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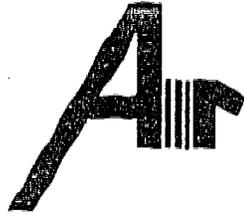
ABSTRACT

The general emphasis of Project LONGSTEP (Longitudinal Study of Educational Practices) was on the identification of changes in student achievement that occur as a result of intensive educational innovation. The data collection instruments used in Project LONGSTEP provided information on student cognitive performance, student characteristics, student attitudes, teacher characteristics and educational treatments. Student cognitive achievement was measured by standard, commercially developed instruments. Student characteristics and attitudes and teacher characteristics were assessed by questionnaires developed specifically for the study. Educational treatment characteristics were documented by specially designed instruments developed for staff use during site visits. Copies of the final questionnaires, treatment documentation, and classroom documentation instruments are included herein. Also included is a set of guidelines developed to train field observers in the use of the classroom documentation form.

(Author/RC)

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ED 133369



AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES

P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 • 415/493-3550

DATA COLLECTION INSTRUMENTS AND GUIDELINES
DEVELOPED FOR PROJECT LONGSTEP

The Longitudinal Study of Educational Practices
Contract No. OEC-O-70-4789

Sponsored by:

U. S. Office of Education
Office of Planning, Budgeting, and Evaluation
U. S. Department of Health, Education, and Welfare

U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

The data collection instruments used in Project LONGSTEP provided information on student cognitive performance, student characteristics, student attitudes, teacher characteristics and educational treatments. Student cognitive achievement was measured by standard, commercially developed instruments. Student characteristics and attitudes and teacher characteristics were assessed by questionnaires developed specifically for the study. Educational treatment characteristics were documented by specially designed instruments developed for staff use during site visits.

Copies of the final questionnaires, treatment documentation, and classroom documentation instruments are included herein. Also included is a set of guidelines developed to train field observers in the use of the classroom documentation form. For a full discussion of their development and use in Project LONGSTEP, please refer to Part C of Section II, Technical Approach, in Volume I of the final report entitled Impact of Educational Innovation on Student Performance: Project Methods and Findings for Three Cohorts.

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- Form E, Grades 9 through 12 (student completed)

TEACHER QUESTIONNAIRE

EDUCATIONAL EXPERIENCE ANALYSIS GUIDE (EdEXAG)

CLASSROOM DOCUMENTATION FORM

GUIDELINES FOR THE USE OF THE CLASSROOM DOCUMENTATION FORM

Longitudinal Study of Demonstration Education Programs

Conducted by the American Institutes for Research
Under Contract to the U. S. Office of Education

STUDENT QUESTIONNAIRE - FORM A

Grades 1 and 2 (to be completed by teacher)

IF YOU DO NOT HAVE
A LABEL OR IF IT IS
INCORRECT, FILL IN
SPACES BELOW.

(PLEASE PRINT)

ATTACH LABEL HERE

CITY _____

STUDENT _____
Last Name First Middle

BIRTH DATE _____ SEX _____
Year Month Day

SCHOOL _____ GRADE _____

- 31 1. This child is a
1 Boy
2 Girl
- 32 2. How old is the child?
1 4 or younger
2 5
3 6
4 7
5 8
6 9 or older
- 33 3. Is this child
1 Oriental
2 American Indian
3 Black
4 of Cuban, Mexican, or Puerto Rican descent
5 White (other than of Cuban, Mexican, or
Puerto Rican descent)
6 Other

- 34 4. With whom is the child living?
1 Both parents (real or adoptive)
2 Mother but not father
3 Father but not mother
4 Other relatives
5 Non-relatives
6 No information available
- 35 5. Is the head of the child's household
receiving welfare assistance?
1 Yes
2 No
3 No information available

35 6. What kind of work does the child's father (or head of household) do? You may not find the exact job listed, but check the one that comes closest.

- 1 Workman or laborer - such as factory worker, cook, gardener, maid, bus driver, gas station attendant, farm worker, waiter, waitress
- 2 Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, beautician, seamstress, enlisted man in armed forces
- 3 Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker, secretary
- 4 Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
- 5 Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman
- 6 The father (or head of household) doesn't work
- 7 No information available

37 7. What is the probable level of education of the child's father (or male head of household)?

- 1 Grade school
- 2 High school
- 3 College
- 4 Doesn't currently have a male head of household
- 5 No information available

38 8. What is the probable level of education of the child's mother (or female head of household)?

- 1 Grade school
- 2 High school
- 3 College
- 4 No information available

39 9. In my opinion, this child makes friends easily.

- 1 Yes
- 2 No
- 3 I am unable to say

40 10. In relationships with other members of the class the child is

- 1 Aggressive
- 2 Of average forcefulness
- 3 Passive
- 4 I am unable to say

41 11. The child acts

- 1 Older than his age
- 2 About his age
- 3 Younger than his age
- 4 I am unable to say

42 12. In relationships with adults the child is

- 1 Very confident and self-assured
- 2 Moderately self-assured
- 3 Insecure
- 4 I am unable to say

43 13. Did the child attend Project Head Start?

- 1 Yes
- 2 No
- 3 No information available

44 14. Did the child attend nursery school other than Head Start?

- 1 Yes
- 2 No
- 3 No information available

45 15. Did the child attend kindergarten?

- 1 Yes
- 2 No
- 3 No information available

46 16. The child's desire to learn is

- 1 Above average
- 2 About average
- 3 Below average

47 17. How good a student is this child?

- 1 One of the best
- 2 Above average
- 3 About average
- 4 Below average

48 18. This child's attention span is

- 1 Longer than most others in his class
- 2 About average
- 3 Shorter than most others

Longitudinal Study of Demonstration Education Programs

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STUDENT QUESTIONNAIRE - FORM B

Grades 3, 4 and 5 (to be completed by teacher)

IF THE LABEL AT THE RIGHT
 CONTAINS NO STUDENT
 NAME, OR IS INCORRECT,
 FILL IN THE SPACES BELOW.

ATTACH LABEL HERE

(Please print)

A.I.R.
 USE ONLY

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

CITY _____

STUDENT _____
Last Name First Middle

BIRTH DATE _____ SEX _____
Year Month Day

SCHOOL _____ GRADE _____



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

- What is the probable level of education of the child's father (or male head of household)?
 - Grade school
 - High school
 - College
 - Doesn't currently have a male head of household
 - No information available
- What is the probable level of education of the child's mother (or female head of household)?
 - Grade school
 - High school
 - College
 - No information available
- Is the head of the child's household receiving welfare assistance?
 - Yes
 - No
 - No information available

- What kind of work does the child's father (or head of household) do? You may not find the exact job listed, but check the one that comes closest.
 - Workman or laborer - such as factory worker, cook, gardener, maid, bus driver, gas station attendant, farm worker, waiter, waitress
 - Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, beautician, seamstress, enlisted man in armed services
 - Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker, secretary
 - Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
 - Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman
 - The father (or head of household) doesn't work
 - No information available

5. In my opinion, this child makes friends easily.

- Yes
- No
- I am unable to say

6. In relationships with other members of the class the child is

- Aggressive
- Of average forcefulness
- Passive
- I am unable to say

7. The child acts

- Older than his age
- About his age
- Younger than his age
- I am unable to say

8. In relationships with adults the child is

- Very confident and self-assured
- Moderately self-assured
- Insecure
- I am unable to say

9. The child's desire to learn is

- Above average
- About average
- Below average

10. How good a student is this child?

- One of the best
- Above average
- About average
- Below average

11. This child's attention span is

- Longer than most others in his class
- About average
- Shorter than most others

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CITY _____

STUDENT _____

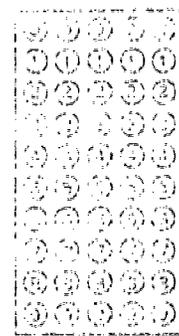
First Name _____ Last Name _____

BIRTH DATE _____ SEX _____

Year _____ Month _____ Day _____

SCHOOL _____ GRADE _____

ATTACH TO MAIL ENVELOPE



INSTRUCTIONS

ATTENTION

Read the directions on the following page, follow them, and then

... ..

... ..

... ..

... ..

(OVER)

DO NOT
MARK
ON THIS
PAGE

SAMPLE QUESTION

12. What kind of ice cream do you like best?

- Strawberry
- Chocolate
- Vanilla
- Some other kind
- I don't like ice cream

The person who answered the sample question liked chocolate best, so he blackened the circle to the left of "chocolate."

NOW WAIT FOR INSTRUCTIONS BEFORE GOING AHEAD.

