test data, and wrote a verbal summary of strengths, weaknesses and suggestions for each subject area by grade level. The SST also prepared grade appropriate printouts for staff from the central office citywide test results printout. Teachers received both the principal's narrative summary

and the grade appropriate printouts. Teachers were convened by grade groups at faculty meetings to examine their class standings in each citywide test area relative to others at their grade level, and the district and city averages. Strengths and weakness were discussed by staff and activities to address weaknesses were decided on and presented to the SST.

A similar process of data aggregation, interpretation and teacher review/discussion was followed after each report card period (December, March, and June). Walton's SST members reported, however, that they compiled all the report card data by hand before they turned it into the central office, because they had found some inconsistencies and delays in the district's aggregation and return of the report card data. The task of aggregating the report card data was shared by the PST, EMRT and RELAT.

Class and grade level reading unit test results were also compiled and reviewed once a month by the RELAT. These were shared with the SST and individual staff for analysis and subsequent action. Similarly, the EMRT also regularly monitored teachers' progress on the mathematics curriculum pacing schedule. In addition, the SST monitored teachers' SPRBs almost monthly in 1988-89 and about four or five times in 1989-90.

As a result of the above monitoring processes, the SST identified achievement areas needing attention in particular classes and grade levels. These areas were reviewed with teachers, and they were asked to refocus their instructional activities. In addition, comparative reviews of the citywide test data, report card data, and teachers' SPRBs revealed some grading and potential curriculum implementation problems. The SST determined that students' grades in social studies, science, literature and writing exceeded their citywide test scores in these areas. Teachers were also keeping less complete records of their instructional activities in these areas in their SPRBs. Accordingly, teachers were advised to mark more stringently and keep better SPRBs records in the above subjects. These matters were covered in detail in faculty meetings and staff development sessions. The school also purchased new social studies materials and a renewed emphasis on social studies was initiated this year.

SST staff, in reflecting on the above process, noted that, "Teachers get a copy of all the data we have. We draw our own conclusions first and share the data and conclusions with them. They can then analyze it. We keep the information by class and grade level. After each data collection we have grade level meetings. We also talk to individual teachers about it, but we are not critical of them. We have to be careful. When we first started this, the teachers were threatened. When needs are identified, the teachers and grade level groups work it out. By contract we have ten hours of assessment time and we use this and faculty meeting time to analyze test data."

Grade level meetings. Grade level meetings were convened almost monthly in the first year of the schoolwide project (1988-89) to address the various matters associated with its introduction (e.g., SPRBs, report card and citywide test analyses). In 1989-90 several grade level meetings were convened in the early months of the school year. As the year wore on, they became less frequent.

Staff development. Walton also used the assigned staff development days and faculty meetings this year to support the schoolwide initiative. Teachers were provided information/training in a number of relevant areas: e.g., creating effective referral procedures, SPRBs record keeping, developing higher order thinking skills across the curriculum, preparing students for test taking, measurement in mathematics, special education, interpreting report card data, affective discipline, Effective Instruction (the schools instructional model), the five step writing process, and PATHS writing. The format varied, from whole faculty to all or some grade level groups, depending on the topic. The school had the flexibility to introduce topics at faculty meetings as the need arose.

Student Attendance

As was noted earlier, the school community coordinator played a key role in monitoring student attendance. She reviewed class attendance lists daily to identify student attendance problems. She called or visited parents, if absences exceeded three days. She followed up with a letter to parents, indicating the days students were absent. Student attendance figures were also discussed by the members of the SST and the PSC at their weekly meetings. Each reporting period, the SST formally flagged for attention students with six or more absences, who were in danger of failing. Major attendance violations were always attended to immediately.

To increase student attendance, the school gave awards to students, and banners to classes for perfect attendance at the monthly school assemblies. In addition, mentors were assigned to upper grade students in 1988-89 to encourage them to attend school. Increasing student attendance continues to be a major challenge for Walton's staff.

Parent Involvement

The school community coordinator and the principal were also directly involved in coordinating Walton's parent involvement initiative. The school actively solicited parent involvement through its parent volunteer and scholar programs and the Home-School Association. Parent volunteers were recruited and assisted teachers with activities like class trips and parties. Parent scholars were hired by the district for a nominal fee to work on a short-term basis in classrooms, assisting students at the direction of the teacher.

The Home-School Association was active at Walton, conducting weekly pretzel and popcorn sales for a student scholarship fund and offering workshops for parents. Workshops were offered this year on reading/test taking, mathematics, science and social studies, substance abuse, make-and-take, and human growth and development.

Walton conducted an open house for parents early in the school year and maintains an open door policy. Even though the school engaged in multiple activities to reach parents, staff reported that the level of parent involvement was moderate at best.

Discussion questions: How can teachers be more fully involved in the schoolwide planning/problem solving process? How can the SST's monitoring of student achievement, curriculum pacing, SPRBs, and student attendance be improved? How can the SST more effectively assist and monitor teachers' efforts to address needs identified by the citywide test and report card analyses? How can grade level meetings be used more effectively to facilitate the implementation of the schoolwide project? What further efforts might be made to stimulate parent involvement.

Summary: Effects of Being a Schoolwide Project

Walton's involvement in the schoolwide project has resulted in a number of significant changes. The effects of the project to date, as seen largely through the eyes of the members of the SST, may be summarized as follows.

- "Our achievement levels have increased. Students' achievement on vocabulary development has increased from 40 percent to 80 percent. The percent of students reading on grade level has increased from 10 percent to 26 percent."

- "The school climate has changed. You can see it in the positive interaction between teachers and students. You can see changes in how the kids act in the halls and the classes. The atmosphere is positive."

- "We have been able to provide more direct instruction for students in reading and mathematics and have lowered class size at grades 1 and 2."

- "Programatically, there's school-based management. We can make the program-level decisions. It's positive in that we can decide how we want to spend the budget. The budget, though, still has to be approved by the central office and go through a review process."

- "The project's emphasis on the lower grades is providing the school with a base of kids on which to build. They are getting the vocabulary, and their comprehension is increasing. This accounts for the greater percentage of students reading on grade level. The students are receiving more attention in the lower grades with two people in the room. Students rely on the instructional assistant like the teacher. They are coming into third grade with more knowledge. More of the planned curriculum is being covered. They have better work habits and are making a better transition. The upper grades feel neglected though. They always had a Chapter 1 aide in the past."

- "For the lower grade teacher, the impact is wonderful. They have competent assistants, and they really use these people."

- "We still need two full day kindergartens. The project still hasn't helped us with that problem."

- "I (the RELAT) love this because now I can see growth. I feel like I'm doing something. Before, I dealt with individual kids on a pull-out basis. Now I have power in one room with half of the students, and I can see growth. Before I didn't feel any ownership or sense of real involvement. The principal is very supportive of the program. Reading is the core. She provides whatever we need. Now, I interact with the principal every day, and she's always responsive."

- "Our primary concern is the kids. In some cases we're all these kids have. We have a lot of concerned teachers. Schoolwide has helped us. We're grateful for the option to use it as we want."

- "One of the biggest changes has been the availability of the leadership team (SST) to teachers. The PST, RELAT and I (EMRT) can give teachers more immediate feedback. We can help the principal communicate with the teachers. It's an important support for teachers. Before schoolwide, the PST's job wasn't there and the RELAT's job was isolated. My job was for remediation only, and kids missed their regular classes when they were with me. We also teach math on grade level now and have a pacing schedule. Last year, it was a major success to try to get everyone on schedule."

- "Before schoolwide, the principal made the decisions pretty much by herself. Last year, we started to "gel" as a team, but the principal was still the leader. This year, the principal is more willing to let us share in her decision process and share the responsibility. She even gave us a routine report to finish up for her, when she was called away unexpectedly. We have learned a lot from her, and we're all willing to share. It's nice to have a team that's so involved. We work well as a team. We were separated before. It's had a positive psychological effect."

- "We see a lot more teachers thinking about mastery and monitoring kids' mastery. Kids are maintaining mastery. The early intervention has helped a lot. Our meeting once a week has furthered lines of communication. We have a better knowledge base on which to identify and deal with students in trouble."

- "We monitor students' achievement much more closely now and service them better."

SECTION II

CURRENT INSTRUCTIONAL PRACTICE AT WALTON -- A SNAPSHOT

The second task of the study was to collect information that would suggest the current status of instructional practice in the school.

To this end, a team of educators who have worked with other Chapter 1 programs visited Walton Elementary School on May 1 and 2. The school's leadership organized the team's visit, selecting the classes the team would visit and the teachers who would be interviewed. Over the course of two days, the team visited eight classes and conducted individual, 45-minute interviews with the eight teachers. They represented about one-third of the classroom teachers in the building.

This section summarizes the results of the visits and the interviews. It is organized into five parts. The first provides a brief overview of the classes visited. The second summarizes the framework of research-based factors used to structure the collection of information from the classroom visits and the teacher interviews. The third, fourth and fifth sections summarize information collected for the student-related factors, the classroom-related factors, and the school/district-related factors, respectively.

Following the summary of information for each factor, some discussion questions are suggested. In general terms, they ask:

- To what extent do you agree with the perspective on instructional practice, presented in the framework of research-based factors?
- To what extent do the descriptions reflect instructional practices found across all classes/grades in the building?
- To what extent do the descriptions suggest practices that could benefit from further study and/or action?

Classes Visited

Table 1 provides an overview of the classes visited. They represented each of the grade levels in Walton Elementary School with the exception of the kindergarten class.

Eight lessons were seen in all. They were diverse in content and activity, as illustrated below.

- During a first grade reading period, the teacher first explained the day's seatwork, then worked with one small group to review a previously read story via a comprehension/recall check. The lesson concluded with a teacher-led review of previously learned story-related vocabulary with a second small group. Students gave the meanings of the words and used them in sentences.

- During a first grade reading class, the teacher reviewed story-sequence with a small group; students identified what happened first, second, third, etc. A new sound, the "ch" sound was then introduced and students identified words containing this sound as well as pronouncing them orally. Beginning and ending "ch" sounds were covered.

- During a second grade reading lesson, a teacher worked with a small group on vocabulary skills. Students examined the multiple meanings of both basic and enrichment vocabulary.

