This report provides some guidance and materials that could be useful to those considering planning and conducting a curriculum demonstration day in a local school. These materials were used successfully in ERIE's pilot school, and they demonstrate a fully implemented elementary school science curriculum. Included in the document are a checklist of tasks for planning and conducting a demonstration day, sample letters of invitation, sample programs, sample evaluation forms for participants, a followup assessment plan, and a list of outside resources useful in the planning of a curriculum demonstration day. (RA)
Program Report 107

How to Plan a Curriculum Demonstration Day

James M. Mahan

January 1970

Eastern Regional Institute for Education
635 James Street
Syracuse, New York 13203
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FOREWORD

The Eastern Regional Institute for Education (ERIE), a regional educational laboratory supported by the Office of Education, is dedicated to the promotion of process-oriented education in the nation's schools. In one program, the Institute is helping elementary schools with the installation of process-oriented science curricula. Concurrently, the Institute is working with other agencies to develop strategies to promote the widespread adoption of process curricula.

In 1967 the Institute introduced Science--A Process Approach, an innovative science curriculum developed by the American Association for the Advancement of Science, in 21 pilot schools in New York and Pennsylvania. The impact of this curriculum installation became apparent when personnel from non-pilot school districts and educational agencies inquired about the program and requested opportunities for on-site visits. In response to this interest, ERIE influenced the organization of 14 curriculum demonstration days during the 1968-69 school year. The accomplishment required the leadership and collaboration of classroom teachers, school principals, and regional Title III personnel. The 14 "days" attracted more than 1400 teachers and administrators who came to see Science--A Process Approach presented "live" to elementary school children during regular
instructional time. The visitors were inquisitive, discussing with pilot school personnel the characteristics, challenges, and rewards of process science. Many participants were instrumental later in implementing plans for classroom tryouts of Science--A Process Approach in their school districts, for promoting attendance at summer inservice education workshops, and for procurement of related hardware and software.

The purpose of this report is to provide guidance and materials useful in planning and conducting a curriculum demonstration day in the local school. The materials were used successfully in ERIE's pilot schools. Consequently, they reflect the focus on Science--A Process Approach.

Acknowledgements

A number of forms, letters, schedules, and other materials prepared and used by school and agency personnel are presented on the blue pages in this volume. The Institute acknowledges and cordially thanks the schools and agencies listed below for permission to share their materials with educators contemplating demonstration day programs.

Schools

Allegheny County Schools
345 County Office Bldg.
Pittsburgh, Pennsylvania 15219
Fred C. Krause
Assistant Superintendent
Acknowledgements (cont'd)

Calvin U. Smith School
Stanton Street Extension
Painted Post, New York  14870
Donald Mahon, Principal

C.C. Ring Elementary School
400 Buffalo Street
Jamestown, New York  14701
John Carlson, Principal

J. Henry Cochran Elementary School
1500 Cherry Street
Williamsport, Pennsylvania  17701
John E. Dice, Principal

Maple Elementary School
1500 Maple Road
Williamsville, New York  14221
Thomas Ahern, Principal

Overlook Elementary School
Meadowgreen Drive
Pittsburgh, Pennsylvania  15236
Howard Robertson, Principal

Ticonderoga Elementary School
Alexandera Avenue
Ticonderoga, New York  12883
Mabel Hornburg, Principal

Washington Elementary School
Sunbury Street
Shamokin, Pennsylvania  17872
Lyman Weaver, Principal

Westmere Elementary School
Johnston Road
Albany, New York  12303
James Cleary, Principal
Acknowledgements (cont'd)

**Title III Agencies**

Capital District Regional Supplementary Education Center
815B Central Avenue
Albany, New York 12206
Donald Hess, Director
Charles A. Ebetino, Curriculum Specialist

Northeast Regional Supplementary Education Center
8 South Platt Street
Plattsburgh, New York 12901
Joseph Allen, Director
W. Harvey Davey, Associate Director

Project Innovation
27 California Drive
Williamsville, New York 14221
Robert Lamitie, Director
Jack Hanssel, Assistant Director
WHY PLAN A CURRICULUM DEMONSTRATION DAY?

Innovative curricula must battle in the educational marketplace for the acceptance, loyalty, and fiscal resources of various educational consumers. Teachers and administrators learn about innovative instructional materials, methods, and objectives through professional journals, professional contacts, professional meetings, and in various other ways. But knowledge alone seldom seems to provide school personnel sufficient impetus for discarding routine, comfortable, old approaches to instruction in favor of a different, challenging, emergent curriculum still unevaluated in terms of personal experience.

Most educators desire to view a new instructional product in action—to see its proponents and early implementers "do their thing." They pose a question similar to the one asked by many American citizens when they first heard about the innovation known as the automobile: "Will that contraption really run?" Automobile agencies still employ "demonstrator" vehicles to motivate consumers to make purchases, to change models. "Seeing is believing" remains an important tenet in the decision-making process. Demonstrator models are necessary in the world of the school, as well as in the world of the automobile. Several educators, concerned with the problems of promoting educational innovation during a half century characterized by bewildering
social and technological change, stress the importance of demonstrating new curricula in action. Henry Brickell(1) comments:

The only way to judge a new program is to visit it. ...It is necessary to go directly into the classrooms and watch the behavior of the students as they receive the instruction. A talk with the teacher afterward is helpful. A talk with students can be even more revealing. ...Recommended new programs must be demonstrated in schools quite similar to those from which visitors come.

Clark and Guba(2) identify demonstration as an essential component of a classification scheme of processes necessary for educational change. They point out that demonstration provides an opportunity for potential users to examine and assess operating qualities of the invention. Through examination and assessment, conviction about the innovation is developed. Change agencies and local school district demonstration centers should collaborate to form networks for expanded programs of direct demonstration of innovations(3).

While discussing PSSC Physics, Marsh(4) underscores the importance of the observation of curriculum results in classroom situations and the value of exchanges of opinion with fellow teachers.

Rogers and Svenning(5) state that:

Communication between schools about innovations tends to be limited. Teachers rarely have the opportunity to visit other schools while they are in session to see innovations in actual operation. This is particularly difficult in rural areas where schools are often quite far apart. ...Teachers sent to other school systems for observation often return with new enthusiasm, which they may impart to other faculty members.
Classroom teachers are the ultimate implementers of any instructional program—they collect and arrange the materials, plan the learning experiences, monitor student activity, field student questions, evaluate the learner's achievement, re-teach if necessary, and plan again for tomorrow. Since the teacher is the one who knows most about the operating characteristics of a curriculum, she should be given a leadership opportunity to disseminate a good program beyond the walls of her classroom.

Innovative teachers in elementary schools implementing new process-oriented curricula, e.g., Science--A Process Approach, are a powerful and under-utilized force for the dissemination of new instructional methods. Fellow teachers are interested in seeing innovative teachers at work with new materials in a regular classroom setting with average pupils. When visitors are convinced that a new program really "works," they return home willing to try similar methods. It is for this reason in particular that curriculum demonstration days conducted by teaching staffs and the principal are a most important means for the dissemination of educational change.

