ABSTRACT

        The evaluation instruments contained in this
publication are used by the New England Teacher Corps Network to
gather information for writing proposals, restructuring meetings,
obtaining feedback, setting directions, and analyzing the Network's
functioning. These instruments can be used by other linking
organizations. The instruments are used to evaluate: board or council
functioning: executive secretary performance: activity assessment:
and program impact. (MH)

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INTRODUCTION

The New England Teacher Corps..Network is a regional organization of Teacher Corps projects which are located in the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. These projects represent cooperative educational efforts between colleges and/or universities and local school districts (and their communities) designed to: (1) improve the educational opportunities available to children in areas where there are concentrations of low-income families; (2) encourage colleges and universities to broaden their teacher education programs; and (3) encourage higher education institutions and school districts to improve the quality of training and staff development activities offered to teachers, paraprofessionals, and other personnel. The New England Teacher Corps Network was established by Teacher Corps Washington to serve as a support system and to provide needs-responsive assistance to local Teacher Corps projects in achieving their project objectives.

The director of each of the local Teacher Corps projects and the dean of the school or college of education for each of the participating institutions of higher education comprise the New England Teacher Corps Network Board of Directors and Deans' Council. These two groups provide operational direction to the Network in responding to the developmental and programmatic needs of local projects. All directors and deans serve with equal authority to establish policy, plan specific activities, and approve the use of funds assigned directly to the Network to support mutually agreed to inter-project activities. The policies and decisions made by the Network Board of Directors and Deans' Council are subject to operational rules, regulations, and policies issued by the coordinating funding agent, University of Hartford, and Teacher Corps Washington.

The New England Teacher Corps Network as part of its normal operation
has used various instruments to analyze aspects of Network functioning.
The instruments have been used at different times over the last two years
when it seemed appropriate to gather information for purposes such as writing
proposals, restructuring meetings, obtaining feedback, and setting direction.

The instruments together begin to provide direction for a more complete
plan for analyzing the functioning of networks or linking organizations in
general.

BOARD OR COUNCIL

FUNCTIONING

NETWORK BOARD GOALS*

Directions: Answer the following questions by placing a check.

		YES	NO	DON'T KNOW
1.	Does your group have goals for its work that most members agree with?	___	___	___
2.	Are the goals stated or written down anywhere?	___	___	___
3.	Do you feel the goals are appropriate and suitable for the group?	___	___	___
4.	Do you feel the goals are realistic and attainable for this group?	___	___	___
5.	Do the goals meet your individual needs?	___	___	___
6.	Did you have an opportunity to formulate or influence the goals?	___	___	___
7.	Does your group periodically review and revise its goals?	___	___	___

DECISION-MAKING PROCEDURES*

Directions: For each method of decision-making, check how frequently
it is used by your group.

KIND OF DECISION-MAKING	FREQUENTLY	SOMETIMES	RARELY	NEVER
1. Unanimity-- everyone agrees that a proposed course of action is the best choice.	____	____	____	____
2. Consensus--everyone agrees on a course of action, with perhaps some stated reservations, at least for a specified time period.	____	____	____	____
3. Majority support--the majority of people agree, often demonstrated by voting.	____	____	____	____
4. Minority support-- a minority of people agree, with tacit agreement or lack of open disagreement by the remaining members.	____	____	____	____
5. Handclasp--one or two members actively support and lead group to action.	____	____	____	____
6. Topic jump--the topic shifts before an explicit decision is reached.	____	____	____	____
7. Self-authorization--one person initiates action, with implicit consent or no overt disagreement of other members.	____	____	____	____
8. Plop--one person initiates action, but the group does not respond one way or another; by default, no action is taken.	____	____	____	____

BOARD INTERACTION*

Directions: Circle the letter opposite each item on the survey below that best describes, for you, the group's interactions.