- During a second grade mathematics period, students first completed a math worksheet, with the teacher checking the responses of individual students. The teacher then conducted a demonstration on liquid measure and the relationships between cups, pints, quarts, and gallons. The teacher elicited responses/predictions from the students throughout the demonstration (e.g., how many cups will it take to make a quart?).

- During a third grade science lesson, students were engaged in planting lima beans between wet pieces of paper towel and/or clear plastic in order to observe the effects of light and water on seed growth. Students' predictions and discussion were elicited by the teacher.

- During a third grade science lesson on the parts of a plant, the teacher discussed the purpose and kinds of plant roots, while eliciting responses from students. Working in groups of four or six, the students then examined some potted plants and their roots. The purposes of and kinds of plant stems were also discussed before homework was assigned on plant growth.

Table 1

Lessons Seen by Team During Classroom Visits

Subject / Grade	Reading/ Language Arts	Math	Science	Total Lessons
1	2	0	0	2
2	1	1	0	2
3	0	0	2	2
4	0	0	1	1
5	0	1	0	1
Total	3	2	3	8

- During a fourth grade science lesson on plant growth, a large group presentation by the teacher was followed by students working in cooperative groups to examine the progress of lima bean seeds they had planted and to discuss the effects of light and/or water on seed growth. A large group discussion of students' predictions and findings concluded the lesson.

- During a fifth grade mathematics lesson, the teacher led the whole class through an exercise in reducing equivalent fractions through the use of common factors. After a brief introduction, the teacher posed fraction reduction problems and interactively elicited the common factors/solutions from the students and/or had them explain their answers, while recording all work on the chalkboard.

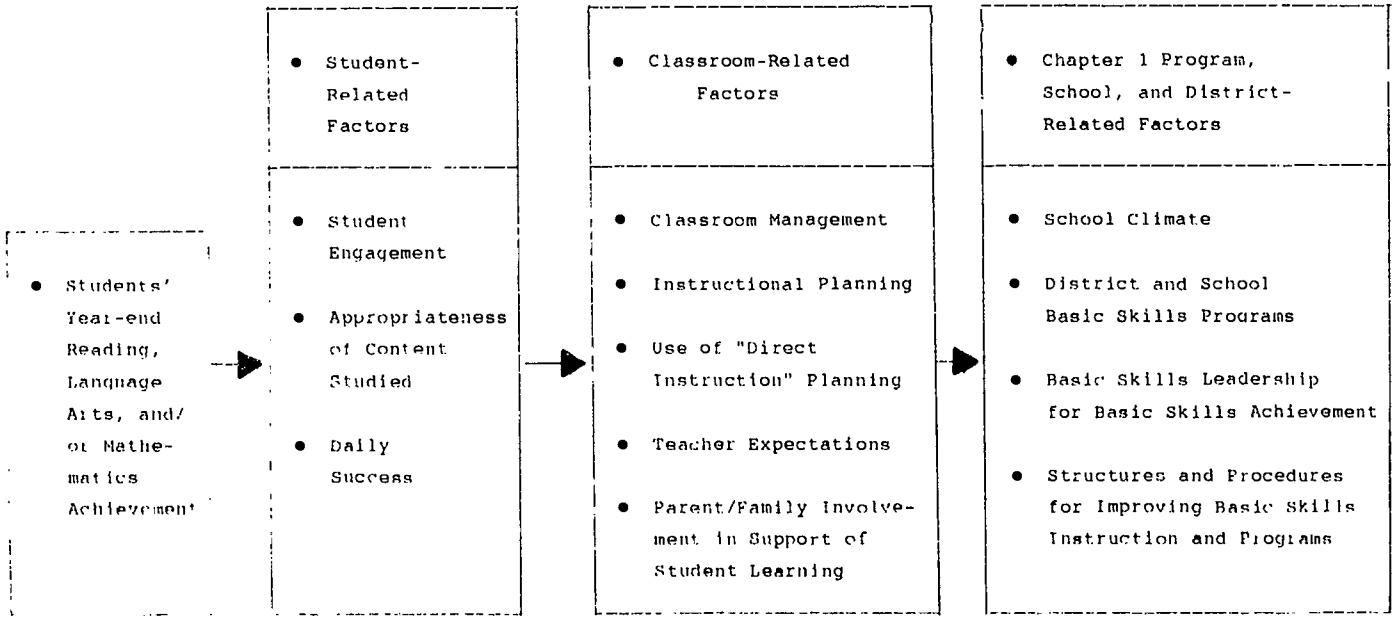
Framework of Research-Based Factors and Study Methods

This part describes the framework of research-based factors used to collect information from the teachers and classes described above. It also provides a brief description of the methods used for collecting and analyzing the data.

The Framework

Figure 1 provides an overview of the research-based factors that were used to structure the collection of information on instruction-related practices. It was developed by the designers of the Pennsylvania Chapter 1 program improvement process, known as MAGIC.

Figure 1
Framework of Research-Based Factors



The framework should be read as follows. Research suggests that students are more apt to show high levels of achievement on unit or year-end measures, if they

- are actively engaged in learning activities during a significant part of each day
- are studying content that is appropriate, given what they have learned to date and what will be assessed on unit and year-end measures
- experience a moderately high level of daily success on their learning activities.

Current research suggests that these factors are, in turn, influenced by what happens in classrooms and what teachers plan and do:

- how well they manage their classrooms
- how they balance in their instructional planning the requirements of the curriculum, what knowledge and skills students can demonstrate, and how individual students learn best
- the extent to which they teach in a manner that reflects the "direct instruction" approach
- the extent to which they expect that all of their students can succeed and the extent to which they take steps to provide a classroom environment and instruction that is consistent with that expectation
- the extent to which they succeed in involving parents or other family members in active support of their students' learning.

Current research also suggests that what happens in classrooms and what teachers do can be influenced by the climate of the school, the structure of the school/district program, the extent to which school leadership and the school as an organization focus on improving student achievement, and the structures and procedures that help teachers improve instruction. (The latter is addressed in this part of the study; the others have been addressed earlier.)

In summary, it must be stressed that this framework provides one way of conceptualizing the interrelationship of some factors that research suggests may influence students' basic skills achievement. Even though this report presents information collected by factor, it is important to keep in mind the interrelationships among the factors. For example, high levels of student engagement may have little relationship to achievement, if students are not engaged in learning appropriate content.

Methods Used

Two methods were used to collect information. To collect information about student engagement, classroom management, and instructional approach,

the team visited eight classrooms for periods of approximately 45 minutes. MAGIC forms were used by the team to observe student and teacher behaviors. One member of the team scanned the class every three minutes, and used the student behavior form to note the number of students who were engaged in academic tasks, and if not engaged, whether they were in-transition between academic tasks or off-task. At the end of the class visit, that team member calculated the proportion of students engaged, in-transition, and off-task. (See the appendix for the observation form; see Table 2 for definitions and summary of student behaviors seen.) The other member used the teacher behavior form to record every 30 or 60 seconds whether the teacher was instructing, managing, or disciplining. If instructing, the member also noted whether the teacher was orienting, explaining/demonstrating, providing guided practice, monitoring independent practice, or providing feedback and reinforcement related to independent practice. At the end of the visit this member calculated the proportion of times the teacher was seen exhibiting the various behaviors. (See the appendix for the observation form; see Tables 3 and 4 for definitions and summary of teacher behaviors seen.)

To collect information on the other factors, the teachers were interviewed, using modified MAGIC interview forms (see appendix). Following the school visit, the team worked together to summarize the results of its eight interviews on worksheets designed for that purpose (see appendix). Then using those summaries, the team drafted, critiqued, and revised a written description of what they saw and heard for each factor. These descriptions were then edited by RBS staff and appear below.

The Status of the Student-Related Factors

The framework suggests that students' level of achievement can be predicted by the extent to which students are engaged in learning activities which address appropriate content and through which they experience a moderately high level of daily success. This part summarizes information that was collected related to these factors.

Student Engagement

Table 2 presents the proportions of student engaged, in-transition and off task behaviors exhibited in the eight classes/lessons observed. The great majority of student time was spent on engaged activity (79 to 97 percent) in each of the classes observed. Across classes, student in-transition behaviors ranged from 0 to 10 percent and off-task behaviors ranged from 2 to 11 percent.

Overall, students behaved in a well disciplined, constructive manner and exhibited a variety of engaged type activities. These activities include listening, watching, drawing, silent/oral reading, and answering lecture/discussion type questions. Students spent minimal time in-transition and off task.

There was explicit evidence, gleaned from students' behavior, that students were well informed regarding teachers' expectations of their classroom behavior. Teachers explained expected behaviors to their students

Table 2

Distribution of Student Behaviors
Seen During Eight Lessons
(Ranked by Level of Engagement)

Lesson Number	Engaged	In-Transition	Off-Task
1	97%	0%	3%
2	96%	0%	4%
3	93%	0%	7%
4	91%	7%	2%
5	90%	3%	7%
6	89%	4%	7%
7	87%	6%	7%
8	79%	10%	11%

Note: The lesson numbers on this table do not correspond to the lesson numbers appearing on the other tables in this report. They are provided only to facilitate discussion of the data on this table.

Definitions:

Engaged: Students are engaged when they are involved in or attending to instruction in reading and/or mathematics.

In-transition: Students are in-transition when they are "in between" or preparing for the next activity.

Off-task: Students are off-task when one of these four behaviors are observed: socializing, discipline, unoccupied/observing, and out of room.

in the beginning of the term and then reinforced them throughout the year. The students of one class knew the class rules so well that they could orally recite them.

Discussion questions: To what extent do these patterns of student behavior generalize to all lessons taught every day? To what extent could students' in-transition and off-task behaviors be even further reduced? To what extent do these patterns of student behavior suggest areas in need of further study and/or action?

Appropriateness of Skills Studied

The teachers were asked to show their student records and to discuss how those records reflect the relationship of lessons' content to a student's prior learning and to the learning that would be assessed.