References

References (cont'd)


5. Everett M. Rogers and Lynne Svenning, Change in Small Schools. Las Cruces, New Mexico: Education Resources Information Center Clearinghouse on Rural Education and Small Schools, New Mexico State University, 1969.
PLANNING A DEMONSTRATION DAY: IDEAS AND MATERIALS

Careful planning is essential to an effective, well-attended demonstration day. The program should offer visitors a variety of opportunities to learn about the new curriculum and the school's experiences with it. Participants will want to inspect the materials; they will want to observe teachers in the classroom; they will want to discuss the curriculum with involved teachers and administrators.

To assist the planner, ERIE has brought together in the sections following the ideas and materials used in conducting 14 demonstration days for Science--A Process Approach. The first section is a checklist of tasks and personnel responsible for completing tasks--the host school, the regional agency, the host principal, the host staff, the participants, and the speaker.

Sufficient advance planning and information are essential to insure maximum participation. Letters of invitation should be designed to stimulate the active interest of the recipient. This is presented in the second section below.

Visitors should be requested to evaluate the demonstration day experience. Evaluation is treated in the third section; the final section is a brief discussion of follow-up assessment.
Checklist of Tasks for Planning and Conducting a Demonstration Day

**Key:** Responsible Party for Checklist of Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>Consider rationale for demonstration day</td>
<td>principal, staff, agency</td>
</tr>
<tr>
<td>Secure voluntary cooperation of staff</td>
<td>principal</td>
</tr>
<tr>
<td>Secure coordinated supportive efforts of the change agency (i.e., Title III)</td>
<td>principal</td>
</tr>
<tr>
<td>Collaborate with teachers to construct a demonstration day schedule</td>
<td>principal</td>
</tr>
<tr>
<td>Include a variety of realistic instructional experiences</td>
<td>principal, staff</td>
</tr>
<tr>
<td>Determine enrollment, length of program, lunch hours and prices, etc.</td>
<td>principal</td>
</tr>
</tbody>
</table>
Checklist of Tasks (cont'd)

<table>
<thead>
<tr>
<th>TASKS</th>
<th>RESPONSIBLE PARTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Give agency logistical facts to include in publicity</td>
<td>principal</td>
</tr>
<tr>
<td>___ Arrange for speaker presence if desired by principal</td>
<td>agency</td>
</tr>
<tr>
<td>___ Prepare (obtain) one descriptive article or brochure for advance distribution to participants</td>
<td>agency</td>
</tr>
<tr>
<td>___ Mail invitational brochures at least 3 weeks in advance, handle publicity and construct registration forms, mail forms</td>
<td>agency</td>
</tr>
<tr>
<td>___ Mail above mentioned brochure to registrants (in advance)</td>
<td>agency</td>
</tr>
<tr>
<td>___ Arrange for newspaper or television publicity</td>
<td>agency (or school)</td>
</tr>
<tr>
<td>___ Prepare list of registrants</td>
<td>agency</td>
</tr>
<tr>
<td>___ Prepare an agendum (schedule) for distribution to participants</td>
<td>principal</td>
</tr>
<tr>
<td>___ Prepare detailed lesson plans for instructional sessions to be observed</td>
<td>staff</td>
</tr>
<tr>
<td>___ Prepare a demonstration day evaluation form</td>
<td>agency, principal</td>
</tr>
<tr>
<td>___ Welcome participants, explain demonstration day schedule, distribute agendum, provide map of the school</td>
<td>principal</td>
</tr>
<tr>
<td>___ Require participants to sign visitors log, indicate their school and district</td>
<td>principal</td>
</tr>
<tr>
<td>___ Teach before visitors, handle questions, encourage dialogue</td>
<td>staff</td>
</tr>
</tbody>
</table>
Checklist of Tasks (cont'd)

<table>
<thead>
<tr>
<th>TASKS</th>
<th>RESPONSIBLE PARTY</th>
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</thead>
<tbody>
<tr>
<td>Hold a &quot;de-briefing&quot; for all participants</td>
<td>principal, staff, agency, speaker</td>
</tr>
<tr>
<td>Distribute &quot;take home&quot; handouts (program descriptions, prices,</td>
<td>principal</td>
</tr>
<tr>
<td>teacher reactions, etc.)</td>
<td></td>
</tr>
<tr>
<td>Evaluate the demonstration day</td>
<td>participants</td>
</tr>
<tr>
<td>Provide stipend for speaker</td>
<td>agency</td>
</tr>
<tr>
<td>Thank staff and agency for demonstration day efforts</td>
<td>principal, agency</td>
</tr>
<tr>
<td>File copy of visitors log</td>
<td>agency</td>
</tr>
<tr>
<td>Score and analyze evaluation forms</td>
<td>agency</td>
</tr>
<tr>
<td>Investigate regional &quot;spin off&quot; from demonstration day</td>
<td>agency</td>
</tr>
</tbody>
</table>
The Letter of Invitation

Advance information or "advertising" is essential to insure maximum participation. The letter of invitation should be designed to stimulate the active interest of the recipient.

Regional Title III Centers and ERIE collaborated in 1968-69 to help innovative schools conduct demonstration day programs. Letters of invitation were mailed by Title III Regional Center personnel to elementary school principals, teachers, science supervisors, and selected central office administrators.

Three sample letters, along with registration forms, are included below to guide schools and agencies interested in conducting a demonstration day program.
To: Elementary School Principals and Teachers, Science Supervisors and Coordinators, and Central Office Administrators of the Capital Area

From: Capital District Regional Supplementary Education Center and Eastern Regional Institute for Education

Subject: Westmere Elementary School (Guilderland School System) Demonstration and Diffusion Day for Science--A Process Approach

The Eastern Regional Institute for Education (ERIE), one of 20 regional educational laboratories created under Title IV of the 1965 Elementary and Secondary Education Act, has installed an inquiry oriented, process based science curriculum in grades K-3 in 21 elementary schools in New York and Pennsylvania. There is a commitment to extend the installation through grade 6 in these 21 schools of diverse characteristics by 1970. Science--A Process Approach, developed by the American Association for the Advancement of Science, is the innovative curriculum now being implemented by the 21 pilot schools. This curriculum reflects the current concern in education for the learning processes which surround or facilitate the acquisition and utilization of knowledge both today and tomorrow. Science--A Process Approach is founded upon the premise that the highest form of content is "process" and that knowledge is not a data bank of facts, but a "system" for learning. Children engage in classroom activities directly related to such investigative skills as observing, using space/time relationships, using numbers, measuring, classifying, communicating, predicting, inferring, formulating hypotheses, controlling variables, interpreting data, defining operationally, and experimenting. Student achievement within this science curriculum is assessed through application of the conceptual framework of behavioral objectives--another very current development in American education.

ERIE has received numerous requests for information about Science--A Process Approach, for suggestions as to sources of in-service training of teachers, and for opportunities to see the curriculum in normal use in a typical elementary school.
Letter 1 (Cont'd)

Efforts are underway to schedule Demonstration and Diffusion Days in several of the pilot schools between now and May 1. Westmere Elementary School has volunteered to host visitors on two days, December ___ and December ___.

ERIE feels that process approach is a major educational innovation with great potential for American boys and girls. The Capital District Regional Supplementary Education Center shares that belief. In the past, the two agencies have co-sponsored a meeting in the Capital area to describe the characteristics of Science--A Process Approach. Through collaborative efforts, ERIE and the Capital District Regional Supplementary Education Center hope to forge the linkages or connections of cooperation between and among educational agencies so that school districts may learn more quickly of promising innovations and may assess them in a natural setting.