1. What's your age?

7

8

2. How many times have you ever been to a library?

1 or 2

3

4

5

6

7 or older

3. Are you

Oriental

American Indian

Black

of Cuban, Mexican, or Puerto Rican descent

White (other than of Cuban, Mexican, or Puerto Rican descent)

Other

4. With whom do you live?

With parents

With other family members

Father but not mother

Other relatives

No relatives

5. How do you usually go to school?

Bus

Walk

Other (please specify in the blank space)

6. Did anyone read to you at home before you went to the first grade?

No

Yes, sometimes

Yes, a lot

I don't remember

7. How many books did you read in the last six months other than for school work? Don't count magazines or comic books.

None

1 or 2

About 5

About 10

About 20

More than 20

8. About how much time do you usually spend on homework? ("Homework" means school assignments that you do at home.)

I have no homework

I have homework but don't do it

About 1/2 hour a day

About 1 hour a day

About 2 hours or more a day

(GO TO NEXT PAGE)

9. Do you get along well with your friends?

- Yes
- No

10. How many books do you read every year?

- One
- Two
- Three or more

11. How good a student are you?

- One of the best
- Above average
- About average
- Below average

12. Do most of your classmates like you?

- Yes
- No
- I don't know

13. How do you like school?

- I love it
- I like it
- I don't mind
- I hate it

14. Making friends is easy for you.

- Yes
- No
- Don't know

15. How many bookshelves are in your home?

- None or a very few (0 to 5)
- A few (10 to 24)
- One bookcase full (25 to 50)
- Two bookcases full (100 to 245)
- Three or more bookcases full (250 or more)

16. How often do you go to a public library or bookmobile (not your school library)?

- Once a week or more
- 2 or 3 times a month
- About once a month
- A few times a year
- Never

17. Do your friends listen to what you have to say?

- Almost always
- Sometimes
- Almost never

18. Do you enjoy reading?

- Yes, a lot
- It's O.K.
- No

19. My teachers think

- I am a hard worker
- I work only hard enough to get by

20. How far in school do you think your parents want you to go?

- They don't care
- Finish high school
- Some college (1-3 years)
- Graduate from a 4-year college

21. Getting good grades is

- Very important to me
- Important
- Not very important

22. If you could change, would you be someone different from yourself?

- Yes
- No
- I'm not sure

23. How do you feel about math (such as arithmetic, algebra)?

- It's very interesting
- It's usually interesting
- It's sometimes interesting
- It's boring

24. How do you feel about English (such as reading, speech)?

- It's very interesting
- It's usually interesting
- It's sometimes interesting
- It's boring

25. How good a student do you think your parents want you to be?

- One of the best
- Above average
- About average
- They don't care

26. Does your family get a daily newspaper?

- Yes
- No

27. How many magazines with different titles does your family get regularly at home (such as Life, Reader's Digest, Boys' Life, Seventeen, Farm Journal)?

- None
- 1 or 2
- 3 or 4
- 5 or 6
- 7 or more

28. How often do you and your parents talk about your school work?

- Just about every day
- Once or twice a week
- Less than once a week

10 101

11 111

12 121

13 131



Longitudinal Study of Demonstration Education Programs

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STUDENT QUESTIONNAIRE - FORM D

Grades 6, 7 and 8 (to be completed by student)

Dear Student:

The American Institutes for Research, with the help of your principal and teachers, is making a study of different kinds of school programs. Your school is one of those chosen for this study. What we learn here may be used to improve schools throughout the nation. You can help by answering the questions on the following pages.

IN THE SPACE TO THE RIGHT ATTACH THE LABEL WHICH CONTAINS ONLY A NUMBER. MAKE SURE THAT NUMBER IS THE SAME AS THE NUMBER ON THE LABEL WITH YOUR NAME PRINTED ON IT.

ATTACH LABEL HERE



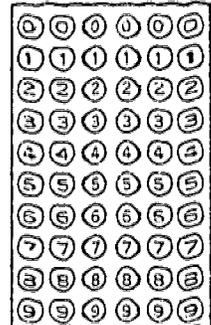
(Please print)

CITY _____

STUDENT _____
Last Name First Middle

BIRTH DATE _____ SEX _____
Year Month Day

SCHOOL _____ GRADE _____



INSTRUCTIONS

Please answer the questions on the following pages. Follow these rules:

1. Be sure to use a No. 2 pencil to mark your answers.
2. Blacken the circle to the left of the answer you choose for each question.
3. If you change your mind about an answer, erase your old answer completely.
4. Do not make any other marks on the pages.

SAMPLE QUESTION

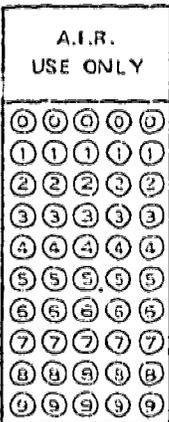
21. What school subject do you like best?

- Music
- English
- History
- Art
- Some other subject

The person who answered the sample question liked History best, so he blackened the circle to the left of "History."

NOW WAIT FOR INSTRUCTIONS BEFORE GOING AHEAD.

(OVER)



1. What is your sex?

- Male
- Female

2. How old were you on your last birthday?

- 10 or younger
- 11
- 12
- 13
- 14
- 15 or older

3. Are you

- Oriental
- American Indian
- Black
- of Cuban, Mexican, or Puerto Rican descent
- White (other than of Cuban, Mexican, or Puerto Rican descent)
- Other

4. With whom do you live?

- Both parents
- Mother but not father
- Father but not mother
- Other relatives
- Non-relatives

(GO TO NEXT PAGE)



5. What kind of work does your father do? You may not find the exact job listed, but check the one that comes closest. Mark only his main job if he works on more than one job.
- Work man or laborer - such as factory worker, gardener, bus driver, gas station attendant, farm worker, waiter
 - Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, enlisted man in armed forces
 - Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker
 - Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
 - Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman
 - My father doesn't work
 - I don't have a father living at home
 - I don't know
6. What kind of work does your mother do? You may not find the exact job listed, but check the one that comes closest. Mark only her main job if she works on more than one job.
- Work man or laborer - such as factory worker, cook, gardener, maid, farm worker, waitress
 - Skilled craftsman or foreman - such as beautician, factory foreman, policewoman, technician, seamstress, practical nurse
 - Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker, secretary
 - Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
 - Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, real estate or insurance saleswoman
 - My mother doesn't work
 - I don't have a mother living at home
 - I don't know
7. How far did your father go in school?
- Grade school
 - Some high school
 - Graduated from high school
 - Some college (1 - 3 years)
 - Graduated from a 4-year college
 - I don't know
8. How far did your mother go in school?
- Grade school
 - Some high school
 - Graduated from high school
 - Some college (1 - 3 years)
 - Graduated from a 4-year college
 - I don't know

9. Did anyone read to you at home before you started first grade?
- No
 - Yes, sometimes
 - Yes, a lot
 - I don't remember
10. How many books did you read during the last six months other than for school work? Don't count magazines or comic books.
- None
 - 1 or 2
 - About 5
 - About 10
 - About 20
 - More than 20
11. About how much time do you usually spend on homework? ("Homework" means school assignments that you do at home.)
- I have no homework
 - I have homework but I don't do it
 - About 1/2 hour a day
 - About 1 hour a day
 - About 2 hours a day
 - 3 hours or more a day
12. Did you go to kindergarten?
- Yes
 - No
13. Did you go to nursery school?
- Yes
 - No
 - I don't remember
14. How good a student are you?
- One of the best
 - Above average
 - About average
 - Below average
15. Do most of your classmates like you?
- Yes
 - No
 - I don't know
16. How do you like school?
- A lot
 - It's O.K.
 - Not much
 - I hate it
17. Making friends is easy for me.
- Yes
 - No
 - Sometimes

(TURN TO NEXT PAGE)

