DOCUMENT RESUME

ED 094 869 88 PS 007 341

TITLE Project BASICS: Building and Applying Strategies for Initial Cognitive Skills. Final Report.
INSTITUTION Person-O-Metrics, Inc., Dearborn Heights, Mich.; Washtenaw Intermediate School District, Ann Arbor, Mich.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Jul 73
NOTE 34p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Cognitive Development; Discussion (Teaching Technique); Educational Research; *Elementary School Students; *Elementary School Teachers; Graphs; Interviews; Lesson Plans; *Program Evaluation; Questioning Techniques; Questionnaires; Student Improvement; Student Teacher Relationship; Teacher Evaluation; *Teaching Skills; Testing
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; *Project BASICS

ABSTRACT

This final evaluation measures the effects of an intensive staff development program in building and applying strategies to develop initial cognitive skills (BASICS) in children. Volunteer teachers from school districts in Ann Arbor, Ypsilanti, and Milan and their students in grades K-2 participated in the project. The main concept providing structure for the program is that teacher skills are a major factor in the development of initial cognitive skills in children. Project objectives and goals are stated; measurements of both teacher variables and student response are reported. The criteria for success was met by teachers in these areas: (1) the number of teachers recruited and remaining throughout the program; (2) ability to prepare a lesson sequence including at least four cognitive skills; (3) maintenance of a 5:1 ratio of "teacher asking to teacher telling"; (4) maintenance of a 5:1 ratio of open-ended to closed questions; (5) significant increases in cognitive skills of students; and (6) greater fluency in identifying specific skills of the BASICS model; and (7) self-evaluation indicating increased proficiency in seven phases of classroom instruction. The expected frequency of teacher-asked support questions and a 2:1 ratio of student talk to teacher talk did not occur. (SDH)

PROJECT BASICS

Building and Applying Strategies for Initial Cognitive Skills

A Project of the

WASHTENAW INTERMEDIATE SCHOOL DISTRICT

E.S.E.A., Title III

Jack Bowen

Director of Instruction

***

Phyllis Brannan

and

Carolyn Cheney

Project BASICS - Training Leaders

***

FINAL REPORT

Prepared by:

PERSON-O-METRICS, INC.
Evaluation and Development Services
20504 Williamsburg
Dearborn Heights, Michigan

