The goal of this study guide is to train education information consultants to do a literature search in an information center, both manually and by computer. The guide provides five lessons, self-tests and keys for each of the tests. A short teacher's guide and examples of computer searches are also included. (RH)
DOING A LITERATURE SEARCH IN AN INFORMATION CENTER

Marcia B. Garman
Kathleen Mitchell

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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IDENTIFICATION PAGE

Title: Doing a Literature Search in an Information Center

Subject: Education Research

Performance Level: Adult--Education Information Consultant (EIC)

Purpose: Enable an EIC to Do a Literature Search in an Information Center, both manually and by computer

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            Kathleen Mitchell

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Date Submitted: June 30, 1972

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Instructions

Test Answer Keys

Pre-Test

Pre-Test Computer Printout (Language Development)

Post-Test

Post-Test Computer Printout (Performance Contracts)
THIS SECTION FOR STUDENT USE

DOING A LITERATURE SEARCH IN AN INFORMATION CENTER
Major Idea:

There are ways of doing a literature search in an information center.

Component Ideas:

1. Glossary terms
2. Transforming search request into descriptor terms
3. Conducting a manual search
4. Conducting a computer search
5. Using fugitive information catalogues

Objectives:

1. With 100% accuracy the EIC will identify glossary terms.
2. Given a search request the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which best apply to the search request.
3. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit the given search request.
4. Through computer techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of the Dialog Online Retrieval System by selecting the 10 best documents from the resulting computer printout which most closely fit the given search request.
5. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogues by selecting the 10 best documents which most closely fit the given search request.
STUDENT PRE-TEST

Purpose: The purpose of this pre-test is to determine your knowledge of:
(1) glossary terms (2) the Thesaurus of ERIC Descriptors (3) techniques involved in manual searches (4) techniques involved in computer searches and (5) the use of fugitive information catalogues.

Instructions: You are not expected to know all the answers, so answer as many questions as you can. After you have worked on all items, discuss your answers with your office supervisor.

I. Part I
   A. Match up the following glossary terms with their proper abbreviations.

   AU  
   SMERC  
   ERC  
   MF  
   ERIC  
   RIE  
   CIJE  
   FIDO  
   EJ  
   ED  
   AB  
   computer  
   descriptors

   Fugitive Information Data Organizer  
   abstract  
   Thesaurus  
   ERIC document  
   San Mateo County Education Resources Center  
   Dialog Online Retrieval System  
   author  
   Research in Education  
   Education Resources Center  
   microfiche  
   Current Index to Journals in Education  
   Educational Resources Information Center  
   education journal

   B. Using the Thesaurus of ERIC Descriptors look under the main heading LANGUAGE INSTRUCTION and write the following:

   (1) one "used for" term
   (2) four narrow terms
   (3) one broader term
   (4) five related terms
C. Using the 1970 RIE annual catalog, list ten ED numbers cited under the main heading LANGUAGE INSTRUCTION.

D. Using the 1970 CIJE annual catalogue, list ten EJ numbers cited under the main heading LANGUAGE INSTRUCTION.

E. Using the 1972 PERI, FIDO and Education Index, list any five documents by number cited under the main heading LANGUAGE ARTS.

F. According to the ERIC/Dialog Online Retrieval System, explain what the following commands mean.
   1. PRINT
   2. DISPLAY
   3. EXPAND
   4. COMBINE
   5. SELECT

II. There are no absolute answers to the following section of the pre-test. After you have worked on all the items discuss your answers with your office supervisor.

A. Given the following search statement, see if you can answer the questions below.

Search Statement: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?
1. Using the Thesaurus of ERIC Descriptors, choose five descriptors which would best apply to the above search statement.

2. Using the ERIC publications, pick ten documents which apply to the above search statement.

3. Using the Dialog Online Retrieval System, select from your computer printout, the ten documents which best apply to the above search statement.

4. Using the following fugitive information catalogues (FIDO, PERI, UNIPAC and LEARNING CENTER) select the five documents which best apply to the above statement.

5. Discuss with your office supervisor your reasons for picking the documents you feel best apply to the search request. Discuss also the criteria you have used in evaluating these documents or computer search.
Glossary of Terms

Lesson I

A. Catalogs

FIDO (Fugitive Information Data Organizer)
PERI (Project Evaluation Research Information)
RIE (Research in Education)
CIJE (Current Index to Journals in Education)
ERIC (Education Resources Information Center)
Education Index
Unipac (A Learning Activity Package)
Learning Center (An Individualized Instruction Package)

B. Equipment

microfiche reader
microfiche reader/printer
RemKard (Reader Printer Retrieval Display System)
reproduction equipment
microfilm camera
stuffer (micro-thin jacket reader-filler)
photocopier
Mag Card (magnetic card selectric typewriter)
DIALOG (Lockheed system for ERIC/CIJE electronic retrieval)
CRT (Cathode Ray Tube — Visual display screen)
ORDIT II (System Development Corp. computer system)
computer (360/40 IBM)
Terminal (Keyboard for access to Computer)
Termi-Net (Printing system at computer terminal)

C. Office Terminology

MF (microfiche)
HC (hardcopy)
PC (photocopy)
EJ (Education Journal)
AB (abstract)
search statement (see E.I.C. Manual)
search form
“search”
computer printout
Princeton files (storage cans for fugitive documents)
fugitive information (that which has not been formally published or is not readily accessible)

D. Types of Microfiche

ID (information dissemination)
UN (unipac)
SC (learning center)
ED (ERIC document)
BIB (bibliography)
RD (Research & Development)
PIP (Programs in Progress)
PR (Project Research)

descriptors
Thesaurus
computer index files
search files
microform (any kind of microfilm)

microthin jacket (holds 16mm film in microfiche format)

E. Odds and Ends

CONCEPT: Glossary Terms

OBJECTIVES: With 100% accuracy, the EIC will identify glossary terms

INSTRUCTIONS: Do any two or more of the following activities. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

A. Read the introductory page in the following catalogues:

FIDO
PERI
RIE
CIJE
Education Index

B. Locate the following microfiche files:

ERIC microfiche
unipac microfiche
learning center microfiche
PIP microfiche
RD microfiche
BIB microfiche
ID microfiche

C. Find and learn how to operate the following machines:

microfiche reader
microfiche reader/printer
RemKard
microfiche reproduction equipment
camera
stuffer
photocopier
Mag Card

D. Learn the glossary terms on page 6.

E. Ask an EIC what the glossary terms on page 6 mean.

SELF TEST: Complete the following self test and check your answers. When completed consult with your office supervisor.
SELF TEST FOR LESSON I

A. What do the following abbreviations mean:

1. FIDO
2. PERI
3. RIE
4. CIJE
5. ERIC
6. MF
7. HC
8. PC
9. LC
10. AB

B. What machines would you use to make the following reproductions:

1. abstracts
2. hardcopy
3. ERIC microfiche reproduction
4. computer printout
5. original SMERC microfiche
A. ABBREVIATIONS
1. Fugitive Information Data Organizer
2. Project Evaluation Research Information
3. Research in Education
4. Current Index to Journals in Education
5. Education Resources Information Center
6. microfiche
7. :ardcopy
8. photocopy
9. learning center
10. abstract

B. REPRODUCTION MACHINES
1. RemKard or Reader/Printer
2. Reader/Printer
3. reproduction machines
4. Dialog Online Retrieval System
5. Camera and Stuffer
LESSON 2

CONCEPT: Transforming search request into descriptor terms

OBJECTIVE: Given a search statement the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which will best apply to the search request.

INSTRUCTIONS: Do any two or more of the activities that follow in part I and part II. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

I. Do two or more of the following:


B. Find three sections in the Thesaurus:
   1. Descriptors, p. 1-256
   2. Rotated Descriptor Display, p. 259-300
   3. Descriptor Group Display, p. 301-326

C. Listen to an EIC explain how to use the Thesaurus.

II. In performing any two or more of the following activities use this search statement: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?

A. Discuss with your supervisor which descriptor terms would be the most appropriate in doing this literature search.

B. Observe an EIC transforming this search statement into descriptor terms.

C. Using the Thesaurus of ERIC descriptors complete the following examples:
   1. List 3 descriptors from the main heading LANGUAGE DEVELOPMENT (p. 124) which best apply to the search statement.
   2. Write 2 descriptors from the main heading TRAINABLE HANDICAPPED (p. 243) which best apply to the search statement.
   3. List 2 descriptors from the main heading DEAF (p. 56-57) which best apply to the search statement.
   4. Write 3 descriptors from the main heading ELEMENTARY EDUCATION (p. 73) which best apply to the search statement.

D. Compare your choice of descriptors to a similar completed search located in the search file under the headings
SELF TEST: Using the Thesaurus of ERIC Descriptors find and write the descriptors which best apply to the following search statements. When you have finished check your answers on the next page and discuss the results with your office supervisor.

A. I would like information on ways, means and procedures of evaluating secondary classroom teachers.

B. What are the effects of class size on the effectiveness of instruction at the K-8 level.

C. A School district wants to design a sequential language arts program for grades K-6 and would like to have available copies of programs already in operation.
A. Descriptors

- teacher evaluation
- teacher rating
- evaluation
- personnel evaluation
- secondary school teachers
- secondary schools
- high schools

B. Descriptors

- class size
- classroom arrangement
- small classes
- student teacher ratio
- effective teaching
- elementary schools
- grade 1,2,3,4,5,6,7,8
- middle schools
- kindergarten

C. Descriptors

- language arts
- sequential learning
- sequential approach
- sequential programs
- elementary schools
- elementary grades
- elementary education
- kindergarten
- grade 1,2,3,4,5,6
CONCEPT: Conducting a manual search

OBJECTIVE: Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit a given search request.

INSTRUCTIONS: Do any two or more of the activities that follow in part I and part II. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the next page and then consult with your supervisor.

ACTIVITIES:

I. A. Read on a microfiche reader ERIC document ED 036 499 "How to Conduct a Search Through ERIC".
   
   B. Read "How to Use ERIC" a publication of the U.S. Dept. of Health, Education, and Welfare, Office of Education.
   
   C. Watch and Listen to the slide/film and tape presentation on "How to Use ERIC".

II. Apply any two or more activities to the following search request:

Search request: What language development programs are there for deaf children and trainable mentally retarded children at the elementary level?

A. Discuss with an EIC, the steps you should follow to do this search through the ERIC publications.

B. Observe an EIC conducting this search request manually.

C. Listen to an EIC give instructions on how to do this search.

D. Practice doing this search by yourself.

E. Using the descriptors you have chosen and the ERIC publications complete the following:

1. List 10 ERIC documents from RIE which best apply to the search statement (give the ED number only).

2. Write 5 journal articles from CIJE which best apply to the search statement (Give EJ number, name of journal, year and month, page number).
SELF TEST: Given the following search statement, complete the exercises below. When you have finished check your answers on the next page and discuss the results with your office supervisor.

Search Statement: I would like information on flexible scheduling at the K-12 level. How do you set one up and examples of programs already in action.

A. List 4 descriptors which would best apply to this request.

B. List 7 to 10 ERIC documents which would best apply to this request.

C. List 3 CIJE journals (give title of journal, month, year, and page number) which would best apply to this search.
ANSWERS TO SELF TEST FOR LESSON 3

A. Discriptors

flexible schedules
school schedules
flexible scheduling
schedule modules

B. ERIC documents

ED 037 809
ED 022 254
ED 026 733
ED 027 131
ED 021 131
ED 027 993
ED 036 376

C. CIJE journals

Clearinghouse 44;7 p.425-9
NASSP BULLETIN 53;339 p.62-72
Clearinghouse 43;7 p.392-95
43;5 p.280-82
LESSON 4

CONCEPT: Conducting a Computer Search

OBJECTIVE: Through Computer techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of DIALOG On-Line Retrieval System by selecting the 10 best documents which most closely fit the given search request.

Instructions: Complete one or more of the following in group "A" and as many as possible in group "B".

ACTIVITIES:

A. 1. **Read** "Users Manual, ERIC/DIALOG On-Line Retrieval System".  
3. **Listen** to an EIC explain how to conduct a computer search.  
4. **Observe** an EIC conducting a computer search on DIALOG.  
5. **Discuss** with an EIC the steps in conducting a computer search on DIALOG.  
6. **Practice** doing a computer search with the help of an EIC.  
7. **Learn and list** the steps for the procedure for doing a computer search on DIALOG.  
8. **Practice** on the computer the following commands:  
   a. Expand this term: ELEMENTARY SCHOOLS and select these terms: ELEMENTARY SCHOOLS, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL CURRICULUM and ELEMENTARY GRADES.  
   b. Expand this term: CURRICULUM GUIDES and select these terms: CURRICULUM GUIDES, CURRICULUM DESIGN AND CURRICULUM DEVELOPMENT.  
   c. Expand this term: READING and select these terms: READING, READING INSTRUCTION, and READING PROGRAMS.

B. 9. **Practice** on the computer the following commands:  
   Combine all documents on READING and all documents on ELEMENTARY EDUCATION-Set 1.  
   Combine all documents on CURRICULUM with set 1.-Set 2.  
   Display the first 5 documents of Set 2.  
   Print off-line the first 50 documents of Set 2.  
10. **Locate** these terms on the computer by using the ID (Identifier), PS (Project Source) and AU (author) files:  
   Bloom, Benjamin  
   ESEA Title VI  
   Rand Corporation  
   San Mateo Union High School District  
   L.A. County Schools  
   Piaget, Jean

11. **Choose** from the enclosed computer search the 10 documents which most closely fit the below search request. Discuss your choices with your office supervisor.

   What resources are available for learning centers in an elementary school?
**DIALOG** INFORMATION RETRIEVAL SYSTEM
LOCKHEED INFORMATION SCIENCES LABORATORY, DEPT/52-50
3251 HANOVER STREET
PALO ALTO, CALIFORNIA 94304
TELEPHONE: (415) 493-4411 X45043

SEARCH TITLE  IMC
DATE/FILE  5-27-72/1
SEARCH BY  MITCHELL
REQUESTOR  MAHLKE
ADDRESS  SM

TERMINAL  3  5-26-72

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SET ITEMS DESCRIPTIONS
1  51C IT=R1,R2,R5, IT=INSTRUCTIONAL MAT
2  1965 IT=E9,E10,E5 IT=ELEMENTARY
3  247 IT=ELEMENTARY SCHOOL CURRICULUM
4  21 1*(2+3)
5  1 AU=ADLER, JACK D.

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INSTRUCTIONAL MEDIA CENTER SERVICES IN THE NONGRADED ELEMENTARY SCHOOL
GOTTARDI, LESLIE  
AUDIOVISUAL INSTRUCTION; 16; 4; 30-3  APR 71  
/ELEMENTARY EDUCATION/ INSTRUCTIONAL MATERIALS CENTERS/ LIBRARY SERVICES/ NONGRADED SYSTEM

WHAT TEACHER EDUCATION CAN DO
GILBERT, HARLOD G. MAN/SOCIETY/TECHNOLOGY-A JOURNAL OF INDUSTRIAL ARTS EDUCATION; 30; 4; 111-112  JAN '71  
/ELEMENTARY SCHOOL CURRICULUM/ ELEMENTARY SCHOOLS/ INDUSTRIAL ARTS/ PROGRAM DESCRIPTIONS/ RESEARCH NEEDS/ RESOURCE CENTERS/ TEACHER EDUCATION

LEARNING CENTERS AND STATIONS: A DIFFERENT CONCEPT
DANIELS, PAUL R.  
AUDIOVISUAL INSTRUCTION; 15; 9; 29  NOV '70  
/EDUCATIONAL STRATEGIES/ ELEMENTARY GRADES/ INSTRUCTIONAL MEDIA/ LEARNING ACTIVITIES/ RESOURCE CENTERS  
ESSAY DISCUSSSING WHAT A LEARNING CENTER SHOULD BE AND BY WHAT PRINCIPLES IT SHOULD OPERATE. (LS)

EDUCATIONAL MEDIA AND INDEPENDENT STUDY
LINCK, NORMAN  
AUDIOVISUAL INSTR; 15; 2; 36-7  70 FEB  
/ELEMENTARY EDUCATION/ EQUIPMENT UTILIZATION/ INDEPENDENT STUDY/ INSTRUCTIONAL MATERIALS/ INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/ SCHOOL SURVEYS/SECONDARY EDUCATION  
A REPORT ON A STUDY OF THE USE OF MEDIA IN INDEPENDENT STUDY PROGRAMS IN SCHOOLS THROUGHOUT THE NATION. (LS)

THE MATZKE RESOURCE CENTER
KILLOUGH, KAY  
AUDIOVISUAL INSTR; 15; 2; 61  70 FEB  
/EDUCATIONAL FACILITIES/ ELEMENTARY EDUCATION/ INDIVIDUALIZED PROGRAMS/ RESOURCE CENTERS/ SELF DIRECTED CLASSROOMS/ UNGRADED PROGRAMS  
/MATZKE ELEMENTARY SCHOOL CYPRESS TEXAS  
BRIEFLY DESCRIBED ARE THE OPERATIONS OF AN ELEMENTARY SCHOOL LEARNING CENTER WHERE STUDENTS COME AND GO AS THEY LIKE. "THE ONLY RULE IS THAT STUDENTS MUST HAVE AND FULFILL A PURPOSE WHILE IN THIS AREA. THUS, THE RESOURCE CENTER IS TOTALLY SUPPORTIVE OF THE NONGRADED INDIVIDUALIZED INSTRUCTIONAL PROGRAM." (AUTHOR/LS)
EJ015801 E500773
IOWA MEDIA CENTERS
DOAK, DICK EDUC SCREEN AUDIOVISUAL GUIDE; 49; 2; 10-11 70 FEB
/ EDUCATIONAL FACILITIES/ EDUCATIONAL IMPROVEMENT/ ELEMENTARY
EDUCATION/ *INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/
REGIONAL PROGRAMS/ SECONDARY EDUCATION
/ ELEMENTARY SECONDARY EDUCATION ACT TITLE II (1965)/ *IOWA SCHOOLS

EJ004 052 AA501605
HERE'S A SCHOOL THAT HAS EVERYTHING GRADE TEACHER; 86; 9; 90-96
69 MAY-JUNE
/ *AUDIOVISUAL AIDS/ EDUCATIONAL EQUIPMENT/ EDUCATIONAL RESOURCES/
ELEMENTARY SCHOOL CURRICULUM/ INDEPENDENT STUDY/ *LABORATORY SCHOOLS/
*MULTIMEDIA INSTRUCTION/ NONGRADED SYSTEM/ *RESOURCE CENTERS/ *SCHOOL
INTEGRATION/ TEAM TEACHING
/EVANSTON/ FOSTER ELEMENTARY SCHOOL/ ILLINOIS

EJ000717 LI500005
AN OBJECTIVE MEASURE OF THE IMPACT OF A LIBRARY LEARNING CENTER
AINSWORTH, LEN SCH LIBR; 18; 2; 33-35 69 W
/ ELEMENTARY GRADES/ *INSTRUCTIONAL MATERIALS CENTERS/ *LIBRARY
INSTRUCTION/ *LIBRARY SERVICES/ PROGRAM EFFECTIVENESS

ED049106 S000869
EDUCATIONAL RESOURCES CENTER. FOURTH ANNUAL REPORT.
EDUCATIONAL RESOURCES CENTER, NEW DELHI (INDIA).
QPX62775
70
33P.
EDRS PRICE MF-$0.65 HC-$3.29
/ ANNOTATED BIBLIOGRAPHIES/ ANNUAL REPORTS/ *CROSS CULTURAL STUDIES/
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*RESOURCE CENTERS/ *RESOURCE GUIDES/ SEMINARS/ SOCIAL STUDIES
*INDIA
THE WORK OF THE CENTER RANGES FROM THE DEVELOPING OF MATERIALS ABOUT
INDIA FOR AMERICAN ELEMENTARY SCHOOLS TO THE ASSISTING OF FACULTY
MEMBERS AND RESEARCH SCHOLARS FROM U.S. COLLEGES AND UNIVERSITIES.
THIS FOURTH ANNUAL REPORT DESCRIBES THE ACTIVITIES OF THE 1969-70
FISCAL YEAR. REPORTED ARE THE SEMINARS AND WORKSHOPS CONDUCTED WITH
AMERICAN EDUCATORS, VISITS OF AMERICANS TO THE CENTER, AND
DESCRIPTIONS OF MATERIALS DEVELOPED FOR STUDY ABOUT ALL ASPECTS OF
INDIA AND INDIAN CULTURE, INCLUDING FILMS, MULTIMEDIA INSTRUCTION
PACKETS, CURRICULUM GUIDES, BIBLIOGRAPHIES, ETC. A PREVIEW OF
ACTIVITIES FOR 1970-71 CONCLUDES THE REPORT. APPENDICES INCLUDE
PARTICIPANT EVALUATIONS OF SEMINARS CONDUCTED DURING 1969-70. (JLB)
ELEMENTARY SCHOOL MEDIA PROGRAMS: AN APPROACH TO INDIVIDUALIZING INSTRUCTION.