18. How many books are in your home?
- None or very few (0 to 9)
 - A few (10 to 24)
 - One bookcase full (25 to 99)
 - Two bookcases full (100 to 249)
 - Three or more bookcases full (250 or more)
19. How often do you go to a public library or bookmobile (not your school library)?
- Once a week or more
 - 2 or 3 times a month
 - About once a month
 - A few times a year
 - Never
20. Do your friends listen to what you have to say?
- Almost always
 - Sometimes
 - Almost never
21. Do you enjoy reading?
- Yes, a lot
 - It's O.K.
 - No
22. My teachers think
- I am a hard worker
 - I work only hard enough to get by
23. How far in school do you think your parents want you to go?
- They don't care
 - Finish high school
 - Attend junior college, business or technical school for 1 or 2 years
 - Graduate from a 4-year college
24. Getting good grades is
- Very important to me
 - Important
 - Not very important
25. How many of your friends are likely to finish high school?
- All of them
 - Most of them
 - Some of them
 - None of them
26. If you could change, would you be someone different from yourself?
- Yes
 - No
 - I'm not sure
27. How often do you and your parents talk about your school work?
- Just about every day
 - Once or twice a week
 - Less than once a week
28. How important is it, to you, to finish high school?
- Very important
 - Important
 - Not very important
29. How do you feel about math (such as arithmetic, algebra)?
- It's very interesting
 - It's usually interesting
 - It's sometimes interesting
 - It's boring
30. How do you feel about English (such as reading, speech)?
- It's very interesting
 - It's usually interesting
 - It's sometimes interesting
 - It's boring
31. How good a student do you think your parents want you to be?
- One of the best
 - Above average
 - About average
 - They don't care
32. Good luck is more important than hard work for success.
- Yes
 - No
 - I'm not sure
33. Does your family get a daily newspaper?
- Yes
 - No
34. How many magazines with different titles does your family get regularly at home (such as Life, Reader's Digest, Boy's Life, Seventeen, Farm Journal)?
- None
 - 1 or 2
 - 3 or 4
 - 5 or 6
 - 7 or more
35. How do you think you would feel if you had to stop school now?
- I'd do almost anything to stay in school
 - I'd try hard to continue
 - I would be disappointed
 - I wouldn't care one way or the other
 - Very happy - I'd like to quit



Longitudinal Study of Demonstration Education Programs

Conducted by the American Institutes for Research
Under Contract to the U. S. Office of Education

Office of Management and Budget
No. 51-S71030
Approval expires July 1974

STUDENT QUESTIONNAIRE - FORM E

Grades 9, 10, 11 and 12 (to be completed by student)

Dear Student:

The American Institutes for Research, with the help of your principal and teachers, is making a study of different kinds of school programs. Your school is one of those chosen for this study. What we learn here may be used to improve schools throughout the nation. You can help by answering the questions on the following pages.

IN THE SPACE TO THE RIGHT ATTACH THE LABEL WHICH CONTAINS ONLY A NUMBER. MAKE SURE THAT NUMBER IS THE SAME AS THE NUMBER ON THE LABEL WITH YOUR NAME PRINTED ON IT.

ATTACH LABEL HERE

(Please print)

CITY _____

STUDENT _____
Last Name First Middle

BIRTH DATE _____ SEX _____
Year Month Day

SCHOOL _____ GRADE _____



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

INSTRUCTIONS

Please answer the questions on the following pages. Follow these rules:

1. Be sure to use a No. 2 pencil to mark your answers.
2. Blacken the circle to the left of the answer you choose for each question.
3. If you change your mind about an answer, erase your old answer completely.
4. Do not make any other marks on the pages.

SAMPLE QUESTION

21. What school subject do you like best?

- Music
- English
- History
- Art
- Some other subject

The person who answered the sample question liked History best, so he blackened the circle to the left of "History."

NOW WAIT FOR INSTRUCTIONS BEFORE GOING AHEAD.

(OVER)

A.I.R.
USE ONLY

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

on your last birthday?

- 18
- 19 or older

3. Are you

- Oriental
- American Indian
- Black
- of Cuban, Mexican or Puerto Rican descent
- White (other than of Cuban, Mexican or Puerto Rican descent)
- Other

4. With whom do you live?

- Both parents
- Mother but not father
- Father but not mother
- Other relatives
- Non-relatives
- No one

5. What kind of work does your father do? You may not find the exact job listed, but check the one that comes closest. Mark only his main job if he works on more than one job.

- Workman or laborer - such as factory worker, gardener, bus driver, gas station attendant, farm worker, waiter
- Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, enlisted man in armed forces
- Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker
- Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
- Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman
- My father doesn't work
- I don't have a father living at home
- I don't know

6. What kind of work does your mother do? You may not find the exact job listed, but check the one that comes closest. Mark only her main job if she works on more than one job.

- Workman or laborer - such as factory worker, cook, gardener, maid, farm worker, waitress
- Skilled craftsman or foreman - such as beautician, factory foreman, policewoman, technician, seamstress, practical nurse
- Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker, secretary
- Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
- Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, real estate or insurance saleswoman
- My mother doesn't work
- I don't have a mother living at home
- I don't know

(GO TO NEXT PAGE)

7. How far did your father go in school?

- Grade school
- Some high school
- Graduated from high school
- Some college (1-3 years)
- Graduated from a 4-year college
- I don't know

8. How far did your mother go in school?

- Grade school
- Some high school
- Graduated from high school
- Some college (1-3 years)
- Graduated from a 4-year college
- I don't know

9. Did anyone read to you at home before you started first grade?

- No
- Yes, sometimes
- Yes, a lot
- I don't remember

10. How many books did you read during the last 6 months other than for school work? Don't count magazines or comic books.

- None
- 1 or 2
- About 5
- About 10
- About 20
- More than 20

11. About how much time do you usually spend on homework? ("Homework" means school assignments that you do at home.)

- I have no homework
- I have homework but don't do it
- About 1/2 hour a day
- About 1 hour a day
- About 2 hours a day
- 3 hours or more a day

12. Did you go to kindergarten?

- Yes
- No

13. Did you go to nursery school?

- Yes
- No
- I don't remember

14. How good a student are you?

- One of the best
- Above average
- About average
- Below average

15. Do most of your classmates like you?

- Yes
- No
- I don't know

16. How do you like school?

- A lot
- It's O.K.
- Not much
- I hate it

17. Making friends is easy for me.

- Yes
- No
- Sometimes

18. How many books are in your home?

- None or very few (0 to 9)
- A few (10 to 24)
- One bookcase full (25 to 99)
- Two bookcases full (100 to 249)
- Three or more bookcases full (250 or more)

19. How often do you go to a public library or bookmobile (not your school library)?

- Once a week or more
- 2 or 3 times a month
- About once a month
- A few times a year
- Never

20. Do your friends listen to what you have to say?

- Almost always
- Sometimes
- Almost never

21. Do you enjoy reading?

- Yes, a lot
- It's O.K.
- No

22. My teachers think

- I am a hard worker
- I work only hard enough to get by

23. How far in school do you think your parents want you to go?

- They don't care
- Finish high school
- Attend junior college, business or technical school for 1 or 2 years
- Graduate from a 4-year college
- Professional or graduate school after college

24. Getting good grades is

- Very important to me
- Important
- Not very important

25. How many of your friends are likely to finish high school?

- All of them
- Most of them
- Some of them
- None of them

26. If you could change, would you be someone different from yourself?

- Yes
- No
- I'm not sure

27. How often do you and your parents talk about your school work?

- Just about every day
- Once or twice a week
- Less than once a week

28. How important is it, to you, to finish high school?

- Very important
- Important
- Not very important

29. How do you feel about math (such as arithmetic, algebra)?

- It's very interesting
- It's usually interesting
- It's sometimes interesting
- It's boring

30. How do you feel about English (such as reading, speech)?

- It's very interesting
- It's usually interesting
- It's sometimes interesting
- It's boring

31. How good a student do you think your parents want you to be?

- One of the best
- Above average
- About average
- They don't care

32. Good luck is more important than hard work for success.

- Yes
- No
- I'm not sure

33. Does your family get a daily newspaper?

- Yes
- No

34. How many magazines with different titles does your family get regularly at home?

- None
- 1 or 2
- 3 or 4
- 5 or 6
- 7 or more

35. How do you think you would feel if you had to stop school now?

- I'd do almost anything to stay in school
- I'd try hard to continue
- I would be disappointed
- I wouldn't care one way or the other
- Very happy -- I'd like to quit

36. When my opinions differ from those of other people

- I usually keep my opinions to myself
- I usually state my opinions

37. What do you plan to do after high school?

- Get a full-time job
- Enter military service
- Attend junior college, business or technical school for 1 or 2 years
- Attend college for 4 years
- I don't know, or none of the above

38. Have you talked with your teacher or counselor about what you plan to do after you graduate?

- Yes
- No

39. When you finish your education, what sort of a job do you think you will have? You may not find the exact job listed, but mark the one that comes closest.