One notes that Clark and Guba call for demonstration of operational innovations as one of a series of processes necessary for change in education. Opportunities to examine and assess operating qualities are provided through demonstration. Often observer conviction is developed or strengthened.

Henry Brickell in Organizing New York State for Education Change has strongly emphasized:

"The only way to judge a new program is to visit it. ---- It is necessary to go directly into the classrooms and watch the behavior of the students as they receive the instruction. A talk with the teacher afterward is helpful. A talk with students can be even more revealing. ---- Recommended new programs must be demonstrated in schools quite similar to those from which visitors come."

If you think Westmere Elementary School is sufficiently comparable to your elementary school, Westmere hereby invites you and your team to visit from 8:30 a.m. to 3:30 p.m. on Demonstration and Diffusion Day. Mr. James Cleary, Principal, will plan a visitation schedule providing for:

a. Observations of "regular" Science--A Process Approach lessons taught in grades K-3 just as they are taught every day at Westmere.

b. An opportunity to talk to, or question, each teacher observed.

c. An opportunity to question the pupils observed.
Letter 1 (Cont'd)

d. Inspection of science kits and teacher guides that are a component of the curriculum.

e. An opportunity to witness the administration of a competency measure (unit test).

f. Plenty of time to question the principal about the program (time, costs, relation to total curriculum, in-service training requirements, etc.).

g. A short talk by a professor of science education on "process" as content, and pre-service and in-service training.

h. Comments on the psychological and philosophical underpinnings of the curriculum.

i. A give-and-take session between visitors, principal, and several teachers.

j. A well-written summary article on Science--A Process Approach to be taken home.

k. Lunch in the school cafeteria.

Educators interested in elementary school science curriculum change are encouraged to spend a day at Westmere observing, inferring, formulating hypotheses, and interpreting data relative to process science. The day should permit some preliminary judgments about the educational significance of this curriculum for the learner, and the feasibility of its installation into your own school setting.

Factual information needed to organize the "Day" in the most satisfactory manner for visitors is requested on the registration form enclosed. You will notice that "team" attendance is strongly encouraged. An exemplary article on Science--A Process Approach will be forwarded for your professional reading after your registration is received. The article will make the visitation much more meaningful and will motivate a series of important questions to be directed toward the Westmere faculty.

Sincerely yours,

Charles A. Ebetino

James M. Mahan

/eh
Encl.
PROJECT INNOVATION
27 California Drive
Williamsville, New York 14221

TO: Elementary School Principals,
Teachers, Science Supervisors,
Coordinators and Central Office
Administrators of the Western
New York area.

FROM: Project Innovation and Eastern
Regional Institute for Education
(E.R.I.E.).

SUBJECT: Maple Road Elementary School,
Williamsville Central Schools and
C.C. Ring Elementary School,
Jamertown Public Schools Demonstra-
tion and Diffusion Day for Science--
A Process Approach.

DATE: November 15, 1968

The Eastern Regional Institute for Education (ERIE), one
of 20 regional educational laboratories created under Title
IV of the 1965 Elementary and Secondary Education Act, has
installed an inquiry oriented, process based science curricu-
lum in grades K-3 in 21 elementary schools in New York and
Pennsylvania. There is a commitment to extend the installa-
tion through grade 6 in these 21 schools of diverse charac-
teristics by 1970. Science--A Process Approach, developed by the
American Association for the Advancement of Science, is the
innovative curriculum now being implemented by the 21 pilot
schools. This curriculum reflects the current concern in
education for the learning processes which surround or
facilitate the acquisition and utilization of knowledge both
today and tomorrow. Science--A Process Approach is founded
upon the premise that the highest form of content is "process"
and that knowledge is not a data bank of facts, but a "system"
for learning. Children engage in classroom activities
directly related to such investigative skills as observing,
using space/time relationships, using numbers, measuring,
classifying, communicating, predicting, inferring, formulating
hypotheses, controlling variables, interpreting data,
defining operationally, and experimenting. Student achieve-
ment within this science curriculum is assessed through
application of the conceptual framework of behavioral
objectives - another very current development in American
education.
ERIE has received numerous requests for information about Science--A Process Approach, for suggestions as to sources of in-service training of teachers, and for opportunities to see the curriculum in normal use in a typical elementary school.

On Thursday, December 12, 1968 two of the pilot schools in Western New York have scheduled Demonstration and Diffusion Days. They are the Maple Road School in Williamsville and the C.C. Ring School in Jamestown.

ERIE feels that process approach is a major educational innovation with great potential for American boys and girls. Project Innovation shares that belief. Through collaborative efforts ERIE and Project Innovation hope to forge the linkages or connections of cooperation between and among educational agencies so that school districts may learn more quickly of promising innovations and may assess them in a natural setting.

If you think Maple Road Elementary School in Williamsville or C.C. Ring School in Jamestown are sufficiently comparable to your elementary school, they hereby invite you and your team to visit from 9:30 a.m. to 3:30 p.m. on Thursday, December 12, 1968. Mr. Thomas Ahern from Maple Road Elementary School in Williamsville and Mr. John Carlson from C.C. Ring in Jamestown have planned the following program:

a. Observations of "regular" Science--A Process Approach lessons in grades K-3 taught as they are taught every day.
b. An opportunity to talk to, or question, each teacher observed.
c. An opportunity to question the pupils observed.
d. Inspection of science kits and teacher guides that are a component of the curriculum.
e. An opportunity to witness the administration of a competency measure (unit test).
f. Plenty of time to question the principal about the program (time, costs, relation to total curriculum, in-service training requirements, etc.).
g. A short talk by a professor of science education on "process" as content, and pre-service and in-service training.
h. Comments on the psychological and philosophical undergirdings of the curriculum.
i. A give-and-take session between visitors, principal, and several teachers.
Letter 2 (Cont'd)

j. A well-written summary article on Science—A Process Approach to be taken home.
k. Lunch in the school cafeteria.

Educators interested in elementary science curriculum change are encouraged to spend a day at either Maple Road School in Williamsville or C.C. Ring School in Jamestown observing, inferring, formulating hypotheses, and interpreting data relative to process science. The day should permit some preliminary judgments about the educational significance of this curriculum for the learner, and the feasibility of its installation into your own school setting.

Factual information needed to organize the "Day" in the most satisfactory manner for visitors is requested on the registration form enclosed. You will notice that "team" attendance is strongly encouraged. An exemplary article on Science—A Process Approach will be forwarded for your professional reading after your registration is received. The article will make the visitation much more meaningful and will motivate a series of important questions directed to the faculties of Maple Road and C.C. Ring schools.

Very truly yours,

Jack Hanssel
Assistant Director
Project Innovation

James M. Mahan
Director
Process Curriculum Installation Program
Eastern Regional Institute for Education

JH/mae
enclosure
DEMONSTRATION AND DIFFUSION DAY
FOR SCIENCE--A PROCESS APPROACH
DATE - DECEMBER 12, 1968

Name of School District: ________________________________

Names of People Attending the Demonstration Day:
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

Name of School at which you want to observe (Please check one)
1. Maple Road School (Williamsville) _____
2. C.C. Ring School (Jamestown) _____

Please return this form in the self addressed envelope to
Project Innovation, 27 California Drive, Williamsville,
TO: Chief School Administrators
   Elementary Principals

FROM: Fred C. Krause, Assistant Superintendent

SUBJECT: DEMONSTRATION DAY FOR SCIENCE--A PROCESS APPROACH

DATE: February 10, 1969

Recently Project SENARAC-R of the Allegheny County Schools conducted a Share the Wealth program with the Bethel Schools in which Science--A Process Approach was demonstrated. A number of schools have expressed further interest in this particular type of science curriculum.