GILSTRAP, DOROTHY BARCLAY, ED.
AMERICAN ASSOCIATION OF ELEMENTARY, KINDERGARTEN, AND NURSERY EDUCATORS, WASHINGTON, D. C.

FHK56700

70

32P.; A STUDY/ACTION PUBLICATION SERIES
PUBLICATIONS-SALES SECTION, NATIONAL EDUCATION ASSOCIATION, 1202 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20035 ($1.00)

DOCUMENT NOT AVAILABLE FROM EDRS.

AUDIOVISUAL AIDS/ AUDIOVISUAL CENTERS/ EDUCATIONAL PHILOSOPHY/ ELEMENTARY EDUCATION/ ELEMENTARY SCHOOLS/ *GUIDELINES/ INDIVIDUALIZED INSTRUCTION/ *INSTRUCTIONAL MATERIALS CENTERS/ INSTRUCTIONAL MEDIA/ INSTRUCTIONAL PROGRAMS/ MEDIA SPECIALISTS

STANDARDS FOR SCHOOL MEDIA PROGRAMS

THE PURPOSE OF THIS PUBLICATION IS TO INTRODUCE READERS TO THE MEDIA PROGRAM CONCEPT AND TO OFFER PRACTICAL ASSISTANCE TO THOSE INTERESTED IN ESTABLISHING OR EXPANDING MEDIA PROGRAMS; TYPICAL SERVICES OF MEDIA SPECIALISTS ARE ENUMERATED; A SAMPLING IS GIVEN OF REQUESTS FROM TEACHERS; AND GUIDELINES ARE SUGGESTED FOR IMPLEMENTING A MEDIA PROGRAM. EXAMPLES ARE GIVEN OF CURRENT INNOVATIVE SCHOOL PROGRAMS. REFERENCES FOR FURTHER STUDY AND ACTION ARE APPENDED. (MF)

FOLKLORE IN THE ELEMENTARY SCHOOLS.
NEBRASKA UNIVER., LINCOLN.
MAY 68
46P.
NEBRASKA CURRICULUM DEVELOPMENT CENTER, ANDREWS HALL, UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA 68508 ($1.00). MAKE CHECKS PAYABLE TO UNIV. OF NEBRASKA

EDRS PRICE MF-$0.25 HC-$2.40

CHILDHOOD INTERESTS/ CHILD LANGUAGE/ CHILDREN/ *CHILDRENS GAMES/ COMMUNITY CHARACTERISTICS/ COMMUNITY STUDY/ COMPOSITION (LITERARY)/ ELEMENTARY EDUCATION/ FAMILY ENVIRONMENT/ *FOLK CULTURE/ *ORAL COMMUNICATION/ *RESEARCH PROJECTS/ RESEARCH SKILLS/ RESEARCH UTILIZATION/ RESOURCE CENTERS/ RESOURCE MATERIALS/ STUDENT TEACHER RELATIONSHIP/ *TEACHER EDUCATION

IN AN ATTEMPT TO EXPLORE THE LITTLE-KNOWN WORLD OF CHILDREN'S PLAY, AND TO OPEN UP CHANNELS OF COMMUNICATION AND UNDERSTANDING WITH CHILDREN, THE FOLLOWING ARE OFFERED TO TEACHERS AND TEACHERS-IN-TRAINING: (1) 11 TOPICS FOR READING, DISCUSSION, AND RESEARCH (WITH BIBLIOGRAPHICAL MATERIALS) ON THE PLAYLORE OF CHILDREN; (2) TECHNIQUES FOR STUDYING FOLKLORE OF THE NEIGHBORHOOD; (3) A GUIDE FOR COLLECTING AND ARCHIVING GAMES OF THE PLAYGROUND AND STREET, AND LORE OF THE HOME AND COMMUNITY; (4) EXAMPLES OF CHILDREN'S WRITING WHICH GREW OUT OF CLASSROOM TALK; AND (5) LISTINGS OF SOURCES AND RESOURCES FOR TEACHER RESEARCH AND STUDENT READING IN FOLKLORE. (MF)
THE ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM FOR THE DISADVANTAGED CHILDREN IN LEFLORE COUNTY, MISSISSIPPI, WAS EXAMINED IN THE SUBJECT AREAS OF (1) READING; (2) SPEAKING, WRITING, AND SPELLING; (3) MATHEMATICS; (4) SOCIAL STUDIES; (5) SCIENCE AND HEALTH; (6) ART; AND (7) MUSIC. SOME GENERAL RECOMMENDATIONS TO HELP MEET THESE RURAL CHILDREN'S NEEDS ARE GIVEN CONCERNING PARENT EDUCATION, NURSERY SCHOOLS AND PUBLIC KINDERGARTENS, CLASS SIZE, INSERVICE EDUCATION, LEARNING RESOURCE CENTERS, FIELD TRIPS, PHYSICAL FACILITIES, INDIVIDUALIZED INSTRUCTION, AND CURRICULUM DEVELOPMENT. THIS WORK WAS PREPARED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AN)
THE OUTPOURING OF NEW INSTRUCTIONAL MATERIALS AND TECHNIQUES HAS RESULTED IN A DEMAND FOR INSTRUCTIONAL MATERIALS CENTERS AT THE ELEMENTARY SCHOOL LEVEL. THIS HANDBOOK HAS BEEN PUBLISHED TO ASSIST IN PLANNING AND DEVELOPING SUCH A FACILITY. THE MEDIA CENTER'S USEFULNESS TO STUDENTS, TEACHERS, AND ADMINISTRATORS IS OUTLINED. THE QUALIFICATIONS AND JOB DESCRIPTIONS OF THE PROFESSIONAL STAFF ARE SET FORTH, ALONG WITH A LIST OF NECESSARY SUPPORTIVE STAFF. IT IS POINTED OUT THAT THE QUARTERS FOR A MEDIA CENTER SHOULD BE CENTRALLY LOCATED TO STUDENTS AND TEACHERS. GUIDELINES ARE LAID DOWN FOR THE ACQUISITION OF AN ADEQUATE SUPPLY OF BOOKS, MAGAZINES, AND OTHER MATERIALS NEEDED FOR BOTH STUDENT AND TEACHER USE; THE EQUIPMENT NECESSARY FOR THE DISPLAY AND USE OF THE MATERIALS IS LISTED. AN ANNUAL BUDGET IS PROPOSED TO PROVIDE SUFFICIENT FUNDS TO COVER THE COSTS OF MAINTENANCE. SINCE THERE WILL BE SOME MATERIAL THE TEACHER WILL WANT TO DEVELOP HIMSELF, EQUIPMENT NECESSARY FOR SUCH PRODUCTION IS SUGGESTED. STANDARD LIBRARY FURNISHINGS ARE SUGGESTED; SPECIFICATIONS (HEIGHT, WIDTH, DEPTH, ETC.) FOR VARIOUS ITEMS ARE NOTED. A 3-PHASE PROGRAM FOR EACH ASPECT OF THE CENTER'S DEVELOPMENT IS OUTLINED. A BIBLIOGRAPHY SUPPLEMENTS THE REPORT. (JY)
This fourth annual report covers the activities of the Research and Development Center in Educational Stimulation during the 1968-69 fiscal year. To reflect the center's new programmatic structure, the description of the center's objectives and activities is organized as follows: (1) administrative program; (2) substantive programs, including art, language arts and verbal learning, mathematics, music, physical education, science, and social science; (3) developmental psychology program; (4) evaluation program; and (5) technical support program, including statistical services, publications, dissemination, and field centers. It is anticipated that this new organizational structure will increase the center's capability to attain its primary goal of developing a system which will provide early and continuous educational stimulation through structured sequential learning activities beginning with children aged 3 years. The appendix contains a 286-item bibliography of literature related to the center's activities. (JH)
FEDERAL FUNDS ARE PROVIDED FOR OPERATION OF 21 SUMMER MIGRANT EDUCATION PROGRAMS IN WASHINGTON STATE FOR 2,300 PRESCHOOL AND ELEMENTARY-AGE, PREDOMINANTLY MEXICAN AMERICAN AND INDIAN CHILDREN OF MIGRANT FARM WORKERS. OTHER AGENCIES--PUBLIC AND PRIVATE--CONTRIBUTE FINANCIAL SUPPORT TO THE SUMMER EDUCATIONAL ACTIVITIES. IN MOST CASES THE PROGRAMS HAVE AN ADEQUATE SUPPLY OF TEACHERS, BILINGUAL TEACHER AIDES, AND COMMUNITY VOLUNTEER HELP. INDIVIDUAL ATTENTION IS EMPHASIZED IN TEACHING READING, LANGUAGE DEVELOPMENT, PHYSICAL AND HEALTH EDUCATION, AND ART AND MUSIC. WHEN NECESSARY, REMEDIAL WORK IS GIVEN TO THE CHILDREN; SOME PROGRAMMED INSTRUCTION IS USED. MANY OF THE PROGRAMS INCLUDE WEEKLY FIELD TRIPS TO BROADEN WORLD EXPERIENCES, OFTEN THROUGH OUTDOOR EDUCATION. THE HOME-SCHOOL RELATIONSHIP IS STRESSED AS AN IMPORTANT PHASE OF THE PROGRAMS. TWO CURRICULUM MATERIALS CENTERS ARE BEING DEVELOPED TO PROVIDE FOR IMPROVED SUPPORTIVE SERVICES TO SCHOOLS. (JAM)
THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION--A DEMONSTRATION OF A NATIONAL PROGRAM AGENCY FOR INSTRUCTIONAL TELEVISION, FINAL REPORT.

JORDAN, JAMES R.

INDIANA UNIV. FOUNDATION, BLOOMINGTON.

BR-5-0273

MAR 68

DEC-5-16-015

208P.

EDRS PRICE MF-$1.00 HC $8.40

ADMINISTRATIVE ORGANIZATION/ ART EDUCATION/ EDUCATIONAL FACILITIES/ EDUCATIONAL PROGRAMS/ EDUCATIONAL TELEVISION/ ELEMENTARY EDUCATION/ ENROLLMENT TRENDS/ INFORMATION DISSEMINATION/ *INSTRUCTIONAL MATERIALS CENTERS/ *INSTRUCTIONAL TELEVISION/ LANGUAGE INSTRUCTION/ MATHEMATICS EDUCATION/ MUSIC EDUCATION/ *NATIONAL PROGRAMS/ PHYSICAL EDUCATION/ *PROGRAM EVALUATION/ SCIENCE EDUCATION/ SPECIAL LIBRARIES/ *TELEVISION RESEARCH

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION WAS ESTABLISHED IN 1965 BY THE OFFICE OF EDUCATION AND THE INDIANA UNIVERSITY FOUNDATION AS A PERMANENT AGENCY TO PROVIDE QUALITY INSTRUCTIONAL TELEVISION MATERIALS AND COURSE DISTRIBUTION ON A NATIONAL SCALE. NCSCT MAKES MATERIALS AVAILABLE BY EVALUATION, ACQUISITION, REVISION, AND PRODUCTION, ENGAGES IN NATIONWIDE LIAISON WORK WITH TEACHERS, ADMINISTRATORS, AND ITV PERSONNEL, AND ACTS AS A CENTER OF INFORMATION ON INSTRUCTIONAL TELEVISION BY COLLECTING, ANALYZING, AND DISSEMINATING DATA. FINDINGS OF ITS TWO-YEAR DEMONSTRATION PROGRAM ARE--(1) THE EDUCATIONAL USE OF TELEVISION WILL EXPAND, CREATING GREATER NEED FOR EFFECTIVE MATERIALS, (2) FEW MATERIALS PRODUCED FOR LOCAL SCHEDULING ARE SUITABLE FOR WIDESPREAD USE, (3) A HIGH PERCENTAGE OF REUSE INDICATES THAT THE CENTER'S MATERIALS ARE SATISFACTORY, (4) ACCELERATED NCSCT ACTIVITY IS NEEDED MOST IN ELEMENTARY EDUCATION, (5) NCSCT'S MATERIALS, RESEARCH, AND DISSEMINATION WILL STIMULATE WISER USE OF TELEVISION, AND (6) PROFESSIONAL EDUCATIONAL ORGANIZATIONS AND SCHOOL SYSTEMS WILL COMMIT RESOURCES TO NCSCT'S EFFORTS. APPENDICES INCLUDE REPORTS CONCERNED WITH THE NATIONAL INSTRUCTIONAL TELEVISION LIBRARY, THE IV LESSON EVALUATION FORM, NCSCT SUBJECT AREA ASSESSMENTS, PRELIMINARY CONCLUSIONS, TABLES, AND A LIST OF AVAILABLE MATERIALS. (JO)
ED018465    UD004523
EDUCATION ACT PROJECT EVALUATION, PART I.
CINCINNATI PUBLIC SCHOOLS, OHIO. DEPT. OF INSTRUCTION.
JAN 67
135P.
EDRS PRICE MF-0.75 HC-$5.48
/ADULT EDUCATION/ *COMPENSATORY EDUCATION PROGRAMS/ *DISADVANTAGED
YOUTH/ ELEMENTARY GRADES/ ENRICHMENT PROGRAMS/ *FEDERAL PROGRAMS/
OBJECTIVES/ *PROGRAM EVALUATION/ RESOURCE CENTERS/ SCHOOL SERVICES/
SECONDARY GRADES/ SUMMER SCHOOLS/ TEST RESULTS
/ CINCINNATI/ ESEA TITLE I/ OHIO
THIS REPORT CONTAINS EVALUATIONS OF 1965-66 ELEMENTARY AND SECONDARY
EDUCATION TITLE I PROJECTS IN THE CINCINNATI PUBLIC SCHOOLS. THE
PROJECTS EITHER OFFERED ENRICHMENT AND REMEDIATION AT THE ELEMENTARY,
SECONDARY OR ADULT LEVEL OR ESTABLISHED SUMMER SCHOOLS OR EDUCATIONAL
RESOURCE CENTERS. EACH EVALUATION CONTAINS A PROJECT NARRATIVE AND A
DISCUSSION OF EVALUATION PROCEDURES AND RESULTS. THIS ARTICLE IS
PUBLISHED IN "JOURNAL OF INSTRUCTIONAL RESEARCH AND PROGRAM
DEVELOPMENT," VOLUME 2, NUMBER 2, JANUARY 1967. (DK)

ED016672    TE000292
THE WORKLOAD OF THE ELEMENTARY SCHOOL TEACHER.
ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH, URBANA.; NATIONAL
COUNCIL OF TEACHERS OF ENGLISH, CHAMPAIGN, ILL.
FEB 68
7P.
EDRS PRICE MF-$0.25 HC-$0.36
(CLASS SIZE/ ELEMENTARY EDUCATION/ ELEMENTARY SCHOOL LIBRARIES/
*ELEMENTARY SCHOOLS/ *ELEMENTARY SCHOOL TEACHERS/ *ENGLISH INSTRUCTION
/ *GUIDELINES/ INSERVICE TEACHER EDUCATION/ INSTRUCTIONAL MATERIALS
CENTERS/ LANGUAGE ARTS/ NONINSTRUCTIONAL RESPONSIBILITY/ *TEACHING
LOAD
/ NCTE
THE NCTE COMMITTEE ON WORKLOAD OF THE ELEMENTARY TEACHER BELIEVES
THAT EFFECTIVE INSTRUCTION IN ENGLISH DEPENDS UPON THE EFFORTS OF THE
ELEMENTARY TEACHER, BUT THAT THESE EFFORTS ARE OFTEN VITIATED BY
CONDITIONS BEYOND THE TEACHER'S IMMEDIATE CONTROL. PRIMARY AMONG THESE
CONDITIONS ARE CLASS SIZE, AVAILABILITY OF PLANNING TIME,
NONINSTRUCTIONAL RESPONSIBILITIES, ACCESS TO INSTRUCTIONAL MATERIALS,
AND OPPORTUNITY FOR CONTINUING PROFESSIONAL GROWTH. THEREFORE, IN THE
INTEREST OF BETTER TEACHING OF ENGLISH IN THE ELEMENTARY SCHOOLS, THE
NATIONAL COUNCIL OF TEACHERS OF ENGLISH RECOMMENDS A RATIO OF 25
PUPILS PER TEACHER, PROVISIONS FOR DAILY PLANNING TIME, CLERKS TO AID
TEACHERS, A LIBRARY AND AN INSTRUCTIONAL MATERIALS CENTER, AND THE
CONSIDERATION OF INSERVICE TRAINING AS PART OF THE TEACHER'S WORKLOAD.
(THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," FEBRUARY
1968.) (DL)
INTERMEDIATE SCHOOL DISTRICT, MIDDLE ECHelon OF A THREE-ECHelon STATE SYSTEM OF SCHOOLS.

EMERSON, WILLIAM J.
NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.

APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

/ COOPERATIVE EDUCATION/ COOPERATIVE PROGRAMS/ COUNTY SCHOOL SYSTEMS
/ DATA PROCESSING/ ELEMENTARY EDUCATION/ EVALUATION/ INSTRUCTION/
INSTRUCTIONAL MATERIALS CENTERS/ *INTERMEDIATE ADMINISTRATIVE UNITS/
RESEARCH/ SCHOOL DISTRICTS/ *SCHOOL REDISTRICTING/ SECONDARY EDUCATION
/ SPECIAL EDUCATION/ SPECIALISTS/ SPECIAL SERVICES/ *STATE SCHOOL
DISTRICT RELATIONSHIP/ VOCATIONAL EDUCATION

/*INTERMEDIATE ADMINISTRATIVE UNIT
THE 83 INTERMEDIATE SCHOOL DISTRICTS IN MICHIGAN HAVE BEEN
RECONFIGURATED AND NOW INCLUDE ONLY 60. INTERMEDIATE DISTRICTS ARE THE
MIDDLE ECHelon OF A STATE SYSTEM OF SCHOOLS MADE UP OF A STATE
EDUCATION OFFICE, NUMEROUS LOCAL SCHOOL DISTRICTS, AND LESS NUMEROUS
INTERMEDIATE DISTRICTS. THESE INTERMEDIATE UNITS ARE SERVING THE
OPERATION OF MODERN SCHOOLS WHICH REQUIRE SPECIALIZATION AND A HIGH
DEGREE OF COMPETENCE WITHIN SPECIALTIES. OTHER CONTRIBUTIONS BEING
PROVIDED BY THE INTERMEDIATE UNITS INCLUDE--(1) FLEXIBILITY AND LOCAL
ADAPTATION, (2) EASIER IMPLEMENTATION OF STATEWIDE OBJECTIVES, AND (3)
AN AMELIORATION OF THE STATE PROBLEM OF ADMINISTRATIVE SPAN. THIS
ARTICLE APPEARS IN "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT", VOL.
1, NO. 1, SPRING 1967. (ES)
A SUMMER PROGRAM FOR TESTING AND EVALUATION MATERIALS DEVELOPED AT THE HAWAII CURRICULUM CENTER WAS CARRIED OUT IN JUNE AND JULY, 1967, AT THE UNIVERSITY LABORATORY SCHOOL IN HONOLULU. THE PRIMARY GRADES LANGUAGE CLASS, USING FIRST-YEAR LANGUAGE MATERIALS WHICH STRESSED AURAL-ORAL SKILLS, READING, AND WRITING, ALSO TRIED OUT NEW METHODS IN CLASSROOM ORGANIZATION. THESE PROVIDED FOR A SMALL NUMBER OF CHILDREN BEING TAUGHT THE USE OF SPECIAL LANGUAGE ARTS MATERIALS BY AN ADULT. THE CLASS WAS SELF-PACED. THE TRANSFORMATIONAL GRAMMAR CLASS OF 10TH-, 11TH-, AND 12TH-GRADE STUDENTS, ALREADY FAMILIAR WITH SET THEORY IN NEW MATH, BEGAN WITH AN ANALYSIS OF THE LOGICAL PROPERTIES OF ALL NATURAL LANGUAGES, STUDIED SEVERAL LOGICALLY-BASED ENGLISH GRAMMARS, AND WROTE THEIR OWN GRAMMARS OF ENGLISH. THE INVESTIGATIONS IN LANGUAGE CLASS OF 8TH-, 9TH-, AND 10TH-GRADERS STUDIED ENGLISH STRUCTURE FROM THE POINT OF VIEW OF BOTH STRUCTURAL AND GENERATIVE GRAMMARIANS. THE INTENSIVE BEGINNING JAPANESE COURSE PRESENTED LANGUAGE MATERIALS IN AN AUDIO-LINGUAL APPROACH, AS WELL AS AN INTRODUCTION TO JAPANESE CULTURAL PATTERNS. A BRIEF DESCRIPTION OF THESE AND OTHER CLASSES IN THE PROGRAM IS PRESENTED IN THIS REPORT, PUBLISHED BY THE HAWAII CURRICULUM CENTER, 1625 WIST PLACE, HONOLULU, HAWAII 96822. (AMM)
ED001398

CAN YOU MAKE A PICTURE TO SUGGEST, A MANUAL OF IDEAS AND MATERIALS FOR A CONTEMPORARY CLASSROOM MATH RESEARCH CENTER.
BUCks COUNTY SCHOOL STUDY COUNCIL
BUCks COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA.
61
56P.
EDRS PRICE MF-$0.18 HC-$2.32

/ *ELEMENTARY EDUCATION/ *MATERIAL DEVE.lopMENT/ *MATHEMATICS INSTRUCTION/ RESOURCE CENTERS/ *TEACHING GUIDES/ *TEACHING TECHNIQUES/ WORKSHOPS
/ DOYLESTOWN/ NUMA/ NUMO/ PENNSYLVANIA

A MATH RESEARCH CENTER MAY BE SET UP IN A CORNER OF A ROOM, PErFERABLY WITH A CHALK BOARD. CHILDREN ARE ABLE TO CREATE MANY OF THE GAMES, CHARTS AND STORIES TO BE USED IN SUCH A CENTER. THE CENTER MAY BE SUPPLEMENTED WITH BOOKS, GAMES, BLOCKS, POPPIT BEADS, COUNTERS, CHECKERS, AND NUMBER LINE CHARTS. ATTENTION IS GIVEN TO A WIDE VARIETY OF METHODS, MATERIALS AND IDEAS INTENDED TO MAKE MATHEMATICS MORE MEANINGFUL TO THE STUDENT. DIFFERENT TYPES OF NUMBER LINES MAY BE USED IN ALL GRADES. IN ONE EXAMPLE THE CHILDREN ARE GIVEN TAGS NUMBERING FROM 0 TO 10. FIVE ARE ASKED TO STEP FORWARD. THE CHILDREN ARE ASKED HOW MANY MORE ARE NEEDED TO MAKE SIX (ONE STEPS FORWARD) AND SO FORTH. POPPIT JEWELRY WHICH CAN MAKE MANY DIFFERENT COMBINATIONS OF COLORS MAY ALSO BE USED. PLAYING CHECKERS OR THE USE OF CHECKERS AND A BOARD MAY SERVE THE SAME PURPOSE. "NUMO" AND "NUMA" ARE SMALL ANIMATED CHARACTERS (LIKE JIMINY CRICKET) INVENTED BY A FIRST GRADE TEACHER TO HELP THE CHILDREN LEARN NUMBERS. THEY ARE PLACED ON A NUMBER LINE INTERSPERSED WITH LETTERS THAT SPELL "NUMO". THE CHILDREN ARE ASKED HOW MANY JUMPS ARE NEEDED TO MAKE THE SEQUENCE SPELL HIS NAME. ANOTHER EXAMPLE OF TECHNIQUES PRESENTED IS THE USE OF HAND PUPPETS TO ASK CHILDREN NUMBER QUESTIONS.
SELF-TEST for LESSON 4

INSTRUCTIONS: Complete the following exercises and check your answers on the next page.