- Workman or laborer - such as factory worker, cook, gardener, maid, bus driver, gas station attendant, farm worker, waiter, waitress
- Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, beautician, seamstress, enlisted man in armed services
- Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker, secretary
- Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant
- Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman

INSTRUCTIONS

Please answer the questions on the following pages. Follow these rules:

1. Be sure to use a pencil to mark your answers.
2. Mark an "X" in the parentheses to the left of the answer you choose for each question.
3. If you change your mind about an answer, erase your old answer completely.
4. Do not make any other marks on the pages.

SAMPLE QUESTION:

- 34 12. What school subject do you prefer to teach?
- 1 ()...Music
 - 2 ()...English
 - 3 (X)...History
 - 4 ()...Art
 - 5 ()...Some other subject

The teacher who answered the sample question preferred to teach history, so he marked an "X" in the parentheses to the left of "History".

TEACHER QUESTIONNAIRE

PLEASE COMPLETE ALL ITEMS

EXCEPTION: If your name appears on our list of persons for whom teacher questionnaire information is on file from last year, you may skip Questions #1-13 and begin with #14 on page 4.

8 1. What is your sex?

- 1 ()...Male
2 ()...Female

9 2. Are you

- 1 ()...Oriental
2 ()...American Indian
3 ()...Black
4 ()...Of Cuban, Mexican, or Puerto Rican descent
5 ()...White (other than of Cuban, Mexican, or Puerto Rican descent)
6 ()...Other

10 3. Where did you graduate from high school?

- 1 ()...A high school in this city, county, or metropolitan area
2 ()...A high school in another area of the U. S.
3 ()...A high school or equivalent in another country

11 4. What kind of work does (or did) your father do? You may not find the exact job listed, but check the one that comes closest. Mark only his main job if he works on more than one job.

1 ()...Workman or laborer - such as factory worker, gardener, bus driver, gas station attendant, farm worker, waiter

2 ()...Skilled craftsman or foreman - such as carpenter, mechanic, plumber, electrician, factory foreman, policeman, draftsman, technician, enlisted man in armed services

3 ()...Office worker or sales clerk - such as bank clerk, store clerk, bookkeeper, mail clerk, office worker

4 ()...Professional - such as teacher, doctor, engineer, lawyer, scientist, dentist, social worker, public accountant

5 ()...Manager or business owner - such as store or office manager, banker, business owner, farm operator or owner, government official, military officer, real estate or insurance salesman

6 ()...I don't know

12 5. How far did your father go in school?

- 1 ()...Grade school
2 ()...Some high school
3 ()...Graduated from high school
4 ()...Some college (1-3 years)
5 ()...Graduated from a 4-year college
6 ()...I don't know

(cont. next column)

- 13 6. How far did your mother go in school?
- 1 ()...Grade school
 - 2 ()...Some high school
 - 3 ()...Graduated from high school
 - 4 ()...Some college (1-3 years)
 - 5 ()...Graduated from a 4-year college
 - 6 ()...I don't know
- 14-15 7. What was your major field of study in undergraduate school? If you had two majors, mark the one in which you took most work.
- 01 ()...I did not go to college (Skip to Question 13.)
 - 02 ()...Business-Commercial
 - 03 ()...Elementary Education
 - 04 ()...English or Journalism
 - 05 ()...Foreign Language
 - 06 ()...Home Economics
 - 07 ()...Industrial Arts
 - 08 ()...Mathematics
 - 09 ()...Music-Art
 - 10 ()...Physical Education-Health
 - 11 ()...Biological or Physical Science
 - 12 ()...Social Science, including History
 - 13 ()...Other
- 16 8. Which of the categories below best describes the institution where you took most of your undergraduate courses? If you took equal course work in several institutions, answer in terms of the last institution attended.
- 1 ()...Public - university, college, or technological institution
 - 2 ()...Public - normal school, teachers college, junior college, or similar public institution
 - 3 ()...Private - university, college, or technological institution
 - 4 ()...Private - normal school, teachers college, junior college or similar private institution
- 17 9. What is the location of that institution?
- 1 ()...In this city, town, or county
 - 2 ()...In this state but outside this city, town, or county
 - 3 ()...In a neighboring state that is part of this metropolitan area
 - 4 ()...In another state in the U. S.
 - 5 ()...In a U. S. possession or another country
- 18 10. What was the highest degree offered by that institution when you were a student?
- 1 ()...Certificate only
 - 2 ()...Bachelor's degree
 - 3 ()...Master's degree
 - 4 ()...Professional or specialist diploma (sixth year)
 - 5 ()...Doctor's degree
- 19 11. How would you rate the academic level of your undergraduate college at the time you attended? (Give your best estimate.)
- 1 ()...Upper 25% of the nation's colleges and universities
 - 2 ()...Middle 50%
 - 3 ()...Lower 25%

(cont. next column)

12. Based on your experience as a teacher, rate the training you received in college, prior to teaching, in terms of how it prepared you for the following:

A. Subject matter preparation

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

B. Utilizing innovative teaching methods

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

C. Understanding students from another cultural background

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

D. Preparing course material for the slow learner

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

E. Preparing course material for the above average student

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

F. Motivating students to learn

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

G. Advising students about personal problems

- 1 ()...Excellent
2 ()...Adequate
3 ()...Poor

27 13. When did you first seriously consider education as a profession?

- 1 ()...Before or during high school
2 ()...Between high school and college
3 ()...During college
4 ()...After college

28 14. Are you currently enrolled or planning to enroll next summer in any college-level courses related to teaching?

- 1 ()...No
2 ()...Yes, I am working toward a teaching certificate or bachelor's degree
3 ()...Yes, I am working toward a postgraduate degree
4 ()...Yes, I am taking a course but not working toward a degree or teaching certificate

29 15. What is the highest earned college degree you hold? Do not report honorary degrees.

- 1 ()...No degree
2 ()...A degree or diploma based on less than 4 years of work
3 ()...A bachelor's degree
4 ()...A master's degree or higher

30 16. How many credits of college work have you had beyond your highest degree? (To convert quarter hours to semester hours, multiply the number of quarter hours by 2/3.)

- 1 ()...None
2 ()...1 to 10 semester hours
3 ()...11 to 20 semester hours
4 ()...21 to 30 semester hours
5 ()...31 or more semester hours

31 17. How old were you on your last birthday?

- 1 ()...Under 26
 2 ()...26 to 35
 3 ()...36 to 45
 4 ()...46 to 55
 5 ()...56 to 65
 6 ()...66 or older

32 18. Do you reside within the attendance area or neighborhood of this school?

- 1 ()...Yes
 2 ()...No

33 19. How many years of full-time teaching experience have you had? (Consider counseling as teaching experience.)

- 1 ()...None
 2 ()...1
 3 ()...2
 4 ()...3
 5 ()...4
 6 ()...5-9
 7 ()...10-19
 8 ()...20-29
 9 ()...30 or more

34 20. How many years have you taught in this school? (Consider counseling as teaching experience.)
 This is my:

- 1 ()...1st year
 2 ()...2nd year
 3 ()...3rd year
 4 ()...4th year

- 5 ()...5th to 9th year
 6 ()...10th to 19th year
 7 ()...20th to 29th year
 8 ()...30th year or more

35 21. What type of state teaching certification do you have?

- 1 ()...Noncertified
 2 ()...Temporary, provisional, or emergency certification
 3 ()...Regular certification but less than the highest certification in this state
 4 ()...The highest certification offered in this state (such as life, permanent, or long-term)

36 22. How did you happen to be assigned to this particular school rather than some other school in the district?

- 1 ()...I chose to work in this school
 2 ()...I was placed in this school

37 23. Have you ever attended any training programs in remedial education? (Include inservice and summer programs, and college courses.)