The Eastern Regional Institute for Education (ERIE), one of 20 regional educational laboratories created under Title IV of the 1965 Elementary and Secondary Education Act, has installed an inquiry-oriented, process-based science curriculum in grades K-3 in 21 elementary schools in New York and Pennsylvania. There is a commitment to extend the installation through grade 5 in these 21 schools of diverse characteristics by 1970. Science--A Process Approach, developed by the American Association for the Advancement of Science, is the innovative curriculum now being implemented by the 21 pilot schools. This curriculum reflects the current concern in education for the learning processes which surround or facilitate the acquisition and utilization of knowledge both today and tomorrow. Science--A Process Approach is founded upon the premise that the highest form of content is "process" and that knowledge is not a data bank of facts, but a "system" for learning. Children engage in classroom activities directly related to such investigative skills as observing, using space/time relationships, using numbers, measuring, classifying, communicating, predicting, inferring, formulating hypotheses, controlling variables, interpreting data, defining operationally, and experimenting. Student achievement within this science curriculum is assessed through application of the conceptual framework of behavioral objectives - another very current development in American education.
Letter 3 (Cont'd)

The Overlook Elementary School, Baldwin-Whitehall School District, is one of ERIE's 21 pilot schools. r. Howard C. Robertson, principal of the Overlook Elementary School has planned a one-day program providing for:

a. Observations of "regular" Science--A Process Approach lessons taught in grades K-4 as they are taught at Overlook School.
b. An opportunity to talk to, or question, teachers who use the SAPA program.
c. An opportunity to question the pupils observed.
d. Inspection of science kits and teacher guides that are a component of the curriculum.
e. An opportunity to witness the administration of the competency measure (unit test).
f. Time to question the principal about the program (time, costs, relation to total curriculum, in-service training requirements, etc.).
g. Comments on the psychological and philosophical undergirdings of the curriculum.
h. A give and take session between visitors, principal, and several teachers.
i. A well-written summary article on Science--A Process Approach to be taken home.

The meeting will be held Wednesday, March 5, 1969, at the Overlook Elementary School, Meadowgreen Drive, Pittsburgh, Pennsylvania 15236. The meeting will begin at 9:30 a.m. and conclude at approximately 3:30 p.m. Lunch will be on your own. An article dealing with Science--A Process Approach will be forwarded after your registration is received. The article will make the visitation more meaningful and will motivate a series of important questions to be directed toward the Overlook Elementary School faculty.

Reservations should be returned before February 26, 1969.
The following persons will attend the Science--A Process Approach conference to be held at the Overlook Elementary School, Baldwin-Whitehall School District, on Wednesday, March 5, 1969.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School Address</th>
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</table>

School District

/eh
The Program

It is important that the demonstration day program be a representative portion of the normal education routine. Visiting educators do not want to view solitary moments of educational inspiration. They look for a sound program operating in a steady, functional manner—in the manner it operated yesterday and will operate the day after tomorrow.

In ERIE's experience, the elementary school principal first presented the demonstration day concept to his faculty, seeking the voluntary assistance of teachers involved in the process-oriented science curriculum. Once the school staff expressed a desire to provide leadership for the dissemination of information about the curricular innovation, the principal became coordinator of the day's activities.

Programs varied widely from school to school. Each teaching staff, of necessity, operated within the space, time, equipment, and personnel restrictions of their own schools. Where educational television apparatus and operators were available, the day's agenda provided for video tape viewing of selected segments of *Science--A Process Approach* instruction and evaluation. Where cadet teachers, flexible team teaching, and available substitute teachers could be called upon, visitors had longer periods in which
to question the classroom teacher. The demonstration day program schedule was organized around cafeteria peak loads, bus schedules, and sometimes the appearance of the school superintendent or a local college professor. Schools designed programs compatible with school physical conditions and respectful of on-going instruction. Several sample program schedules are included below.

One word of caution. Feedback (via questionnaires) from demonstration day visitors tended to underscore the impact of observation of classroom teaching and free verbal interchange with classroom teachers. Both formal presentations by "outside experts" and excessive participation by representatives of educational change agencies were downgraded. In other words, school people came to observe fellow school people and to converse with fellow school people. They did not come to be lectured at or to discuss theoretical frameworks for educational change. They came to see and to get the facts from teachers for whom the new curriculum was an everyday classroom reality.
### Sample Program 1

**WESTMERE ELEMENTARY SCHOOL**

**GUILDERLAND CENTRAL SCHOOLS**

**December 10, 1968**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>8:45 AM COFFEE CAFETORIUM</td>
</tr>
<tr>
<td>8:45</td>
<td>WELCOME...James P. Cleary</td>
</tr>
<tr>
<td>9:15</td>
<td>+Schedule</td>
</tr>
<tr>
<td>9:45</td>
<td>Mr. Ebetino RSEC ERIE</td>
</tr>
<tr>
<td>9:15</td>
<td>+Introduction</td>
</tr>
<tr>
<td>9:15</td>
<td>J. McGrath (St. Rose)</td>
</tr>
<tr>
<td>9:45</td>
<td>Video Tape Rm 159</td>
</tr>
<tr>
<td>10:15</td>
<td>Slide J. Schaefer Stage</td>
</tr>
<tr>
<td>10:15</td>
<td>J. Cleary, Principal Rm 102</td>
</tr>
<tr>
<td>10:15</td>
<td>Mrs. Dechene Gd 2</td>
</tr>
<tr>
<td>10:45</td>
<td>James P. Cleary Principal Rm 102</td>
</tr>
<tr>
<td>10:45</td>
<td>Materials Outside 153</td>
</tr>
<tr>
<td>10:45</td>
<td>Miss Levine Gd 3 (Buchanan)</td>
</tr>
<tr>
<td>10:45</td>
<td>J. Cleary (St. Rose)</td>
</tr>
<tr>
<td>11:15</td>
<td>Miss Gadowski Gd 3 (Hammer)</td>
</tr>
<tr>
<td>11:15</td>
<td>F R E E</td>
</tr>
<tr>
<td>11:15</td>
<td>J. Cleary, Principal Rm 102</td>
</tr>
<tr>
<td>11:15</td>
<td>Materials Outside 153</td>
</tr>
<tr>
<td>11:15</td>
<td>J. Cleary (St. Rose)</td>
</tr>
<tr>
<td>11:45</td>
<td>U海底</td>
</tr>
<tr>
<td>11:45</td>
<td>Video Tape Rm 159</td>
</tr>
<tr>
<td>12:15</td>
<td>C海底</td>
</tr>
<tr>
<td>12:15</td>
<td>Materials Rm 159</td>
</tr>
<tr>
<td>12:15</td>
<td>Mrs. MacMurray Gd 1 (Bode)</td>
</tr>
<tr>
<td>12:45</td>
<td>Slide J. Schaefer</td>
</tr>
<tr>
<td>1:15</td>
<td>Mrs. Bielefeld Kdg (Esmay)</td>
</tr>
<tr>
<td>1:15</td>
<td>F R E E</td>
</tr>
<tr>
<td>1:15</td>
<td>Materials Rm 153</td>
</tr>
<tr>
<td>1:45</td>
<td>J. McGrath (St. Rose)</td>
</tr>
<tr>
<td>1:45</td>
<td>Mrs. Swanson Kdg (Martin)</td>
</tr>
<tr>
<td>1:45</td>
<td>Materials Gd 3 (Mrs. Robinson)</td>
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<td>2:15</td>
<td>Video Tape Rm 159</td>
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<td>Slide J. Schaefer Stage</td>
</tr>
<tr>
<td>2:15</td>
<td>J. Schaefer</td>
</tr>
<tr>
<td>2:15</td>
<td>C海底</td>
</tr>
<tr>
<td>3:15</td>
<td>PANEL DISCUSSION FOR QUESTIONS:</td>
</tr>
<tr>
<td>3:15</td>
<td>Mr. Ebetino ERIE Mr. McGrath Mrs. Parmenter Mrs. Swanson</td>
</tr>
<tr>
<td>3:15</td>
<td>MR. CLEARY, Moderator CAFETORIUM</td>
</tr>
</tbody>
</table>
Program 1 (cont'd)