EXERCISES:

1. Arrange the following computer commands in the correct order for doing a search on DIALOG and give a sentence explanation of what is performed by each command:

   1. PRINT
   2. DISPLAY
   3. EXPAND
   4. COMBINE
   5. SELECT

2. Using the given illustration, choose and write the symbols for performing the following procedures on DIALOG:

   a. Limit Set 3 to major descriptors only.
   b. Combine Sets 3 or 4 or 7 or 8 or 9.
   c. Limit Set 2 to documents in 1970-71 only.
   d. Send a message saying "Hello" to Lockheed.
   e. Turn a page to see the rest of the descriptors.
   f. End your search and bypass evaluation.
   g. Begin your search.
   h. Type ED numbers of Set 6, the first 5 documents only.
   i. Display your set history.
   j. Print Set 8, abstracts included, the fourth document only.
   k. Combine sets 5 or 6 without any of set 7.
   l. Combine sets 1 through four (1 or 2 or 3 or 4).
ANSWERS TO SELF-TEST for LESSON 4

1. 1. Expand - causes a display of descriptors that are alphabetically close to an entered term.
2. Select - Enters a term into user's search descriptor's list and assigns an identifying set number for use in subsequent commands.
3. Combine - Causes the generation of a new set corresponding to the operation specified (+, *, or -).
4. Display - Causes the selected information on one particular document to be shown on the television console.
5. Print - Causes the selected information to be printed at the computer site.

2. a. (3/MAJ
b. $(3+4+5+7)*(8+9)$
c. )2/31065-57257
d. }1/HELLO
e. 0
f. *B
g. !
h. '6/1-5
i. @
j. &8/5/4
k. $(5+6)-7$
l. $1-4/+
LESSON 5

CONCEPT: Using fugitive information catalogs

OBJECTIVES: Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogs by selecting the 10 best documents which most closely fit a given search statement.

INSTRUCTIONS: Complete three or more of the following activities. After you have completed the activities you have selected, take the self-test found at the end of the lesson. Check your answers with the key on the following page and then consult with your office supervisor.

ACTIVITIES:

A. Read the Education Resources Center "What is an Information Center".

B. Discuss with an EIC the following fugitive information catalogs: FIDO, PERI, UNIPAC and LEARNING CENTER.

C. Observe an EIC using fugitive information catalogs for a literature search.

D. Listen to an EIC explain how to use fugitive information catalogs.

E. Locate the author, institution, and subject indexes in the following catalogs: FIDO and PERI.

SELF TEST: Given the following search statements, complete the exercises below. When you have finished check your answers on the next page and discuss the results with your office supervisor.

A. Using FIDO and PERI fugitive information catalogs, list 7 to 10 documents which best apply to this request.

Search Statement: Would like a few sample documents of behavioral objectives in the area of language arts for K-8 level.

A. Using UNIPAC and LEARNING CENTER catalogs, list 7 to 10 documents which would best apply to this request.
ANSWERS TO SELF TEST FOR LESSON 5

A. **FIDO Documents**

ID 000 872
ID 000 875
ID 000 880
ID 001 023
ID 001 024
ID 001 025
ID 001 208
ID 001 299
ID 001 ,93

A. **UNIPAC Catalog**

UN 001 629
UN 001 899
UN 000 894
UN 001 965
UN 003 031
UN 002 886

---

**PERI Documents**

none

---

**LEARNING CENTER Catalog**

SC 000 232
SC 000 300
SC 000 369
SC 000 423
SC 000 184
SC 000 018
POST-TEST

Purpose: The following test is given to measure how much you have learned about methods and techniques in doing literature searches in an information center.

Instructions: Enclosed please find two separate search requests to be completed. Please read the instructions at the top of each request. When you have finished each search, discuss the results with your office supervisor.
COMPLETE THIS SEARCH THROUGH MANUAL TECHNIQUES:

SEARCH #1

SEARCH REQUEST FORM
San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name: Dr. Grant Canyon, Principal
Affiliation: Acacia School
Address: 500 Acacia Street
Acacia, CA 94704

Date: 6/30/72
Date Needed within 2 weeks
Phone: 222-2222

Search Request:
CROSS AGE TEACHING

Concise Statement of Problem:
would like examples of other school programs using 5th through 8th graders to tutor younger children in the classroom.

How Material is to be Used (to assist in search):
for inservice training

Age/Grade Restrictions:
Elementary

Interest Level:
Preschool
Kindergarten
Primary
Elementary
Junior High
Secondary

Source of Search:
ERIC

Check One or More Boxes
Research - (Theories, Trends, Ideas, Conference Papers)
Concepts - (Theories, Trends, Ideas, Conference Papers)
Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
Projects - (Programs, Grants, Program Descriptions)

EVALUATION:
Completed: No. 36
Not Completed: No. 40

Dr. Grant Canyon, Principal

COMPLETE THIS SEARCH BY USING THE DIALOG ONLINE RETRIEVAL SYSTEM:

SEARCH #2

SEARCH REQUEST FORM
San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name: Mr. 3111 Mulholland, Principal
Affiliation: Red Bluff High School
Address: 1555 Douglas Fur Road
Red Bluff, CA 96080

Date: 6/30/72
Date Requested: 7/6/72
Phone: 916-333-3456

Search Request:
PERFORMANCE CONTRACTS

Concise Statement of Problem:
 wants information on contract learning and models - also problems associated with this concept. All subjects except foreign language.

How Material is to be Used (to assist in search): would like to implement this concept into their present curriculum.

Age/Grade Restrictions:
Secondary

Interest Level:
Preschool
Kindergarten
Primary
Elementary
Junior High
Secondary

Source of Search:
ERIC

Check One or More Boxes
Research - (Theories, Trends, Ideas, Conference Papers)
Concepts - (Theories, Trends, Ideas, Conference Papers)
Methods - (Models, Plans, Criteria, Formats, Program Guides, Guidelines, Techniques, Manuals, Teaching Guides and Methods)
Reference - (Textbooks, Resource Materials, Dictionaries, Statistics, Research Reviews, Conference Reports)
Projects - (Programs, Grants, Program Descriptions)

EVALUATION:
Completed: No. 37
Not Completed: No. 41

Mr. 3111 Mulholland, Principal
YOUR REACTIONS TO THIS UNIPAC

Please complete the following form and discuss it with an EIC or office supervisor. Your opinions and comments would really be appreciated so please be honest with your reactions.

1. Do you like the UNIPAC method of learning? YES____ NO____
2. Did you find this UNIPAC interesting? YES____ NO____
3. What did you like best about this UNIPAC?

4. What did you like least about this UNIPAC?

5. How could this UNIPAC be improved?

6. How would you rate this UNIPAC? Circle one.
   EXCELLENT   GOOD   AVERAGE   FAIR   POOR

7. Other comments....
THIS SECTION FOR TEACHER USE

or

OFFICE SUPERVISOR

DOING A LITERATURE SEARCH IN AN INFORMATION CENTER
Major Idea:

There are ways of doing a literature search in an information center.

Component Ideas:

1. Glossary terms
2. Transforming search request into descriptor terms
3. Conducting a manual search
4. Conducting a computer search
5. Using fugitive information catalogues

Objectives:

1. With 100% accuracy the EIC will identify glossary terms.
2. Given a search request the EIC will demonstrate his ability, to the satisfaction of the office supervisor, to transform the education problem into descriptor terms which best apply to the search request.
3. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of ERIC publications by selecting the 10 best documents which most closely fit the given search request.
4. Through computer techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of the Dialog Online Retrieval System by selecting the 10 best documents from the resulting computer printout which most closely fit the given search request.
5. Through manual techniques the EIC will demonstrate his knowledge, to the satisfaction of the office supervisor, of fugitive information catalogues by selecting the 10 best documents which most closely fit the given search request.
INSTRUCTIONS TO THE TEACHER

I. Instructional Approach

This UNIPAC consists of practice activities to teach an EIC the different methods of doing a literature search in an information center.

II. Identification of Learners

This UNIPAC is geared to adults who are intending to become Education Information Consultants.

III. A. Equipment Needed: microfiche reader
    microfiche reader/printer
    Remkard machine.
    Dialog Online Retrieval Computer
    slide/tape record player

    B. Materials Needed: ERIC catalogs
    RIE
    CIJE
    FIDO catalogs
    PERI catalogs
    UNIPAC catalog
    LEARNING CENTER catalog
    Education Index

    C. Facilities Needed: San Mateo County Education Resources Center

IV. TEST KEYS

A. Pre-Test

(7) AU 1. Fugitive Information Data Organizer
(5) SMERC 2. abstract
(9) ERC 3. Thesaurus
(10) MF 4. ERIC document
(12) ERIC 5. San Mateo County Education Resources Center
(8) RIE 6. Dialog Online Retrieval System
(11) CIJE 7. author
(1) FIDO 8. Research in Education
(13) EJ 9. Education Resources Center
(4) ED 10. microfiche
(2) AB 11. Current Index to Journals in Education
(6) computer 12. Educational Resources Information Center
(3) descriptors 13. education journal
B. (1) language teaching
   (2) english instruction
       reading instruction
       speech instruction
       audiolingual methods
   (3) humanities instruction
   (4) english education
       FLES
       language development
       second language learning
       language programs

C. ED 040 625
   ED 037 145
   ED 031 692
   ED 033 630
   ED 040 616
   ED 038 077
   ED 037 149
   ED 033 336
   ED 039 524
   ED 034 447

D. EJ 011 840
   EJ 012 232
   EJ 012 239
   EJ 012 287
   EJ 012 386
   ED 012 392
   ED 012 393
   ED 012 394
   ED 012 407
   ED 012 408

E. FIDO
   ID 001 531
   ID 001 537
   ID 001 599
   ID 001 680
   ID 001 703
   ID 001 531
   ID 001 537
   ID 001 599
   ID 001 680
   ID 001 703

    PERI
    none
    Education Index
    El. Engl. 48:993-7
    D' 71
    Instructor 81:32-4
    D' 71
    English J. 61:100-3
    Ja. '72
    Grade Teacher 89:60-1
    D' 71
    Instructor 81:16-17
    D' 71

F. 1. PRINT: causes the selected information to be printed at the computer site
    2. DISPLAY: causes the selected information on one particular document to be shown on TV console
    3. EXPAND: causes a display of descriptors that are alphabetically close to an entered term
    4. COMBINE: causes the generation of a new set corresponding to the operation specified (+, *, or -).
    5. SELECT: enters a term into user's search descriptors list and assigns an identifying set number for use in subsequent commands
II. Part 2

1. language development

deaf
deaf children
deaf education
deaf research

educable mentally handicapped

2. ED 043 185
   ED 035 988
   ED 039 677
   ED 054 550
   ED 046 170
   ED 056 424
   ED 056 537
   ED 056 444

3. Computer printout enclosed - page 44

4. none

5. To be discussed with the office supervisor

SPECIAL NOTE: It must be understood that the answers to both pre and post tests are correct only up to 6/72. These answers should be updated periodically.
Pre-Test
Answer to Part II, Question 3

SEARCH TITLE  LANGUAGE DEVELOPMENT
DATE/FILE       6-20-72/1
SEARCHER       MITCHELL
REQUESTOR       UMLAUF
ADDRESS         SM

TERMINAL 3  6-20-72

COMMAND USE  TIME COMMAND USE  TIME COMMAND USE  TIME COMMAND USE  TIME
BEGIN 1  .08   IX-ADD 0   .00   IX-DEL 0   .00   IX-DISP 0   .00
EXPAND 6  .36   SELECT 4   .34   COMBINE 1   .01   LIMIT 1   .04
KEEP 0  .00   DISPLAY 0   .00   SET-HIS 1   .02   TYPE 0   .00
PRINT 1  .02   END 1   .01   PAGE 0   .00   MESSAGE 0   .00
EXPLAIN 0  .00   EXTRACT 0   .00   STAT 0   .00   PUNCH 0   .00
FILE 0  .00   INTERSC 0   .00   LMT-ALL 0   .00   ITEM 0   .00
ERROR 1  .03   EXEC TIME 1.00   SRCH TIME 12.11   PRINT COUNT 45

SET ITEMS DESCRIPTION
1  1724 IT=R1,R5,R6,R16 IT=LANGUAGE DEV
2  282 IT=LANGUAGE ABILITY
3  338 IT=E6,E8,E9,E11 IT=DEAF
4  811 IT=R1,R5, IT=EDUCABLE MENTALLY HA
5  96 (1+2)*(3+4)
6  45 5/MAJ
MUST A FAILURE REMAIN A FAILURE?
MATTHEWS, ELIZABETH S. VOLTA REVIEW; 74; 1; 55-9 JAN 72
/ACADEMIC ACHIEVEMENT/ *AURAL HANDICAPPED/ *DEAF/ EDUCATIONAL
PROGRAMS/ *EXCEPTIONAL CHILD EDUCATION/ LANGUAGE DEVELOPMENT/
*LANGUAGE INSTRUCTION/ *ORAL COMMUNICATION
DESCRIBED IS THE SPECIAL LANGUAGE INSTRUCTION PROGRAM FOR THREE
ADOLESCENT BOYS WHO ARE PROFOUNDLY DEAF AND WHO HAVE AN EDUCATIONAL
BACKGROUND OF FAILURE. (CB)

TRAINABLE PUPILS LEARN TO TEACH EACH OTHER
BROWN, LOU; AND OTHERS TEACHING EXCEPTIONAL CHILDREN; 4; 1; 18-24
F 71
/EXCEPTIONAL CHILD EDUCATION/ MENTALLY HANDICAPPED/ *TEACHING
METHODS/ *TRAINABLE MENTALLY HANDICAPPED/ *VOCABULARY DEVELOPMENT/
*WORD RECOGNITION
THE EDUCATIONAL PROJECT DESCRIBED REVEALS THAT TRAINABLE MENTALLY
HANDICAPPED CHILDREN, RANGING IN AGE FROM 11 TO 14 YEARS, CAN LEARN TO
RECOGNIZE WORDS AND THEN TEACH THE WORDS TO OTHER CHILDREN IN THEIR
CLASS. (CB)

INCORPORATING DESCRIPTIVE LANGUAGE SKILLS IN EMR STUDENTS
HENDERSON, LORRAINE J. MENTAL RETARDATION; 9; 3; 13-6 JUN 71
/EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/
*LANGUAGE ABILITY/ MENTALLY HANDICAPPED/ *SENSORY EXPERIENCE

THE IMPACT OF TECHNOLOGY IN A SCHOOL FOR THE DEAF
MURPHY, HARRY J. HEARING AND SPEECH NEWS; 39; 4; 20-22 JUL-AUG
71
/TECHNOLOGY/ FILM PRODUCTION/ INSTITUTIONAL ENVIRONMENT/ *JUNIOR HIGH
SCHOOL STUDENTS/ LANGUAGE DEVELOPMENT/ PHOTOGRAPHS/ *PRE-SCHOOL
CHILDREN/ TEACHING MACHINES

VISUAL LANGUAGE
BELL, JANICE W. VOLTA REVIEW; 73; 3; 157-60 MAR 71
/ART/ *AURAL HANDICAPPED/ DEAF/ *EXCEPTIONAL CHILD EDUCATION/
*LANGUAGE DEVELOPMENT
A SUMMER SPEECH AND LANGUAGE CAMP FOR THE DEAF
OLSON, JACK JOURNAL OF OUTDOOR EDUCATION; 5; 2; 8-10 W '71
/ *ADOLESCENTS/ *DEAF EDUCATION/ *EXPRESSIVE LANGUAGE/ *LEARNING
DEVELOPMENT/ LEISURE TIME/ NATURAL RESOURCES/ OUTDOOR EDUCATION/
*RESIDENT CAMP PROGRAMS
/ MONTANA

THE EFFECTIVENESS OF A GROUP LANGUAGE WITH TRAINABLE MENTALLY
RETARDED CHILDREN
BLUE, C. MILTON EDUC TRAINING MENT RETARDED; 5; 3; 109-12 OCT
'70
/ *EXCEPTIONAL CHILD RESEARCH/ LANGUAGE ABILITY/ *LANGUAGE
DEVELOPMENT/ MENTALLY HANDICAPPED/ *TRAINABLE MENTALLY HANDICAPPED

THE SIGNIFICANCE OF GRAMMAR IN TEACHING ARITHMETIC TO EDUCABLE
RETARDED CHILDREN
HARGIS, CHARLES H.; AHLENSMEYER, DONALD E. EDUC TRAINING MENT
RETARDED; 5; 3; 104-8 OCT '70
/ *ARITHMETIC/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD
EDUCATION/ GRAMMAR/ LANGUAGE ABILITY/ LEARNING DIFFICULTIES/ MENTALLY
HANDICAPPED

SPOKEN LANGUAGE ABILITIES OF EDUCABLE MENTALLY RETARDED (EMR) AND
NORMAL ADOLESCENTS
WILLIS, VIRGINIA L.; GARRISON, MORTIMER, JR. PSYCHOL REP; 26; 3;
696-98 JUN '70
/ *ADOLESCENTS/ AGE/ *AVERAGE STUDENTS/ COMMUNICATION SKILLS/
*COMPARATIVE ANALYSIS/ COMPOSITION SKILLS (LITERARY)/ *EDUCABLE
MENTALLY HANDICAPPED/ INTELLIGENCE FACTORS/ *LANGUAGE ABILITY/
VOCABULARY

IMPLICIT AND EXPLICIT GRAMMATICAL FACTORS AND READING ACHIEVEMENT IN
THE DEAF
ODOM, PENELope B.; BLANTON, RICHARD L. J READING BEHAV; 2; 1;
47-55 70 W
/ *CORRELATION/ *DEAF/ *GRAMMAR/ LANGUAGE ABILITY/ LANGUAGE
DEVELOPMENT/ LANGUAGE PATTERNS/ MEASUREMENT INSTRUMENTS/ READING
ABILITY/ *READING ACHIEVEMENT/ *READING RESEARCH
EJ018709 RE501398
ORAL LANGUAGE DEVELOPMENT IN THE PRESCHOOL DEAF CHILD: A TWO-WAY COMMUNICATION PROCESS
ROWE, LINDA J.; RICE, ROBIN CLAREMONT COLL READING CONF 32ND YEARBOOK; 247-54
/ *DEAF CHILDREN/ FINGER SPELLING/ *LANGUAGE DEVELOPMENT/
*LIPREADING/ ORAL COMMUNICATION/ PARENT PARTICIPATION/ *PRESCHOOL CHILDREN/ RECEPTIVE LANGUAGE/ SOCIAL INTEGRATION/ *VISUAL DISCRIMINATION

EJ010530 RE500715
LOOK AND LISTEN
LOWE, ARMIN HEARING SPEECH NEWS; 37; 4; 12-13 69 JUL-AUG
/ APPLIED READING/ COMPREHENSION DEVELOPMENT/ *DEAF EDUCATION/ *HOME INSTRUCTION/ *LIPREADING/ ORAL COMMUNICATION/ *PRESCHOOL EDUCATION/
*READING/ SPEECH EDUCATION/ VOCABULARY DEVELOPMENT
DESCRIBES A METHOD USED TO TEACH LIPREADING TO DEAF CHILDREN IN GERMANY. THE PRESENTATION OF A PRINTED WORD ON A FLASHCARD WITH ITS SPOKEN CONTERPART PRODUCED DRAMATIC IMPROVEMENTS IN LIPREADING, SPEECH, AND READING DEVELOPMENT. (MB)

EJ007983 AA503177
EXPANDING CONCEPTS IN MENTAL RETARDATION AND CULTURAL DEPRIVATION
MIRTZ, MORVIN A. NCEA BULL; 66; 1; 94097 69AUG
/ *CULTURAL DISADVANTAGE/ EARLY CHILDHOOD EDUCATION/ *EDUCABLE MENTALLY HANDICAPPED/ ENVIRONMENTAL INFLUENCES/ *INTELLECTUAL DEVELOPMENT/ LANGUAGE DEVELOPMENT/ *MENTAL RETARDATION/ SLUMS/
*SPECIAL EDUCATION/ TEACHER EDUCATION/ TEACHER ROLE
AN EVALUATION OF THE COMPARISON OF HEARING AND DEAF SUBJECTS TO INVESTIGATE THE LANGUAGE-THOUGHT ISSUE.