- 1 ()...No
 2 ()...Yes, 1
 3 ()...Yes, 2 or 3
 4 ()...Yes, 4 or more

(cont. next column)

- 38 24. What will be your total annual salary from this school system this year? (Include supplements for extra services, based on supplements earned last year.)
- 1 ()...Below \$4,000
 - 2 ()...\$4,000 to \$5,999
 - 3 ()...\$6,000 to \$7,999
 - 4 ()...\$8,000 to \$9,999
 - 5 ()...\$10,000 to \$11,999
 - 6 ()...\$12,000 to \$13,999
 - 7 ()...\$14,000 or more
- 39 25. Overall, how would you rate the majority of your students on how hard they try in school?
- 1 ()...Excellent
 - 2 ()...Good
 - 3 ()...Average
 - 4 ()...Fair
 - 5 ()...Poor
- 40 26. What is your employment status in this school system?
- 1 ()...I have achieved tenure on a continuing contract basis
 - 2 ()...I have a regular full-time appointment, but I do not have tenure.
 - 3 ()...I am a substitute teacher
 - 4 ()...I am an intern teacher or in the Teacher Corps
 - 5 ()...Other (such as teacher aide, hourly consultant, etc.)
- 41 27. If you could choose, would you rather be a faculty member in some other school?
- 1 ()...Definitely yes
 - 2 ()...Probably yes
 - 3 ()...I am undecided
 - 4 ()...Probably not
 - 5 ()...Definitely not
- 42 28. What seems to be the general reputation of this school among teachers outside the school?
- 1 ()...Among the very best
 - 2 ()...Better than average
 - 3 ()...About average
 - 4 ()...Below average
 - 5 ()...A poor school
 - 6 ()...I don't know
- 43 29. What is your opinion of this school?
- 1 ()...Among the very best
 - 2 ()...Better than average
 - 3 ()...About average
 - 4 ()...Below average
 - 5 ()...A poor school
 - 6 ()...I am undecided

- 44 30. Do you believe that remedial programs are generally worthwhile? (Such programs are efforts beyond the regular school program designed to help pupils who are weak in a particular subject, by providing additional or alternative instruction.)
- 1 ()...Definitely yes
 - 2 ()...Probably yes
 - 3 ()...I am undecided
 - 4 ()...Probably not
 - 5 ()...Definitely not
- 45 31. Do you believe there is a sound basis in educational policy for giving compensatory programs to disadvantaged students at extra per pupil cost?
- 1 ()...Definitely yes
 - 2 ()...Probably yes
 - 3 ()...I am undecided
 - 4 ()...Probably not
 - 5 ()...Definitely not
32. Surveys of school problems show a number of things reported by teachers that reduce the effectiveness of the school. Below is a partial list of such problems. Please indicate if you agree or disagree that these problems exist in your school.
- 46 A. Pupils are undernourished and poorly clothed.
- 1 ()...Agree
 - 2 ()...Disagree
- 47 B. The different races or ethnic groups do not get along together.
- 1 ()...Agree
 - 2 ()...Disagree
- 48 C. The majority of students are not interested in doing good work and getting good grades.
- 1 ()...Agree
 - 2 ()...Disagree
- 49 D. There are too many absences among students.
- 1 ()...Agree
 - 2 ()...Disagree
- 50 E. The classes are too large for effective teaching.
- 1 ()...Agree
 - 2 ()...Disagree
- 51 F. Too much time has to be spent on discipline.
- 1 ()...Agree
 - 2 ()...Disagree
- 52 G. There is insufficient leadership from the school administration.
- 1 ()...Agree
 - 2 ()...Disagree
- 53 H. The parents put too much pressure on the students for good grades.
- 1 ()...Agree
 - 2 ()...Disagree
- 54 I. There is too much student turnover.
- 1 ()...Agree
 - 2 ()...Disagree
- 55 J. The parents don't take enough interest in their children's school work.
- 1 ()...Agree
 - 2 ()...Disagree

56 K. There is an inadequate supply of appropriate instructional materials (supplies, books, laboratory equipment, etc.)

- 1 ()...Agree
2 ()...Disagree

57 L. There are too many interruptions during class periods.

- 1 ()...Agree
2 ()...Disagree

58 M. There is too much teacher turnover.

- 1 ()...Agree
2 ()...Disagree

59 N. There is too much turnover of administrators.

- 1 ()...Agree
2 ()...Disagree

60 O. Teachers are expected to perform too many non-teaching tasks.

- 1 ()...Agree
2 ()...Disagree

61 P. Students come from homes where a dialect (including non-standard English) or a foreign language is spoken.

- 1 ()...Agree
2 ()...Disagree

62 Q. Students have little interest in school affairs and little sense of belonging.

- 1 ()...Agree
2 ()...Disagree

63 33. Are you a member of any professional teachers' associations or unions?

- 1 ()...No
2 ()...Yes, I am an active worker
3 ()...Yes, I am a member but not an active worker

64 34. Do you read regularly any national educational or subject matter journals such as Today's Education, The Nation's Schools, The English Journal, etc.?

- 1 ()...No, not regularly
2 ()...Yes, 1 regularly
3 ()...Yes, 2 regularly
4 ()...Yes, 3 or more regularly

65 35. Do you expect to remain full-time in public education until you reach retirement age?

- 1 ()...Definitely yes
2 ()...Probably yes
3 ()...I am undecided
4 ()...Probably not
5 ()...Definitely not

66 36. On the average, how many students do you have per class this year? (If team teaching, indicate number of students per teacher.)

- 1 ()...Fewer than 10
2 ()...10 to 14
3 ()...15 to 19
4 ()...20 to 24
5 ()...25 to 29
6 ()...30 to 34
7 ()...35 or more

- 67 37. In what subject matter area do you do most of your teaching? (Check one.)
- 1 ()...I teach all subjects to one grade group
 - 2 ()...Science courses such as biology, chemistry, general science, physics
 - 3 ()...Social studies such as history, civics, and economics
 - 4 ()...English including literature, drama, speech, journalism
 - 5 ()...Mathematics such as algebra, geometry, trigonometry. Do not include commercial arithmetic or shop mathematics.
 - 6 ()...Industrial arts, vocational education, commercial or business courses, home economics
 - 7 ()...Other such as art, music, health and physical education, foreign language

- 68 38. Because of ability grouping of students in some schools, some teachers teach students at predominantly one ability level. Which of the categories below best describes your classes?
- 1 ()...High ability groups
 - 2 ()...Average ability groups
 - 3 ()...Low ability groups
 - 4 ()...Combinations of various ability levels

- 69-70 39. What is the lowest grade in which you teach this year?
- 01 ()...Nursery or kindergarten
 - 02 ()...1
 - 03 ()...2
 - 04 ()...3
 - 05 ()...4
 - 06 ()...5
 - 07 ()...6
 - 08 ()...7
 - 09 ()...8
 - 10 ()...9
 - 11 ()...10
 - 12 ()...11
 - 13 ()...12

- 71-72 40. What is the highest grade in which you teach this year?
- 01 ()...Nursery or kindergarten
 - 02 ()...1
 - 03 ()...2
 - 04 ()...3
 - 05 ()...4
 - 06 ()...5
 - 07 ()...6
 - 08 ()...7
 - 09 ()...8
 - 10 ()...9
 - 11 ()...10
 - 12 ()...11
 - 13 ()...12

EDUCATIONAL EXPERIENCE ANALYSIS GUIDE

Identification of Treatment Group:

NOVEMBER 1971

City	_____	_____	_____
School	_____	_____	_____
Subject Area	_____	_____	_____
Grade	_____	_____	_____
Teacher	_____	_____	_____
Group/Section	_____	_____	_____
Individual students (check if yes & attach list)	_____	_____	_____
Corresponding stu- dent class membership no.	_____	_____	_____
Persons contacted	_____	_____	_____
Title	_____	_____	_____
Address	_____	_____	_____
Phone	_____	_____	_____
Time period covered	_____	_____	_____
Date of visit	_____	_____	_____
Interviewer	_____	_____	_____

Local Descriptive Titles of
Analysis Units

1. Does a written statement of objectives exist?			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
2. The majority of objectives are cognitive only:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
3. The majority of objectives are affective only:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
4. The majority of objectives are both affective and cognitive:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
5. Objectives are stated in specific behavioral terms:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
6. External institution influenced choice of treatment:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
7. The extent to which materials were developed by an external organization:			
Little or none	(1)	(1)	(1)
Some	(2)	(2)	(2)
Almost exclusively	(3)	(3)	(3)

8. Consultants' role in development of treatment:			
No consultant	(1)	(1)	(1)
Part-time	(2)	(2)	(2)
Full-time	(3)	(3)	(3)
9. Feeder population for treatment unit:			
Neighborhood school	(1)	(1)	(1)
Some selection process involved	(2)	(2)	(2)
10. Is this treatment used elsewhere in the district?			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
If yes, describe			
<hr/>			
Selection of students for treatment is based on: (Items 11 - 16)			
11. Volunteer students:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
12. Achievement level:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
13. IQ level:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
14. Cultural differences:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
15. Social adjustment:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
16. Sampling or experimental:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)

17. Are there any criteria the student must meet in order to remain in the treatment:

Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
Describe: _____			

18. Status of treatment:

Pilot study or experimental	(1)	(1)	(1)
Regular part of curriculum	(2)	(2)	(2)

19. Length of time treatment has been implemented in the school:

Less than 1 school year	(1)	(1)	(1)
1-2 school years	(2)	(2)	(2)
3 or more school years	(3)	(3)	(3)