The scale used is: A - All group members
B - Most group members (two-thirds or more)
C - About half the group members
D - A few group members (one-third or fewer)
E - None of this group

During our meetings, how many group members, including yourself·

		ALL	MOST	HALF	FEW	NONE
1.	Gave due consideration to all seriously intended contributions of other group members?	A	B	C	D	E
2.	Checked to make sure they knew what was really meant before agreeing or disagreeing?	A	B	C	D	E
3.	Spoke only for themselves and let others speak for themselves?	A	B	C	D	E
4.	Viewed all contributions as belonging to the group, to be used or not as the group decided?	A	B	C	D	E
5.	Had the opportunity to participate in the group if they desired to do so?	A	B	C	D	E
6.	Tried to find the reason if the group was having trouble getting work done?	A	B	C	D	E
7.	Helped the group make decisions openly rather than by default?	A	B	C	D	E
8.	Helped bring conflict into the open so the group could deal with it?	A	B	C	D	E
9.	Looked upon behavior which hindered group process as a group problem, rather than as a "problem member?"	A	B	C	D	E

BOARD COHESIVENESS*

Directions: Please give your opinion for each item by circling the
appropriate number: 1 – Strongly Agree
2 – Agree
3 – Undecided
4 – Disagree
5 – Strongly Disagree

		SA	A	U	D.	SD
a.	Members are commited to the purpose and goals of the group.	1	2	3	4	5
b.	Communication is open and honest in this group.	1	2	3	4	5
c.	What I say is recognized and valued in this group.	1	2	3	4	5
d.	Members display a high degree of mutual trust.	1	2	3	4	5
e.	Members are genuinely concerned about one another.	1	2	3	4	5

Northwest Regional Educational Laboratory, "Measuring and Improving Group Effectiveness," Keys to Community Involvement Series, Arlington, VA: National School Public Relations Association, 1978, p.24.

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REACTION TO BOARD MEETING*

The following questionnaire measures reaction to meetings. Please consider what usually or never happens in most of your group's meetings. For each item below, circle the number that indicates how often the thing happens that is mentioned in the item.

5   This is very typical of this meeting, it happens repeatedly.

4   This is fairly typical of this meeting, it happens quite often.

3   This is more typical than not, but it doesn't happen a lot.

2   This is more untypical than typical, though it does happen some.

1   This is quite untypical, it rarely happens.

0   This is not typical at all, it never happens.

		NEVER					REPEATEDLY
1.	When problems come up in the meeting they are thoroughly explored until everyone understands what the problem is.	0	1	2	3	·4	5
2.	The first solution proposed is often accepted by the group.	0	1	2	3	4	5
3.	People come to the meeting not knowing what is to be presented or discussed.	0	1	2	· 3	4	5
4.	People ask why the problem exists and what the causes are.	0	1	2	3	4	5
5.	There are many problems which people are concerned about which never get on the agenda.	0	1	2	3	4	5
6.	There is a tendency to propose answers without really having thought the problem and its causes through carefully.	0	1	2	3	4	5
7.	People bring up extraneous or irrelevant matters.	0	1	2	3	4	5

REACTIONS TO BOARD MEETING
CONT.

		NEVER				REPEATEDLY	
8.	The average person in the meeting feels that his or her ideas have gotten into the discussion.	0	1	2	3	4	5
9.	Someone summarizes progress from time to time.	0	1	2	3	4	5
10.	Decisions are often left vague-- as to what they are, and who will carry them out.	0	1	2	3	4	5
11.	Either before the meeting or at its beginning, an group member can easily get items onto the agenda.	0	1	2.	3	4.	5
12.	People are afraid to be openly critical or make good objections.	0	1	2	3	4	5
13.	People do not take the time to really study or define the problem they are working on.	0	1	2	3	4	5
14.	The same few people seem to do most of the talking during the meeting.	0	1	2	3	4	5
15.	People hesitate to give their true feelings about problems which are discussed.	0	1	2	3	4	5
16.	When a decision is made, it is clear who should carry it out, and when.	0	1	2	3	4	5
17.	There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.	0	1		3	4	5
18.	The same problems seem to keep coming up over and over again from meeting to meeting.	0	1	2	3	4	5

REACTIONS TO BOARD MEETING
CONT.

		NEVER				REPEATEDLY
19.	People don't seem to care about the meeting, or want to get involved in it.	0 . 1	2	3	4.	5
20.	When the group is thinking about a problem, at least two or three different solutions are suggested.	0 1	2	3	4	5
21.	Some very creative solutions come out of this group.	0 1	2	3	4	5
22.	When conflicts over decisions come up, the group does not avoid them but really stays with the conflict and works it through.	0 1	2	3	4	5
23.	The results of the group's work are not worth the time it takes.	0 1	2	3	4	5
24.	People feel very committed to carrying out the solutions arrived at by the group.	0 1	2	3	4	5
25.	People are usually antagonistic or negative during the meeting.	0 1	2	3	4	5
26.	There is no follow up on how decisions reached at earlier meetings worked out in practice.	0 1	2	3	4	5
27.	Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with that of the members.	0 1	2	3	4	5
28.	There are splits or deadlocks between factions or subgroups.	0 1	2	3	4	5
29.	The discussion goes on and on without any decision being reached.	0 1	2	3	4	5
30.	People are usually satisfied or positive during the meeting.	0 1	2	3	4	5