SPENCE, CAROL M.
MAY 71
90P.
EDRS PRICE MF-$0.65 HC-$3.29

/COGNITIVE PROCESSES/ DEAF EDUCATION/ DEAF RESEARCH/ DIALECTS/ ENGLISH/ EXPRESSIVE LANGUAGE/ FINGER SPELLING/ LANGUAGE DEVELOPMENT/ LANGUAGE SKILLS/ LINGUISTIC COMPETENCE/ LIPREADING/ MUTUAL INTELLIGIBILITY/ RECEPTIVE LANGUAGE/ SIGN LANGUAGE/ STRUCTURAL ANALYSIS/ SYNTAX/ THOUGHT PROCESSES/ VERBAL ABILITY/ VERBAL COMMUNICATION

SOME INSIGHT INTO THE RELATIONSHIP BETWEEN LANGUAGE AND THOUGHT CAN BE ACHIEVED THROUGH A COMPARISON BETWEEN AMERICAN SIGN LANGUAGE AND ENGLISH. THIS PAPER DISCUSSES SEVERAL STUDIES ON THIS TOPIC AND DEFINES SOME OF THE PROBLEMS. THE AUTHOR FEELS THAT THE DEAF USING AMERICAN SIGN LANGUAGE CANNOT BE CONSIDERED LINGUISTICALLY DEFICIENT. A STRUCTURAL ANALYSIS OF SIGN LANGUAGE REVEALS PHONETIC, SYNTACTIC, AND SEMANTIC FEATURES IN A RICH, COMPLEX STRUCTURE. THE AUTHOR PRESENTS AN EVALUATION OF COMPETENCE IN EXPRESSIVE AND RECEPTIVE ENGLISH. THERE IS AN ANALYSIS OF AMERICAN SIGN LANGUAGE AND A DISCUSSION ON ACQUISITION AND THE EFFECTS OF AN EARLY USE OF SIGN LANGUAGE. THE AUTHOR SUMMARIZES STUDIES COMPARING HEARING AND DEAF SUBJECTS ON NONVERBAL COGNITIVE TASKS AND CRITICIZES A LANGUAGE DEFICIENCY EXPERIMENT. A LIST OF REFERENCES IS INCLUDED. (VM)
THE STUDY SOUGHT TO DEVELOP AN INTEGRATED TRAINING PROGRAM FOR CHILDREN WITH MONGOLISM BASED ON THEIR OBSERVED ASSETS AND DEFICITS. THE PROGRAM'S THREE MAJOR CURRICULAR EMPHASES WERE SELF CARE SKILLS, LANGUAGE DEVELOPMENT, AND MOTOR DEVELOPMENT NEEDED IN RECREATIONAL ACTIVITIES. THE TEACHING TECHNIQUES INCLUDED TASK ANALYSIS, BEHAVIOR MODIFICATION, SYSTEMATIC LANGUAGE INSTRUCTION, AND ERRORLESS LEARNING. FIELD TESTING OF THE SYSTEMATIC LANGUAGE INSTRUCTION AREA OF CURRICULUM WAS CONDUCTED IN NINE CLASSES FOR CUSTODIAL AND TRAINABLE MENTALLY HANDICAPPED CHILDREN IN THREE STATES. FOUR TEACHERS RECEIVED EXTENSIVE TRAINING AND SUPERVISION; FOUR OTHER TEACHERS RECEIVED MINIMAL SUPERVISION; AND ONE TEACHER WAS SUPERVISED BY LONG-DISTANCE CONTACTS. AS A CONTROL, FOUR CONTRAST TEACHERS USED DIFFERENT CURRICULA. RESEARCH FINDINGS WERE THAT TEACHERS NOT PREVIOUSLY EXPOSED TO SYSTEMATIC LANGUAGE INSTRUCTION COULD, WITH SUPERVISION, EFFECTIVELY USE IT, AND THAT RETARDED CHILDREN TAUGHT BY THE SYSTEMATIC LANGUAGE INSTRUCTION ACHIEVED BETTER ON A SET OF LANGUAGE CONCEPTS THAN DID CHILDREN EXPOSED TO A DIFFERENT METHOD. THE STUDY WAS CONCLUDED WITH THE RECOMMENDATION THAT A NUMBER OF DEMONSTRATION CENTERS BE DEVELOPED. (FOR RELATED PROGRAMMED INSTRUCTION GUIDELINES, SEE EC 040 486, 040 539-41.) (CB)
DEVELOPMENT AND EVALUATION OF PROGRAMMED INSTRUCTION IN THE TEACHING OF VERBS TO DEAF CHILDREN IN THE PRIMARY GRADERS. FINAL REPORT.

GRIGONIS, DOROTHEA F.; AND OTHERS

ATLANTA SPEECH SCHOOL, INC., GA.

RMQ66004
BB-5-0394
MAR 70
DEG-32-20-7170-5006

136P.

EDRS PRICE MF $0.65 HC-$6.58

*/AURAL HANDICAPPED/ *DEAF/ EDUCATIONAL PROGRAMS/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE DEVELOPMENT/ PRIMARY GRADERS/ PROGRAM DESCRIPTIONS/ *PROGRAMMED INSTRUCTION/ PROGRAM EVALUATION/ SENTENCE STRUCTURE/ VOCABULARY DEVELOPMENT

THE PROJECT PURPOSE WAS TO DEVELOP AND FIELD TEST A PROGRAM OF INSTRUCTION FOR YOUNG DEAF CHILDREN WHICH COULD BE USED IN EXISTING CLASSROOMS. THE MAIN PROGRAM CONTAINED TWO AREAS OF INSTRUCTION IN WRITTEN LANGUAGE: VERB VOCABULARY AT A HIGH LEVEL OF GENERALIZATION AND SENTENCE STRUCTURE. THE PROGRAM MATERIALS WERE FIELD TESTED WITH 78 CHILDREN IN THE PREPARATORY LEVELS OF THREE SCHOOLS. THE ONLY CRITERION FOR ADMISSION TO THE SAMPLE WAS A SIMPLE TEST OF MINIMUM WORD RECOGNITION ABILITY. SUBJECTS RANGED FROM 5 TO 10 YEARS OF AGE, AND FROM THREE AND ONE-HALF TO 10 1/2 YEARS ON PSYCHOMETRIC SCORES. THREE VALIDATION CRITERIA, ONE FINAL PERFORMANCE CRITERION AND TWO MEASURES OF GAIN, WERE APPLIED IN 28 INSTANCES TO THE PRETEST AND POSTTEST DATA FROM THE SAMPLE GROUPS. THE CRITERIA WERE MET IN 21 INSTANCES. OF THE 78 CHILDREN, 77% ACHIEVED MASTERY IN VERB VOCABULARY, AND 83% IN SENTENCES. EACH OF THE SAMPLE GROUPS EVIDENCED STATISTICALLY SIGNIFICANT LEARNING IN ALL AREAS OF INSTRUCTION. THE MEAN TIME REQUIRED FOR THE PROGRAM WAS 4.7 HOURS. IT WAS CONCLUDED THAT THE PROGRAM REPRESENTED A VERY EFFECTIVE, AS WELL AS AN EFFICIENT, METHOD OF TEACHING WRITTEN LANGUAGE TO YOUNG DEAF CHILDREN.

(AUTHOR)
THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF THE EDUCABLE MENTALLY HANDICAPPED, VOLUME II. FINAL REPORT.

GLADIS, SISTER MARY PAULETTE
NORTH DAKOTA UNIV., GRAND FORKS.

AUG 70

DEG-0-70-1220(607)

134P.

EDRS PRICE MF-$0.65 HC-$6.58

ACADEMIC ACHIEVEMENT/ *EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL CHILD RESEARCH/ *LANGUAGE ARTS/ LANGUAGE INSTRUCTION/ MENTALLY HANDICAPPED/ *MOTOR DEVELOPMENT/ READING SKILLS/ SPELLING/ *TYPEWRITING/ VOCABULARY DEVELOPMENT

THE SECOND OF TWO VOLUMES, THE DOCUMENT CONTAINS THE APPENDIXES TO A STUDY WHICH INVESTIGATED THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF EDUCABLE MENTALLY RETARDED STUDENTS. THE ACADEMIC ACHIEVEMENT OF SUCH STUDENTS IN READING, VOCABULARY, SPELLING, AND IN MOTOR SKILL DEVELOPMENT, AFTER COMPLETING LANGUAGE ARTS PROGRAMED EXERCISES ON ELECTRIC TYPEWRITERS INSTEAD OF BY HAND WITH PEN OR PENCIL, IS RECORDED IN VOLUME I (SEE EC 031 254). THE APPENDIXES CONTAIN MATERIAL ON SUCH TOPICS AS PROGRESS REPORTS, PARTICIPATING SCHOOLS, CHARACTERISTICS OF SUBJECTS, TYPEWRITING MATERIALS, PROGRESS RECORD FORMS, EVALUATION AND CASE STUDY FORMS, TYPEWRITING TESTS, RAW DATA, CASE STUDIES, AND TEACHERS' EVALUATIONS. (KW)
TO DETERMINE THE INFLUENCE OF TYPEWRITING ON SELECTED LANGUAGE ARTS SKILLS AND MOTOR DEVELOPMENT OF THE EDUCABLE MENTALLY RETARDED (EMR), THE STUDY INVESTIGATED THE ACADEMIC ACHIEVEMENT OF SUCH STUDENTS IN READING, VOCABULARY, SPELLING, AND IN MOTOR SKILL DEVELOPMENT RESULTING FROM THE USE OF THE TYPEWRITER AND SPECIALLY PREPARED TYPEWRITING MATERIALS. CONTROL AND EXPERIMENTAL GROUPS CONSISTED OF 30 EMR STUDENTS EACH. FOR 8 WEEKS STUDENTS WERE TAUGHT TOUCH TYPEWRITING, THEN FOR 20 WEEKS RECEIVED INSTRUCTION IN LANGUAGE ARTS SKILLS IN ADDITION TO REGULAR READING LESSONS. THE EXPERIMENTAL GROUP COMPLETED THE PROGRAMED EXERCISES ON ELECTRIC TYPEWRITERS, WHILE THE CONTROL GROUP COMPLETED THEM BY WRITING WITH PENCIL OR PEN. PRE- AND POSTTESTS WERE ADMINISTERED. ADJUSTED MEAN SCORES OF THE EXPERIMENTAL GROUP WERE HIGHER IN READING, SPELLING, AND IN 10 OF THE 14 MOTOR DEVELOPMENT SUBTESTS (IN TWO OF WHICH STATISTICAL SIGNIFICANCE WAS ATTAINED). NO SIGNIFICANT DIFFERENCES IN VOCABULARY PERFORMANCE WERE NOTED. POSITIVE ATTITUDES TOWARD TYPEWRITING WERE OBSERVED TO BE STRONG. APPENDIXES ARE CONTAINED IN VOLUME II (EC 031 255). (KW)
IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED, SESSION I: PEABODY LANGUAGE DEVELOPMENT KITS, LEVEL #1 AND LEVEL #2.

Meyen, Edward L.; and Others
Iowa Univ., Iowa City. Special Education Curriculum Development Center.

The Peabody Language Development Kits (PLDK), Levels 1 and 2, are reviewed and evaluated. The PLDK contain 180 daily lessons, teaching manual, and materials for an intensive language training program for mentally retarded and culturally deprived children. Level 1 can be used in primary educable retarded special classes, and Level 2 in intermediate age classes. Purpose, material, lessons, activities, advantages, and limitations of the PLDK are described, and related research reviewed. (KW)

EFFECTIVENESS OF THE PEABODY LANGUAGE DEVELOPMENT KITS WITH EDUCABLE MENTALLY RETARDED CHILDREN: A REPORT AFTER TWO AND ONE-HALF YEARS.

Dunn, Lloyd M.; and Others
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

To determine the effectiveness of the Peabody Language Development Kits over an extended period (2.5 years) with educable mentally retarded (EMR) children, daily oral language stimulation lessons using Levels One and Two of the Kit were given to 27 classes for the EMR in schools with culturally disadvantaged populations. Results showed the effectiveness of Peabody Language Development Kit (PLDK) lessons to be significant in areas of language and cognitive growth, but negligible in school achievement. The greater effect indicated by Level One of PLDK was discounted due to unequal treatment; no differentiation in performance was seen among the sexes, with an exception in the area of mathematics. Parallel characteristics in research findings among non-retarded disadvantaged were noted. (RD)
A LANGUAGE ANALYSIS OF THE WRITING OF DEAF CHILDREN. FINAL REPORT.

TAYLOR, LOUISE TODD

FLORIDA STATE UNIV., TALLAHASSEE DEPT. OF ENGLISH.

BBB00581

BR-19-2057

AUG 69

OEG-4-9-192057-0009-032

202P.

EDRS PRICE MF-$0.65 HC-$9.87

/ *AURALLY HANDICAPPED/ CHILD LANGUAGE/ COMPOSITION SKILLS
(LITERARY)/ DEAF/ *EXCEPTIONAL CHILD RESEARCH/ *GENERATIVE GRAMMAR/
*LANGUAGE DEVELOPMENT/ LANGUAGE PATTERNS/ LANGUAGE USAGE/ SENTENCE
STRUCTURE/ SYNTAX/ TRANSFORMATION GENERATIVE GRAMMAR/ *WRITTEN
LANGUAGE

SAMPLES OF WRITTEN LANGUAGE WERE COLLECTED FROM 140 CONGENITALLY
DEAF CHILDREN AT GRADE LEVELS 3, 5, 7, AND 9. THE SAMPLES WERE THEN
SUBJECTED TO ERROR, QUANTITATIVE, AND TRANSFORMATIONAL ANALYSIS.
FINDINGS SUGGESTED A RELATIONSHIP BETWEEN THE ORDER IN WHICH THE DEAF
CHILD ACQUIRES THE RULES OF HIS LANGUAGE AND THE ORDERING OF RULES IN
A THEORETICAL DESCRIPTION OF THE GENERATIVE PROCESS, WITH RULES
OCURREING EARLY IN THE GENERATIVE PROCESS GENERALLY BEING ACQUIRED
EARLIER THAN RULES OCCURRING LATER. FURTHERMORE, THE ORDER IN WHICH
THE DEAF CHILD ACQUIRED RULES SEEMED SIMILAR TO THAT OBSERVED IN MUCH
YOUNGER HEARING CHILDREN. IN THE EARLY STAGES OF LANGUAGE DEVELOPMENT
BOTH HEARING AND DEAF CHILDREN REDUCED THE FREQUENCY OF ERRORS IN
THEIR WRITING MORE QUICKLY THAN IN LATER STAGES. OTHER FINDINGS
SUGGESTED THAT, ALTHOUGH THE LEVELS OF PERFORMANCE OF DEAF AND HEARING
DIFFERED MARKEDLY, DIFFERENCES IN RATE OF DEVELOPMENT WERE NOT GREAT.
(AUTHOR/JO)

EDO39677   EC005707

LANGUAGE DEVELOPMENT: EDUCABLE MENTALLY HANDICAPPED.

ABBOTT, MARGARET; AND OTHERS

GRAND FORKS PUBLIC SCHOOLS, N. DAK.; NORTH DAKOTA STATE DEPT. OF
PUBLIC INSTRUCTION, BISMARCK.

BBB00077

.69.

85P.

EDRS PRICE MF-$0.65 HC-$3.29

/ AUDIOVISUAL AIDS/ EDUCABLE MENTALLY HANDICAPPED/ *EXCEPTIONAL
CHILD EDUCATION/ GRAMMAR/ *INSTRUCTIONAL MATERIALS/ *LANGUAGE
DEVELOPMENT/ *MENTALLY HANDICAPPED/ MORPHOLOGY (LANGUAGES)/ SPECIAL
PROGRAMS/ *TEACHER AIDES

WITH THE HELP OF A CONSULTANT AND THE SPECIAL TEACHERS, A TEACHER
AIDE PROVIDED LANGUAGE DEVELOPMENT WORK IN PRIMARY AND INTERMEDIATE
CLASSES FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN. SPEECH ACTIVITIES
AND LANGUAGE DEVELOPMENT KIT WERE PLANNED. THE AIDE'S ROLE DIFFERED
IN DIFFERENT CLASSES, BUT AS THE YEAR PROGRESSED SHE WORKED MORE WITH
SPECIFIC LANGUAGE HANDICAPPED CHILDREN. OVER THREE-FOURTHS OF THE
DOCUMENT CONSISTS OF THE KIT MATERIALS DEVELOPED IN THE AREAS OF
PLURALS AND SINGULARS, VERBS, NAMES, AND COMPARISONS AND ANALOGIES.
THE WHAT? WHEN? AND HOW? OF TEACHING LANGUAGE TO DEAF CHILDREN - PRESCHOOL AND PRIMARY GRADERS.
HOGAN, SISTER JAMES LORENE
FONBONNE COLLE., ST. LOUIS, MO.
68
100P.
FONBONNE COLLEGE, WYDOW AND BIG BEND BLVDS., ST. LOUIS, MISSOURI
DOCUMENT NOT AVAILABLE FROM EDRS.