20. Curriculum for treatment is interdisciplinary (interdependent across 2 or more subject areas):

Almost completely	(1)	(1)	(1)
To some extent	(2)	(2)	(2)
Not at all	(3)	(3)	(3)

21. Special funding needed to start treatment:

Yes	(1)	(1)	(1)
No	(2)	(2)	(2)

22. Lowest level at which decision to implement treatment occurred:

Teacher level	(1)	(1)	(1)
Principal level	(2)	(2)	(2)
Superintendent level	(3)	(3)	(3)

Resistance to treatment:
(Items 23 - 26)

23. Students:

Little or none	(1)	(1)	(1)
Some	(2)	(2)	(2)
A great deal	(3)	(3)	(3)

24. Teachers:

Little or none	(1)	(1)	(1)
Some	(2)	(2)	(2)
A great deal	(3)	(3)	(3)

25. Administration:

Little or none	(1)	(1)	(1)
Some	(2)	(2)	(2)
A great deal	(3)	(3)	(3)

26. Community:

Little or none	(1)	(1)	(1)
Some	(2)	(2)	(2)
A great deal	(3)	(3)	(3)

27. Special furnishings used:

Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
Specify _____			

28. To what extent are unique architectural features a part of this treatment:

Not at all	(1)	(1)	(1)
Simple modifications were required in existing buildings	(2)	(2)	(2)
Extensive modifications were required in existing buildings	(3)	(3)	(3)
New buildings were designed	(4)	(4)	(4)

29. Is a computer used in this treatment?
- | | | | |
|-------------------|-----|-----|-----|
| Yes | (1) | (1) | (1) |
| No | (2) | (2) | (2) |
| Specify how _____ | | | |
-
30. Amount of special pre-service or in-service training required of teachers for this treatment:
- | | | | |
|-----------------------|-----|-----|-----|
| None | (1) | (1) | (1) |
| One or two days | (2) | (2) | (2) |
| Three days to a week | (3) | (3) | (3) |
| Between 1 and 2 weeks | (4) | (4) | (4) |
| More than 2 weeks | (5) | (5) | (5) |
31. Are there systematic procedures for evaluating teacher performance?
- | | | | |
|--|-----|-----|-----|
| No | (1) | (1) | (1) |
| Yes, by supervisory ratings | (2) | (2) | (2) |
| Yes, by peer ratings | (3) | (3) | (3) |
| Yes, by class performance on achievement tests | (4) | (4) | (4) |
| Yes, by some other method | (5) | (5) | (5) |
| Specify _____ | | | |
-
32. What systematic procedures are used for evaluating materials, texts, etc., for acquisition and usability?
- | | | | |
|------------------------------------|-----|-----|-----|
| No particular evaluation procedure | (1) | (1) | (1) |
| Individual teacher judgment | (2) | (2) | (2) |
| Teacher committee judgment | (3) | (3) | (3) |
| Other systematic procedure | (4) | (4) | (4) |
| Specify _____ | | | |

33. Scheduling characteristics:

Traditional class periods	(1)	(1)	(1)
Traditional class period with some variation	(2)	(2)	(2)
Flexible scheduling	(3)	(3)	(3)

34. Organization of classrooms:

Traditional fixed group organizations	(1)	(1)	(1)
Fixed group with some flexible groupings at some times	(2)	(2)	(2)
Flexible groupings	(3)	(3)	(3)

35. Topics are selected by:

Student only	(1)	(1)	(1)
Student and teacher	(2)	(2)	(2)
Teacher only	(3)	(3)	(3)
Treatment dictates topic selection	(4)	(4)	(4)

36. Materials and texts are selected by:

Student only	(1)	(1)	(1)
Student and teacher	(2)	(2)	(2)
Teacher only	(3)	(3)	(3)
Treatment dictates materials/text selection	(4)	(4)	(4)

37. Sequencing decisions are made by:

Student only	(1)	(1)	(1)
Student and teacher	(2)	(2)	(2)
Teacher only	(3)	(3)	(3)
Treatment dictates sequencing	(4)	(4)	(4)

38. Instructional pace:

Individual determines own rate	(1)	(1)	(1)
Individual and group pacing	(2)	(2)	(2)
Group pacing	(3)	(3)	(3)

39. Performance agreements between student and teacher:

Not used at all	(1)	(1)	(1)
Used for some areas in the treatment	(2)	(2)	(2)
Is a major ingredient of the treatment	(3)	(3)	(3)

40. Extent to which some system of external incentives or rewards is an integral part of the treatment (something in excess of simple verbal reinforcement):

No external incentives are used	(1)	(1)	(1)
Some incentives used	(2)	(2)	(2)
External incentives are an important part of the treatment	(3)	(3)	(3)

41. Size of teaching team:

One teacher per classroom	(1)	(1)	(1)
One teacher with volunteer aides per classroom	(2)	(2)	(2)
One teacher with paid aides per classroom	(3)	(3)	(3)
Team teaching in a classroom	(4)	(4)	(4)

42. Classroom use made of adult aides:

Instructional	(1)	(1)	(1)
Clerical or supervision	(2)	(2)	(2)
Tutorial	(3)	(3)	(3)
Other	(4)	(4)	(4)

Specify _____

43. Treatment uses student helpers			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
44. Classroom use made of student helpers:			
Instructional	(1)	(1)	(1)
Clerical	(2)	(2)	(2)
Tutorial	(3)	(3)	(3)
Other	(4)	(4)	(4)
Specify _____			
45. Treatment uses volunteers outside of classroom			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
46. Treatment requires sensitivity training for teachers:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
47. Counselors are available to students:			
At the school full-time	(1)	(1)	(1)
At the school part-time	(2)	(2)	(2)
At another location, by appointment	(3)	(3)	(3)
None available	(4)	(4)	(4)
48. Learning disability therapists and other specialists (speech, reading, etc.) are available to students:			
At the school full-time	(1)	(1)	(1)
At the school part-time	(2)	(2)	(2)
At another location, by appointment	(3)	(3)	(3)
None available	(4)	(4)	(4)

49. Treatment requires special staff for home/school liaison:

Yes	(1)	(1)	(1)
No	(2)	(2)	(2)

50. Completeness of special instructional materials:

No special instructional package provided	(1)	(1)	(1)
Package is a supplement to regular subject matter instruction	(2)	(2)	(2)
Regular materials supplement special materials	(3)	(3)	(3)
Package provides entire subject matter instruction	(4)	(4)	(4)

51. Material diversity within topics:

No diversity	(1)	(1)	(1)
Some topics have diverse materials available	(2)	(2)	(2)
Most or all topics have diverse material available	(3)	(3)	(3)

52. Use of human skill resources of community (for lectures, demonstrations, etc.):

No use made of them	(1)	(1)	(1)
Some use made of them	(2)	(2)	(2)
Use is an integral part of the treatment	(3)	(3)	(3)

53. Use of natural resources of the community for the treatment (for example, field trips or camping trips):

No use made of them	(1)	(1)	(1)
Some use made of them	(2)	(2)	(2)
Use is an integral part of the treatment	(3)	(3)	(3)

54. Use of neighboring institutions (universities and businesses):			
No use made of them	(1)	(1)	(1)
Some use made of them	(2)	(2)	(2)
Use is an integral part of the treatment	(3)	(3)	(3)
55. Extent of library facilities:			
No library	(1)	(1)	(1)
Library, but no librarian	(2)	(2)	(2)
Part-time librarian	(3)	(3)	(3)
Full-time librarian	(4)	(4)	(4)
56. Accessibility of library:			
No library	(1)	(1)	(1)
Use after school only	(2)	(2)	(2)
Scheduled use during school hours	(3)	(3)	(3)
Free access any period during day	(4)	(4)	(4)
57. Utilization of instructional materials media centers:			
No use made of them	(1)	(1)	(1)
Some use made of them	(2)	(2)	(2)
Extensive use made of them	(3)	(3)	(3)
58. Treatment <u>requires</u> use of tele- vision in the classroom:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
59. Special equipment requirements:			
Yes	(1)	(1)	(1)
No	(2)	(2)	(2)
Specify _____			

60. Dependence upon teacher-developed or other locally developed materials:			
No dependence	(1)	(1)	(1)
Some dependence	(2)	(2)	(2)
Complete dependence	(3)	(3)	(3)
61. Use of commercially published textbooks:			
Textbooks are not used	(1)	(1)	(1)
Textbooks are used but supplemented by additional material	(2)	(2)	(2)
Other materials used but supplemented by textbooks	(3)	(3)	(3)
Textbooks are used as the complete source with no additional materials	(4)	(4)	(4)
62. Extent to which program uses material developed by students in the classroom:			
Students develop no materials	(1)	(1)	(1)
Students develop only some materials	(2)	(2)	(2)
Students develop all materials	(3)	(3)	(3)
63. Structure of classroom:			
Ordinary classroom (4 distinct walls with a door)	(1)	(1)	(1)
Multiple classrooms separated by movable partitions	(2)	(2)	(2)
No partitions--open space	(3)	(3)	(3)
64. Use made of special medical or dietetic services:			
No use made of them	(1)	(1)	(1)
Some use made of them	(2)	(2)	(2)
Use is an integral part of the treatment	(3)	(3)	(3)

The following group of items apply both to an evaluation of the educational treatment and to diagnostic and evaluation efforts directed toward individual students as indicated. Blanks in response space indicate no response appropriate.