All of the eight teachers interviewed indicated they kept individual student records for all children. These records are kept primarily in Walton's modified version of the Student Progress Record Book (SPRB). Records of student achievement are kept in all required subject areas: reading, writing, math, health, physical education, social studies, science, spelling, oral communication and art. These records showed that the skills taught and tested are generally in alignment with those assessed by the citywide test. They also showed that teachers build upon or elaborate on skills the students have previously mastered, especially in the areas of reading and math.

The individual skills students have mastered are recorded in SPRBs in the form of end-of-unit, book level and checkpoint tests for reading, and PMET or strand-related tests in math. For each test, the required level of mastery, the percent of students exhibiting mastery and the individuals exhibiting mastery are indicated. This level of recordkeeping allows teachers to track student performance in specific content/skill areas and/or strands, but is not so burdensome as to require teachers to maintain records on all of the sub-skills nested within a given unit, skill area or strand.

Most teachers interviewed also had students keep individual folders of their work. All teachers also keep records of student performance on their teacher-made tests as well as records of homework completed.

The teachers generally indicated the record keeping system was useful in the process of identifying students in need, and of course for compiling report card grades. Most of the teachers also kept a copy of the required citywide curriculum content/skills in their record book to facilitate their instructional planning and testing.

Although there was a general alignment or overlap between the citywide tests and the content being taught, three of the teachers pointed out a problem related to the pacing schedule. During the course of the year, some students fail to reach mastery on specific content/units. The district curriculum guidelines, however, call for the introduction of new content on a generally fixed pacing schedule. This presents a problem or conflict in that the below average/remedial students are moved on to new content before they have mastered the old content. Accordingly, they end up being tested

on citywide test content that they have not had the time to master, and their poorer test scores reflect this mismatch. The citywide tests match more closely with the content being taught to, and mastered by. average and above average students -- those who are on level.

Overall, the recent attention to SPRBs and the school's citywide test goals have focused a lot of teacher attention on the alignment of what is taught with what is tested. Planning decisions regarding what is to be taught appear to be influenced significantly by the required city curriculum and tests.

> Discussion question: How can teachers best resolve the conflict that they feel when the curriculum calls for the introduction of new content and the performance of some below average/remedial students on assignments and tests indicates they are not ready for the new content?

Students' Daily Success

To obtain an indication of how many students experience a moderately high level of success (75 percent or more) in their daily work, teachers were asked to estimate the levels of daily success experienced by their students.

The eight teachers interviewed reported their students, on the average, experienced varying levels of success on their daily assignments. The estimated percentages of success ranged from a low of 50 percent to a high of 86 percent. The percentages reported in five of eight interviews were intuitively determined and did not reflect any formal daily-success documentation. It should be noted that the model (citywide/standardized curriculum) does not require the formal systematic assessment of daily success.

In spite of the lack of specific record keeping, those interviewed could describe in great detail the nature and extent to which student were achieving in their classrooms. Most teachers indicated they had a good estimate of students' daily success through regular appraisal of students' work/learning (e.g., teacher quizzes/tests, homework and seatwork checks, board work, class responses, etc.). They noted that their ongoing assessments of students' progress tended to be corroborated by the more formal documentation provided by unit, book level and strand tests, and by the citywide tests. Several teachers also guided students' maintenance of portfolios of their class work in the various subjects. They noted that portfolios were useful for tracking progress, grading and conferences with parents -- in addition to serving as a model for students for organization and neatness skills.

> Discussion question: To what extent might it be productive for all teachers to assess more formally students' levels of daily success on a periodic basis? Beyond what is currently being done, what additional steps might be taken to help those students who are consistently unsuccessful in their daily work? (For information about what is currently being done, see information provided under the factor, Teacher Expectations.)

The Status of Classroom-Related Factors

The framework suggests that what teachers do can influence how engaged students become, how appropriate the content is that they study, and what level of success they experience. This part summarizes information collected related to classroom management, instructional planning, use of alternative instructional approaches, teacher expectations, and involvement of parents and family members.

Classroom Management

One indicator of how well students and instruction are managed is the proportion of time that students are observed to be engaged, in-transition, and off-task (see Table 2). Another indicator is the extent to which teachers spend their time instructing, managing and disciplining.

Table 3 presents the proportions of these three teacher behaviors seen during the eight lessons. It can be seen that the teachers tended to spend significant amounts of time on instruction (70 to 97 percent), and minimal amounts of time on discipline (0 to 10 percent), and management activities (3 to 20 percent).

Regarding discipline/student management procedures, all teachers observed/interviewed were able to demonstrate that they had in place rules and procedures to ensure that most of the class time was devoted to instructional activities. Classroom rules and procedures were cooperatively generated by students and teachers and encompassed the necessary characteristics to ensure a classroom environment conducive to learning. These rules were discussed with the students during orientation sessions at the beginning of the term. They were also posted on the bulletin boards and teachers continually reinforced them throughout the school year. One teacher displayed a "consequence" chart which outlined accountability measures for students who "broke a rule." The same teacher also had a "reward board" posted that outlined student awards for displaying appropriate classroom behavior. Some of the rules included: stay in your seat, raise your hand if you have a question, no talking, and complete all of your work. In another teacher's classroom the entire class recited the class rules orally immediately following the pledge of allegiance. In another classroom, a student broke a rule by calling out an answer. The teacher responded by saying "rule two." The child looked at the display, read rule two silently, and exhibited the proper behavior.

Overall, teachers planned their lessons to encourage student engagement in a variety of ways. Several teachers utilized ability grouping and cooperative learning to maximize student engagement. One teacher regularly performed all of her management tasks (preparing board work, gathering materials, etc.) prior to the students' arrival. This allowed her to devote more time to instruction. Another teacher believed that being "visible and mobile" during class helped encourage student engagement. Another teacher incorporated the use of "peer tutors" to promote student learning and engagement.

Table 3

Distribution of Teacher Behaviors
Seen During Eight Lessons
(Ranked by Amount of Instructional Behavior Observed)

Lesson Number	Instructional	Management	Discipline
1	97%	3%	0%
2	93%	7%	0%
3	88%	12%	0%
4	87%	10%	3%
5	87%	13%	0%
6	80%	20%	0%
7	75%	15%	10%
8	70%	20%	10%

Note: The lesson numbers on this table do not correspond to the lesson numbers appearing on the other tables in this report. They are provided only to facilitate discussion of the data on this table.

Definitions:

Instruction: Teachers are instructing when one of these five behaviors is observed: orienting, explaining, providing guided practice, monitoring independent practice, and providing feedback and reinforcement on independent practice.

Management: Teachers are giving and clarifying directions, passing out papers, or undertaking other tasks which organize students for an instructional activity.

Discipline: Teachers are attending to off-task student behavior -- for example, socializing or unoccupied/inattentive behavior.

All teachers demonstrated the ability to respond to inappropriate behaviors in a way that did not disrupt other students within the classroom. Techniques utilized to confront off-task behavior included non-verbal gestures, such as eye contact or hand gestures, and/or a slight touch to redirect a student's attention. During a science lesson, which involved small group instruction, two students had a disagreement which came close to being physical. The teacher recognized the situation and resolved it immediately without any disruption to the lesson.

Discussion questions: To what extent do these patterns of teacher behavior generalize to all lessons taught each day? Why are some teachers able to spend significantly more time instructing? Should the topic of instructional time be considered at staff development and/or grade level meeting sessions?

Instructional Planning

The teachers were asked to describe what influenced their instructional plans, both in general and with specific reference to the class visited. They were also asked how they balanced what the curriculum required, what knowledge and skills students can demonstrate on tests, and what they knew about how individual students learned best.

The influence of the district curriculum. All classroom teachers reported that the district curriculum guide directly impacts teachers' instructional planning decisions. Inherent within the guide are the goals/objectives, assessment procedures, and instructional strategies for the subject area. Moreover, the aforementioned structures and procedures are presented on a month-by month basis, thus, the guide provides a sequential "pacing schedule" for planning instruction. Additionally, adherence to the standardized curriculum guide allows for continuity of instruction for students who transfer between/among schools within the district.

More specifically:

- Several teachers reported that they follow the pacing schedule of the curriculum guide explicitly.

  For example, one teacher mentioned that she "pulls excerpts from the science section of the guide," and places them in the back of her plan book as a means of adhering to the structures and procedures therein.

- Other teachers indicated that although they ultimately teach all of the objectives listed in the guide, they may deviate from the suggested sequence based on their perceptions of the needs and readiness levels of individual students.

  Thus, the "rhythm of the class sets the pace for instructional planning." For instance, one teacher designed an outline of the guide to make it consistent with his/her understanding of the strengths and skill deficiencies of his/her individual students, thereby, serving as a framework to ensure that instructional

planning decisions focused on teaching those skills that were critical for students.

The teacher cited above also analyzed students' performance on the PMET test, then created a supplementary workbook for students that "paralleled the standardized curriculum" for math. The teacher stated that the manner in which various math concepts were presented in the curriculum guide "would not allow for the (maximum) success of students"; however, the workbook provided for some much needed independent practice, thereby, allowing students to move at their own pace in a structured, systematic fashion.

The influence of student performance on tests. All teachers indicated they were sensitive to the implications of student test data and based their instructional planning decisions, in part, on student outcome data. Several noted that they found the curriculum-embedded tests and their teacher-made tests to have the most utility. With regard to the citywide tests, they commented that a team of school leadership personnel, which, includes the principal and building reading and math resource teachers, share citywide test information with teachers by grade level so that they may note which skill areas require reteaching and reinforcement. Generally, however, the citywide test results were reported to have less utility for regular instructional planning decisions than other curriculum-embedded and teacher-constructed tests.

Comments made by several teachers included the following:

- "The pacing schedule is counter productive for some students" because according to district policy, students must be "moved on" even though they may not have mastered a target skill(s).

- "Criterion-referenced tests," such as the basal mastery tests and teacher-constructed tests, "provide relevant diagnostic data" and consequently, that data is more useful than the global data from the citywide tests for structuring instructional planning decisions.

The influence of the way individual students learn best. When planning instruction there was much evidence that teachers attended to the ways in which individual students learn best, and were sensitive to individual students' diverse learning styles.