*AURALLY HANDICAPPED COMMUNICATION SKILLS/ CURRICULUM GUIDES/ DEAF/ EXCEPTIONAL CHILD EDUCATION/ LANGUAGE ARTS/ LANGUAGE DEVELOPMENT/ LEARNING ACTIVITIES/ PRESCHOOL CHILDREN/ TEACHING METHODS

THREE LEVELS OF WORK IN LANGUAGE DEVELOPMENT FOR PRESCHOOL AND PRIMARY AGE DEAF CHILDREN ARE PRESENTED, ALONG WITH SUGGESTED DAILY SCHEDULES AND YEARLY PROGRAMS. SKILLS COVERED ARE SPEECH, LIPREADING, AUDITORY TRAINING, AND LANGUAGE. INSTRUCTIONS ARE GIVEN FOR TEACHING ACTIVITIES IN THE AREAS OF THE VARIOUS PARTS OF SPEECH AND TYPES OF SENTENCES. ADDITIONAL ACTIVITIES INCLUDE CALENDAR WORK, NEWS AND EXPERIENCE STORIES, SPECIAL EXPRESSIVE WORK, GAMES AND OCCUPATIONS, VOCABULARY DEVELOPMENT, AND BEGINNING COMPOSITION. (CD)

CURRICULUM GUIDE FOR TRAINABLE MENTALLY RETARDED.
PAINSTVILLE BOARD OF EDUCATION, KY.
BBBOO077; BBBO2540
68
77P.
EDRS PRICE MF-$0.65 HC-$3.29

CURRICULUM GUIDES/ EXCEPTIONAL CHILD EDUCATION/ HANDICRAFTS/ LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ MUSIC EDUCATION/ PHYSICAL EDUCATION/ SELF CARE SKILLS/ SOCIAL ADJUSTMENT/ TRAINABLE MENTALLY HANDICAPPED/ VOCATIONAL EDUCATION

KENTUCKY

THE CURRICULUM GUIDE IS INTRODUCED BY A HISTORY AND IDENTIFICATION INFORMATION FOR THE TRAINABLE MENTALLY HANDICAPPED. EACH AREA OF INSTRUCTION PRESENTS THE IMPORTANCE OF THE UNIT, OBJECTIVES, AN OUTLINE OF CONTENT, SOURCES OF INFORMATION, EVALUATION TECHNIQUES, AND THE WORK-STUDY SKILLS INTEGRATED INTO THE UNIT. AREAS INCLUDED ARE ADJUSTMENT, MUSIC, ARTS, AND CRAFTS, AND PHYSICAL EDUCATION. FUTURE PLANS FOR GUIDANCE AND COUNSELING, SPEECH AND HEARING PROGRAMS, A SHELTERED WORKSHOP, AND PRESCHOOL PROGRAMS ARE BRIEFLY DISCUSSED. APPENDIXES SUGGEST FIELD TRIPS AND PRESENT A PROGRESS REPORT AND BIBLIOGRAPHY. (JM)
SPEECH DELAY: ITS TREATMENT BY SPEECH PLAY.
CRAFT, MICHAEL
69
102P.
WILLIAMS AND WILKINS COMPANY, 428 EAST PRESTON STREET, BALTIMORE, MARYLAND 21202 ($5.50)
DOCUMENT NOT AVAILABLE FROM EDRS.
/ AURALLY HANDICAPPED/ DEAF/ EMOTIONALLY DISTURBED/ *EXCEPTIONAL CHILD EDUCATION/ *HANDICAPPED CHILDREN/ *LANGUAGE DEVELOPMENT/ MENTALLY HANDICAPPED/ MINIMALLY BRAIN INJURED/ MONGOLISM/ MULTIPLY HANDICAPPED/ *PARENT PARTICIPATION/ PHYSICALLY HANDICAPPED/ PROFESSIONAL PERSONNEL/ *RETARDED SPEECH DEVELOPMENT/ SELF CARE SKILLS / SPECIAL SCHOOLS/ SPEECH THERAPY/ STUTTERING/ TEACHING METHODS/ TWINS DIRECTED TO PARENTS, THE TEXT DISCUSSES NORMAL AND DELAYED SPEECH DEVELOPMENT AND CONSIDERS THE CAUSES OF DELAY. SUGGESTIONS ARE GIVEN FOR HELPING DEAF, EMOTIONALLY DISTURBED, BRAIN DAMAGED, AND PHYSICALLY HANDICAPPED CHILDREN. ADDITIONAL SUGGESTIONS ARE PROVIDED FOR PARENTS OF TWINS, OF STUTTERERS, AND OF MONGOLOID OR MULTIPLY HANDICAPPED CHILDREN. DIRECTIONS ARE GIVEN FOR TEACHING THE RIGHT WORDS AND FOR HANDLING DIFFICULT ONES. SPEECH PLAY AT SCHOOL AND SPECIAL, SELF CARE, SPEECH SITUATIONS ARE DESCRIBED; THE ART OF CONVERSATION AND THE PARENTS' RELATIONSHIP WITH PROFESSIONALS ARE DISCUSSED. APPENDIXES LIST A SUGGESTED FIRST 50-WORD VOCABULARY, SPEECH EXERCISES, AND MATERIALS AND EQUIPMENT. (JD)
THE INFLUENCE OF FINGERSPELLING ON THE DEVELOPMENT OF LANGUAGE, COMMUNICATION, AND EDUCATIONAL ACHIEVEMENT IN DEAF CHILDREN.

QUIGLEY, STEPHEN P.
ILLINOIS UNIV., URBANA. INST. OF RESEARCH FOR EXCEPTIONAL CHILDREN.
BBB00268
JUN 69
106P.
EDRS PRICE MF-$0.65 HC-$6.58

A SURVEY TESTED SCHOOL PERFORMANCES OF 200 SUBJECTS FROM SIX RESIDENTIAL SCHOOLS FOR THE DEAF, THREE OF WHICH USED THE ROCHESTER METHOD AND THREE WHICH USED VARIOUS COMBINATIONS OF ORAL AND MANUAL COMMUNICATION METHODS. AN EXPERIMENTAL STUDY COMPARED TWO MATCHED GROUPS OF 16 DEAF CHILDREN, ONE USING THE ROCHESTER AND THE OTHER THE ORAL METHOD, AFTER 4 YEARS ON MEASURES OF LANGUAGE AND COMMUNICATION. THE SURVEY SHOWED CHILDREN USING THE ROCHESTER METHOD WERE SUPERIOR ON MEASURES INVOLVING MEANINGFUL LANGUAGE. THE EXPERIMENTAL STUDY ALSO INDICATED THAT THOSE USING THE ROCHESTER METHOD EXCEEDED THE OTHERS ON READING, WRITTEN LANGUAGE, AND SPEECHREADING ABILITIES. IT WAS CONCLUDED THAT THE ROCHESTER METHOD CAN LEAD TO HIGHER SCHOLASTIC ACHIEVEMENT, NEED NOT DETER ACQUISITION OF ORAL SKILLS, AND IS MORE BENEFICIAL WHEN STARTED WITH YOUNGER CHILDREN.

TAKE THE TRAIN OUT OF TRAINABLE; CONFERENCE PROCEEDINGS OF INSTITUTE FOR TEACHERS OF TMR.
GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES.
69
66P.
EDRS PRICE MF-$0.65 HC-$3.29

CONFERENCE PAPERS ARE CONCERNED WITH THE OVERALL CURRICULUM FOR THE TRAINABLE MENTALLY HANDICAPPED, PHYSICAL EDUCATION AND RECREATION, A PSYCHOLOGICAL EVALUATION, ARTS AND CRAFTS AND ASSOCIATED LEARNING, AND LANGUAGE DEVELOPMENT. DISCUSSED ARE MATTERS OF CONTINGENCY MANAGEMENT IN THE CLASSROOM, PROGRAMMING, EVALUATION AND TESTING INSTRUMENTS, REPORTING TO PARENTS, INDIVIDUAL EVALUATION OF THE CHILDREN, AND PLANNING A HEALTH PROGRAM FOR MENTALLY RETARDED CHILDREN. THE PROBLEMS OF PHYSICAL ENVIRONMENT AS RELATED TO SPECIAL EDUCATION AND THE ROLE OF THE COMMUNITY ARE ALSO INCLUDED.
DEVELOPMENT OF THE FOLLOWING ASPECTS IN PROGRAMMING FOR THE TRAINABLE IS DISCUSSED: COMMUNICATION SKILLS, MOTOR COORDINATION, EMOTIONAL ADJUSTMENT, SELF CONCEPT, SELF CARE AND HEALTH, SOCIAL ADJUSTMENT, RECREATIONAL ACTIVITIES, SAFETY, MORAL AND SPIRITUAL VALUES, AND AESTHETIC APPRECIATION AND ECONOMIC USEFULNESS. CURRICULUM ACTIVITIES PRESENTED CONSIST OF SENSORY AND EMOTIONAL DEVELOPMENT (USING CLAY, PAINTING, SAND, DRAWING, CUTTING, AND PASTING), LANGUAGE DEVELOPMENT (CONVERSATION PERIOD, STORY TELLING, FINGER PLAYS, AND DRAMATIZATION), SOCIAL ADJUSTMENT (REST, PLAY, MUSIC, RHYTHMS, INSTRUMENTS, AND LISTENING), PHYSICAL DEVELOPMENT AND ECONOMIC USEFULNESS (LUNCH PROGRAM, MEAL PREPARATION, HOUSEHOLD ACTIVITIES, OUTDOOR ACTIVITIES, AND WOODWORKING). APPENDICES INCLUDE LISTS OF EQUIPMENT AND ACTIVITIES. (JM)
The author's purpose in this article is to discuss the aspects of language (especially the development of language in children) to which biological concepts are most appropriately applied. While results of past studies would seem to show that language development is contingent on specific language training, it is important to distinguish between what the child actually does and what he can do. Comparative studies of children raised by deaf and hearing parents indicate the "the earliest development of human sounds appears to be relatively independent of the amount, nature, or timing of the sounds made by the parents." The author feels that "language capacity follows its own natural history." The child's language activity "can be limited by his environmental circumstances, but the underlying capacity is not easily arrested. Impoverished environments are not conducive to good language development, but good language development is not contingent on specific training measures." Evidence also indicates that inheritance and general cognitive growth are important factors in language development and that there is a critical age limit for primary language acquisition. Language is not the cause of cognition or a static product of the mind but rather a profoundly integrated activity which will give us clues to the operating principles of the brains. (JD)
Operant conditioning techniques were used to modify verbal behavior in 18 institutionalized, trainable mentally handicapped mongoloids with chronological ages from 4-6 to 7-10 and mental ages from 2.0 to 2.10. Two instruments were constructed to evaluate language: a language test and a speech rating scale. Project leaders had no prior knowledge of the language test.

The six children in Group 1 received five 15- to 40-minute group conditioning sessions daily. Shaping was used to condition object and picture naming, descriptions of action pictures in work combinations, and discrimination of colors and polar opposites. Operant procedures were used to lengthen attention span and increase verbal production. The six children in Group 2 spent 2 weeks in the enriched experimental environment, but received no conditioning; the six in Group 3 remained in the institution. Five of six members of Group 1 significantly increased their scores on the Stanford-Binet test; one from Group 2 and none from Group 3 increased significantly. On the speech rating scale, Group 1 showed significantly greater improvement than Group 2. Major changes were observed in the social behavior of the 12 subjects who resided in the research facility. (Author/FR)
DEVELOPMENT OF THINKING IN THE DEAF--IMPLICATIONS FOR THE RELATION OF THINKING AND LANGUAGE.

FURTH, HANS G.
CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS.

Based on experimentation examining the thinking capacities of deaf children, this paper reports findings about the relationship of ability to linguistic experience. Performance of deaf children on tasks involving concept formation and logical thinking was found to be comparable to that of matched hearing subjects when verbalization was not required. The deaf performed poorer on tasks based on verbal habits, and culturally deprived hearing children performed more like the deaf than like advantaged hearing children. The author concluded that intellectual and personality development are not dependent on linguistic competence but on exposure to real life situations. Language provides intellectual benefit during early development only if it is the means of intellectual stimulation. (HK)

TRAINABLE CHILDREN, CURRICULUM AND PROCEDURES.

MOLLOY, JULIA S.

This program incorporates the training needs of the severely retarded child in a logical, psychological sequence to provide the child with the opportunity to grow physically, emotionally, intellectually, and spiritually in order that adequate self-care, social adjustment, good planning of leisure time, and satisfying usefulness may be realized for living comfortably at home or in an institution. The characteristics, identification, and placement of trainable children, as well as the philosophy, purpose, and operation of the special class for trainables are discussed. Background information, teaching techniques, sequence of activities, and materials are presented for teaching arts and crafts, handwriting and language development, music, numbers, physical education and play, and reading. Programs for preschool, kindergarten, primary, junior intermediate, and senior intermediate students outline objectives, management, and materials for physical, social, emotional and intellectual growth. A program for young adults is outlined. Lesson plans with sample forms are presented. A detailed chart for recording progress lists physical, emotional, social, intellectual, and spiritual levels of development. Samples of 10 report forms are included. Annotations are included along with a 23-item bibliography. This document was published by the John Day Co., 62 West 45th Street, New York, New York 10036, 122 pages, $3.50. (J2)
A DICTIONARY OF IDIOMS FOR THE DEAF.

Boatner, Maxine T.; Gates, John E.

American School for the Deaf, West Hartford, Conn.

Document not available from EDRS.

*DEAF* / *DEAF EDUCATION/ *DICTIONARIES/ ENGLISH/ HARD OF HEARING/ *IDIOMS/ LANGUAGE/ LANGUAGE DEVELOPMENT/ *LANGUAGE INSTRUCTION/ LINGUISTIC PATTERNS/ LINGUISTICS/ SPECIAL EDUCATION/ STRUCTURAL ANALYSIS /

West Hartford

Designed for use in secondary classes for the deaf, this dictionary lists over 4,000 idiomatic expressions. For each idiom, the entry may include variant forms, part of speech label, style label, definition, usage note, illustrative sentences, cross references, a synonym or contrast, and etymology. An appendix lists essential idioms. This document was published in 1966 by the American School for the Deaf, West Hartford, Connecticut 06107, at $2.70. (MY)

SPECIAL EDUCATION, SECONDARY LEVEL

Calemine, Mary; and Others

Allegheny County Board of Education, Cumberland, Md

337p.

*DRS PRICE MF-$0.65 HC-$13.16

* ACTIVITIES/ ARITHMETIC/ ARITHMETIC CURRICULUM/ CITIZENSHIP RESPONSIBILITY/ *CURRICULUM GUIDES/ *EDUCABLE MENTALLY HANDICAPPED/ FAMILY LIFE/ HOMEMAKING EDUCATION/ INSTRUCTIONAL MATERIALS/ LANGUAGE ARTS/ LANGUAGE DEVELOPMENT/ ON THE JOB TRAINING/ RECORDS (FORMS)/ SCHOOL ORIENTATION/ *SECONDARY GRADES/ SOCIAL ADJUSTMENT/ SOCIAL DEVELOPMENT/ SOCIALIZATION/ SPECIAL EDUCATION/ VOCABULARY/ VOCATIONAL EDUCATION /

Cumberland

Curriculum material for educable mentally retarded children is outlined. Three broad areas of instruction are--(1) Social Skills, including Occupational Training (with examples of forms for record keeping), Family Living, and Community Membership, (2) Arithmetic Skills, and (3) Language Skills. Material in each area is developed for presentation at three levels. In addition to unit content suggestions, the guide included objectives for each unit, suggestions for grouping pupils, and examples of related activities. Instructional materials and bibliographies for teachers are included. (VO)
ED011160  ECO00043
IN-SERVICE TRAINING STAFF DEVELOPMENT FOR EDUCATION OF DISADVANTAGED
DEAF CHILDREN.
LEHMANN, JEAN UTLEY
CALIFORNIA STATE COLL., LOS ANGELES.
66
337p.
EDRS Price MF-$0.65 HC-$13.16
/AURALLY HANDICAPPED/ *CULTURALLY DISADVANTAGED/ *DEAF/
*DISADVANTAGED ENVIRONMENT/ INSERVICE TEACHER EDUCATION/ INSTRUCTIONAL
MATERIALS/ *LANGUAGE DEVELOPMENT/ READING INSTRUCTION
/ LOS ANGELES/ MCATEER ACT

NINETEEN RECOGNIZED AUTHORITIES CONTRIBUTED TO A 3-WEEK INSTITUTE
DESIGNED TO IMPROVE THE UNDERSTANDING OF DISADVANTAGED DEAF CHILDREN
AND TO SUGGEST THE TYPE OF CURRICULUM BEST SUITED TO THEIR NEEDS.
LECTURES, DEMONSTRATIONS, AND DISCUSSION COVERED THE FOLLOWING
TOPICS--(1) THE FAMILIAL AND PERSONAL ASPECTS OF THE CHILD, (2)
ACQUISITION AND STRUCTURE OF LANGUAGE, (3) SPEECH DEVELOPMENT AND
IMPROVEMENT, (4) SEVERAL ASPECTS OF READING, (5) AUDIOVISUAL AIDS, (6)
PSYCHONEUROLOGIC BEHAVIORAL PROBLEMS, (7) AUDIOLOGICAL PROBLEMS, AND
(8) RESEARCH. (MK)

ED010920  ECO00030
GUIDELINES FOR TEACHERS. PLANS FOR DEVELOPMENT OF EXPRESSIVE
CONTENTED LANGUAGE CONCEPTS AND SPECIFIC ACHIEVEMENTS FOR CHILDREN WHO
HAVE IMPAIRED HEARING.
GLENZ, GRACE A.; QUILL, LEONORA A.
CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.
66
41p.
EDRS Price MF-$0.65 HC-$3.29
/AURALLY HANDICAPPED/ *DEAF EDUCATION/ *EXPRESSIVE LANGUAGE/
LANGUAGE DEVELOPMENT/ *LANGUAGE HANDICAPS/ LANGUAGE INSTRUCTION/
*SPEECH EDUCATION/ STRUCTURAL ANALYSIS
/ CHAMPAIGN

THIS GUIDE DESCRIBES A PROGRAM FOR DEVELOPING THE FACULTIES OF DEAF
CHILDREN THROUGH LANGUAGE TRAINING. THIS CURRICULUM ATTEMPTS TO INSURE
SEQUENTIAL LEARNING FOR DEAF STUDENTS AS WELL AS TO PROVIDE TEACHERS
WITH AN OVERALL PICTURE OF THE DEVELOPMENT OF LANGUAGE. MATERIALS ARE
ARRANGED ACCORDING TO EIGHT LEVELS. A LINGUISTIC APPROACH TO THE
LEARNING OF LANGUAGE IS OUTLINED IN DETAIL. PRINCIPLES OF LEARNING
LANGUAGE ARE STATED CONCISELY AND THE THREEFOLD OBLIGATION THAT THE
TEACHER HAS IN USING THE CURRICULUM IS DELINEATED. THE ACHIEVEMENTS IN
EXPRESSIVE LANGUAGE AT EACH OF THE LEVELS ARE PRESENTED BY CHARTS
WHICH DETAIL ACTIVITIES AND CONCEPTS. A RELATED BIBLIOGRAPHY IS
APPENDED. (DF)
A COMPARATIVE, LONGITUDINAL STUDY WAS CONDUCTED TO EXAMINE SPECIFIC PERFORMANCE CHARACTERISTICS OF DEAF AND NORMAL CHILDREN ON SELECTED COGNITIVE TASKS. THE SAMPLE, DISTRIBUTED INTO 3 AGE CATEGORIES, CONSISTED OF 72 NORMAL AND 60 DEAF CHILDREN. MEASURES WERE SELECTED TO ASSESS THE PERFORMANCE OF SUBJEC TS (1) IN DIFFERENT AREAS OF COGNITION, (2) BY LANGUAGE AND NONLANGUAGE TECHNIQUES, (3) ON INFORMATION ACQUIRED INCIDENTALLY OR PROVIDED IN A TESTING SITUATION, AND (4) WITH MEASURES THAT WERE SUITABLE FOR ADMINISTRATION TO BOTH LEARNING AND DEAF SUBJECTS. CONSERVATION TASKS (PIAGET) WERE ADMINISTERED. SEVERAL VOCABULARY MEASURES FOR ASSESSING COMMON WORD USAGE AND UNDERSTANDING WERE ALSO ADMINISTERED. ALL TESTS WERE ADMINISTERED TO EACH AGE GROUP OF NORMAL CHILDREN. WHEN REQUIRED, TESTS OF NONLANGUAGE RESPONSES WERE ADMINISTERED TO THE DEAF SUBJECTS. SYSTEMATIC ANALYSES WERE EMPLOYED TO COMPARE LONGITUDINAL CHANGES, CROSS-SECTIONAL AGE DIFFERENCES, SEX DIFFERENCES, AND RESIDENT VERSUS DAY SCHOOL DIFFERENCES (APPLICABLE ONLY TO THE DEAF CHILDREN). FINDINGS OF THESE ANALYSES SUGGESTED THAT (1) DEAF SUBJECTS TEND TO SHOW LESS INCREMENTAL LEARNING THAN NORMAL SUBJECTS, (2) DEAF SUBJECTS TEND TO VARY MORE THAN NORMAL SUBJECTS ON THE LEVEL OF THEIR PERFORMANCES AMONG DIFFERENT TESTS, AND (3) THE PERFORMANCES OF DEAF SUBJECTS, AS THEIR AGES INCREASE, TEND MORE TO MATCH AND SOMETIMES SURPASS THE PERFORMANCES OF NORMAL SUBJECTS. FURTHER RESEARCH WAS RECOMMENDED TO STUDY THE ENVIRONMENTAL FACTORS WHICH RELATED TO COGNITIVE PERFORMANCES OF THE DEAF. (RS)
A COMPARATIVE STUDY OF THE SPEECH RESPONSES AND SOCIAL AGES OF TWO
SELECTED GROUPS OF EDUCABLE MENTAL RETARDATES.