Adapted from Richard Schmuck, Philip Runkel, S. Saturen, R. Martel, and C. B. Derr, Handbook of Organization Development in Schools. Palo Alto, California: Mayfield Publishing Co., 1972; in "Measuring and Improving Group Effectiveness", Keys to Community Involvement Series, p32.

ERIC

EXECUTIVE SECRETARY

PERFORMANCE

EXECUTIVE SECRETARY PERFORMANCE RATING SCALE

	LOW				HIGH

I. REPORTING

A. The executive secretary keeps directors
informed regularly and frequently of local,
network, and national activities.

1   2   3   4   5

B. The executive secretary keeps directors
informed of his/her activities.

1·   2   3   4   5

II. LEADING

C. The executive secretary provides
intellectual leadership in developing,
initiating, and implementing Network
activities which support local projects.

1   2   3   4   5

D. The activities of the executive
secretary support the goals of the
Network and local project activities.

1   2   3   4   5

III. COORDINATING

E. The executive secretary provides the
desired level of coordination among projects,
with contractors, and other organizations.

·1   2   3   4   5

F. The executive secretary provides the
necessary logistical support for Network
operation.

1   2   3   4   5

IV. FACILITATING

G. The executive secretary facilitates
appropriate meetings, activities, and
discussions.

1   2   3   4   5

H. The executive secretary facilitates
and supports the development of appropriate
interactions and relationships among project
staff and others.

1   2   3   4   5

I. The executive secretary facilitates the
level of use of contractors desired.

1   2   3   4   5

EXECUTIVE SECRETARY PERFORMANCE RATING SCALE
CONT'.

	LOW				HIGH

V. DISSEMINATING

J. The executive secretary facilitates
a wide range of information sharing among
directors through various activity.

     1   2   3   4   5

K. The executive secretary disseminates
timely information to New England projects,
other Teacher Corps projects, contractors
and networks.

     1   2   3   4   5

VI. VALIDATING

L. The executive secretary has provided
for the development of a pilot validation
process.

     1   2   3   4   5

M. The executive secretary has been
responsible in assuring quality control
in the validation process.

     1   2   3   4   5

VIII. MANAGING

N. The executive secretary has been
responsible in the overall management
of the Network including office staff,
fiscal procedures, etc.

     1   2   3   4   5

STRENGTHS OF THE EXECUTIVE SECRETARY	WEAKNESSES OF THE EXECUTIVE SECRETARY

ACTIVITY ASSESSMENT

END OF YEAR

RATING OF NETWORK ACTIVITIES

DIRECTIONS: Please check the following Network activities in terms of the utility or value of them to you and/or the development of the project.

	VERY IMPORTANT	SOME IMPORTANCE	NO IMPORTANCE
I. ORGANIZATIONAL FUNCTION			
A. Board Meetings	___	___	___
B. Site Visits	___	___	___
C. Ad hoc Task Forces	___	___	___
II. TRAINING AND SHARING FUNCTIONS			
A. Community Council Conference	___	___	___
B. Core Concept Seminar: Policy Board	___	___	___
C. Washington Follow-Up Conference: Planning, Institutionalization, Documentation	___	___	___
D. Multicultural Exploration Strand	___	___	___
E. Principals' Forum	___	___	___
F. Documentors Role Group Sharing	___	___	___
G. End-of-Year Conference	___	___	___
H. Tri Network/RCTRC Community Council Conference	___	___	___

END OF YEAR
RATING OF NETWORK ACTIVITIES
CONT.