	Treatment	Student	Treatment	Student	Treatment	Student
65. Are standardized achievement tests used:						
Yes	(1)	(1)	(1)	(1)	(1)	(1)
No	(2)	(2)	(2)	(2)	(2)	(2)
66. Are informal classroom diagnostic procedures used:						
Yes	(1)	(1)	(1)	(1)	(1)	(1)
No	(2)	(2)	(2)	(2)	(2)	(2)
67. Classroom use made of tests:						
Achievement measurement only with no effect on treatment		(1)		(1)		(1)
Achievement sequencing and pacing		(2)		(2)		(2)
Achievement sequencing, pacing and revision of materials		(3)		(3)		(3)
68. Feedback of test results to teacher:						
Teacher receives regular feedback on all students	(1)	(1)	(1)	(1)	(1)	(1)
Teacher receives feedback only when requested	(2)	(2)	(2)	(2)	(2)	(2)
Teacher receives no feedback	(3)	(3)	(3)	(3)	(3)	(3)
69. Achievement tests are used for evaluation of <u>class</u> performance						
Yes	(1)		(1)		(1)	
No	(2)		(2)		(2)	

	Treatment	Student	Treatment	Student	Treatment	Student
70. Achievement tests are used for evaluating <u>individual needs</u> :						
Yes		(1)		(1)		(1)
No		(2)		(2)		(2)
71. Are evaluative procedures used to confirm the attainment of objectives:						
Yes	(1)		(1)		(1)	
No	(2)		(2)		(2)	
72. Evaluation is used to modify treatment:						
Yes	(1)	(1)	(1)	(1)	(1)	(1)
No	(2)	(2)	(2)	(2)	(2)	(2)
73. Are administrative and management procedures subject to evaluation:						
Yes	(1)		(1)		(1)	
No	(2)		(2)		(2)	
74. Do evaluative procedures require the collection of affective/attitudinal/inter-personal data:						
Yes	(1)	(1)	(1)	(1)	(1)	(1)
No	(2)	(2)	(2)	(2)	(2)	(2)
75. Are evaluative procedures regular and systematic:						
Yes	(1)	(1)	(1)	(1)	(1)	(1)
No	(2)	(2)	(2)	(2)	(2)	(2)
76. Is evaluation by administrative/supervisory personnel:						
Yes	(1)		(1)		(1)	
No	(2)		(2)		(2)	

77. Is evaluation by teachers:

Yes

No

78. Is evaluation by personnel
with professional qualifi-
cations in research methods:

Yes

No

Treatment	Student	Treatment	Student	Treatment	Student
(1)		(1)		(1)	
(2)		(2)		(2)	
(1)		(1)		(1)	
(2)		(2)		(2)	

COMPLETE FOR EACH ANALYSIS UNIT

Analysis Guide

GRADE BY SUBJECT EXPOSURE TIME

Column Number

1	2	3
---	---	---

Grade	Hours per Day by Subject Area in this Analysis Unit			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Number School Days :

Semester

School Year

TREATMENT HISTORY

Years Treatment Has Been in Effect for the Students PRESENTLY in the Grades Included in This Analysis Unit Description

Grade This Year	Number of Years Students in this Grade Could Have Had this Treatment			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

COMPLETE FOR EACH ANALYSIS UNIT

Analysis Guide

GRADE BY SUBJECT EXPOSURE TIME

Column Number

1	2	3
---	---	---

Grade	Hours per Day by Subject Area in this Analysis Unit			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Number School Days :

Semester

School Year

TREATMENT HISTORY

Years Treatment Has Been in Effect for the Students PRESENTLY in the Grades Included in This Analysis Unit Description

Grade This Year	Number of Years Students in this Grade Could Have Had this Treatment			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

COMPLETE FOR EACH ANALYSIS UNIT

Analysis Guide

GRADE BY SUBJECT EXPOSURE TIME

Column Number

1	2	3
---	---	---

Grade	Hours per Day by Subject Area in this Analysis Unit			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Number School Days :

Semester

School Year

TREATMENT HISTORY

Years Treatment Has Been in Effect for the Students PRESENTLY in the Grades Included in This Analysis Unit Description

Grade This Year	Number of Years Students in this Grade Could Have Had this Treatment			
	Language Arts	Math	Science	Social Studies
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

DOCUMENTATION FORM

(1) Degree of Grouping (Check only one)

Almost all are studying:	About 1/2 and 1/2 are studying:
<u> </u> ¹ individually	<u> </u> ⁴ individually and in small groups
<u> </u> ² in small groups	<u> </u> ⁵ individually and in large groups
<u> </u> ³ in large groups	<u> </u> ⁶ small group and large group
<u> </u> ⁷ studying individually, in small groups and large groups	

<u>Focus of Activities</u>		None	Few stu- dents	About half	Most stu- dents
(2)	Cognitive activity (subject matter)	<u> </u> 0	<u> </u> 1	<u> </u> 2	<u> </u> 3
(3)	Affective activity (attitudes, self-concept)	<u> </u> 0	<u> </u> 1	<u> </u> 2	<u> </u> 3

<u>Classroom Climate</u>		Low	Average	High
(4)	Student freedom and mobility	<u> </u> 1	<u> </u> 2	<u> </u> 3
(5)	Student enthusiasm and interest	<u> </u> 1	<u> </u> 2	<u> </u> 3
(6)	Teacher enthusiasm and interest in subject matter	<u> </u> 1	<u> </u> 2	<u> </u> 3
(7)	Teacher projection of warmth to pupils	<u> </u> 1	<u> </u> 2	<u> </u> 3

<u>Use of Materials</u>		Not present	Present, not in use	Present in use
(8)	Printed materials (texts, workbooks, P.I., etc.)	<u> </u> 0	<u> </u> 1	<u> </u> 2
(9)	Visual materials (films, filmstrips, pictures, etc.)	<u> </u> 0	<u> </u> 1	<u> </u> 2
(10)	Audio materials (tapes, records, radio, etc.)	<u> </u> 0	<u> </u> 1	<u> </u> 2
(11)	Manipulative materials (cuisenaire rods, educational games, flash card, etc.)	<u> </u> 0	<u> </u> 1	<u> </u> 2
(12)	Instructional guides (TLU's, con- tracts, worksheets, LPAS, etc.)	<u> </u> 0	<u> </u> 1	<u> </u> 2

<u>Locus of Control</u>	EEAG#	Mostly teacher decided	Mostly jointly decided	Mostly learner decided
Decisions about topic of study	35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions about learning materials	36	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions about sequencing	37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions about rate and pacing!	38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: (Class, grade, teacher, subject actually observed)	City _____ School _____ (1-2) Subject _____ (3) Grade _____ (4-5) Teacher(s) _____ (6-8)
Date _____ Time _____ Observer _____	Instrument Code <u>8</u> <u>4</u> (9-10)

DOCUMENTATION FORM

<u>Classroom Environment</u>		Unsatis- factory	Average	Excellent	
(13)	Lighting conditions	1	2	3	
(14)	Heating/ventilating conditions	1	2	3	
(15)	Sound conditions	1	2	3	
<u>Study Arrangements</u>		Unsatis- factory	Average	Excellent	
(16)	Amount of study space per student	1	2	3	
(17)	Flexibility of seating arrangements	1	2	3	
(18)	Opportunity for privacy (carrels, etc.)	1	2	3	
<u>Access to Resources</u>		None available	In school, available only with scheduling	In school, easily available to student	In class- room, easily available
(19)	Audio materials	0	1	2	3
(20)	Visual materials	0	1	2	3
(21)	Supplementary printed materials	0	1	2	3

Notes: _____

Guidelines for Use of the Classroom Documentation Form

Overview:

The purpose of classroom documentation is to add to our understanding of educational experiences (treatments) which we have identified at each school. By looking in one classroom chosen from the set of classrooms receiving a particular treatment, we are able to obtain new information not previously collected by interview methods. We are also able to verify certain information previously obtained by interview methods. It is important to document both language arts and mathematics since criterion measures of achievement growth are being obtained by CTBS in these two areas.