Teachers employed one or more of the following approaches/strategies in order to modify instruction:

- intra- and inter-class ability grouping and regrouping
- cross-grade ability grouping
- cooperative learning groups
- reteaching concepts and/or lessons
- higher-order thinking activities

- concrete, hands-on activities
- extra time to master target skills.

Discussion questions: How can teachers develop a common approach to using the district curriculum in planning and in dealing with the concerns of coverage and pacing? How can the citywide test data best be used to influence instructional planning? To what extent does each teacher have an adequate set of strategies to address the diverse ways in which students learn best?

Instructional Approaches Used

As was noted in Table 3 the percent of total time devoted by teachers to instruction in the observed lessons was substantial and ranged from 70 to 97 percent. Table 4 presents a further analysis of this instructional time, for the eight lessons observed, indicating how it was distributed among five instructional categories of teacher behaviors. Overall, there was significantly more direct (43 to 100 percent) than indirect (0 to 50 percent) instruction in most of the classes observed. Additionally, each of the lessons observed was well planned and moved smoothly.

The basic pattern that prevailed in most of the lessons was a brief review or orientation, followed by explaining/demonstrating/modeling, accompanied by appropriate guided practice. In all cases, the teachers were very attentive to students' comprehension of and involvement in the lesson content. Appropriate levels of student participation and teachers' checking for understanding were observed. In each case the teaching strategies employed and the amount of time spent on the various instructional components (orienting, explaining, etc.) seemed appropriate in the context of the particular content and students involved. All teachers effectively structured and controlled their classes.

Teacher Expectations

Teachers were asked about their expectations regarding the ability of all students to learn the content of the curriculum, to learn higher order thinking skills, to be motivated to achieve in school, and to be successful in their daily work.

Expectations regarding the ability of all students to learn the content of the curriculum. All teachers acknowledged it was important that the school attempt to teach all students the curriculum. Regarding this, they noted or implied that the school's plan -- to identify students who are in need early, to activate resources to assist these students, and to track systematically their progress -- was in essence their (the teachers') plan. They saw themselves as a part of this process. Several teachers also made special note of both their own and the school's efforts to enrich students' background (field trips, etc.) and promote school attendance, in order to facilitate learning by all.

Expectations regarding all students learning higher order thinking skills. All teachers also believed that higher order thinking skills

Table 4

Pattern of Instructional Behaviors Seen During Eight Lessons

	Direct Behaviors				Indirect Behaviors		
Lesson	1. Orienting	2. Explaining	3. Providing Guided Practice	Total Direct Behaviors	4. Monitoring Independent Practice	5. Providing Feedback and Reinforcement on Independent Practice	Total Indirect Behaviors
1	0%	83%	17%	100%	0%	0%	0%
2	10%	19%	57%	86%	14%	0%	14%
3	11%	39%	32%	82%	7%	11%	18%
4	0%	32%	48%	80%	10%	10%	20%
5	7%	48%	24%	79%	14%	7%	21%
6	8%	38%	21%	67%	33%	0%	33%
7	9%	34%	20%	63%	34%	3%	37%
8	10%	20%	13%	43%	57%	0%	57%

Definitions:

1. Orienting: the teacher provides students with an overview of the lesson.
2. Explaining: the teacher demonstrates, models, explains, and/or discusses lesson content.
3. Providing guided practice: the teacher asks the students to practice the skill or apply a concept, rule, etc.
4. Monitoring independent practice: the teacher collects information about student understanding and ability to demonstrate specific skills.
5. Providing feedback and reinforcement on independent practice: the teacher gives students information on their performance, along with appropriate praise and reinforcement.

Definitions:

Direct instructional behaviors: orienting, explaining, and providing guided practice.

Indirect instructional behaviors: monitoring independent practice, and providing feedback and reinforcement on independent practice.

Note: The lesson numbers on this table do not correspond to the lesson numbers appearing on the other tables in this report. They are provided only to facilitate discussion of the data on this table.

should be an integral part of the curriculum. They reported they attempt to teach these skills by having the students engage in:

- making inferences, drawing conclusions, predicting, and relating events to one's own experiences, in reading
- solving word problems and problem solving/application exercises in math, especially as defined by PMET.

Several noted they use higher order questions whenever possible in other subject areas as well. They also praise/reinforce students' independent thinking and relating their experiences to school content.

Expectations regarding all students being motivated to achieve in school. All teachers indicated they worked to motivate student learning. To accomplish this they:

- make lessons fun/interesting
- assure students they can succeed and pay individual attention to them
- expect students to succeed
- relate learning to current and future life applications and needs
- appeal to intrinsic motivation
- display students' work
- provide rewards and/or public recognition via stars, stickers, and treats
- read to students and using literature to motivate them
- take students on trips and exploring/reinforcing the things they can read (signs, directions, descriptive information and displays, etc.)
- use manipulatives in math.

Expectations regarding all students being successful in their daily work. All teachers expressed their commitment to help students be successful. They indicated they modify their instruction in a variety of ways for students who regularly experience significant achievement problems. The variety of modifications, each cited by one or more teachers, were:

- re-teaching lessons or parts of lessons
- providing these students with focused supplemented instruction/work managed by the instructional assistant or a member of the support team
- providing for peer tutoring

- working themselves with students during lunch or gym on occasion
- providing an extra skills work folder for these students and more closely supervising/helping them with their independent work on it
- getting systematic help for these students from the math or reading specialist and/or prep teachers
- working with these students in smaller groups and spending more time with them
- arranging for regrouping students and/or for cross-grade grouping to "teach to the child's level"
- providing extra attention, reinforcement and praise.

Overall, the teachers generally exhibited positive expectations for students and were aware of the importance of their expectations.

Discussion questions: To what extent does the staff hold common perspectives as to when and how higher order thinking skills should be taught? If there are different perspectives, should the staff explore the bases for these differences and seek a common perspective?

To what extent has the staff developed shared strategies for helping students who have not developed the commitment and motivation to achieve in school and/or who are unsuccessful in their daily work? How effective are the different strategies? How effectively are they communicated among teachers?

Parent/Family Involvement

The teachers were asked to estimate the percentage of parents who participated in class-related activities -- for example, attended to teacher communications, participated in parent conferences, made contributions to classroom activities. They were also asked to estimate the percentage of parents who were actively supporting their children's learning at home.

The eight teachers provided a wide range of estimates. Four teachers estimated that 50 to 60 percent of their parents were participants in class-related activities and one estimated 75 percent, while three others offered estimates ranging from the low 80s to 90 percent. The higher percentages tended to reflect one activity, parent/teacher conferences at report card time. The estimates of home parental support for children's learning, however, tended to be lower and ranged from a low of 15 to a high of 85 percent.

As part of the interview, the teachers were asked how they tried to gain parental participation and support. All eight teachers described their efforts at the beginning of the year to introduce themselves, provide information about their program, and encourage parental support. Most of the teachers reported sending home letters and/or descriptive materials. Most teachers also described efforts they made to involve parents when they

had a problem with a student: they sent notes, made telephone calls, and when parents were difficult to reach, asked the school community coordinator to help.

Other efforts made by some of the teachers to reach parents included the following:

- One teacher constantly sends notes home with the students homework and also provides the parents with dittoed copies of school related work exercises to be used by parents with their children.

- Two teachers reported working personally with several parents this year to show them how to help their children at home with specific curriculum content/skills.

- One other teacher also makes it a point to call all parents during the first month of school as a follow-up to the beginning-of-the-year-letter sent home with students.

- Several teachers require that homework be signed.

Additionally, all teachers noted they had an open door policy wherein parents were encouraged to visit anytime. They also added that parents are required to pick up report cards, the school holds an annual open house and workshops are offered during the year for parents. While all generally acknowledged that multiple activities and occasions are provided to induce parent involvement, all tended to concur that obtaining and maintaining active parent involvement/support was a continuing problem and challenge.

Discussion questions: To what extent are the estimates of parent participation and parent/family support of student learning generalizable across the school? Why are some teachers able to obtain much higher parental participation and support? How might those teachers help other teachers gain similar levels of parental participation and support?

The Status of School/District-Related Factors

The framework suggests that what teachers do can be influenced by the climate of the school, the structure of the school/district program, the extent to which school leadership focuses staff energy on the improvement of student achievement, and the structures and procedures in place for helping teachers improve instruction. Section I of this report described the priority that the school gives to the improvement of student achievement and elements of the school's climate. In discussing instructional planning, the district's curriculum and the related citywide tests were described. This section will therefore focus on the structures and procedures that are in place to help teachers improve instruction. Specifically, this section will summarize information provided by the eight teachers about staff development, cooperative teacher planning and supervision.

Staff Development

This year, Walton school staff had four hours of off-site staff development on the school's instructional model -- "Effective Instruction - The Seven Step Lesson Format," and six hours of in-school follow-up sessions. Three teachers mentioned their awareness of the school's instructional model and endorsed its relevance. They noted, though, that it was probably not fully utilized by staff. In addition, school staff received training this year on various other topics (citywide testing, SPRBs, TELLS testing, effective teaching strategies in five-step writing, assertive discipline, measurement and math, developing higher order thinking skills, etc.) conducted during or after the school day. Several teachers cited specific staff development sessions which they found quite useful in the past year or two. Workshops mentioned by two or three teachers as having particular utility were: assertive discipline, citywide test preparation, writing, reading, math techniques, and questioning strategies. Most teachers, however, did not see staff development, per-se, as a critical or major resource for enhancing the skills involved in their daily instructional activities. Finally, the district reading and social studies specialists were also each cited by separate teachers as having been sources of assistance.

Cooperative Teacher Planning

All teachers indicated they had common prep time by grade level for planning. Several indicated grade level meetings were held monthly last year to address primarily school wide project related issues. With the exception of several at the beginning of this year, these meetings have been held much less regularly by the grade level groups, with one or two exceptions. Instead, the teachers indicated there was a lot of informal exchange/discussion of ideas and strategies before and after school and at prep time among teachers. Much of the discussion has centered on how to deal with specific students (e.g., attitude and concentration problems -- in several cases teachers have agreed to exchange students) and on standard implementation of the curriculum. Half of the teachers mentioned working at times with the schools's reading and math specialists on instructional strategies for specific students. A few others mentioned working cooperatively with the IST. Overall, most cooperative planning seems to occur more informally than formally. As one teacher indicated, "outcomes of this planning are a more consistent curriculum, more attention to individual students, and better communication/sharing of ideas among teachers."