WESTMERE ELEMENTARY SCHOOL
GUILDERLAND CENTRAL SCHOOLS
December 11, 1968

<table>
<thead>
<tr>
<th>8:30 - 8:45 AM</th>
<th>COFFEE................CAFETORIUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>WELCOME.... James P. Cleary</td>
</tr>
<tr>
<td>9:15</td>
<td>+Schedule</td>
</tr>
<tr>
<td>9:15</td>
<td>+introduction</td>
</tr>
<tr>
<td>9:15</td>
<td>J. Cleary Principal</td>
</tr>
<tr>
<td>9:45</td>
<td>Mrs. Buchanan Gd 2 (Martin)</td>
</tr>
<tr>
<td>9:45</td>
<td>Video Tape</td>
</tr>
<tr>
<td>9:45</td>
<td>Mrs. Robinson Gd 3 (Price)</td>
</tr>
<tr>
<td>10:15</td>
<td>Mrs. Parmenter Gd 3</td>
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<tr>
<td>10:15</td>
<td>Video Tape</td>
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<tr>
<td>10:15</td>
<td>SLIDE PRESENTATION</td>
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<tr>
<td>10:15</td>
<td>J. Schaefer Stage</td>
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<tr>
<td>10:15</td>
<td>FREE</td>
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<tr>
<td>10:45</td>
<td>(Levine)</td>
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<tr>
<td>10:45</td>
<td>Materials Outside</td>
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<td>11:15</td>
<td>L</td>
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<td>U</td>
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<td>11:15</td>
<td>C</td>
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<td>11:15</td>
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<td>J. McGrath</td>
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<td>L</td>
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<td>12:15</td>
<td>C</td>
</tr>
<tr>
<td>12:15</td>
<td>Mrs. Dechene Gd 2 (Tweedie)</td>
</tr>
<tr>
<td>12:45</td>
<td>Mrs. Somerdin Gd 2 (Esmay)</td>
</tr>
<tr>
<td>1:15</td>
<td>SLIDE PRESENTATION</td>
</tr>
<tr>
<td>1:15</td>
<td>J. Schaefer Stage</td>
</tr>
<tr>
<td>1:15</td>
<td>FREE</td>
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<tr>
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<td>Video Tape</td>
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<td>1:45</td>
<td>J. Cleary Principal</td>
</tr>
<tr>
<td>2:15</td>
<td>J. McGrath</td>
</tr>
<tr>
<td>2:15</td>
<td>Materials</td>
</tr>
<tr>
<td>2:30</td>
<td>PANEL DISCUSSION</td>
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<tr>
<td>2:30</td>
<td>FOR QUESTIONS:</td>
</tr>
<tr>
<td>2:30</td>
<td>Mr. Ebetino ERIE Mr. McGrath</td>
</tr>
<tr>
<td>3:15</td>
<td>MR. CLEARY, Moderator</td>
</tr>
<tr>
<td></td>
<td>CAPETORIUM</td>
</tr>
</tbody>
</table>
SAMPLE PROGRAM 2

SCIENCE--A PROCESS APPROACH
Demonstration and Dissemination

Calvin U. Smith Elementary School
March 27, 1969

8:45 - 9:15 Registration and coffee - Cafeterium
9:15 - 9:25 Welcome and introduction of speaker
9:25 - 10:00 "The Process Approach" - Mr. Thomas Ahern
Pilot School Principal
Williamsville, N.Y.
10:00 - 10:45 Classroom visits to observe program
11:00 - 11:35 Film presentation Groups K-1-2A Library
       Mr. Doppelt
       2B-3-4 Conf. Room
       Mr. Watkins
       Miss Davis
11:40 - 12:15 Film presentation Groups K-1-2A Conf. Room
       Mr. Watkins
       Miss Davis
       2B-3-4 Library
       Mr. Doppelt
12:20 - 1:00 Lunch (gym)
1:15 - 2:00 Classroom visits to observe program
2:10 - 2:40 Observe competency measure - Cafeterium
       Mrs. Hamilton
2:45 - 3:15 Teacher interviews
3:15 - Reaction session
Kindergarten Room #101 - Mrs. Hayes - Observing 7