A very short documentation form has been prepared comprising some 21 new items and four verification items. All site visitors should study the following explanation of those items and the examples given before attending the training sessions on the use of the form. Videotapes of classrooms from two sites will be used to practice in the use of the form. Our objective in studying the explanations and practicing with the form is to increase inter-rater reliability for all obtained information. Toward that end we ask that site documenters apply the explanations and guidelines as given with a minimum of personal interpretation or redefinition.

DEGREE OF GROUPING

The intent is to describe whether the class is studying in an individualized, small group or large group mode or some combination of these, relative to the subject matter.

- . Individualized is defined as studying singly or in "independent" pairs. If everyone is studying the same assignment it should be classed as large group. Note that "the same assignment" refers to a task (reading a given chapter, etc.) and not to a topic (learning vocabulary, etc.).
- . Small group is defined as studying in a group of three to nine.
- . Large group is defined as studying in a group of ten or more.

Example #1. A class of 25, composed of one group of 12 children, two groups of four children, and five children studying independently. Mark answer 7.

Example #2. A class of 24, composed of three groups of 8 children. Mark answer 2.

Example #3. A class of 30, all are studying individually but during the 15-minute period all students form into a single group for further instruction. Mark answer 5.

FOCUS OF ACTIVITIES

The intent is to describe whether the class is studying cognitive or affective material or both. If the school schedule calls for either Language Arts or Mathematics to be taught but the class is not actually engaged in that activity, delay documentation until study begins.

- . Cognitive material is defined as the acquisition of information or skills in Language Arts or Mathematics.
- . Affective material is defined as the development of positive attitudes toward self or others.

Example #1. A class is solving arithmetic computation problems, nothing else is happening. Score 4 on cognitive and 1 on affective.

Example #2. A class is engaged in two activities. About half the class is working on vocabulary development. The other half of the class is studying social studies. No other activity is occurring. Score 3 on cognitive. Score 1 on affective.

Example #3. A class is engaged in two activities. About half of the group is reading a story. The story is designed to modify attitudes about ethnic groups. The other half of the class is studying fractions. Score 3 on cognitive for Language Arts or Mathematics depending on which is being documented on that sheet. Score 3 on affective for Language Arts, but score 1 for affective on Mathematics.

USE OF MATERIALS

The intent is to describe the variety in types of materials present or in use in the classroom. Materials should be readily visible (e.g., on shelves, open-access cabinets) in the classroom or learning center.

- . Printed materials are those materials which are essentially verbal and in paper form. Texts, workbooks, programmed instruction materials and SRA Reading kits fall in this category.
- . Visual materials - defined as before.
- . Audio materials - defined as before.
- . Manipulative materials are those objects which are essentially handled or examined directly. Models, specimens, and activity materials such as cuisenaire rods, educational games and flash cards fall in this category.
- . Instructional guides are the special class of materials which direct children to appropriate study materials for attainment of objectives. In general, these guides pertain to modules of instruction and are used individually by children. Note that instructional guides need not constantly be in use or be used by all students. The critical question is whether the children are doing what they are doing because an instructional guide prompted that activity. Teaching-learning units, learning activity packages, contracts, continuous progress worksheets, and teacher-made modules fall in this category.

Example #1. A class is engaged in oral reading. Visible in the room are manipulative materials and filmstrips. Score 3 on printed materials, 2 on visual materials, 1 on audio materials, 2 on manipulative materials, and 1 on instructional guides.

Example #2. A class is using teaching-learning units in an individualized mode. Some children are reading, some working with flash cards. In a nearby media center, some are listening to tapes and some are viewing an 8mm film. Score 3 on all categories.

Note: The documenter may have to move to another location to see what various class members are doing.

CLASSROOM ENVIRONMENT

The intent is to describe the physical environment in which learning is taking place and to note whether the circumstances are favorable or unfavorable.

- . Lighting conditions are defined as adequacy of illumination and sufficient contrast to make most educational materials clearly visible throughout the room. Inadequate means globe lights, glare or major contrasts throughout the room. Adequate means conditions support rather than hinder learning. Excellent means illumination is "ideal," that is, evenly distributed throughout the classroom and there is a light level on work surfaces so as to be suitable for reading fine print.
- . Heating/ventilating conditions are defined as temperature and humidity balance throughout the room. Inadequate means the room is too hot or too cold, or is stuffy as a result of unsatisfactory heating or ventilating controls. Adequate means conditions support rather than hinder learning. Excellent means the room is mechanically climate-controlled, that is, an "ideal" climate is maintained regardless of weather conditions.
- . Sound conditions are defined as the acoustical qualities which enable the hearing of instructional content while at the same time suppressing ambient noise. Inadequate means bare floor, ceiling and walls. Adequate means conditions support rather than hinder learning. Excellent means that acoustical treatment is evident in carpeting and wall or ceiling treatment so that reverberation is nil and transmitted sound from external sources is suppressed.

Example #1. A room is old, wood floor, bare walls, globe lights, black chalkboard, sunny side of the building, with radiator heating. Score 1 on lighting, 1 on heating and 1 on sound.

Example #2. A portable room has acoustic tiled walls and is carpeted wall-to-wall, has a number of "soft" florescent lights, a green chalkboard, and has a free-standing stove heater. Score 3 on lighting, 1 on heating, and 2 on sound.

STUDY ARRANGEMENTS

The intent is to document the facilities for study in terms of space, flexibility and privacy.

- Amount of study space per student is defined as the availability of table or desk surfaces ample for the reasonable spreading out on instructional materials. Adequate means sufficient room to spread out a workbook, notebook and tablet to be worked on simultaneously by each child. Inadequate means insufficient room to spread out such study materials. Excellent means sufficient room to spread out these items plus additional work surface space being available to each child.
- Flexibility of seating arrangements is defined as the relative "fixedness" to the room seating. Inadequate means fixed seats or movable but no room for anything but conventional rows. Adequate means that some rearrangement is possible but that furniture design or space limitations fall short of being ideal. In the case of large tables use reasonable judgment as to the probability of its being moved for instructional purposes. Excellent is the provision of small tables or desks that are designed for easy rearrangement and the availability of plenty of room in which to move them.
- Opportunity for privacy is defined as the availability of carrels or positioning of some desks or small tables so as to allow undistracted study. Inadequate means no such spaces or room for only one or two. Adequate means provision for 3 to 5 persons to study in relative privacy from other classroom activities. Excellent means provision for at least 25% of the class to engage in undisturbed study.

Example #1. A classroom is large with few students and has small tables and chairs in various arrangements. An auxiliary media center, used by the class, contains study carrels. Score 3 on all items.

Example #2. A classroom has desks with affixed seats, in rows, in a fairly crowded room. An auxiliary media center, used by the class, has two large tables with chairs all around them. Score 1 on all items.

ACCESS TO RESOURCES

The intent is to document the availability of resources that the student may want to draw on to supplement his basic learning materials.

- . Audio materials are those materials which essentially depend on sound, whether recorded or transmitted. Tapes, records, radio, and Language Master audio cards fall in this category.
- . Visual materials are those materials which are essentially pictorial or graphic representations with educational value. Films, filmstrips, or study prints fall in this category.
- . Supplementary printed materials are defined as library-type materials.

Example #1. A classroom is "traditional" with little storage of materials in the room. With permission, children go to a library containing only books. No media center exists and the principal keeps equipment in a supply room for issue to teachers. Score 1 on audio materials and visual materials. Score 2 on supplementary printed materials.

Example #2. A classroom is a math classroom (at the junior high level) with a wide variety of printed and manipulative materials in it. Students also freely use a well stocked learning resources center with audio, visual and book materials. Score 3 on audio and visual materials. Score 4 on supplementary printed materials.

NOTE: Space is provided for remarks about the learning setting or the dynamics of the teaching-learning interaction which are not covered by the scored items on the documentation sheet. For instance, the comments may concern things observed which may help in completing the EDEXAG treatment description.

Example: "Objectives of the day's study were read aloud to the children. Two teacher aides were present throughout."