Teacher Supervision

Most teachers indicated that supervision is more informal than formal. Although the principal conducts the required formal annual observations, most teachers saw the annual evaluation as routine or perfunctory. Two did report that the principal's observations and suggestions were helpful and appreciated. The others indicated that both the principal and the program support teacher (PST) are "all over the building daily and know what's happening." Several noted that "help is always there if and when there is a problem," and that "the level of supervision is appropriate given the mostly seasoned staff at the school." They noted that "if there were difficulties, the principal would note them and offer help/suggestions."

Discussion questions: To what extent should staff development focus on application/implementation of the school's instructional model? How can grade-level meetings be designed to support instructional improvement? How can supervision activities be designed to focus even more support on instructional improvement?

SECTION III

CURRENT INSTRUCTIONAL PRACTICE FROM THE PERSPECTIVE OF A DAY IN THE LIFE OF THREE WALTON STUDENTS

The third task of the study was to describe the status of instructional practices from the perspective of individual students.

RBS staff shadowed three students for one school day in April to gather this descriptive data. The school's leadership organized the shadowing visit by selecting three primary grade classes for RBS staff to visit. School staff also selected one student in each class to be shadowed. The decision to shadow primary grade students was based on the heavy concentration of schoolwide project resources and innovations in these grades (e.g., instructional assistants, resource teacher support, alternative grouping and time patterns).

Three RBS staff members visited Walton Elementary School on April 3 to serve as shadowers. Upon entering their assigned classrooms, they located the student that they would shadow.

This section summarizes the results of the shadowing. It is organized into five parts. The first presents the framework of questions that guided the shadowing activity. It also describes the methods used to record and analyze observations. The remaining four parts summarize information collected regarding the structure of the three students' days, the instructional tasks, the students' response to the instructional tasks and student/teacher interactions.

Following each part, some discussion questions are suggested. In general terms, they ask:

- To what extent can/should the observations be generalized, beyond the experiences of these three children on this one day?
- To what extent do the observations suggest areas that might benefit from further study and/or possible action?

In reviewing the descriptions of the days each of the students experienced, it is important to keep in mind that these students were shadowed for only one day. On another day, the data could look very different. depending upon the daily schedule, the instructional tasks presented, and the patterns of interaction that developed.

Guiding Questions and Study Methods

As a way of describing each student's experience, shadowing data are discussed according to four categories. For each of these categories a set of questions was designed to guide the description of this one day in April. The first category serves to describe the flow of instructional activities and instructional settings that each student experienced:

- What was the structure of each student's day? For example, how much of a student's time was devoted to core subjects (e.g., reading/ language arts, mathematics, social studies, science); what proportion of the day was spent on other subjects (e.g., art, music, library); how much time was spent in transition activities such as moving from class to class, changing from one subject to another, or starting up and finishing the day; how do the days each student experienced compare? What instructional formats did each student experience (e.g., presentation, recitation, discussion, guided seatwork, unguided seatwork, surrogate, testing, management)? In what kinds of instructional groups did each student participate (e.g., whole class, sub-group, individual)? With which instructors did they spend their day (e.g., regular teacher, resource teacher, instructional assistant, parent volunteer)?

The last three categories of questions reflect various conditions that might influence student motivation and learning:

- On what instructional tasks did each student work? For example, to what extent did those tasks introduce new content; to what extent did they require higher order thinking processes?

- How did each student respond to his/her instructional tasks? For example, from the student's perspective, how clear was each task; to what extent did each task engage the student?

- How did each individual student interact with his/her teacher? For example, what types of interactions occurred; what was the affect of those interactions; in what group setting were interactions most likely to occur?

The shadowing process is based upon a method developed by the Far West Laboratory, which was used as part of its study of Chapter 1 programs (Lee & Rowan, 1986).[1] RBS staff were instructed to shadow their student from the first to the last bell of the day. They shadowed their student in all classes (including, for example, physical education and library) and during transitions between classes. They observed the nature of the transitions that occurred before and after lunch and recess.

The process requires the shadower to record two kinds of observations. One set of observations is called structured coding, and involves keeping track of a specific set of features of a lesson. These features include: the instructional focus of the lesson, the physical location of the lesson, variations in grouping, group size, type of instructor, the format of the instructional activity (e.g., presentation, recitation, discussion, seatwork, work at computer, testing) and the time devoted to a lesson. These observations were used to describe the structure and the instructional context of the student's day. These are summarized in chart form in the appendix to this section. They are discussed in the next two parts of this section.

---

[1]Lee, G. & Rowan, B. (1986). The management and delivery of instructional services to Chapter 1 students: Case studies of twelve schools. San Francisco, CA: Far West Laboratory for Educational Research and Development.

The other set of observations are focused field notes. In taking focused field notes, the shadower writes descriptions of the instructional tasks presented and the student's response to those tasks as well as descriptions of any interactions that occur between the teacher and the student being shadowed. These descriptions were summarized and coded (see Tables 10 and 11). The results of the analysis of those descriptions appear in the last three parts of this section.

In presenting the data collected by the shadowing, each student will be identified only by a letter (A, B, or C).

Structure of the Three Students' Days

This part presents an overview of each student's day. (A summary of each student's day in chart form appears in the appendix.) This part then compares how much time each student spent with the core subjects, other subjects, in transition, and at lunch and recess.

Overview of Each Student's Day

Student A spent the entire morning on mathematics and reading/language arts activities. She started the day by working independently on her "morning math warm-up sheet." Next, she participated in an oral recitation of times-table facts. Then, she attended to a resource teacher presentation on decimal fractions, working alone and then with a partner to represent decimal fractions with small blocks. After completing the required math work for the day, she engaged in silent reading for enrichment for a brief period. Then, at the teacher's direction, she read a basal story silently and answered nine story-related questions on a worksheet. A brief teacher-led lesson on "What is a play?" followed. She attended to the lesson and volunteered several responses that described the attributes of a play. After lunch, she attended to a brief teacher-led presentation on the week's spelling works and completed independent seatwork on the next five words on the list (actually she was five words ahead of the class on the list). She finished her work early and started other homework. The teacher checked her work and asked her to add more to her spelling work sentences, which she did. She then started some more math seatwork on her own. A social studies lesson on "communities" followed. She read two passages of text and answered five workbook questions as directed by the teacher. A teacher-led review of the day's activities and the expected homework followed. She then participated in a gym class, focusing on "parachute game" activities. The class was dismissed from gym.

Student B's entire morning was spent about equally on reading/language arts and mathematics activities. In reading, she participated in: sight recognition reading of "the day-of-the-week" words, a lesson on decoding words with the "at" sound, a review of the months in a year, and a sight word bingo game -- activities led by the instructional assistant. She also participated in two teacher-led activities: a review lesson on sound blends and a short "using-words-in-a-sentence" spelling activity. In mathematics, she participated in: a math review of adding number facts, a "do and undo" math facts exercise, and a "two-numbers-that-add-to" exercise -- activities led by the teacher. Following lunch, she attended a gym class that focused

primarily on "parachute game" activities. On returning from gym, she listened to a teacher-read Easter story, "Bunny Trouble," and then at the teacher's direction, worked in a small group for about an hour dying Easter eggs. Though student B was the last student to finish decorating her egg, she displayed it for the class to see. After cleaning up the area and gathering her homework materials, she and the class were dismissed for the day.

Student C spent about one-half of the morning on reading/language arts activities. The remaining time was split between mathematics and gym. He started the morning by working independently on his writing journal. He then attended to a brief teacher-led lesson on homonyms and started completing a worksheet on matching homonymns with sentences on the board. During this time, the instructional assistant took him aside and drilled him briefly on a number of sight recognition reading words. He read the words quickly and accurately for the most part and went back to his seatwork. A teacher-led lesson on sound blends followed, and he offered serveral answers in the course of the lesson. He then engaged in a "homonymn seatwork" task until recess. Following recess, he received instruction on adding and subtracting coins; both boardwork and seatwork were involved. He received a sticker from the teacher for a correct response. He then worked on a lesson-related worksheet and his homework number facts until it was time for gym. During gym, he engaged in "parachute-games" with the class. Lunch was followed by a long science lesson on the properties of seeds; then, newspapers, soil, and seeds were distributed. After science clean-up, the class was directed to work on a bunny-coloring activity. On completing this activity, he copied his homework from the board, and he and the class were dismissed.

Allocation of Time

Table 5 shows how time was allocated to the core subjects (reading/language arts, mathematics, social studies, and science), the other school subjects, transitions from one activity to another and from one classroom to another, and lunch/recess.

Table 5
Distribution of Time

Student (total time shadowed)	Core Subjects (basic skills, social studies, science)	Other Subjects (physical education, art, music, library)	Transition (moving from class to class, changing content area, morning start up, finishing day)	Lunch/ recess
A (355 min.)	(215) 61%	(40) 11%	(53) 15%	(47) 13%
B (345 min.)	(148) 43%	(105) 30%	(47) 14%	(45) 13%
C (358 min.)	(168) 47%	(60) 17%	(80) 22%	(50) 14%

Note: Time is represented by minutes and percentage of the total time scheduled.

The table shows that student A spent 14 percent more time than student C and 18 percent more time than student B on the core subjects; while student B spent the greatest amount of time (30 percent) on other subjects. All three students spent somewhat comparable percentages of their time on transition and lunch.

Table 6 shows how time allocated to the core subjects was distributed across reading/language arts, mathematics, science, and social studies.

Table 6

Distribution of Time Among the Core Subjects

Student (total time in core subjects)	Reading/Language Arts	Mathematics	Science	Social Studies
A (215 min.)	(118) 55%	(75) 35%	--	(22) 10%
B (148 min.)	(93) 63%	(55) 37%	--	--
C (168 min.)	(68) 40%	(30) 18%	(70) 42%	--

Note: Time is represented by minutes and percentage of total time in core subjects.