WILSON, MAMIE L.T.
GRAMBLING COLL., LA.
CRP-513
60
98P.
EDRS PRICE MF-$0.65 HC-$3.29

THE RELATIONSHIP OF EDUCABLE MENTAL RETARDATES IN REGULAR CLASSES AND
SPECIAL CLASSES WITH RESPECT TO VOCABULARY WAS STUDIED. THERE WERE
45 SUBJECTS TAKEN FROM REGULAR CLASSES AND 45 FROM SPECIAL CLASSES.
THE PRIMARY AND ELEMENTARY FORMS OF THE WORD MEANING SECTION OF THE
STANFORD ACHIEVEMENT TESTS WERE ADMINISTERED TO EACH SUBJECT BY FOUR
PERSONS ENGAGED IN THIS PROJECT. TESTS WERE READ TO EACH SUBJECT
SEPARATELY. BOTH FORMS OF THE STANFORD ACHIEVEMENT TESTS WERE GIVEN TO
ASCERTAIN THE RECOGNITION VOCABULARY OF SUBJECTS USED IN THIS STUDY.
WITH THESE TESTS, EACH SUBJECT'S VOCABULARY WAS TESTED WITH RESPECT TO
THE WORDS THAT HE COULD CORRECTLY RECOGNIZE WHEN HE HEARD THEM.
CORRELATION COEFFICIENTS WERE COMPUTED TO DETERMINE THE RELATIONSHIP
BETWEEN MENTAL AGE AND RECOGNITION VOCABULARY AND FUNCTIONAL
VOCABULARY FOR EACH GROUP, AND BETWEEN SOCIAL AGE AND RECOGNITION
VOCABULARY AND FUNCTIONAL VOCABULARY FOR EACH GROUP. ADDITIONAL
EXPERIMENTAL STUDIES ARE NEEDED TO DETERMINE THE RELATIONSHIP BETWEEN
EDUCABLE MENTAL RETARDATES IN REGULAR AND SPECIAL CLASSES WITH RESPECT
TO SOCIAL DEVELOPMENT AND SPEAKING VOCABULARY. ALSO A COMPARATIVE
STUDY OF VERBAL OUTPUT AND SOCIAL DEVELOPMENT SHOULD BE MADE OF
FAMILIAL EDUCABLE MENTAL RETARDATES AND NONFAMILIAL EDUCABLE MENTAL
RETARDATES. (JL)
A PILOT STUDY WAS CONDUCTED TO DEFINE THE CHARACTER OF SPEECH MATERIAL IN VISUALLY PERCEPTUAL TERMS AND TO APPLY THE DEFINED CONCEPTS TO THE PROCESS OF INDUCED LANGUAGE ACQUISITION BY THE DEAF AND HARD-OF-HEARING. ITS PURPOSE WAS TO BUILD A CONCEPTUAL FOUNDATION FOR THE LATER DEVELOPMENT OF A COMPREHENSIVE RESEARCH PROGRAM, LEADING TO THE IMPROVEMENT OF LIPREADING TECHNIQUES AND OTHER METHODS OF TEACHING THE AURALLY HANDICAPPED. A LINGUISTIC MODEL WAS USED TO IMPLEMENT THE TWO PHASES OF THIS PRELIMINARY STUDY--(1) SPEECH PERCEPTION AND (2) LANGUAGE ACQUISITION. THE FIRST CONSISTED OF PREPARING A FILM TEST WITHOUT SOUND, HAVING APPROXIMATELY 200 MONOSYLLABIC ENGLISH NOUNS PRONOUNCED WITH A FULL-FACE VIEW AND A 45-DEGREE PROFILE VIEW FOR LIPREADING PURPOSES. IT WAS ADMINISTERED TO ABOUT 430 ADULT SUBJECTS DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. ANOTHER FILM WAS ALSO PREPARED AND ADMINISTERED, USING NONSENSE SYLLABLES TO ASSIST THE SUBJECTS IN THE PERCEPTION OF THE INITIAL CONSONANTS. THE SECOND PHASE WAS A DESIGN PROJECT FOR A LONG-RANGE FOLLOWUP PROGRAM INVOLVING EDUCATION FOR DEAF CHILDREN. AS A MEANS OF DEVELOPING ELICITING PROCEDURES APPROPRIATE FOR PLANNING, A PILOT PERCEPTUAL DISCRIMINATION TEST WAS CONSTRUCTED AND GIVEN TO 21 NURSERY SCHOOL STUDENTS. (JH)
THE UNSATISFACTORY STATE OF EDUCATION FOR THE DEAF IS A RESULT OF THE LACK OF PROGRAMS ASSAULTING PROBLEMS OF COMMUNICATION AND OF LANGUAGE LEARNING OF THE DEAF, LACK OF WELL PLANNED AND ADEQUATELY SUPPORTED RESEARCH, AND THE FAILURE TO DEVELOP SYSTEMATIC AND ADEQUATE PROGRAMS FOR EDUCATING THE DEAF AT ALL LEVELS. EARLY DETECTION AND EARLY ATTENTION TO THE PROBLEMS OF LANGUAGE AND SPEECH PREPARATION ARE NECESSARY. THE CHANGING OCCUPATIONAL OUTLOOK REQUIRES THE DEAF TO ATTAIN NEW HEIGHTS IN EDUCATIONAL ACHIEVEMENT. FEDERAL FUNDS SHOULD BE AUTHORIZED FOR REGIONAL AND INTERSTATE PLANNING, DEMONSTRATION PROGRAMS LASTING 5-10 YEARS AND INCLUDING NEW AND MORE WIDESPREAD COURSES OF STUDY SHOULD BE ESTABLISHED IN EXISTING SCHOOLS FOR THE DEAF, IN FUTURE SCHOOLS FOR THE DEAF, AND IN CLASSES FOR THE ADULT DEAF. ADDITIONAL SUPPORT SHOULD BE GIVEN TO GALLAUDET COLLEGE TO IMPROVE ITS ACADEMIC STATUS, THE TYPE AND NUMBER OF COURSES, THE QUALITY AND QUANTITY OF TEACHERS AND STUDENTS. A CONTINUING NATIONAL ADVISORY COMMITTEE SHOULD BE SET UP TO GATHER INFORMATION, TO ASSESS PROGRESS, TO IDENTIFY PROBLEMS, TO SUGGEST INNOVATIONS, AND TO DIRECT RESEARCH EFFORTS. THE APPENDIX INCLUDES A SPECIAL STUDY ON THE OBJECTIVES OF AN EDUCATIONAL PROGRAM FOR THE DEAF, HISTORICAL BACKGROUND, AND A STUDY OF EUROPEAN PROGRAMS FOR THE DEAF.
SOME RECENT INNOVATIONS IN TEACHING LANGUAGE WERE INVESTIGATED. THE TECHNIQUES OF PROGRAMED INSTRUCTION WERE MERGED WITH THE USE OF AN ELECTRIC TYPEWRITER TO PROVIDE THE MEANS OF TEACHING READING TO YOUNG DEAF CHILDREN. DEAF CHILDREN, RANGING IN AGE FROM THREE TO SEVEN YEARS, PARTICIPATED IN THIS STUDY. AS A GROUP, THEY TENDED TO BE OF AVERAGE INTELLIGENCE AND SOCIOECONOMIC STATUS. DEAF CHILDREN FROM THREE YEARS OF AGE CAN LEARN TO USE AN ELECTRIC TYPEWRITER WITHIN A VERY SHORT PERIOD OF TIME. PROGRAMED INSTRUCTION CAN PRODUCE SIGNIFICANT IMPROVEMENT IN LANGUAGE, AND IT WOULD APPEAR THAT THE MOST SUCCESSFUL APPROACH FOR LANGUAGE INSTRUCTION TO THIS GROUP OF CHILDREN WOULD BE TO INCLUDE THE TYPEWRITER AS A PART OF THE LANGUAGE PROGRAM. SUCH A CURRICULUM WOULD COORDINATE LANGUAGE EXERCISES ON THE TYPEWRITER WITH CURRENT METHODS OF IMPARTING LANGUAGE TO THESE CHILDREN.
COMPLETE THIS SEARCH THROUGH MANUAL TECHNIQUES: 

Teacher's Copy Search #1

SEARCH REQUEST FORM

San Mateo County Office of Education
EDUCATIONAL RESOURCES CENTER
590 Hamilton Street, Redwood City, Ca. 94063 (415) 369-1441 Ext. 4234-35

Name: Dr. Grant Canyon, Principal
Affiliation: Acacia School
Address: 500 Acacia Street

Acacia California 94704
(City) (State) (Zip)

Date: 6/30/72

Date Needed: within 2 weeks
Phone: 222-2222
For ERC Use Only

CROSS AGE TEACHING

Concise Statement of Problem: Would like examples of other school programs using 5th through 8th graders to tutor younger children in the classroom.

How Material is to be Used (to assist in search): for inservice training

How Interest is to be Used: for inservice training

Age/Grade Restrictions: Elementary

Subject Area Restrictions: All

Time Span Restrictions: After 1968

Interest Level - Check One or More Boxes

[ ] Preschool
[ ] Kindergarten
[ ] Primary
[ ] Elementary
[ ] Junior High
[ ] Secondary

Source of Search:
[ ] ERIC
[ ] Periodicals
[ ] All Sources

[ ] Projects

DESCRIPTORS

*Cross Age Teaching
Peer Teaching
Teaching Techniques
Elementary Grades
Elementary School Students

ERIC (ED) FIDO (ID) CIJE SOURCE
ED30 606 ID 2114 School Counselor
43 706 ID 2247 Ja 71, p209+
31 451
29 841 Elementary Sch J
31 449 Apr 70, p400+
38 329
25 506 Reading Teacher
Feb 70, p403-05

Elementary Grades

ci

Elementary School Students

EVALUATION:

Completed
Not Completed
Why

Mr. Bill Mulholland, Principal

Red Bluff High School
1555 Douglas Fir Road
Red Bluff, CA 96080

Concise Statement of Problem: Wants information on contract learning and models—also problems associated with this concept. All subjects except foreign language.

How Material is to be Used (to assist in search): would like to implement this concept into their present curriculum

Age/Grade: Secondary
Restrictions: Secondary

Interest Level - Check One or More Boxes

Preschool
Kindergarten
Primary
Elementary
Junior High
Secondary

Source of Search:

ERIC
Periodicals
All Sources

DESCRIPTORS

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TURN PAGE FOR COMPUTER SEARCH

EVALUATION:
Completed Not Completed Why


73
**SEARCH TITLE**  CONTRACTS  
**DATE/FILE**  5-9-72/1  
**SEARCH BY**  GARMAN  
**REQUESTOR**  MULHOLLAND  
**ADDRESS**  SM

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PERFORMANCE CONTRACTS, TESTS, AND MEASUREMENT
JOSELYN, R. GARY  CHANGING EDUCATION; 10-11 APR 71
/ *EVALUATION CRITERIA/ *MEASUREMENT TECHNIQUES/ *PERFORMANCE
CONTRACTS/ PROGRAM EVALUATION/ STANDARDIZED TESTS/ STUDENT EVALUATION
SUMMARY OF ADDRESS TO 1971 AFT-QUEST TRUTH-AND-SOUL-IN-TEACHING" CONFERENCE. (RT)

TALE OF A PERFORMANCE CONTRACT
BERSON, MINNIE PERRIN  CHANGING EDUCATION; 8-10 APR 71
/ ELEMENTARY SCHOOLS/ *PERFORMANCE CONTRACTS/ PROGRAMED MATERIALS/
*SCHOOL COMMUNITY RELATIONSHIP/ *STAFF UTILIZATION
/ *BANNEKER SCHOOL.
EXCERPTS FROM TEXARKANA AND GARY: A TALE OF TWO PERFORMANCE
CONTRACTS," CHILDHOOD EDUCATION MAGAZINE, MARCH 1971; REPORTS ON
OBSERVATIONS MADE DURING VISIT TO GARY, INDIANA, SCHOOL UNDER CONTRACT
TO BEHAVIORAL RESEARCH LABORATORIES. (RT)

MARRIAGE AMERICAN STYLE
SCHWEBEL, MILTON  CHANGING EDUCATION; 6-8 APR 71
/ *PERFORMANCE CONTRACTS
EXCERPTS FROM ADDRESS TO 1971 AFT-QUEST TRUTH-AND-SOUL-IN-TEACHING"
CONFERENCE; ARGUES THAT COMBINATION OF INDUSTRY AND EDUCATION IS
LIABLE TO DO MORE HARM THAN GOOD. (RT)

TEN HALF-TRUTHS ABOUT PERFORMANCE CONTRACTING IN EDUCATION
MECKLENBURGER, JAMES A. EDUCATIONAL TECHNOLOGY; 11; 5; 6 MAY 71
/ EDUCATIONAL OBJECTIVES/ *EVALUATION CRITERIA/ *PERFORMANCE
CONTRACTS

BRAVE NEW CLASSROOM OR BACK TO 1870
DAVIES, IVOR  TIMES (LONDON) EDUCATIONAL SUPPLEMENT; 2921; 61 MAY
14 71
/ *EDUCATIONAL TECHNOLOGY/ *EFFECTIVE TEACHING/ *PERFORMANCE
CONTRACTS
PERFORMANCE CONTRACTING IS DISCUSSED AS A MEANS OF ASSURING
EFFECTIVE TEACHING. (DB)

EVERY KID A HUSTLER
SARETSKY, GARY  PHI DELTA KAPPAN; 52; 10; 595-596 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *STUDENT BEHAVIOR/ *TESTING
PERFORMANCE CONTRACTING MAY PLACE NEW POWER IN THE HANDS OF
STUDENTS. (LR)
EJ039257   EA501654
THE PERFORMANCE CONTRACTS IN GRAND RAPIDS
MECKLENBURGER, JAMES A.; WILSON, JOHN A. PHI DELTA KAPPAN; 52; 10; 590-594 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *TESTING

EJ039256   EA501653
TESTING HAZARDS IN PERFORMANCE CONTRACTING
STAKE, ROBERT E. PHI DELTA KAPPAN; 52; 10; 583-589 JUN 71
/ *EVALUATION/ *PERFORMANCE CONTRACTS/ *TESTING
AN EXAMINATION OF STATISTICAL WEAKNESSES AND TEST LIMITATIONS OF PERFORMANCE CONTRACTING. (AUTHOR)

EJ038564   AA509676
THE VOUCHER PLAN AND PERFORMANCE CONTRACTING
MCCANN, WALTER NASSP BULLETIN; 55; 355; 91 MAY 71
/ *EDUCATION VOUCHERS/ *EDUCATIONAL FINANCE/ *EDUCATIONAL INNOVATION
/ *PERFORMANCE CONTRACTS
/ CENTER FOR STUDY OF PUBLIC POLICY

EJ037950   EA501496
PRODUCER-CONSUMER SCHOOL CONCEPT
HEARN, NORMAN E.; BURNS, THOMAS SCHOOL MANAGEMENT; 15; 5; 8-9, 32 MAY 71
/ *DROPOUT PROBLEM/ *EDUCATIONAL INNOVATION/ *FEDERAL PROGRAMS/ INFORMATION DISSEMINATION/ *INFORMATION SOURCES/ *PERFORMANCE CONTRACTS/ STATE DEPARTMENTS OF EDUCATION
/ PRODUCER CONSUMER SCHOOL CONCEPT
A NEW APPROACH TO EDUCATIONAL IMPROVEMENT: A SCHOOL WITH A SUCCESSFUL PROGRAM ADAPTS THE PROGRAM FOR ANOTHER SCHOOL, AND THE OFFICE OF EDUCATION BECOMES CENTRAL REPOSITORY FOR DATA ON PROGRAMS VALIDATED AS SUCCESSFUL. (AUTHOR)

EJ037928   EA501502
WHAT'S HAPPENING IN GARY?
CRAY, DOUGLAS W. SCHOOL MANAGEMENT; 15; 5; 22-25 MAY 71
/ *EDUCATIONAL FINANCE/ *EDUCATIONAL INNOVATION/ *ELEMENTARY SCHOOLS
/ *PERFORMANCE CONTRACTS/ URBAN EDUCATION
/ *GRAY INDIANA
A 4-YEAR PERFORMANCE CONTRACT AGREEMENT COVERS AN ENTIRE ELEMENTARY SCHOOL. (AUTHOR)

EJ037918   AA509770
THREE REPORTS OF PERFORMANCE CONTRACTING NOW IN ACTION INSTRUCTOR; 80; 10; 23-6 JUN-JUL 71
/ *DROPOUT PREVENTION/ *MOTIVATION/ *PERFORMANCE CONTRACTS/ *STUDENT EVALUATION/ *TEACHING TECHNIQUES
PERFORMANCE CONTRACTING: AN EXPERIMENT IN ACCOUNTABILITY
WILSON, JOHN OLIVER  INSTRUCTOR; 80; 10; 21-2  JUN-JUL 71
*EDUCATIONAL ACCOUNTABILITY/ *PERFORMANCE CONTRACTS/
*UNDERACHIEVERS

THE ADMINISTRATOR LOOKS AT HIS PRACTICE. PART TWO: THE ELEMENTS OF THE SYSTEM
CODY, WILMER S.  ASCD YEARBOOK; 99-109  71
*ACADEMIC ACHIEVEMENT/ *ADMINISTRATOR RESPONSIBILITY/ BEHAVIORAL OBJECTIVES/ *BUREAUCRACY/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL VOUCHERS/ *PERFORMANCE CONTRACTS
*PROFESSIONAL ACCOUNTABILITY/ PROFESSIONAL AUTONOMY/ PPBS DEVELOPS THE CASE OF ACCOUNTABILITY FOR SCHOOLING, THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES, AND MEASUREMENT OF THE RESULTS. (AUTHOR)

PERFORMANCE CONTRACTING: SOME QUESTIONS AND ANSWERS
Sullller, JEFFRY  AMERICAN EDUCATION; 7; 4; 3-5  MAY 71
*DISADVANTAGED GROUPS/ *EDUCATIONAL PROGRAMS/ *PERFORMANCE CONTRACTS

FOUR APPROACHES TO EDUCATION PERFORMANCE CONTRACTING
STENNER, JACK; KEAN, MICHAEL H.  EDUCATIONAL LEADERSHIP; 28; 7; 721-5  APR 71
*EDUCATION/TECHNOLOGY/ *MODELS/ *PERFORMANCE CONTRACTS

THE RAND/HEW STUDY OF PERFORMANCE CONTRACTING
HALL, GEORGE R.; STUCKER, JAMES P.  COMPACT; 5; 1; 6-9  FEB 71
*PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ *PERFORMANCE SPECIFICATIONS/ PROGRAM EVALUATION/ *SCHOOL SURVEYS

NEW LEVERAGE FOR FUNDING AGENCIES
HEDDINGER, FRED M.  COMPACT; 5; 1; 35-37  FEB 71
*EDUCATION VOUCHERS/ *EDUCATIONAL EXPERIMENTS/ *EXPERIMENTAL PROGRAMS/ *PERFORMANCE CONTRACTS/ STATE FEDERAL AID WARNS THAT THE LEVERAGE MADE POSSIBLE THROUGH WIDESPREAD USE OF VOUCHERS AND PERFORMANCE CONTRACTING CAN MAKE EDUCATION A LESS CERTAIN PRODUCT THAT WILL HAVE EXERCISED ITS INFLUENCE BEYOND THE POINT OF RECALL FOR A GENERATION OF STUDENTS. (JF)
EJ035695  EA501362
OE0 EXPERIMENTS IN EDUCATION
GLENNAN, THOMAS K. COMPACT; 5; 1; 3-5 FEB 71
/ *EDUCATION VOUCHERS/ *EDUCATIONAL EXPERIMENTS/ *EXPERIMENTAL
PROGRAMS/ *FEDERAL AID/ PERFORMANCE CONTRACTS

EJ032954  EA501365
A CONTRACTOR'S VIEWPOINT
ZAZZERA, EDMUND COMPACT; 5; 1; 13-16 FEB 71
/ *CONTRACTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ PROGRAM
EVALUATION/ *REACHING ACHIEVEMENT
A DESCRIPTION OF EDUCATIONAL DEVELOPMENT LABORATORY'S APPROACH TO
PERFORMANCE CONTRACTS. (JF)

EJ034953  EA501364
GARY, INDIANA CONTRACTS FOR OPERATION OF ENTIRE SCHOOL
MCANDREW, GORDON COMPACT; 5; 1; 10-11 FEB 71
/ CONTRACTS/ *MATHEMATICS INSTRUCTION/ *PERFORMANCE CONTRACTS/
PERFORMANCE SPECIFICATIONS/ *READING LEVEL

EJ034949  EA501318
STATE OF THE ART: PERFORMANCE CONTRACTS POPULAR BUT EVALUATION
PROCEDURES QUESTIONABLE EDUCATIONAL PRODUCT REPORT NUMBER 30; 4; 3;
2-4 DEC 70
/ *CONTRACTS/ COST EFFECTIVENESS/ *PERFORMANCE CONTRACTS/
*PERFORMANCE SPECIFICATIONS/ *PROGRAM EVALUATION/ TEST RELIABILITY/
*TEST VALIDITY

EJ034947  EA501300
THE PERFORMANCE CONTRACT IN GARY
MECKLENBURG, JAMES A.; WILSON, JOHN A. PHI DELTA KAPPAN; 52; 7;
406-410 MAR 71
/ BIDS/ EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL INNOVATION/
*ELEMENTARY SCHOOLS/ MINORITY GROUPS/ *PERFORMANCE CONTRACTS/ *URBAN
EDUCATION

EJ034946  EA501299
CONTRACTING FOR EDUCATIONAL REFORM
MARTIN, REED; BLASCHKE, CHARLES PHI DELTA KAPPAN; 52; 7; 403-406
MAR 71
/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL CHANGE/ EDUCATIONAL
INNOVATION/ EDUCATIONAL RESPONSIBILITY/ *PERFORMANCE CONTRACTS/ POLICY
FORMATION/ *SCHOOL DISTRICT AUTONOMY