		VERY IMPORTANT	SOME IMPORTANCE	NO IMPORTANCE
III.	DISSEMINATION AND DEMONSTRATION FUNCTION			
	A. EXCHANGE	____	____	____
	B. Personnel Directory	____	____	____
	C. Validation Handbook	____	____	____
	D. Training Reports	____	____	____
	E. People Resource File	____	____	____
	F. Good Speech Series	____	____	____
IV.	LINKING/FACILITATING FUNCTION			
	A. SEA Joint NCSIE-Network Meeting	____	____	____
	B. Validation Meetings	____	____	____
	C. Meeting with Community Based Education People	____	____	____
	D. Deans' Collaborative Research Meeting	____	____	____
	E. Involvement of Contractors at Meetings, i.e., T. Wilson, D. Beers, D. Parker, E. Feistritzer, J. Eckenrod, etc.	____	____	____

ASSESSMENT

DOCUMENTORS/EVALUATORS ROLE GROUP MEETING

CHECK:

1) _____ 12th _____ '78 _____ '79

2) _____ Documentor _____ Director

_____ Evaluator _____ Team Leader

_____ Other

3) Project Represented is _____

I. TO WHAT DEGREE WERE THE MEETING PURPOSES ACHIEVED:

	LOW				HIGH

A. To share among participants, documentation and evaluation strategies and procedures used during the last year.

1	2	3	4	5

B. To obtain current information from SRI International on documentation desired next year for Program '78 & '79.

1	2	3	4	5

C. To discuss plans for project evaluation.

1	2	3	4	5

D. To explore documentors role in terms of demonstration, validation, and dissemination.

1	2	3	4	5

II. FACILITIES RATING (Circle)

	POOR				EXCELLENT
a) Sleeping Room	1	2	3	4	5
b) Location	1	2	3	4	5
c) Meeting Space	1	2	3	4	5
d) Food	1	2	3	4	5
e) Time Schedule	1	2	3	4	5

ASSESSMENT
DOCUMENTORS/EVALUATORS ROLE GROUP MEETING
CONT.

III. IMPACT (Circle)

	NONE				LOTS
A. How useful will this meeting be in your work back home?	1	2	3	4	5
B. Do you have a better understanding of concepts addressed (i.e., documentation, evaluation, etc.)?	1	2	3	4	5
C. Were you able to locate resources (people, materials) that you can use or connect with?	1	2	3	4	5
D. Did you get any new ideas to think about?	1	2	3	4	5

IV.

STRENGTHS	WEAKNESSES

MULTICULTURAL CONFERENCE

May 3-4, 1979

POST CONFERENCE ASSESSMENT

I. PLEASE CHECK ONE:

_____ PROJECT DIRECTOR   _____ UNIVERSITY FACULTY

_____ PROJECT STAFF   _____ COMMUNITY REPRESENTATIVE

_____ SCHOOL PERSONNEL   _____ OTHER

II. PLEASE CIRCLE THE DEGREE TO WHICH YOU ACHIEVED THE FOLLOWING CONFERENCE OBJECTIVES:

A. Knowledge of current projects in New England which have a relationship to Multicultural Education.

   (low) _____ (high)
          1   2   3   4   5

B. Have some ideas of ways Multicultural Education can be addressed through the Teacher Corps project.

   (low) _____ (high)
          1   2   3   4   5

C. Located some resources (people, material) the Teacher Corps project might want to use, connect with, or help.

   (low) _____ (high)
          1   2   3   4   5

D. Developed a better understanding of Multicultural Education within Teacher Corps projects.

   (low) _____ (high)
          1   2   3   4   5

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
CONT.

III. PLEASE CIRCLE

		POOR				EXCELLENT
1.	What is you overall rating of the conference?	1	2	3	4	5
2.	How useful will this conference be in your work back home?	1	2	3	4	5
3.	How adequate were the facilities?	1	2	3	4	5
4.	How adequate was the food?	1	2	3	4	5
5.	How well did the scheduling of the activities meet your needs?	1	2	3	4	5
6.	How well was the conference organized?	1	2	3	4	5

IV. THURSDAY, 4:20 _____
                    (Fill in Name or Topic)

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

V. THURSDAY, 7:15PM STUDENT PANEL

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

VI. THURSDAY, 8:45PM MULTICULTURAL PRACTICES

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

MULTICULTURAL CONFERENCE
May 3-4, 1979
POST CONFERENCE ASSESSMENT
CONT.