This table shows that all three students spent considerable time in core subjects in reading/language arts activities (40 to 63 percent). In each case students spent at least 20 percent more time on reading/language arts than mathematics. Students A and C also spent time in two additional core subjects, social studies and science.

Discussion questions: To what extent does the allocation of time recorded reflect the daily allocation of time across the school year? If it does, does this allocation represent the relative importance of the various subjects?

Do the differences between classes in how core subjects time was used suggest areas that might benefit from further study and/or possible action?

Instructional Format

Shadowers recorded when each student experienced the following instructional formats during the core subject periods.

- Presentation: Shadowed student listens to and watches teacher presentations, explanations, demonstrations, and/or reading of a story.
- Recitation: Shadowed student and class respond to teacher questions and/or teacher-presented exercise.

- Discussion: Shadowed student and classmates exchange information and perspectives on a topic. They listen to each other and build off each other's comments.

- Guided Seatwork: Shadowed student practices what he/she is to learn, while being actively monitored by the teacher. These activites frequently involve the use of worksheets or workbooks. Students may work on the exercises alone, in pairs, or as a member of a small group.

- Unguided Seatwork: Shadowed student does seatwork activity that is not actively monitored by the teacher.

- Surrogate: Shadowed student receives instruction through a surrogate (e.g., microcomputer, listening center, VCR, or film).

- Testing: Shadowed student takes a test or completes an exercise that will be used to assess his/her level of learning.

- Management: Shadowed student follows management directions of teacher (e.g., waits for papers and materials being distributed, take out a book and open to a certain page, assembles materials needed for an activity, moves to form a group).

Table 7 shows the proportion of time that each student experienced the different instructional formats during the core subject periods.

Table 7
Distribution of Time of Core Subjects By
Instructional Format

Student	Presentation	Recitation	Discussion	Guided Seatwork	Unguided Seatwork	Surrogate	Test	Management
A (215 min.)	--	(68) 32%	--	(18) 8%	(122) 57%	--	--	(7) 3%
B (148 min.)	--	(100) 68%	--	(30) 20%	--	--	--	(18) 12%
C (168 min.)	--	(48) 29%	--	(100) 59%	(15) 9%	--	--	(5) 3%

Note: Time is represented by minutes and percentage of total time in core subjects.

Student A spent the most time on unguided seatwork (57 percent), student B spent the most time on recitation (68 percent), and student C spent the greatest time on guided seatwork (59 percent). The students experienced quite varied amounts of time in these three instructional formats. Student B also spent more time in management than students A and C.

Instructional Grouping

The extent to which students experienced three types of instructional groupings were recorded by the shadowers. "Whole class" refers to those situations when all the students in a class are receiving the same instruction or are engaged in the same activity. "Sub-group" refers to when the teacher or someone else is teaching a sub-group of the class, such as a small group reading lesson. "Individual" refers to when a student is being tutored or receiving instruction alone.

Table 8 shows the proportion of time during the core subject periods that each student experienced the different instructional groupings.

Table 8

Distribution of Time of Core Subjects By Instructional Grouping

Student	Whole Group	Sub-Group	Individual
A (215 min.)	(172) 80%	(43) 20%	--
B (148 min.)	(93) 63%	(55) 37%	--
C (168 min.)	(118) 70%	(45) 27%	(5) 3%

Note: Time is presented in minutes and percentage of total time in core subjects.

The table shows that each of the three students spent the majority of their time in whole class groupings (63 to 80 percent). Small group activities ranged from 20 to 37 percent across the students. Three percent of student C's time was also spent receiving individual instruction.

Types of Instructors

Shadowers recorded the extent to which each student worked with the regular classroom teacher, a resource teacher, an instructional assistant, or a parent volunteer.

Table 9 shows the proportion of time allocated to the core subjects that each student worked with each type of instructor.

Table 9

Distribution of Time of Core Subjects by Instructor

Student	Teacher	Resource Teacher (Reading, Math, Science, Social Studies)	Instructional Assistant	Parent Volunteer
A (215 min.)	(173) 80%[a]	(42) 20%	--	(53) 25%[a]
B (148 min.)	(118) 80%	--	(30) 20%	--
C (168 min.)	(133) 79%	--	(35) 21%	--

Note: Time is presented in minutes and percentage of total time in core subjects.

[a]The volunteer parent worked in support of the teacher for 25 percent of the time that the teacher conducted the class (i.e., the times overlap). The teacher also worked jointly with the resource teacher for 7 percent of the time that the resource teacher conducted the class.

This table shows that all three students spent 80 percent of the time allocated to core subjects with their classroom teacher. All students also spent some 20 percent of their time with other adults. Student A, for example, spent time with the math resource teacher and with a parent volunteer. Students B and C also worked with an instructional assistant.

Discussion questions: To what extent are recitation, and guided and unguided seatwork the predominant instructional formats used? If they are, should other formats be considered? If so, how might their use be encouraged? Additionally, is the time spent in management acceptable?

To what extent is treating students as members of a whole class the predominant way of grouping students for instruction? If it is, should other ways of grouping students be considered? If so, how might they be encouraged?

Instructional Tasks During the Core Subjects

This part describes the instructional tasks on which each student worked during their core subject periods. The tasks are described from two perspectives: the extent to which they introduced new content, and the extent to which they asked the students to use higher order thinking processes.

Tasks Introducing New Content

Table 10 lists the instructional tasks on which each student worked that day. Those tasks that represented opportunities for students to learn new content are noted with a "X" in the first column. The tasks that are not marked with an "X" asked students to review or practice using previously introduced content.

- Of the twelve tasks that student A worked on, eight involved new content. She was introduced to the concept of decimal fractions, and asked to read them and represent them with manipulables. She read a new story and answered questions about it, she helped define a play, she used new words in sentences, and she read about and answered workbook questions on "communities."

- Of the eight tasks that student B worked on, three involved new content. She learned about the "at" sound and decoded words having the sound, she identified new sound blends in new words, and she used new words in sentences and alphabetically ordered them.

- Of the eight tasks that student C worked on, five involved new content. He learned about homonyms and did related seatwork, he was introduced to some new sound blends and did related seatwork, and he learned about the properties of seeds.

Tasks Requiring Higher Order Thinking Processes

Those tasks listed on Table 10 that asked the student to use higher order thinking processes are noted with a "X" in the second column. These tasks asked students to go beyond recognizing and recalling content and to engage in such processes as analyzing, comparing, inferring, and evaluating.

Of the twelve tasks that student A worked on, two required the use of higher order thinking processes.

- During mathematics, student A represented written decimal fractions correctly with manipulatives.

- As a pre-reading exercise, student A and a group of other students were asked to describe the attributes of a play and tell how a play differs from other stories.

Of the eight tasks that student B worked on, none asked the student to use higher order thinking processes.

Of the eight tasks that student C worked on, one asked the student to use higher order thinking processes.

- During a science lesson, student C and other students discussed and compared the properties of seeds, and made inferences about the effects of water, sun, and soil on seeds.

  Discussion questions: To what extent do/should students experience each day a mix of tasks that involve the review and application of prior content and the introduction of new content?

  To what extent do/should students experience tasks that ask them to use higher order thinking processes?

Table 10

Characteristics of Instructional Tasks Experienced By Each Student

	New Content	Higher Order Thinking	Clarity of Task		Student Engagement		
			Clear	Not Clear	H	M	L
Student A							
1. Answer multiplication facts question on "morning math warm-up sheet."			X		X		
2. Participating in whole class oral recitation and review of "times" table facts.			X		X		
3. Attend to and participate in lesson introducing concept of decimal fractions.	X		X		X		
4. Represent decimal fractions with small blocks working alone and then with a partner.	X	X	X		X		
5. Read decimal fractions written on the board by the teacher.	X		X		X		
6. Complete "morning math warm-up sheet."			X		X		
7. Silent reading for enrichment.	X		X		X		
8. Read basal story silently and answer the nine story-related questions on the worksheet using the wordlist in the book.	X		X		X		
9. Participate in teacher-led group analysis of "What is in a play?"	X	X	X			X	
10. Participate in an oral review of spelling words listed on the board (give spelling and meaning).			X			X	
11. Do the next five spelling words in the book (copy, write meaning from dictionary, put in A-B-C order, practice writing four times and use in a sentence).	X		X		X		
12. Read ten pages from social studies text (Living in Communities) and answer five text related questions in the Skills Book.	X		X		X		
TOTALS	8/12 (67%)	2/12 (17%)	12/12 (100%)		10/12 (83%)	2/12 (17%)	0/12 (0%)

Table 10 (Cont'd)

	New Content	Higher Order Thinking	Clarity of Task		Student Engagement		
			Clear	Not Clear	H	M	L
Student B							
1. Participate in sight recognition/reading of "days-of-week" words (reads all words).			X		X		
2. Participate in lesson on decoding words with "at" sound (decodes "bat").	X		X		X		
3. Participate in review of months in a year.			X		X		
4. Play sight word bingo game.			X		X		
5. Participate in review of sound blends (prize, drop, grapes, brave, crock, frog, tree) and introduction of "ay" sound (writes words from board, sounds out blends, circles blend words in Blend Book).	X		X		X		
6. Participate in math review of adding number facts (e.g., 5 + 1 + 2 = ___) and does "Do and Undo" math facts exercise (e.g., 2 + 6 = 8, 8 - 6 = 2).			X		X		
7. Participates in "two-numbers-that-add-to" task. Writes several combinations of two numbers that add to 6, 7, 8, & 9.			X		X		
8. Participate in "using-words-in-a-sentence" exercise. Copies words from board, uses them in a sentence and puts words in A-B-C order.	X		X		X		
TOTALS	3/8 (38%)	0/8 (0%)	8/8 (100%)		8/8 (100%)	0/8 (0%)	0/8 (0%)

Table 10 (Cont'd)

Student C	New Content	Higher Order Thinking	Clarity of Task		Student Engagement		
			Clear	Not Clear	H	M	L
1. Participate in a lesson on homonym (e.g., son/sun, sea/see, blue/blew). Match each word (homonym) with the appropriate sentence on the board (fill in the blank).	X		X		X		
2. Complete homonym seatwork similar to the above task.	X		X		X		
3. Participate in sight recognition/reading task with instructional assistant (IA). Reads several words from each flipchart page as IA turns the pages.			X		X		
4. Participate in lesson on nk/ng and pl/gl/sl blends.	X		X		X		
5. Complete seatwork worksheet task on the above blends.	X		X		X		
6. Complete math worksheet on number facts.			X			X	
7. Participate in lesson on adding and subtracting coins of different value (boardwork and follow-up worksheet).			X			X	
8. Participate in a science lesson on the properties of seeds. Makes inferences about the effects of water, soil, and sun on seeds. Plant seeds to observe/track growth.	X	X	X				X
TOTALS	5/8 (62%)	1/8 (13%)	8/8 (100%)		5/8 (62%)	2/8 (25%)	1/8 (13%)

Student Response to Tasks

This part describes each student's response to the instructional tasks. Response is viewed in two ways: the extent to which the student seemed to have difficulty understanding the task and the extent to which the student engaged in the task.