PAGE 4 (ITEMS 19–24 OF 58)
THE CHAMELEON'S DISH
ELAM, STAN  PHI DELTA KAPPAN; 52; 7; 402 MAR 71
/ CONTRACTS/ EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL CHANGE/
EDUCATIONAL INNOVATION/ PERFORMANCE CONTRACTS
COMMENTS ON PERFORMANCE CONTRACTING AND SOME OF ITS IMPLICATIONS.
(NF)

TEACHERS VOICE THEIR OPPOSITION
MEGEL, CARL J.; BHJERMAN, ROBERT D.  COMPACT; 5; 1; 31-34 FEB 71
/ EDUCATION VOUCHERS/ EDUCATIONAL EXPERIMENTS/ EXPERIMENTATION
PROGRAMS/ PERFORMANCE CONTRACTS/ TEACHER ASSOCIATIONS/ TEACHER ATTITUDES/ TEACHER RESPONSIBILITY
DISCUSSES TEACHER ASSOCIATIONS' OBJECTIONS TO EDUCATION VOUCHER SYSTEMS AND PERFORMANCE CONTRACTS. (JF)

SCHOOL ADMINISTRATION BY CONTRACT
WILSON, CHARLES H.  SCHOOL MANAGEMENT; 15; 3; 11-13 MAR 71
/ PERFORMANCE CONTRACTS/ EDUCATIONAL ADMINISTRATION/ MANAGEMENT/ MANAGERIAL OCCUPATIONS/ PERFORMANCE CONTRACTS
PRESENT SCHOOL ADMINISTRATION INEFFICIENCY AND THE FUTURE WILL BRING CONTRACTS WITH MANAGEMENT FIRMS TO PROVIDE ADMINISTRATION SERVICES TO EDUCATION. (F)

DEMANDS FOR ACCOUNTABILITY MAY LEAD TO BETTER-WRITTEN SCHOOL BOARD POLICIES
DICKINSON, WILLIAM E.  UPDATING SCHOOL BOARD POLICIES; 1; 9; 1-3, 6 70
/ BOARD OF EDUCATION POLICY/ EDUCATIONAL ACCOUNTABILITY/ PERFORMANCE CONTRACTS/ POLICY FORMATION

PERFORMANCE CONTRACTING...PROCEED WITH CAUTION
REYNOLDS, JERRY D.  ENGLISH JOURNAL; 60; 1; 102-6, 110 JAN '71
/ PERFORMANCE CONTRACTS/ PILOT PROJECTS/ READING INSTRUCTION/
SALARY DIFFERENTIALS/ SUMMER PROGRAMS/ TEACHER SELECTION/
IOWA/ KEOKUK

PERFORMANCE CONTRACTING WITH EXISTING STAFF
JOHNSON, W. FRANK  EDUCATIONAL TECHNOLOGY; 11; 1; 59-61 JAN '71
/ PERFORMANCE CONTRACTS/ PREMIUM PAY/ TEACHER PARTICIPATION/ TEACHER SALARIES
THE AUTHOR OUTLINES SEVERAL METHODS FOR PROVIDING BONUS OR PERFORMANCE CRITERIA PAY AS A MEANS FOR ENCOURAGING DEEPER INVOLVEMENT OF EXISTING TEACHING STAFF IN A KIND OF PERFORMANCE CONTRACTING. (AUTHOR/AA)
A SUGGESTED SCHEMA FOR FACULTY COMMISSION PAY IN PERFORMANCE CONTRACTING
VOGEL, GEORGE H. EDUCATIONAL TECHNOLOGY; 11; 1; 57-59 JAN '71
/ ACHIEVEMENT GAINS/ *PERFORMANCE CONTRACTS/ *PREMIUM PAY/ *TEACHER PARTICIPATION/ *TEACHER SALARIES

SPECIFYING OBJECTIVES FOR PERFORMANCE CONTRACTS
HARMES, H. M. EDUCATIONAL TECHNOLOGY; 11; 1; 52-56 JAN '71
/ *EDUCATIONAL OBJECTIVES/ *GUIDELINES/ *INPUT OUTPUT ANALYSIS/ *PERFORMANCE CONTRACTS

FACTORS TO CONSIDER IN PREPARING PERFORMANCE CONTRACTS FOR INSTRUCTION
MAYRHOFER, ALBERT V. EDUCATIONAL TECHNOLOGY; 11; 1; 48-51 JAN '71
/ CURRICULUM DEVELOPMENT/ *PERFORMANCE CONTRACTS/ *PROGRAM EFFECTIVENESS/ *QUALITY CONTROL

ARE ACCOUNTABILITY AND GOVERNANCE COMPATIBLE?
ENGLISH, FENWICK; ZAHARIS, JAMES PHI DELTA KAPPAN; 52; 6; 374-375 FEB '71
/ *CONTRACTS/ COURSE OBJECTIVES/ EDUCATIONAL ACCOUNTABILITY/ NEGOTIATION AGREEMENTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE SPECIFICATIONS/ TEACHER EVALUATION/ *TEACHER RESPONSIBILITY

ACCOUNTABILITY: THE GREAT DAY OF JUDGMENT
BHAERMAN, ROBERT D. EDUCATIONAL TECHNOLOGY; 11; 1; 62-63 JAN '71
/ *EDUCATIONAL CHANGE/ *PERFORMANCE CONTRACTS/ *RELEVANCE (EDUCATION)
THE AUTHOR QUESTIONS SOME OF THE GOALS AND PRINCIPLES UNDERLYING BOTH THE CONCEPT OF ACCOUNTABILITY AND OF PERFORMANCE CONTRACTING. (AA)

PERFORMANCE CONTRACTING: MAKING IT LEGAL
MAFTIN, REED NATIONS SCHOOLS; 67; 1; 62-64 JAN '71
/ *CONTRACTS/ *LEGAL PROBLEMS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ PERFORMANCE SPECIFICATIONS/ *SCHOOL LAW
DISCUSSES THE POSSIBLE LIMITS ON THE LEGAL AUTHORITY OF A SCHOOL TO CONTRACT WITH PRIVATE ENTERPRISE FOR INSTRUCTIONAL SERVICES. THE PROPER PROCEDURE FOR ENTERING INTO SUCH A CONTRACT IS DISCUSSED. (JF)
REGIONAL COOPERATIVES: A LOOK TOWARD THE FUTURE
HELLER, ROBERT W. COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 2; 44-46 JAN '71
/ EDUCATION VOUCHER/ *EDUCATIONAL TRENDS/ PERFORMANCE CONTRACTS/
*REGIONAL COOPERATION/ *RELevANCE (EDUCATION)

ED054221 TM000-98
EDUCATIONAL ACCOUNTABILITY THROUGH EVALUATION.
ROBERSON, E. WAYNE, ED.
EDUCATIONAL TECHNOLOGY PUBLICATIONS, ENGLEWOOD CLIFFS, N.J.
71
EDUCATIONAL TECHNOLOGY PUBLICATIONS, 140 SYLVAN AVENUE, ENGLEWOOD CLIFFS, NEW JERSEY 07632 ($3.00 PER COPY)
DOCUMENT NOT AVAILABLE FROM EDUS.
/ BEHAVIORAL OBJECTIVES/ BUDGETING/ COST EFFECTIVENESS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL NEEDS/ *EDUCATIONAL PLANNING/ *EDUCATIONAL PROGRAMS/ EFFECTIVE TEACHING/ *EVALUATION/ EVALUATION TECHNOQUES/ INPUT OUTPUT ANALYSIS/ MODELS/ PERFORMANCE CONTRACTS/ *RELevANCE (EDUCATION)/ SYSTEMS APPROACH
/ *ACCOUNTABILITY THROUGH EVALUATION INSTITUTE
THE EDITED PRESENTATIONS OF THE ACCOUNTABILITY THROUGH EVALUATION INSTITUTE ARE GIVEN TO PROVIDE INSIGHT INTO SOME PROBLEMS AND SOLUTIONS REGARDING EDUCATIONAL ACCOUNTABILITY. PRESENTATIONS INCLUDE "EDUCATIONAL ACCOUNTABILITY" (LEE E. WICKLINE); "A SCHEME FOR EVALUATION" (ROBERT ARMSTRONG, TERRY D. CORNELL, R. ERT KRANER, AND E. WAYNE ROBERSON); "A SYSTEMATIC APPROACH TO NEEDS ASSESSMENT" (TERRY D. CORNELL); "PLANNING-PROGRAMMING-BUDGETING SYSTEMS" (ARTHUR O. BACHELOR); "NEGOTIATING A PERFORMANCE CONTRACT" (ALBERT V. MAYRHOFER); AND "EDUCATIONAL PROGRAM AUDIT" (ROBERT KRANER). (MS)
HOW TO IMPLEMENT CHANGE. A POSITION PAPER.
HALL, CLYDE W.
JUN 71
22P.; PAPER PRESENTED AT NATIONAL WORKSHOP ON COMPREHENSIVE
VOCATIONAL EDUCATION DEVELOPMENT AND UTILIZATION, JUNE 1971,
WASHINGTON, D.C.
EDRS RPICE MF-$0.65 HC-$3.29
/ *CHANGE AGENTS/ *EDUCATIONAL CHANGE/ PERFORMANCE CONTRACTS
THIS PAPER DESCRIBES THE SCIENCE OF MANAGED CHANGE AND HOW THIS
TECHNIQUE CAN BE APPLIED TO EDUCATIONAL SITUATIONS. IT ALSO POINTS OUT
CURRENT EDUCATIONAL PROBLEMS TO WHICH THIS SCIENCE OF CHANGE SHOULD BE
APPLIED. THE INITIAL STEP OF A MANAGED CHANGE IN A CLIENT SYSTEM IS
THE EXAMINATION OF THE PRESENT STATE OF AFFAIRS AND AN ANALYSIS OF
POSSIBLE "DRIVING" AND "RESTRAINING" FORCES. THE ESTABLISHMENT OF A
RELATIONSHIP OF MUTUAL RESPECT BETWEEN CHANGE AGENT AND CLIENT SYSTEM
IS AN IMPORTANT NEXT STEP. AFTER A SUCCESSFUL RELATIONSHIP HAS BEEN
ESTABLISHED, THE THIRD STEP INVOLVES COLLECTING INFORMATION TO CLARIFY
AND DIAGNOSE THE CLIENT SYSTEM'S PROBLEMS, EXAMINING ALTERNATIVE
ROUTES AND GOALS, ESTABLISHING GOALS AND INTENTIONS OF ACTION, AND
TRANSFORMING INTENTIONS INTO ACTUAL CHANGE EFFORTS. CONCLUDING STEPS
INVOLVE STABILIZING THE CHANGE AND WITHDRAWAL OF THE CHANGE AGENT. AN
EXAMPLE OF SUCH PLANNED CHANGE IS THE PERFORMANCE CONTRACT WITH
BEHAVIORAL RESEARCH LABORATORIES TO RUN BANNEKER ELEMENTARY SCHOOL IN
GARY, INDIANA. THIS CHANGE IS ANALYZED IN TERMS OF THE STEPS OUTLINED
ABOVE. (RT)
REEXAMINING TENURE AT HAMPSHIRE COLLEGE FOR THE AAHE SECTION ON "REEXAMINATION OF TENURE: IMPLICATIONS OF COLLECTIVE BARGAINING AND CONTRACTS FOR SERVICE."

VON DER LIPPE, ROBERT
HAMPSHIRE COLL., AMHERST, MASS.
16 MAR 71
11P.
EDRS PRICE MF-$0.65 HC-$3.29

/*ACADEMIC FREEDOM/ *COLLEGE FACULTY/ *CONTRACTS/ HIGHER EDUCATION/ JOB TENURE/ *PERFORMANCE CONTRACTS/ *TENURE
/*HAMPSHIRE COLLEGE

THIS PAPER, PREPARED FOR A PANEL DISCUSSION OF TENURE POLICIES, DESCRIBES NEWLY ESTABLISHED HAMPSHIRE COLLEGE'S ADOPTION OF A CONTRACT SYSTEM, AS OPPOSED TO A LIFE-TENURE SYSTEM. FOLLOWING THE DESCRIPTION IS A CONSIDERATION OF POSSIBLE ALTERNATIVES WITHIN THE CONTRACT SYSTEM AND OF VARIATIONS TO TENURE ADOPTED BY OTHER CAMPUSES. AT HAMPSHIRE, ACADEMIC FREEDOM IS VALUED BUT NOT LINKED TO THE PROCEDURAL CONCEPT OF LIFE TENURE. ITEMS OF AN INITIAL CONTRACT ARE 3, 4, OR 5 YEARS; LOWER OPTIONS ARE GENERALLY GRANTED TO SENIOR FACULTY MEMBERS. FACULTY ARE REAPPOINTED FOR NOT LESS THAN 3 NOR MORE THAN 7 YEARS. THE EXPERIMENTAL NATURE OF THE COLLEGE COMBINED WITH THE POLICY OF REQUIRING CANDIDATES TO WRITE A PROPOSAL SPECIFYING EXPECTATIONS OF THEIR PERFORMANCE OVER THE CONTRACT PERIOD PLAY IMPORTANT ROLES IN FACULTY COMMITMENT. IN ITS EXAMINATION OF REAPPOINTMENT PROCEDURES, THE COLLEGE IS FOCUSING ATTENTION ON FINDING WAYS TO ASSURE DUE PROCESS WHILE USING AS MANY EVALUATIVE SOURCES OF A FACULTY MEMBER'S PERFORMANCE AS POSSIBLE. THE 2 MAJOR QUESTIONS INVOLVE LENGTH OF CONTRACT AND UNCERTAINTY ABOUT TRUST AMONG TRUSTEES, ADMINISTRATORS, FACULTY AND STUDENTS IN A COLLEGE LACKING A TRADITIONAL GOVERNANCE STRUCTURE. (JS)

AN INTRODUCTION TO GUARANTEED PERFORMANCE CONTRACTING: A PLANNING GUIDE.
MICHIGAN STATE DEPT. OF EDUCATION, LANSING.
MAR 71
57P.
EDRS PRICE MF-$0.65 HC-$3.9

/*COST EFFECTIVENESS/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL NEEDS/ EDUCATIONAL OBJECTIVES/ *EDUCATIONAL PLANNING/ INSTRUCTIONAL INNOVATION/ *PERFORMANCE CONTRACTS/ *PROGRAM GUIDES/ SCHOOL DISTRICTS/ STATE DEPARTMENTS OF EDUCATION

THIS GUIDE WAS DESIGNED BY THE MICHIGAN STATE DEPARTMENT TO ASSIST LOCAL SCHOOL DISTRICT PERSONNEL IN THE USE OF GUARANTEED PERFORMANCE CONTRACTING (GPC) BY PROVIDING A FRAMEWORK OF SUGGESTED PROCEDURES. (CK)

PAGE 9 (ITEM 40- 41 OF 58)
THE USES AND LIMITATIONS OF STANDARDIZED TESTS IN MEETING THE
DEMANDS FOR ACCOUNTABILITY.
KLEIN, STEPHEN P.
CALIFORNIA UNIV., LOS ANGELES. CENTER FOR THE STUDY OF EVALUATION.
JAN 71
20P.; UCLA EVALUATION COMMENT, V2 N4
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ DIRECTION WRITING/ *EDUCATIONAL
ACCOUNTABILITY/ EDUCATIONAL OBJECTIVES/ EVALUATION/ *EVALUATION NEEDS/
FORMATIVE EVALUATION/ INSTRUCTIONAL IMPROVEMENT/ INSTRUCTIONAL
PROGRAMS/ *PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAM
PLANNING/ SCORES/ *STANDARDIZED TESTS/ TEST CONSTRUCTION/ TESTING/
*TEST VALIDITY
MAJOR DEMANDS OF ACCOUNTABILITY AS RELATED TO PERFORMANCE
CONTRACTING ARE OUTLINED, AS WELL AS THE LIMITATIONS OF STANDARDIZED
TESTS IN MEETING THESE DEMANDS. (AG)

THE SHAPE OF EDUCATION FOR 1971-72.
NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, WASHINGTON, D.C.
71
64P.
NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201-16TH ST., N.W.
WASHINGTON, D.C. 20036 (STOCK NO. 11-12790; SINGLE COPY $3.00,
DISCOUNTS ON QUANTITY ORDERS)
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
/ ACTIVISM/ *CHILD CARE/ COMMUNITY SCHOOLS/ EDUCATION VOUCHERS/
FEDERAL AID/ FEDERAL LEGISLATION/ *NATIONAL COMPETENCY TESTS/ OPEN
PLAN SCHOOLS/ *PASS FAIL GRADED/ *PERFORMANCE CONTRACTS/ *PROGRAM
BUDGETING/ PROGRAM PLANNING
/ NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS/ PROGRAM PLANNING
BUDGETING SYSTEMS
THIS COLLECTION OF 12 ARTICLES, PREPARED BY THE EDITORS OF THE
WEEKLY NEWSLETTER "EDUCATION USA," ATTEMPTS TO HIGHLIGHT SIGNIFICANT
NEW DEVELOPMENTS THAT HAVE SURFACED AS MAJOR EDUCATION ISSUES. THE AIM
OF THE COLLECTION IS TO PROVIDE "AN AUTHORITATIVE, UP-TO-DATE REPORT
ON WHAT'S NEW IN EDUCATION IN ONE BOOK." THE ARTICLES COVER SUCH
TOPICS AS THE NIXON ADMINISTRATION'S ATTITUDE TOWARD EDUCATION,
PERFORMANCE CONTRACTS AND EDUCATION VOUCHERS, PPBS (PROGRAM PLANNING
BUDGETING SYSTEMS), RESULTS OF THE NATIONAL ASSESSMENT OF EDUCATIONAL
PROGRESS, PASS-FAIL GRADING, CHILD CARE CENTERS, INFORMAL SCHOOLS,
COMMUNITY SCHOOLS, AND STUDENT MILITANCY. (RT)
A discussion of performance contracting, defined as an agreement between a group offering instruction and a school needing the services, is presented. Four major hazards to direct measurement of specific learning are considered: poor statement of objectives; selection of the wrong tests; misinterpretation of test scores; and depersonalization of contemporary life. These and other problems such as human and testing error, valid criterion testing, and the question of when to test, are discussed in full. The relationship of these hazards of performance measurement to performance contracting, and to regular school programs, is presented. (AC)
CONFERENCE ON INDIVIDUALIZING FOREIGN LANGUAGE INSTRUCTION. FINAL REPORT.

ALTMAN, HOWARD B.; POLITZER, ROBERT L.
STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.

JUL 71
OEC-0-71-2410(823)
273P.

EDRS PRICE MF-$0.65 HC-$9.87

/ ADMINISTRATOR ATTITUDES/ CLASSROOM TECHNIQUES/ *CONFERENCE REPORTS
/ COST EFFECTIVENESS/ CURRICULUM DEVELOPMENT/ EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL INNOVATION/ EDUCATIONAL PSYCHOLOGY/ FLES/
GROUP INSTRUCTION/ *INDIVIDUALIZED INSTRUCTION/ INSTRUCTIONAL PROGRAM DIVISIONS/ *LANGUAGE INSTRUCTION/ *MODERN LANGUAGES/ PERFORMANCE CONTRACTS/ STUDENT ATTITUDES/ TEACHER EDUCATION/ TEACHING METHODS

THESE CONFERENCE PROCEEDINGS CONTAIN ADDRESSES AND COMMENTS OF SOME 42 PARTICIPANTS. PAPERS ARE GROUPED IN THREE MAJOR SECTIONS: (1) THE STATUS OF INDIVIDUALIZED FOREIGN LANGUAGE INSTRUCTION TODAY, (2) SMALL-GROUP PRESENTATIONS, AND (3) VIEWPOINTS ON CHANGE. THE PAPERS COVER A WIDE VARIETY OF TOPICS INCLUDING A REVIEW OF THE STATE-OF-THE-ART, STUDENT ATTITUDES, CURRICULAR PLANNING, ADMINISTRATIVE PERSPECTIVES, FLES, TESTING, ACCOUNTABILITY, PSYCHOLOGICAL FACTORS, GROUP WORK, CONTRACTING, TEACHER TRAINING, PROGRAMED MATERIALS, DEVELOPING PROFICIENCY IN SPEAKING, MATERIAL ADAPTATION, ROLE OF "HARDWARE," GRADING AND CREDIT, AND BILINGUAL EDUCATION. CONCLUDING REMARKS FOCUS ON THE IMPLEMENTATION OF CHANGE IN THE FOREIGN LANGUAGE CLASSROOM AND A STUDENT'S REACTION TO THE CONFERENCE. A LIST OF PARTICIPANTS AND A PROGRAM SCHEDULE ARE INCLUDED. (RL)
STUDY OF THE USE OF INCENTIVES IN EDUCATION AND THE FEASIBILITY OF FIELD EXPERIMENTS IN SCHOOL SYSTEMS. FINAL REPORT.

JUNG, STEVEN M.; AND OTHERS
AMERICAN INSTITUTES FOR RESEARCH IN THE BEHAVIORAL SCIENCES, PALO ALTO, CALIF.