VII. FRIDAY, 8:45 _____

(Fill in Name or Project State)

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

VIII. FRIDAY, 10:15   TOM GJELTEN: EXPANDING RANGE OF EXPERIENCE

1.	Was the session interesting?	YES	SOME	NO
2.	Was the session useful?	YES	SOME	NO
3.	Did the session generate any ideas for you to follow on?	YES	SOME	NO

IX. WHAT FOLLOW-UP, IF ANY, DO YOU PLAN TO DO BACK AT YOU SITE AS A RESULT
OF THIS CONFERENCE?

STRENGTHS OF CONFERENCE	WEAKNESSES OF CONFERENCE

FOLLOW-UP

IMPACT STUDY

EXCEPTIONAL CHILD INSTITUTES

IMPACT STUDY

PLEASE COMPLETE AND RETURN TO: Sara R. Massey, Executive Secretary
New England Teacher Corps Network
P.O. Box 1065
Portsmouth, NH   03801

I. BACKGROUND

A. Name ___ _____

B. Number of days at Institutes. _____

C. Job Location: _____ School _____ Higher Education _____ Community

D. List your major responsibilities with the Teacher Corps project in relation to the Exceptional Child Component:

II. MATERIALS

A. Have you used the materials distributed or procedures presented during the Institutes?

_____ NOT AT ALL _____ YES, WITH MODIFICATION _____ YES

B. If you have used the materials, check below the ways you have used them.

_____ in college courses   _____ with university faculty

_____ in field courses   _____ with project staff

_____ in workshops   _____ with school teachers

_____ in school classrooms   _____ with college students

_____ in meetings   _____ with classroom students

_____ in professional
presentations   _____ with community people

_____ in professional writing   _____ with my own thinking

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

C. Of all the materials disseminated, list the three titles you found the most valuable:

1.

2.

3.

D. Did you order any of the materials referred to during the Institutes?

_____ NO   _____ 1 to 3   _____ MORE THAN 3

E. Comments:

III. CONTENT

A. Individually rank on a scale of 1 (highest) to 5 (lowest) the order of content from the ECC Institutes that has been most useful to you in your work.

_____ Student Assessment

_____ Prescriptive Teaching

_____ Behavior and Education Management

_____ Teacher Corps Organization and Information

_____ Work experiences and activities of other professional peers

_____ Other (Describe)

B. Do you feel that as a result of the content presented that your professional base of knowledge was expanded or enhanced?

_____ NONE   _____ SOME   _____ A LOT

C. Comments:

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

IV. SUPPORT

   A. Have you been in touch with any ECC participants, beyond your local
       site, in any way since the Institutes occurred?

       _____ NO ONE   _____ 1 to 3 PERSONS   _____ MORE THAN 3

   B. Within the project, following the Institutes, have you met with your
       ECC participant partner (university person or school person) for any
       reason?

       _____ NOT AT ALL   _____ A FEW TIMES   _____ QUITE FREQUENTLY

   C. Within the project, following the Institutes, have you met with the
       project director and/or project staff?

       _____ NOT AT ALL   _____ A FEW TIMES   _____ QUITE FREQUENTLY

   D. Following the Institutes, has the Network staff been of any assistance
       to you (other than regarding the ECC Book articles)?

       _____ NOT AT ALL   _____ SOME   _____ A LOT

   E. Has the writing of the ECC article for a book been useful for you in
       any way?

       _____ NONE AT ALL   _____ SOME   _____ A LOT

   F. Comments:

V. PROJECT ECC PROGRAM DEVELOPMENT

   A. Did the Institutes in any way facilitate the development of the ECC
       Component of your project?

       _____ NONE AT ALL   _____ A LITTLE   _____ A LOT

EXCEPTIONAL CHILD INSTITUTES
IMPACT STUDY
CONT.

B. If the Institutes did help facilitate the program development of the
ECC Component, check below the ways it helped:

_____ new content	_____ support persons
_____ new delivery methods	_____ awareness of Teacher Corps
_____ new materials	_____ knowledge of other project ECC activities
_____ entry into school	
_____ entry into project	_____ development of a team
_____ access to university	_____ collaboration easier
_____ knowledge of consultant resources	_____ new program ideas
	_____ other

C. To the best of your knowledge, what comprises the project's Exceptional
Child Program for:

1. Interns:

2. Teachers:

3. Community/Parents:

4. Faculty:

VI. Other areas effected as a result of the Institutes which I didn't think of:

PRODUCT RATING

TITLE _____

Directions: Please give your opinion of the enclosed product by
circling the appropriate response.

I found this:

1.	interesting	NONE	SOME	ALOT
2.	useful	NONE	SOME	ALOT
3.	well done	POOR	OKAY	EXCELLENT
4.	valuable	NONE	SOME	ALOT

SUGGESTIONS FOR CHANGE

Please return form to:

New England Teacher Corps Network
PO Box 1065
Portsmouth, NH   03801