Clarity of Task

In the third column on Table 10, there is a notation about the extent to which students appeared to understand the task. Tasks noted as "clear" were those tasks that the student appeared to understand (e.g., did not ask any questions about how to do them, and responded to them, at least initially, with appropriate task-related behaviors). Tasks noted as "unclear" were those about which the student asked for help, either from a fellow student or from a teacher. A task was also identified as unclear if a student felt the need to check continuously his or her work with another student or the teacher. A "*" was used if the student gave up on a task, expressing in words or behavior that "I cannot do this." Thus, this perspective uses student behavior to infer task clarity; it does not involve any judgment of how well the student actually understood and did a task. Indeed, in a few instances, a shadower noted that a student appeared to understand the task, but was, in fact, doing the task incorrectly.

Table 10 shows that the students did not appear to find any of the tasks unclear.

Task Engagement of Students

In the last column on Table 10, there is notation as to how each task engaged the student. A task was coded "H" for high engagement if the student attended to a task and exhibited the kinds of behaviors required for the student to complete the task. Examples of engaged behaviors are:

- reading, writing, speaking, listening, watching, drawing
- raising one's hand in response to a question; answering a question
- participating in a choral response to a task
- talking with fellow students about a task.

A task was coded "L" for low engagement if the student did not attend to task and exhibited such off-task behaviors as just sitting, socializing, acting out, and being disciplined. A task was coded "M" when a student exhibited a mix of engaged and off-task behaviors.

- Of the twelve instructional tasks that student A worked on, ten highly engaged her; these tasks dealt with math and reading. During the other two tasks, discussion of a play and orally giving the meanings of spelling words, she displayed a mixture of engaged and off-task behaviors.

- Of the eight instructional tasks that student B worked on, all eight highly engaged her.

- Of the eight tasks that student C worked on, five highly engaged him. These were the reading/language arts activities. Two math activities only moderately engaged him. He was somewhat disengaged/distracted during a science activity when students were working in small groups with seeds.

Discussion questions: To what extent does the pattern of student response to the instructional tasks (e.g., the extent to which students appear to understand a task and the level of student engagement) suggest areas that might benefit from further study and/or possible action?

Student/Teacher Interactions During the Core Subjects

This part describes the personal interactions that occurred between the individual student and his or her teachers during the core subject periods. It describes the types of interactions that occurred, the affect of those interactions, and the relationship between those interactions and the group context.

Types of Student/Teacher Interactions

Table 11 lists the interactions that each student had with his or her teachers. The first column notes interactions of two types: those related to the content of the instructional tasks and those related to behavior considered to be appropriate for successful completion of the task. Interactions related to task content include the teacher asking the student a direct question, the teacher providing feedback to the student on an answer given or on seatwork done. Interactions directed towards task-relevant behavior include the positive reinforcement given by the teacher to the student for appropriate behavior (e.g., contributing to a discussion, completing a worksheet, organizing on the desk materials for an exercise), or the corrective feedback given to the student for inappropriate behavior (e.g., not following directions, talking to neighbor, walking around). A third type of interaction that was looked for but not observed, was informal personal communications between the student and the teacher about subjects not directly related to school work.

Table 11 shows that during instruction on the core subjects, all of student A and B's interactions with the teacher were in relation to the content. Student C and the teacher interacted seven times, six in relation to the content and one in relation to the student's behavior.

Affect of Interactions

In the second column on Table 11, the affect of each interaction was coded: positive, neutral, or corrective.

- Of student A's six interactions with a teacher, four were positive, and two were neutral. Student A received positive comments for instructional task performance.

Table 11

Individual Student/Teacher Interaction During Core Subjects

	Related to:		Affect			
	Content	Behavior	Positive	Neutral	Corrective	Small Group
Student A						
1. Asked if she understood what she needed to do (math warm-up sheet.	X			X		
2. Asked to read "1.1" and she responded correctly. Teacher reinforced with "correct!"	X		X			
3. Asked if work was completed -- (all was). Teacher praised with "fine."	X		X			
4. Volunteered to help define "a play." Said it has parts and characters. Teacher praised with "That's right. Good!"	X		X			X
5. Volunteered to read and define a spelling word (did so correctly). Teacher praised with "That's fine. Right!"	X		X			
6. Teacher reviewed her spelling work and asked her to add more to her sentences. She did so.	X			X		
TOTALS	6/6 (100%)		4/6 (67%)	2/6 (33%)	0/0 (0%)	1/6 (17%)
Student B						
1. Volunteered to read days-of-week words and did so correctly. Instructional assistant (IA) praised with "Good!"	X		X			X
2. Successfully participated in decoding words with "at" sound. Got lollipop from IA who praised group with "You all did good."	X		X			X
3. Correctly sounded out all words with blends. Teacher praised with "You did super!" and gave her a "sticker."	X		X			X
4. Also correctly sounded out "grapes." Teacher praised with "Great!"	X		X			X
5. Correctly circled all blends in Blends Book. Teacher praised with "That's a good page."	X		X			X
6. Correctly completed all math work from board (5 + 1 + 2 = ___). Teacher checked work and praised with "You were the first one finished."	X		X			

Table 11 (Cont'd)

	Related to:		Affect			
	Content	Behavior	Positive	Neutral	Corrective	Small Group
7. Called to do "Do and Undo" math fact at the board and got it correct. Teacher praised with "You have it right! Good girl" and gave her a sticker.	X		X			
8. Was first to complete all "Do and Undo" math facts. Teacher praised with "You're all done! What am I going to do with you! Now, explain it to your neighbor."	X		X			
9. Also called on to do last math problem at the board. Teacher praised with "very good."	X		X			
10. Called on to use a word in a sentence and read her sentence. Teacher praised with "excellent."	X		X			
11. Teacher checked her "words-in-a-sentence" work and praised with "Fantastic! You get a sticker. Put your A-B-C list on the board."	X		X			
TOTALS	11/11 (100%)		11/11 (100%)	0/11 (0%)	0/11 (0%)	5/11 (45%)

Student C

1. Volunteered to give definition of homonym and gave part of definition already given by another student. Teacher acknowledged response and called on another.	X			X		
2. Read sight words for instructional assistant (IA). IA praised with "Nice job, now finish you seatwork."	X		X			X
3. Asked IA four questions during seatwork on homonyms (words he can't read) and IA helped him. Upon fifth question, a IA finally told him to "think."	X			X		X
4. Teacher asked him to sit down and get back in seat.		X			X	
5. Asked to read list of eight "blend words" aloud and did so. Also defined "tank and sink. "Teacher praised with "fine."	X		X			
6. On turning in math paper, teacher asked him to add his name and the date. He asked how to spell April and teacher told him.	X			X		
7. Volunteered and correctly answered three questions for the teacher during a lesson on adding and subtracting coins. The teacher rewarded him with a sticker.	X		X			
TOTALS	6/7	1/7	3/7	3/7	1/7	2/7

- Of student B's eleven interactions with a teacher, all were positive. The positive interactions were related primarily to instructional task performance.

- Of student C's seven interactions with a teacher, three were positive, three were neutral, and one was corrective. The one corrective interaction related to student C's behavior.

In summary, student B experienced about twice as many interactions as students A and C. Most student/teacher interactions related to content. Only one of the three students experienced a corrective interaction.

Group Context

In the second column of Table 11, those interactions that occurred in the context of a small group are noted.

- Student A experienced one of her six interactions in the context of a small group.

- Student B experienced nearly one-half of her interactions in a small group.

- Student C experienced slightly more than one-quarter of his interactions in a small group. The one corrective interaction occurred when the student was a member of a large group.

Discussion questions: To what extent do/should teachers and individual students interact over the course of a school day? To what extent do all students experience positive interactions like the three students shadowed?

SECTION IV

SOME CONCLUDING THOUGHTS

The first three sections of this report have presented highlights of what RBS staff saw and heard during their visits to Walton Elementary School between January and June, 1990. In this section, we share some of our reflections on the information provided in those sections.

Section I suggests the nature and scope of the changes that Walton's staff have made over the past two years. Those changes have affected school organization and staff roles; the ways in which staff relate to one another; the monitoring and assessment of student progress; the planning and problem solving processes that staff are using at school, grade, class, and student levels; and instructional resources and practices. The progress made by Walton's SST is particularly impressive. The camaraderie, trust and mutual support that exists among the team members is a credit both to the team members and the principal's leadership. The team truly appears to function as a team, exhibiting both a sense of professionalism and family. Although there is a sense of shared leadership among the team members, there is also no doubt that the principal remains very much in charge of the building, working with the team and providing support to its members to facilitate the achievement of their common goals. From RBS' perspective, the challenges facing Walton's SST during the coming year are: to involve the entire staff even more systematically in the schoolwide planning/problem solving process; to monitor more closely teachers' implementation of their plans to address identified needs; to consider ways to increase teachers' implementation of the school's instructional model; and to obtain feedback from all staff, including the members of the SST, on their perceptions of the effectiveness of schoolwide, their satisfaction with their role in the process and how they feel the process might be improved.