This document reports the results of a 6-month investigation into the possibility of instituting operational incentive systems in schools. An experiment is suggested that would examine the effects of a wide range of monetary and nonmonetary rewards on students, teachers, administrators, and parents based on demonstrated gains in student performance objectives in reading and math. Considerable attention is focused on the collection of process and output information and the suggested use of existing school records, self-report instruments, in-depth behavioral observations, and functional-level paper and pencil tests. The basic structure of a multiyear experimental program encompassing several sites is presented, with suggestions for potential local, state, and federal funding. Appendices include documentation of the EZ SORT files, documentation of several current projects that make use of incentives to students, and letters of interest from school districts that were contracted as part of the feasibility study. (Author)
ED051313  TR000705

PROCEEDINGS OF THE CONFERENCE ON EDUCATIONAL ACCOUNTABILITY.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
JUN 71
67P.
EDRS PRICE MF-$0.65 HC-$1.29
/ ACADEMIC ACHIEVEMENT/ BEHAVIORAL OBJECTIVES/ CONFERENCE REPORTS/
CRITERION REFERENCED TESTS/ EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL
FINANCE/ EDUCATIONAL IMPROVEMENT/ EDUCATIONAL OBJECTIVES/ EDUCATIONAL
PLANNING/ EDUCATIONAL QUALITY/ EVALUATION/ INSTRUCTIONAL PROGRAMS/
PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAM DEVELOPMENT/
PUBLIC EDUCATION/ SCHOOL COMMUNITY RELATIONSHIP/ TEACHER
RESPONSIBILITY/ TEACHING QUALITY

THE PHILOSOPHY, STRATEGIES, AND PITFALLS OF EDUCATIONAL
ACCOUNTABILITY, AND INFORMATION ON THE DEVELOPMENT AND IMPLEMENTATION
OF ACCOUNTABILITY PROGRAMS ARE OUTLINED IN THIS CONFERENCE REPORT.
EDUCATIONAL ACCOUNTABILITY IS A TERM USED IN CONNECTION WITH
ACTIVITIES SUCH AS ASSESSMENT, EVALUATION, AUDITING, AND PERFORMANCE
CONTRACTING. THE SPEAKERS' PAPERS INCLUDED: "THE MEANS AND ENDS OF
ACCOUNTABILITY" (ERIC L. LINDMAN); "ISSUES IN IMPLEMENTATION I" (MARK
K. SHEPP); "ISSUES IN IMPLEMENTATION II" (FRANCIS KEPPEL); "PUBLIC
EXPECTATIONS" (JAMES E. AILFN, JR.); "ROLE OF EVALUATION" (HENRY
S. DYER); AND "THE FUTURE OF ACCOUNTABILITY" (EDYTHE J. GAINES).

ED050851  32  RC005279

AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF MIGRANT CHILDREN
IN THE STATE OF WASHINGTON.

KREBS, ROBERT E.; STEVENS, GAIL A.
CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH,
WASH.
BBB01631
FEB 71
64P.
EDRS PRICE MF-$0.65 HC-$1.29
/ ATTENDANCE/ CURRICULUM/ EDUCATIONAL NEEDS/ EDUCATION VOUCHERS/
FEDERAL PROGRAMS/ INNOVATION/ MIGRANTS/ MINORITY GROUPS/ PARENT ROLE
PERFORMANCE CONTRACTS/ POVERTY PROGRAMS/ PROGRAM DEVELOPMENT/
SCHOOLS/ SOCIOECONOMIC STATUS/ STATE PROGRAMS/ TEACHERS
WASHINGTON STATE

THE PURPOSE OF THE STUDY, AS STATED, WAS TO IDENTIFY AND ARRANGE
EDUCATIONAL NEEDS OF MIGRANT CHILDREN AND MAKE RECOMMENDATIONS FOR
PROGRAMS WITH THE OBJECTIVE OF IMPROVING AND EQUALIZING EDUCATIONAL
OPPORTUNITIES FOR CHILDREN OF MIGRANT FAMILIES IN THE STATE OF
WASHINGTON. THE ASSESSMENT WAS BASED ON LAY PEOPLE AND EDUCATORS
INCORPORATING THE THOUGHTS OF PEOPLE OF ALL AGES TO GENERATE THE
GUIDELINES FOR THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN
EDUCATION STAFF IN THE DEVELOPMENT OF FUTURE PROGRAMS. IN ADDITION TO
THE DISCUSSION RELATED TO THE PROBLEMS OF THE MIGRANT CHILD,
RECOMMENDATIONS ARE MADE FOR PROVISION OF COMPENSATORY PROGRAMS,
TRAINING PROGRAMS FOR BILINGUAL PARAPROFESSIONALS, "ALTERNATIVE"
EDUCATIONAL PROGRAMS, MOBILE FACILITIES, PERFORMANCE CONTRACTING, AND
USE OF THE EDUCATIONAL VOUCHER. A PARTIAL LISTING OF MIGRANT CENTERS
AND SERVICE ORGANIZATIONS IN THE UNITED STATES IS APPENDED. (EL)
THE PERFORMANCE CONTRACTING CONCEPT, APPENDIX: A CRITIQUE OF THE THEORY.

STUCKER, JAMES F.
RAND CORP., SANTA MONICA, CALIF.

FGK21430
R-699-2-HEW
MAY 71
56P.

COMMUNICATIONS DEPARTMENT, RAND, 1700 MAIN STREET, SANTA MONICA, CALIFORNIA 90406 ($3.00)

EDRS PRICE MF-$0.65 HC-$3.29

/ ADMINISTRATIVE PERSONNEL/ CONTRACTS/ *MATHEMATICAL MODELS/ MODELS/
*MOTIVATION TECHNIQUES/ *PERFORMANCE CONTRACTS/ *THEORIES/
*INCENTIVE THEORY

THIS REPORT, A TECHNICAL APPENDIX TO THE PERFORMANCE CONTRACTING CONCEPT IN EDUCATION (EA 003 602), SUMMARIZES THE MATHEMATICAL MODELS THAT HAVE BEEN DEVELOPED TO ANALYZE CONTRACTUAL RELATIONSHIPS AND INCENTIVES. THE REPORT WILL BE OF INTEREST PRIMARILY TO THEORETICIANS AND ANALYSTS RATHER THAN EDUCATIONAL ADMINISTRATORS. (AUTHOR)

...
CONSIDERABLE ATTENTION IS BEING FOCUSED ON THE CONCEPT OF EDUCATIONAL ACCOUNTABILITY. THE WORD "ACCOUNTABILITY" HAS AS MANY MEANINGS AS ONE CARES TO GIVE IT AND IS OFTEN USED IN CONNECTION WITH SUCH ACTIVITIES AS ASSESSMENT, EVALUATION, AUDITING, AND PERFORMANCE CONTRACTING. THESE CONFERENCES, HELD IN WASHINGTON, D.C. AND HOLLYWOOD, CALIFORNIA WERE THE RESULT OF EXPRESSED CONCERN FOR MORE TO BE SAID ABOUT AN AREA IN WHICH THERE IS SO MUCH INTEREST AND A GROWING NEED FOR CLARIFICATION OF THE MANY ISSUES AND PROBLEMS INVOLVED. THE NINE PAPERS PRESENTED WERE ORGANIZED UNDER SIX MAIN TOPICS AND WERE CONCERNED WITH THE PHILOSOPHY, STRATEGIES AND PITFALLS OF ACCOUNTABILITY IN EDUCATION. EACH PROVIDES A SUBSTANTIVE AND CHALLENGING CONTRIBUTION TO THE UNDERSTANDING OF WHAT IS INVOLVED IN DEVELOPING AND IMPLEMENTING ACCOUNTABILITY PROGRAMS OF INTEGRITY AND MERIT. TOPICS AND SPEAKERS WERE: "MEANS AND ENDS OF ACCOUNTABILITY" (TERRELL H. BELL); "ISSUES IN IMPLEMENTATION" (NOLAN ESTES AND DONALD R. WALDRIP; ROBERT W. LOCKE); "POSSIBLE EFFECTS ON INSTRUCTIONAL PROGRAMS" (ALBERT SHANKER); "PUBLIC EXPECTATIONS" (WILSON C. RILES; H. THOMAS JAMES; SCARVIA B. ANDERSON); "THE ROLE OF EVALUATION" (HENRY S. DIETZ); "THE FUTURE OF ACCOUNTABILITY" (JOHN W. PORTER). (TA)
"THE PRACTITIONER AND ACCOUNTABILITY."

WILSON, DONALD F.

MAR 71

11P. SPEECH PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION ANNUAL MEETING. (31ST, ATLANTA, GEORGIA, MARCH 4-6, 1971)

EDRS PRICE MF-$0.65 HC-$3.29

/ *BOARDS OF EDUCATION/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL INNOVATION/ EVALUATION CRITERIA/ INSTRUCTIONAL PROGRAMS/ *PERFORMANCE CONTRACTS/ SPEECHES/ *TEACHER ASSOCIATIONS/ TEACHER PARTICIPATION/ *TEACHER ROLE

/ ACT/ ASSOCIATION OF CLASSROOM TEACHERS

THIS PAPER DISCUSSES THE ROLE OF THE CLASSROOM TEACHER UNDER AN ACCOUNTABILITY PROGRAM, AND RAISES QUESTIONS ABOUT THE EXTENT TO WHICH TEACHERS CAN BE HELD ACCOUNTABLE IN DIFFERENT AREAS OF SCHOOL PROGRAMS. THE AUTHOR DEFINES ISSUES RAISED AT THE ACT NATIONAL STUDY CONFERENCE ON ACCOUNTABILITY IN EDUCATION, AND ENUMERATES RESPONSIBILITIES OF TEACHERS IN SUBJECT MATTER KNOWLEDGE, PUPIL DEVELOPMENT, AND CURRICULUM SELECTION. THE AUTHOR CONCLUDES THAT TEACHERS, THROUGH THEIR PROFESSIONAL ASSOCIATIONS, SHOULD BECOME MORE INVOLVED IN DECISIONMAKING ON PERFORMANCE CONTRACTS. RELATED DOCUMENTS ARE EA 003 347, EA 003 356, EA 003 358, EA 003 387, AND EA 003 391. (JF)

ED049525 E003387

PERFORMANCE CONTRACTING IN ELEMENTARY AND SECONDARY EDUCATION. A REPORT SHOWING THE DEVELOPMENTS ON A NATIONWIDE BASIS AND THE IMPLICATIONS FOR NEW YORK STATE.

NEW YORK STATE EDUCATION DEPT., ALBANY. DIV. OF EVALUATION.

15 DEC 70

44P.

EDRS PRICE MF-$0.65 HC-$3.29

/ BOARDS OF EDUCATION/ DROPOUT PREVENT ON/ *EDUCATIONAL ACCOUNTABILITY/ EDUCATIONAL FINANCE/ EDUCATIONAL PRACTICE/ *EXPERIMENTAL PROGRAMS/ INSTRUCTIONAL PROGRAMS/ LEGAL RESPONSIBILITY/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/ *PROGRAM EVALUATION/ TEACHER ROLE

/ NEW YORK/ TEXARKANA PROJECT


PAGE 17 (ITEM 52- 53 OF 58)
ACCOUNTABILITY AND PERFORMANCE CONTRACTING.
LENNON, ROGER T.
5 FEB 71
21P.; SPEECH PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING. (55TH, NEW YORK, NEW YORK, FEBRUARY 4-7, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ *EDUCATIONAL ACCOUNTABILITY/ EVALUATION TECHNIQUES/ INSTRUCTIONAL PROGRAMS/ *MEASUREMENT INSTRUMENTS/ MEASUREMENT TECHNIQUES/ MODELS/ *PERFORMANCE CONTRACTS/ SKILL DEVELOPMENT/ SPEECHES/ *TEST RELIABILITY/ *TEST VALIDITY/ TEXTBOOK STANDARDS

THIS REPORT DEFINES THE CONCEPTS AND SOME OF THE PROBLEMS OF ACCOUNTABILITY AND PERFORMANCE CONTRACTING WITH SPECIAL EMPHASIS ON MEASUREMENT PROBLEMS IN THE LATTER. MEASUREMENT PROBLEMS INVOLVE BOTH THE VALIDITY AND THE RELIABILITY OF STANDARDIZED ACHIEVEMENT TESTS AS A BASIS FOR REIMBURSING A CONTRACTOR. THE AUTHOR SUGGESTS THE USE OF CRITERION REFERENCED TESTS AS A POSSIBLE REMEDY TO SOME OF THESE PROBLEMS, BUT CAUTIONS THAT RESULTS SHOULD BE TRANSLATABLE INTO UNITS THAT WILL YIELD MEASURES OF GAIN OR GROWTH. RELATED DOCUMENTS ARE EA 003 347, EA 003 356, EA 003 391, AND EA 003 387. (JF)

EDO49519 EA003356
WHAT SCHOOL BOARDS SHOULD KNOW ABOUT PERFORMANCE CONTRACTING.
CHANDLER, B. J.
1 MAR 71.
10P.; PAPER PRESENTED AT NATIONAL SCHOOL BOARDS ASSOCIATION REGIONAL CONFERENCE. (NEW YORK, NEW YORK, FEBRUARY 28-MARCH 2, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ BASIC SKILLS/ *BOARDS OF EDUCATION/ *EDUCATIONAL ACCOUNTABILITY/ *EDUCATIONAL QUALITY/ *EVALUATION TECHNIQUES/ INSTRUCTIONAL PROGRAMS/ MOTIVATION TECHNIQUES/ *PERFORMANCE CONTRACTS/ SPEECHES

THIS DISCUSSION OF THE PROS AND CONS OF EDUCATIONAL ACCOUNTABILITY AND PERFORMANCE CONTRACTING COMMENTS ON THE EDUCATIONAL AND HISTORICAL CONTEXT OF PERFORMANCE CONTRACTING AND INDICATES SOME DIRECTIONS PERFORMANCE CONTRACTING WILL TAKE. THE AUTHOR WARNS THAT SINCE PERFORMANCE CONTRACTING IS A NEW TOOL IT MUST BE USED CAUTIOUSLY AND WITH SKILL BY EXPERTS. ABUSES, MISUNDERSTANDINGS, EXAGGERATED CLAIMS, SLOPPY AND UNDEPENDABLE EVALUATING, AND UNETHICAL PRACTICES, COULD RESULT IN DISREPUTE FOR PERFORMANCE CONTRACTING, WITH A RESULTING REPUDIATION BY THE AMERICAN PEOPLE. HOWEVER, THE AUTHOR FEELS THAT WITH PATIENT, UNSELFISH, PRUDENT, HONEST, AND INTELLIGENT TESTING AND EXPERIMENTATION, A HIGHLY EFFECTIVE TOOL FOR EDUCATION MAY BE DEVELOPED AND USED. RELATED DOCUMENTS ARE EA 003 347, EA 003 358, EA 003 391, AND EA 003 387. (JF)
ED049517  EA003347
EDUCATION PERFORMANCE CONTRACTING: THE DALLAS PROJECT.
ESTES, NOLAN
21 FEB 71
16P.; PAPER PRESENTED AT AMERICAN ASSOCIATION OF SCHOOL
ADMINISTRATORS ANNUAL CONVENTION. (ATLANTIC CITY, NEW JERSEY, FEBRUARY
20-24, 1971)
EDRS PRICE MF-$0.65 HC-$3.29
/ ACADEMIC ACHIEVEMENT/ CONSULTANTS/ *DROPOUT PREVENTION/
*EDUCATIONAL ACCOUNTABILITY/ EVALUATION CRITERIA/ *MANAGEMENT SYSTEMS/
MEASUREMENT/ *PERFORMANCE CONTRACTS/ *PROGRAM PLANNING/ SPEECHES/
STUDENT MOTIVATION
/ ACHIEVEMENT MOTIVATION/ DALLAS PROJECT
THIS REPORT DISCUSSES PERFORMANCE CONTRACTING AS ONE MEANS OF
IMPLEMENTING EDUCATIONAL ACCOUNTABILITY. IT DESCRIBES THE PLANNING FOR
AND MAIN FEATURES OF THE DALLAS, TEXAS, PERFORMANCE CONTRACT -- THE
GUARANTEED STUDENT PERFORMANCE IN EDUCATION AND TRAINING PROGRAM THAT
USES A MULTIFACETED APPROACH TO REMOVE MATH, READING, AND MOTIVATION
DEFICIENCIES. THE UNIQUE PART OF THIS PROGRAM -- THE ACHIEVEMENT
MOTIVATION COMPONENT -- WILL BE CONCERNED WITH OCCUPATIONAL TRAINING
IN CONJUNCTION WITH 25 LOCAL EMPLOYERS. RELATED DOCUMENTS ARE EA 003
356, EA 003 358, EA 003 391, AND EA 003 387. (JF)

ED047380  EA003290
WHITHER PERFORMANCE CONTRACTING?
GREEN, NORMAN S.
14 OCT 70
6P.; PAPER PRESENTED AT PENNSYLVANIA SCHOOL BOARDS ASSOCIATION
ANNUAL CONVENTION (PITTSBURGH, PENNSYLVANIA, OCTOBER 14, 1970)
EDRS PRICE MF-$0.65 HC-$3.29
/ *CONTRACTS/ *PERFORMANCE CONTRACTS/ *PERFORMANCE CRITERIA/
*PERFORMANCE SPECIFICATIONS
THIS REPORT DESCRIBES BRIEFLY PERFORMANCE CONTRACTS; DISCUSSES THEIR
SHORTCOMINGS, PITFALLS, AND ADVANTAGES; AND GIVES SOME INSIGHT INTO
THE FUTURE DEVELOPMENT OF THIS NEW CONCEPT. TWO SHORTCOMINGS OF
PERFORMANCE CONTRACTING INCLUDE (1) TEACHING TO THE TEST AND (2) BOARD
ABDICATION OF ITS RESPONSIBILITY FOR MAKING FINAL DECISIONS ABOUT
EDUCATIONAL POLICY. ADVANTAGES RELATE TO THE POTENTIAL FOR BETTER
ACCOUNTABILITY. THE AUTHOR SEES PROMISE FOR THE IDEA OF PERFORMANCE
CONTRACTING, BUT ADMITS THAT BOARD MEMBERS AND SUPERINTENDENTS WILL
HAVE THE POWER TO DECIDE IF THIS NEW CONCEPT WILL ENDURE. (JF)
DROPOUT PREVENTION PROGRAM. REQUEST FOR PROPOSAL #2.
TEXARKANA SCHOOL DISTRICT 7, ARK.
30 JUN 70
OEG-0-9-130045-3360(281)
77P.; OE PERFORMANCE CONTRACT PROJECT AND RAPID LEARNING CENTERS PROGRAM.
EDRS PRICE MF-$0.50 HC-$3.95
/**ACADEMIC ACHIEVEMENT/ BIDS/ COGNITIVE OBJECTIVES/ DATA ANALYSIS/
*DROPOUT PREVENTION/ EVALUATION CRITERIA/ EVALUATION TECHNIQUES/
INDIVIDUALIZED INSTRUCTION/ INSTRUCTIONAL PROGRAMS/ MATHEMATICS/
*PERFORMANCE CONTRACTS/ PERFORMANCE CRITERIA/ PROGRAMMED MATERIALS/
*PROGRAM PROPOSALS/ READING/ TESTING
/ ARKANSAS/ *TEXARKANA
THIS DOCUMENT PROVIDES THE NECESSARY INSTRUCTIONS AND FORMS FOR SUBMISSION OF A RAPID LEARNING CENTER PERFORMANCE CONTRACT PROPOSAL AS PART OF A 4-YEAR DROPOUT PREVENTION PROGRAM. CONTRACT PERFORMANCE PROPOSALS ARE TO EMBODY MATHEMATICS AND/OR READING, AND TO INVOLVE STUDENTS ENROLLED IN GRADES 7-12 WHO ARE TWO OR MORE GRADE LEVELS DEFICIENT IN MATHEMATICS AND/OR READING. THREE SECTIONS OUTLINE THE PROCEDURES TO BE FOLLOWED BY PROSPECTIVE BIDDERS. THE STATEMENT OF WORK SECTION OUTLINES THE GENERAL PURPOSE OF THE PROPOSED LEARNING CENTERS, THE STUDENT ACHIEVEMENT PERFORMANCE REQUIRED, THE PERFORMANCE AND MEASUREMENT, AND THE METHOD OF CONTRACTOR REIMBURSEMENT, AND INCORPORATES A LIST OF GENERAL AND SPECIAL CONDITIONS TO BE MET BY BIDDERS. THE EVALUATION DESIGN SECTION CONTAINS SUMMARY CHARTS SHOWING PERFORMANCE OBJECTIVES, MEASUREMENT INSTRUMENTS, DATA COLLECTION PROCEDURES, DATA ANALYSIS TECHNIQUES, AND DATA ANALYSIS PRESENTATIONS. THE LAST SECTION CONTAINS THE PROPOSAL AND BUDGET FORMAT. (MLF)