A.M. - Perception of Odor - Introduction & Activity 1 and 2

P.M. - Perception of Odor - Activity 3 and Generalizing Experience

Grade 1 - Observing 12 - Observing Color and Color Changes in Plants

A.M. - Room #103 - Mrs. Power - Introduction and Activity 1

P.M. - Room #102 - Mrs. Paris - Activity 2 and Generalizing Experience

Grade 2 - Classifying 8 - The Color Wheel - An Order Arrangement

A.M. - Room #104 - Mrs. Hamilton - Activity 1 and 2

P.M. - Room #106 - Miss Davis - Activity 4

Grade 3 - Communicating 11 - Describing Locations

A.M. - Room #117 - Mrs. Bovee - Introduction and Activity 1 and 2

P.M. - Room #115 - Mrs. DeSilva - Activity 3 and 4

Grade 4 - Defining Operationally 1 - Electric Circuit and Their Parts

A.M. - Room #114 - Mrs. Meyers - Introduction and Activity 1

P.M. - Room #116 - Mr. LeRay - Activity 2
TICONDEROGA ELEMENTARY SCHOOL
Ticonderoga, New York
DEMONSTRATION AND DIFFUSION DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Registration - Coffee - Large Group Instruction Room</td>
</tr>
<tr>
<td>9:00</td>
<td>Welcome by Mr. Simeon McIntyre</td>
</tr>
<tr>
<td>9:15 -</td>
<td>Observe Lessons</td>
</tr>
<tr>
<td>9:45</td>
<td>Group 1AMrs. Wiedenheft Group 1B Mrs. Bowers</td>
</tr>
<tr>
<td>9:45 -</td>
<td>Group 2A Mrs. Thompson Group 2B Mrs. Stevenson</td>
</tr>
<tr>
<td>9:45 -</td>
<td>Group 3A Miss Delorm Group 3B Mrs. Moore</td>
</tr>
<tr>
<td>9:45 -</td>
<td>Group 4A Mrs. McLean Group 4B Mrs. Martzinek</td>
</tr>
<tr>
<td>9:45 - 10:15</td>
<td>Conferences with Teachers Groups 1A, 1B Vacant room in Kindergarten Groups 2A, 2B Large group Instruc. Room Groups 3A, 3B Resource Center Groups 4A, 4B Science Room</td>
</tr>
<tr>
<td>10:15 -</td>
<td>Observe Lessons</td>
</tr>
<tr>
<td>10:45</td>
<td>Group 3A Mrs. McDonald Group 3B Mrs. Clancy</td>
</tr>
<tr>
<td>10:15</td>
<td>Group 4A Miss Forcier Group 4B Mrs. Barber</td>
</tr>
<tr>
<td>10:15</td>
<td>Group 1A Mrs. Trainer Group 1B Mrs. Wood</td>
</tr>
<tr>
<td>10:15</td>
<td>Group 2A Mrs. Hendrix Group 2B Mrs. Valentine</td>
</tr>
<tr>
<td>10:45 - 11:15</td>
<td>Conferences with Teachers Groups 3A, 3B Vacant room in Kindergarten Groups 4A, 4B Large Group Instruc. Room Groups 1A, 1B Resource Center Groups 2A, 2B Science Room</td>
</tr>
<tr>
<td>11:15</td>
<td>Examine Kits in Science Room</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch in Cafetorium - Tickets may be purchased in corridor. Price, 35¢</td>
</tr>
<tr>
<td>1:00</td>
<td>Charles Mitchell - Large Group Instruction Room - Process Education</td>
</tr>
<tr>
<td>1:35</td>
<td>Questions: B. Confair - ERIE</td>
</tr>
<tr>
<td>1:35</td>
<td>C. Mitchell - PSUC</td>
</tr>
<tr>
<td>1:35</td>
<td>S. McIntyre - V. Prin.</td>
</tr>
<tr>
<td>2:00</td>
<td>D. Freneyea - Kdn.</td>
</tr>
<tr>
<td>2:00</td>
<td>B. Barber - 1st Gr.</td>
</tr>
<tr>
<td>2:00</td>
<td>P. Delorm - 2nd Gr.</td>
</tr>
<tr>
<td>2:00</td>
<td>J. Martzinek - 2nd Gr.</td>
</tr>
</tbody>
</table>
SAMPLE PROGRAM 4

DEMONSTRATION DAY: SCIENCE--A PROCESS APPROACH

J. Henry Cochran Elementary School, Williamsport, Pa.

March 6, 1969

9:00 - 9:25 Registration, Coffee (Cafeteria)

9:25 - 9:30 Words of Welcome - Dr. Clyde Wurster, Superintendent
       Williamsport Area School District

9:30 - 10:15 Overview of SAPA - Dr. Lester Kieft
       Professor of Chemistry
       Bucknell University

10:30 - 11:15 Sample Process Lessons

  Group I Mrs. Hoffman
  Group II Miss Wright

11:15 - 12:00 Reaction Session - Dr. Kieft, Miss Wright, Mrs. Hoffman

12:00 - 12:30 Local In-Service for SAPA - Mr. McCarthy
       Science Supervisor
       Williamsport Area Schools

12:30 - 1:00 Area J Involvement - Mr. Hoxie, Director, Area J,
       Title III Office, Lock Haven

1:00 - 2:00 Lunch 50¢ (Cafeteria)

2:00 - 2:45 Demonstration Lessons (Kindergarten through 4th Grade)

2:45 - 3:15 Question and Answer Period -
       Mrs. Hoffman - Kindergarten
       Mrs. Gordon - First Grade
       Mrs. Rosser - Second Grade
       Miss Wright - Third Grade
       Mrs. Bower - Fourth Grade
TENTATIVE SCHEDULE

DIFFUSION DAY - SHAMOKIN AAAS WORKSHOP
Friday, February 28, 1969

MORNING SESSION


9:00 - 9:30 Registration-Coffee-Survey of Relevant Materials.

9:30 - 11:30 Welcome and Introduction of Guests (Mr. Lyman Weaver).

Demonstration and Rationale (Dr. Lester Kieft).

Explanation of Hierarchy Chart.

Discussion and Display of Equipment.

Movie of Washington School Teachers and Students.

11:40 - 12:30 Lunch.

AFTERNOON SESSION


1:00 - 1:30 Classroom Demonstrations by Teachers and Students Grades K-4.

1:30 - 2:00 Demonstrations of Testing Procedures by Teachers and Students - Grades K-4.

2:00 - 2:30 Panel Response to Participant Questions --

Dr. McIlwaine - ERIE Science Consultant

Dr. Kieft - Bucknell Univ. Science Dept. Chairman

Mr. Weaver - Principal, Washington School

Miss Ehret Teachers
Miss Grow Science--
Miss Savidge A
Mrs. Pokorny Process
Mrs. Shutt Approach
OVERLOOK ELEMENTARY SCHOOL

SCIENCE--A PROCESS APPROACH

DEMONSTRATION DAY

Wednesday, March 1, 1970

9:30 A.M.

Introductions

Dr. Fred Krause
Assistant County Superintendent

Mr. James Currie
Assistant Professor of Education
Duquesne University

Howard Robertson, Principal
Overlook Elementary School

AN OUTLINE FOR DISCUSSION

THE ROLE OF EACH COMPONENT

<table>
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<tr>
<th>TEACHER</th>
<th>PUPIL</th>
<th>MATERIAL</th>
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<tr>
<td>Behavioral Objectives</td>
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<tr>
<td>Activities</td>
<td></td>
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<tr>
<td>Appraisal</td>
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<tr>
<td>Competency Measure</td>
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Program 6 (cont'd)

SCHEDULE FOR VISITATIONS

<table>
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<tr>
<th>Time</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>Mrs. Laslo</td>
<td>Mrs. Breen</td>
<td>Miss Quinette</td>
<td>Mrs. Ross</td>
<td>Mrs. Erbe</td>
</tr>
<tr>
<td></td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
<td>Group D</td>
<td>Group E</td>
</tr>
<tr>
<td></td>
<td>May remain in room and talk to the teacher.</td>
<td>May view a competency measure being administered.</td>
<td>May go to the auditorium to talk with the teacher.</td>
<td>May remain in the room and talk to the teacher.</td>
<td>May remain in the room and talk to pupils.</td>
</tr>
</tbody>
</table>

During any free time in the schedule please survey the materials available in the auditorium. Read a complete lesson plan from a kit. Study the contents of some of the material boxes.

Have a cup of coffee in the kitchen.

Lunch on your own. See map included in your materials.