Section II provides a snapshot of instructional practice at Walton. It suggests that there are teachers on Walton's staff who:

- develop instructional plans that balance the requirements of the district's curriculum and the ways in which their students learn best
- manage their classes efficiently, so that most of their time is devoted to instruction and most of their students' time is spent on task
- motivate their students to learn
- design and present lessons in ways that ensure that most of their students experience a moderately high level of daily success
- help students who are having difficulty attain mastery of specific knowledge and skills
- make significant efforts to involve parents in support of the learning outcomes they are seeking.

And, it suggests that there are teachers who can still improve their skills related to these professional tasks. From RBS's perspective, the challenge for Walton's staff is how to tap the knowledge and skills that reside within it in ways that will strengthen instruction throughout the school. Grade-level groups and school-based staff development are potential vehicles for the staff to use to learn from each other. However, for such learning to affect instruction in classrooms, the staff will need to have opportunities to visit each others' classes to help each other implement and assess the effectiveness of specific practices.

Section III describes the varied experiences that individual students can have on a given day. Specifically, the information in that section suggests that some students, but not others,

- experience an integrated set of lessons
- are involved in a well-balanced mix of instructional tasks -- that is, tasks that introduce new content and tasks that review or provide practice of previously introduced content
- are highly engaged by those instructional tasks
- have frequent, positive interactions with their teachers
- experience lessons during which a minimum amount of time is spent on management
- experience days during which only a modest amount of time is spent in transition.

From RBS' perspective, this information challenges Walton's staff to find ways of looking at schooling from the perspective of the individual student:

- how the school day is structured for each student
- what tasks each student undertakes, the extent to which those tasks interrelate, how engaging each task is
- the number of interactions that occurs between individual students and staff each day, and the content and the affect of those interactions.

Such a perspective should help Walton's staff to pinpoint just what practices must be affected if the school is to continue to make progress in achieving its goals.

APPENDIX

Students' Daily Schedule
April 3, 1990

APPENDIX

Student A
Daily Schedule
April 3, 1990

Start Time	Elapsed Time	Lesson[1]	Location[2]	Grouping[3]	Size	Instructor[4]	Format[5]
8:50 a.m.	10 min.	Transition	Classroom	Whole Class	23	Teacher	Management
9:00 a.m.	15 min.	Math	Classroom	Whole Class	23	Teacher	Seatwork
9:15 a.m.	20 min.	Math	Classroom	Whole Class	23	Resource Teacher	Recitation
9:35 a.m.	7 min.	Math	Classroom	Whole Class	26	Resource Teacher	Management
9:42 a.m.	15 min.	Math	Classroom	Whole Class	26	Resource Teacher	Recitation
9:57 a.m.	18 min.	Math	Classroom	Whole Class	26	Teacher (Parent)	Seatwork
10:15 a.m.	10 min.	Transition	Classroom	Whole Class	26	Teacher (Parent)	Management
10:20 a.m.	10 min.	Reading/LA	Classroom	Whole Class	26	Teacher	Seatwork
10:25 a.m.	25 min.	Reading/LA	Classroom	Sub Group	14	Teacher (Parent)	Seatwork
11:00 a.m.	18 min.	Reading/LA	Classroom	Sub Group	14	Teacher	Recitation
11:16 a.m.	47 min.	Lunch (Other)	Other	Whole Class	25	Other	Other
12:05 p.m.	15 min.	Reading/LA	Classroom	Whole Class	25	Teacher	Recitation
12:20 p.m.	50 min.	Reading/LA	Classroom	Whole Class	25	Teacher	Seatwork
1:10 p.m.	22 min.	Social Studies	Classroom	Whole Class	25	Teacher	Seatwork
1:32 p.m.	6 min.	Transition	Classroom	Whole Class	25	Teacher	Management
1:38 p.m.	5 min.	Transition	Classroom	Whole Class	25	Teacher	Management
1:43 p.m.	4 min.	Transition (Homework Assignment)	Classroom	Whole Class	25	Teacher	Management
1:47 p.m.	18 min.	Transition	Hall (Other)	Whole Class	25	Teacher	Other
2:05 p.m.	40 min.	Gym (Other)	Gym (Other)	Whole Class	25	Gym Teacher (Other)	Other
Total entries per column		19	19	19		19	19

[1] Lessons/Minutes:

Reading/LA (118 min.)
Math (75 min.)
Social Studies (22 min.)
Transition (53 min.)
Other (87 min.)

[2] Location/Minutes:

Classroom (250 min.)
Other (105 min.)

[3] Groupings/Minutes:

Whole Class (312 min.)
Sub Group (43 min.)

[4] Instructors/Minutes

Teacher (173 min.)
Resource Teacher (42 min.)
Other (87 min.)
Teacher & Parent (53 min.)

[5] Formats/Minutes

Recitation (68 min.)
Seatwork (140 min.)
Management (42 min.)
Other (105 min.)

Student B
Daily Schedule
April 3, 1990

Start Time	Elapsed Time	Lesson[1]	Location[2]	Grouping[3]	Size	Instructor[4]	Format[5]
9:05 a.m.	7 min.	Transition	Classroom	Whole Class	13	Teacher	Management
9:12 a.m.	3 min.	Reading/LA	Classroom	Whole Class	13	Teacher	Management
9:15 a.m.	30 min.	Reading/LA	Classroom	Sub Group	4	Instruc. Assis.	Recitation
9:45 a.m.	5 min.	Reading/LA	Classroom	Whole Class	13	Instruc. Assis.	Management
9:50 a.m.	25 min.	Reading/LA	Classroom	Sub Group	4	Teacher	Recitation
10:15 a.m.	5 min.	Transition	Classroom	Whole Class	13	Teacher	Management
10:20 a.m.	15 min.	Recess	Classroom	Whole Class	13	Teacher	Other
10:35 a.m.	5 min.	Math	Classroom	Whole Class	13	Teacher	Management
10:40 a.m.	30 min.	Math Review	Classroom	Whole Class	13	Teacher	Seatwork
11:10 a.m.	20 min.	Math	Classroom	Whole Class	13	Teacher	Recitation
11:30 a.m.	5 min.	Reading/LA	Classroom	Whole Class	13	Teacher	Management
11:35 a.m.	25 min.	Reading/LA	Classroom	Whole Class	13	Teacher	Recitation
12:00 p.m.	30 min.	Lunch	Classroom	Whole Class	13	Lunch Aide	Other
12:30 p.m.	10 min.	Transition	Hallway/Bathroom	Whole Class	13	Teacher	Management
12:40 p.m.	35 min.	Gym	Gym	Whole Class	13	Gym Teacher	Other
1:15 p.m.	70 min.	Transition	Hallway	Whole class	13	Teacher	Management
1:35 p.m.	75 min.	Easter Story & Dying Eggs Act.	Classroom	Whole Class	13	Teacher	Seatwork
2:45 p.m.	5 min.	Transition	Classroom	Whole Class	13	Teacher	Management
Total entries per column		17	17	17		17	17

[1] Lessons/Minutes:

Reading/LA (93 min.)
Math (55 min.)
Transition (47 min.)
Other (150 min.)

[2] Locations/Minutes:

Classroom (280 min.)
Hallway/Bathroom (30 min.)
Other (35 min.)

[3] Grouping/Minutes:

Whole Class (290 min.)
Sub Group (55 min.)

[4] Instructors/Minutes:

Teacher (245 min.)
Instruc. Assis. (35 min.)
Other (65 min.)

[5] Formats/Minutes:

Recitation (100 min.)
Seatwork(100 min.)
Management (65 min.)
Other (80 min.)

Student C
Daily Schedule
April 3, 1990

Start Time	Elapsed Time	Lesson[1]	Location[2]	Grouping[3]	Size	Instructor[4]	Format[5]
8:55 a.m.	12 min.	Arrival/Transition	Classroom	Whole Class	25	Teacher	Management
9:07 a.m.	8 min.	Reading/LA	Classroom	Whole Class	25	Teacher	Recitation
9:15 a.m.	5 min.	Reading/LA	Classroom	Whole Class	25	Teacher	Seatwork
9:20 a.m.	5 min.	Reading/LA	Classroom	Individual	1	Instruc. Assis.	Recitation
9:25 a.m.	30 min.	Reading/LA	Classroom	Sub Group	25	Instruc. Assis.	Seatwork
9:55 a.m.	15 min.	Reading/LA	Classroom	Sub Group	8	Teacher	Recitation
10:10 a.m.	5 min.	Reading/LA	Classroom	Whole Class	25	Teacher	Seatwork
10:15 a.m.	15 min.	Recess (Other)	Other	Whole Class	25	Other	Other
10:30 a.m.	10 min.	Other/Game	Classroom	Whole Class	25	Teacher	Other
10:40 a.m.	10 min.	Math	Classroom	Whole Class	25	Teacher	Seatwork
10:50 a.m.	20 min.	Math	Classroom	Whole Class	25	Teacher	Recitation
11:10 a.m.	10 min.	Transition	Classroom	Whole Class	25	Teacher	Management
11:20 a.m.	40 min.	Gym (Other)	Gym (Other)	Whole Class	25	Gym Teacher (Other)	Other
12:00 p.m.	10 min.	Transition	Hall	Whole Class	25	Teacher	Management
12:10 p.m.	35 min.	Lunch (Other)	Classroom	Whole Class	25	Instruc. Assis.	Other
12:45 p.m.	70 min.	Science	Classroom	Whole Class	25	Teacher	Seatwork
1:55 p.m.	20 min.	Bunny Coloring Activity	Classroom	Whole Class	25	Teacher	Other
2:15 p.m.	38 min.	Transition	Classroom	Whole Class	25	Teacher	Management
Total entries per column		18	18	18		18	18

[1]Lessons/Minutes:

Reading/LA (68 min.)
Math (30 min.)
Science (10 min.)
Transition (70 min.)
Other (120 min.)

[2]Locations/Minutes:

Classroom (283 min.)
Other (75 min.)

[3]Grouping/Minutes:

Whole Class (308 min.)
Sub Group (45 min.)
Individual (5 min.)

[4]Instructors/Minutes:

Teacher (233 min.)
Instruc. Assis. (70 min.)
Other (55 min.)

[5]Formats/Minutes:

Recitation (48 min.)
Seatwork (115 min.)
Management (75 min.)
Other (120 min.)