<table>
<thead>
<tr>
<th>Time</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<tbody>
<tr>
<td></td>
<td>Miss Mentch</td>
<td>Mrs. Kent</td>
<td>Mrs. Pollak</td>
<td>Mrs. Coulter</td>
<td>Mr. Jaszcar</td>
</tr>
<tr>
<td></td>
<td>Group C</td>
<td>Group D</td>
<td>Group E</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td></td>
<td>May go to the auditorium and talk with teacher and view competency measure.</td>
<td>May remain in room and view a competency measure being administered.</td>
<td>Talk to the pupils and go to the auditorium.</td>
<td>May remain in room and talk with pupils. Also view a competency measure.</td>
<td>May remain in room and talk with pupils.</td>
</tr>
</tbody>
</table>

PANEL DISCUSSION ***** QUESTION AND ANSWER PERIOD

<table>
<thead>
<tr>
<th>Time</th>
<th>Panelists</th>
</tr>
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<tbody>
<tr>
<td>2:30</td>
<td>Mr. Jaszcar</td>
</tr>
<tr>
<td></td>
<td>Mr. Robertson</td>
</tr>
<tr>
<td>3:50</td>
<td>Mrs. Pollak</td>
</tr>
</tbody>
</table>

Thank you very much for attending. Perhaps we will have the opportunity of visiting your school district in the near future.
Participant Evaluation

Teachers and administrators visiting a school to examine a new curriculum in operation should be asked to evaluate the demonstration program. Candid comments by participants can lead to better organization and implementation of meetings in the future.

The Title III Centers which played a major role in the promotion of 14 demonstration days in 1968-69 generally assumed responsibility for the preparation of an evaluation form. The form was completed by visitors just prior to their departure from the demonstration school. Two such forms follow.
CONFERENCE EVALUATION FORM

Conference Date: Friday, February 28, 1969.
Place: Shamokin Area Schools - Washington School

THE VALUE OF THIS CONFERENCE IS IN THE QUALITY OF SERVICE AND/OR IDEAS IT PROVIDES YOU. TO HELP THIS CONFERENCE AND TO HELP IMPROVE UPON IT WHEN OTHER CONFERENCES ARE HELD, WE WOULD LIKE YOUR REACTIONS TO THE FOLLOWING:

1. Did the conference provide you with pertinent information or ideas that you might be able to implement?
   - Not at all
   - Somewhat
   - Reasonably Well
   - Very Helpful

2. Did the conference add to the knowledge you already had of the area covered in the conference?
   - Not at all
   - Somewhat
   - Reasonably Well
   - Very Helpful

3. Do you believe that this conference would be valuable to your peers in other parts of the state?
   - Yes
   - No

4. If the following provisions were made for the meeting, please rate their value overall.
   a. Consultant(s)
      - Poor
      - Fair
      - Good
      - Excellent
Evaluation Form 1 (Cont'd)

4. b. Materials
   - Poor
   - Fair
   - Good
   - Excellent

   c. Meeting format
      - Poor
      - Fair
      - Good
      - Excellent

   d. Classroom Observations
      - Poor
      - Fair
      - Good
      - Excellent

5. Would you recommend that your school send other staff members to another meeting of this type if it were offered?
   - Yes
   - No

6. Please rate the conference, in its totality, on the following nine point scale. (Circle one number.)

   1  2  3  4  5  6  7  8  9
   Very Poor Satisfactory Good Excellent

   7. Additional Comments:

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
SAMPLE EVALUATION FORM 2

NORTHEAST REGIONAL SUPPLEMENTARY EDUCATIONAL CENTER
8 South Platt St. Plattsburgh, New York
518-561-1231

Joseph E. Allen
Regional Director

Frederick D. Arce
Associate Director

W. Harney Davey
Associate Director

CONFERENCE EVALUATION FORM
SCIENCE--A PROCESS APPROACH

Conference Date: Tuesday, February 18, 1969
Place: Ticonderoga Elementary School

The value of this conference is in the quality of service and/or ideas it provides you. To help the Center assess this conference and to help improve upon it when other conferences are held, we would like your reactions to the following:

1. Did the conference provide you with pertinent information or ideas that you might be able to implement?

   Not at all ______
   Somewhat ______
   Reasonably Well ______
   Very Helpful ______

2. Did the conference add to the knowledge you already had of the area covered in the conference?

   Not at all ______
   Somewhat ______
   Reasonably Well ______
   Very Helpful ______

3. Do you believe that this conference would be valuable to your peers in other parts of the Region the Center serves?

   Yes ______
   No ______
Evaluation Form 2 (Cont'd)

5. Would you recommend that your school send other staff members to another meeting of this type if it were offered?

   Yes [ ] No [ ]

6. Please rate the conference, in its totality, on the following nine point scale. (Circle one number.)

   1 2 3 4 5 6 7 8 9
   Very Poor Satisfactory Good Excellent
   Poor

7. To what extent did the conference meet your overall expectations? (Circle one number.)

   1 2 3 4 5 6 7 8 9
   Very Poor Satisfactory Good Excellent
   Poor

8. Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Evaluation Form 2 (Cont'd)

If yes, please suggest any changes we should incorporate next time.

If no, please suggest a substitute you have in mind.

(Use back of page if more space is needed.)

4. If the following provisions were made for the meeting, please rate their value overall.

<table>
<thead>
<tr>
<th>Provision</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
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<td>d. Meeting format</td>
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Follow-Up Assessment

What happens in area schools after a demonstration day? An important evaluation task is to determine in how many classrooms in how many schools an innovative curriculum is introduced after being inspected and discussed by demonstration day participants. Data relevant to this question can be obtained through follow-up letters, telephone calls, personal visits to district central offices, careful scrutiny of the rosters for inservice education workshops, and even through conversation with regional salesmen for equipment vendors.

The Institute plans to investigate the number and size of new curriculum installations motivated, at least in part, by 1968-69 demonstration day activities. Extremely valuable data now exist from which the impact of on-site demonstrations may be inferred. For example, a number of Pennsylvania schools now part of ERIE's Demonstration School Network said they became convinced of the value of Science--A Process Approach after participating in demonstration day programs. Five schools in the Corning (N.Y.) area instituted trial Science--A Process Approach classrooms in 1969-70 as a result of the persuasive influence of Calvin U. Smith Elementary School teachers. ERIE organized and coordinated three large K-3 workshops for Science--A Process Approach aspirants during August, 1969. A large number of
teachers from schools in the 14 regions where demonstration days were conducted obtained registration fee funds from their districts and attended a full five days of process science inservice education.
OUTSIDE RESOURCES FOR A DEMONSTRATION DAY ON SCIENCE--A PROCESS APPROACH

A variety of outside resources exist which may prove helpful to the person responsible for planning and conducting a demonstration day for Science--A Process Approach. These resources are listed in sections below as follows: Agencies, 1968-69 Demonstration Day Schools, RAN Consultants, Sources of Handout Materials, and Bibliography.

Agencies

American Association for the Advancement of Science
Commission on Science Education
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005
John R. Mayor, Director

Eastern Regional Institute for Education (ERIE)
635 James Street
Syracuse, New York 13203
James M. Mahan, Coordinator, Curriculum Installation Group
Roger Ming, Associate Director, Regional Action Network

Regional Action Network
(50 university professors trained by ERIE to assist schools in science education improvement efforts)
Names and institutional addresses follow.

Regional Title III Center
(In the local area)

Xerox Corporation
Education Division SB
600 Madison Avenue
New York, New York 10022
Steven Doppelt, New York Representative
James McGrody, Pennsylvania Representative
1968-69 Demonstration Day Schools

Abraham Lincoln Elementary School
1524 Hamilton Road
Pittsburgh, Pennsylvania 15234
Vance Sanford, Principal

Allegheny County Schools
345 County Office Bldg.
Pittsburgh, Pennsylvania 15219
Fred C. Krause
Assistant Superintendent

Calvin U. Smith Elementary School
Stanton Street Extension
Painted Post, New York 14870
Donald Mahon, Principal

C.C. Ring Elementary School
400 Buffalo Street
Jamestown, New York 14701
John Carlson, Principal

Fairview Elementary School
45 Chestnut Street
Fairview, Pennsylvania 16415
William Straessley, Principal

F.S. Banford Elementary School
State Street
Canton, New York 13617
Robert J. Meldrum, Jr., Principal

General E.S. Otis School #30
36 Otis Street
Rochester, New York 14606
Alexander Johnson, Principal

J. Henry Cochran Elementary School
1500 Cherry Street
Williamsport, Pennsylvania 17701
John E. Dice, Principal

Maple Elementary School
1500 Maple Road
Williamsville, New York 14221
Thomas Ahern, Principal
1968-69 Demonstration Day Schools (cont'd)

Overlook Elementary School
Meadowgreen Drive
Pittsburgh, Pennsylvania 15236
Howard Robertson, Principal

Shannock Valley Elementary School
Rural Valley, Pennsylvania 16226
Francis Helm, Principal

Ticonderoga Elementary School
Alexandera Avenue
Ticonderoga, New York 12883
Mabel Hornburg, Principal

Trumansburg Elementary School
Trumansburg No. 2
Trumansburg, New York 14886
John A. Bourdon, Principal

Washington Elementary School
Sunbury Street
Shamokin, Pennsylvania 17872
Lyman Weaver, Principal

Wellsboro Elementary School
Wellsboro, Pennsylvania 16901
Mahlon Northrop, Principal

Westmere Elementary School
Johnston Road
Albany, New York 12303
James Cleary, Principal
**NEW YORK**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrien Adelman, Jr.</td>
<td>State University College</td>
<td>329 Cassidy, 1300 Elmwood</td>
<td>Buffalo, N.Y. 14208</td>
</tr>
<tr>
<td>Howard Litvack</td>
<td>Adelphi University</td>
<td>Garden City, N.Y. 11530</td>
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<tr>
<td>Richard E. McBride</td>
<td>State University College</td>
<td>Main Building 200A</td>
<td></td>
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<tr>
<td>Ralph M. Watson, Jr.</td>
<td>Cazenovia College</td>
<td>Cazenovia, N.Y. 1:735</td>
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<tr>
<td>Anthony Lazzaro</td>
<td>California State College</td>
<td>California, Pa. 15419</td>
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<tr>
<td>Peter F. Libra</td>
<td>Mercyhurst College</td>
<td>501 E. 38th Street</td>
<td>Erie, Pa. 16501</td>
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<tr>
<td>Robert W. Boenig</td>
<td>State University College</td>
<td>Fredonia, N.Y. 14063</td>
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<tr>
<td>Eugene L. Chappetta</td>
<td>Syracuse University</td>
<td>410 Lyman Hall</td>
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<tr>
<td>Donal F. McFarland</td>
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<td>John F. McGrath</td>
<td>College of St. Rose</td>
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<td>Leland K. Manske</td>
<td>State University College</td>
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<td>Joseph G. Marsico</td>
<td>State University College</td>
<td>Blake Clt. Geneseo, N.Y. 14454</td>
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<tr>
<td>Joseph T. Bellucci</td>
<td>Wilkes College</td>
<td>Wilkes-Barre, Pa. 18073</td>
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<tr>
<td>Barbara J. Burkhousie</td>
<td>Marywood College</td>
<td>Scranton, Pa. 18509</td>
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<tr>
<td>Dale E. Cooper</td>
<td>Lock Haven State College</td>
<td>Ulmer Hall, LMHC</td>
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<tr>
<td>James F. Currie</td>
<td>Duquesne University</td>
<td>Pittsburgh, Pa. 15219</td>
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<tr>
<td>Jay Frank Davidson</td>
<td>Shippensburg State College Box 508</td>
<td>Shippensburg, Pa. 17257</td>
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<tr>
<td>Lester A. Glies, Jr.</td>
<td>Wilson College</td>
<td>Chambersburg, Pa. 17201</td>
<td></td>
</tr>
<tr>
<td>M. Raymond Jamison</td>
<td>Lycoming College</td>
<td>Box 68</td>
<td>Williamsport, Pa. 17701</td>
</tr>
<tr>
<td>Lester Kieft, Jr.</td>
<td>Bucknell University</td>
<td>Lewisburg, Pa. 17837</td>
<td></td>
</tr>
<tr>
<td>Ronald A. Larson</td>
<td>Edinboro State College</td>
<td>Room 225 Electronics Bldg.</td>
<td>Edinboro, Pa. 16412</td>
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**PENNSYLVANIA**

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<tr>
<td>Anthony Lazzaro</td>
<td>Pennsylvania State College</td>
<td>University Center</td>
<td>University Park, Pa. 15701</td>
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<tr>
<td>Paul R. Widick</td>
<td>West Chester State College</td>
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</tr>
<tr>
<td>William Toror</td>
<td>St. Joseph's College</td>
<td>University Park</td>
<td>University Park, Pa. 15701</td>
</tr>
<tr>
<td>William A. Uriechlo</td>
<td>Carlow College</td>
<td>3333 Fifth Avenue</td>
<td>Pittsburgh, Pa. 15213</td>
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<tr>
<td>Richard F. Wachtler</td>
<td>Indiana University of Pa.</td>
<td>University Park</td>
<td>Indiana, Pa. 15701</td>
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<tr>
<td>Robert K. Ziegler</td>
<td>Elizabethtown College</td>
<td>University Park</td>
<td>Elizabethtown, Pa. 17022</td>
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**GWYNDEE-MERCY COLLEGE**

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<td>Richard F. Mason</td>
<td>Mansfield State College</td>
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<tr>
<td>Daniel Overholm</td>
<td>Edinboro State College</td>
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<td>Wayne Ransom</td>
<td>Temple University</td>
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<td>James D. Shofestall</td>
<td>Clarion State College</td>
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<td>University Park</td>
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**BRYARCLIFF COLLEGE**

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<tr>
<td>Carl D. Gustafson</td>
<td>The King's College</td>
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<td>Harvey Inventasch</td>
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<td>Cortland, N.Y. 13045</td>
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<tr>
<td>Lawrence J. Kiely</td>
<td>Niagara University</td>
<td>Niagara Unv., N.Y. 14109</td>
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Sources of Handout Materials


   Suggestion: This booklet could be mailed to demonstration day registrants in advance of their school visitation. A reading prior to the visitation will place process-oriented instruction in context and stimulate a series of important questions.

2. How to Utilize the Services of a Science Consultant
   By Dr. Kenneth D. George. (A six-page article obtainable from the National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036. How To Do It Pamphlet Series stock number 471-14286. (Cost: $28 per copy for 10 or more copies.)


5. Films of Science--A Process Approach Instruction. Films displaying process-oriented science instruction for various elementary school grade levels are available on a loan basis from the American Association for the Advancement of Science.


BIBLIOGRAPHY

AAAS Commission on Science Education. Big difference between knowing and guessing. Grade Teacher, 1966, 83, 76-79.


Mayor, J.R. Science and mathematics in the elementary school. The Arithmetic Teacher, 1967, 14, 629-635.