July, 1973

TABLE OF CONTENTS

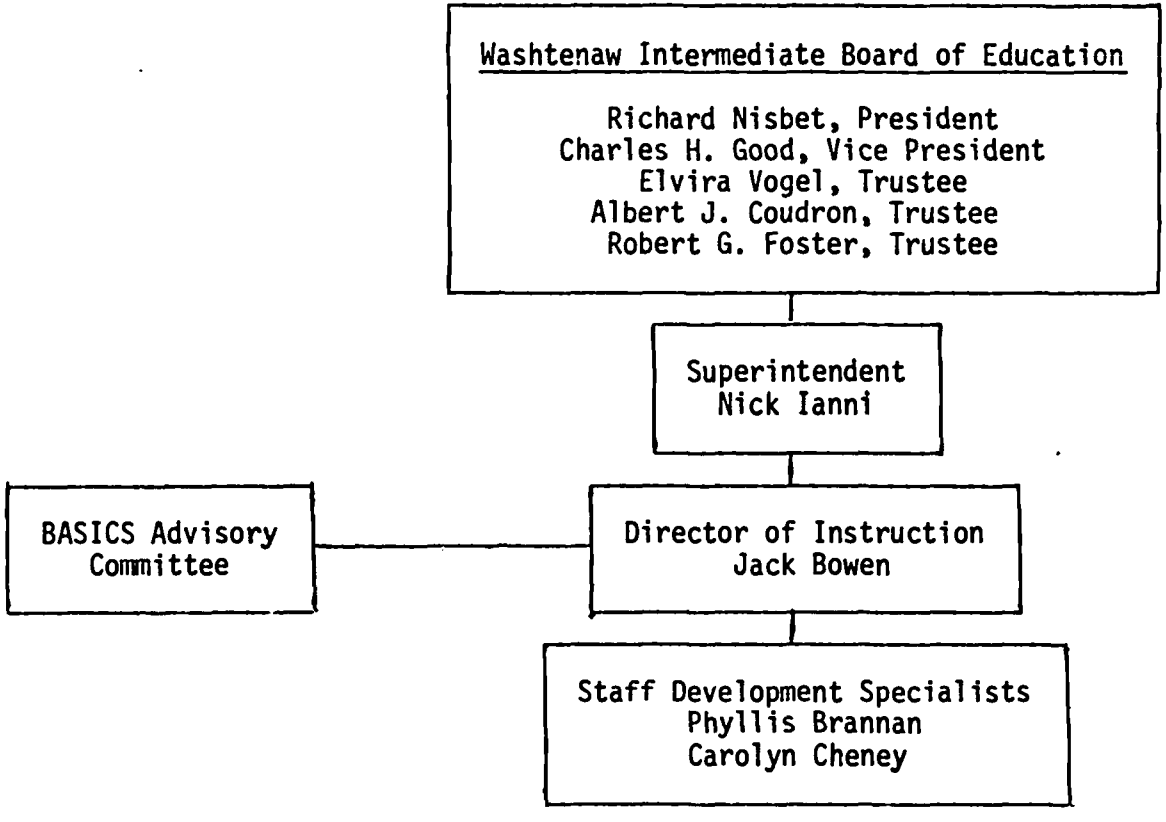
WASHTENAW INTERMEDIATE SCHOOL DISTRICT

ADMINISTRATIVE ORGANIZATION CHART

FOR

E.S.E.A., TITLE III

PROJECT BASICS



WASHTENAW INTERMEDIATE SCHOOL DISTRICT

PROJECT BASICS' PLANNING

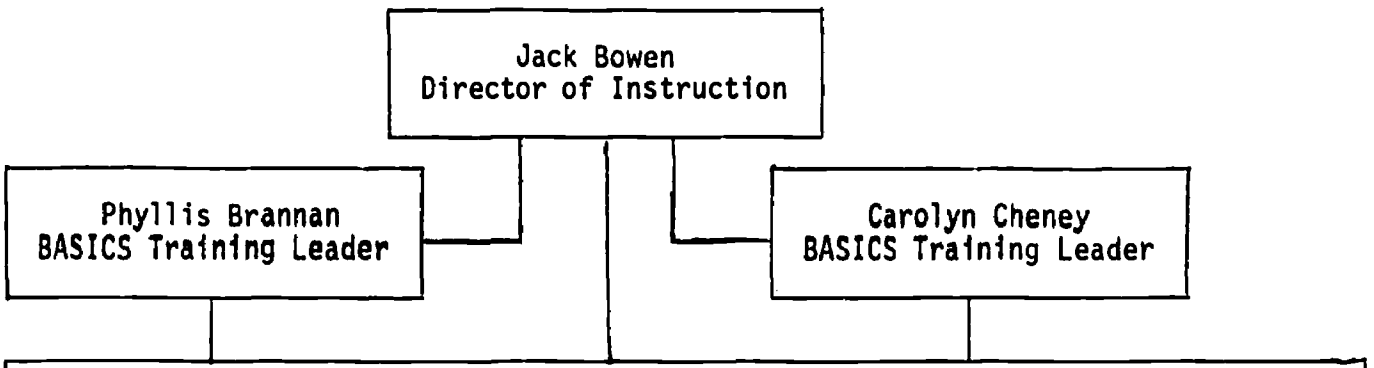
Active involvement in project planning is recognized by the Washtenaw Intermediate School District as essential to the success and eventual diffusion of Project BASICS.

Open lines of communication are especially important in demonstration models that indicate potential for district-wide adoption.

Project BASICS has a functional and timely communicative system with representation from appropriate agencies throughout the Washtenaw Intermediate School District.

PROJECT BASICS

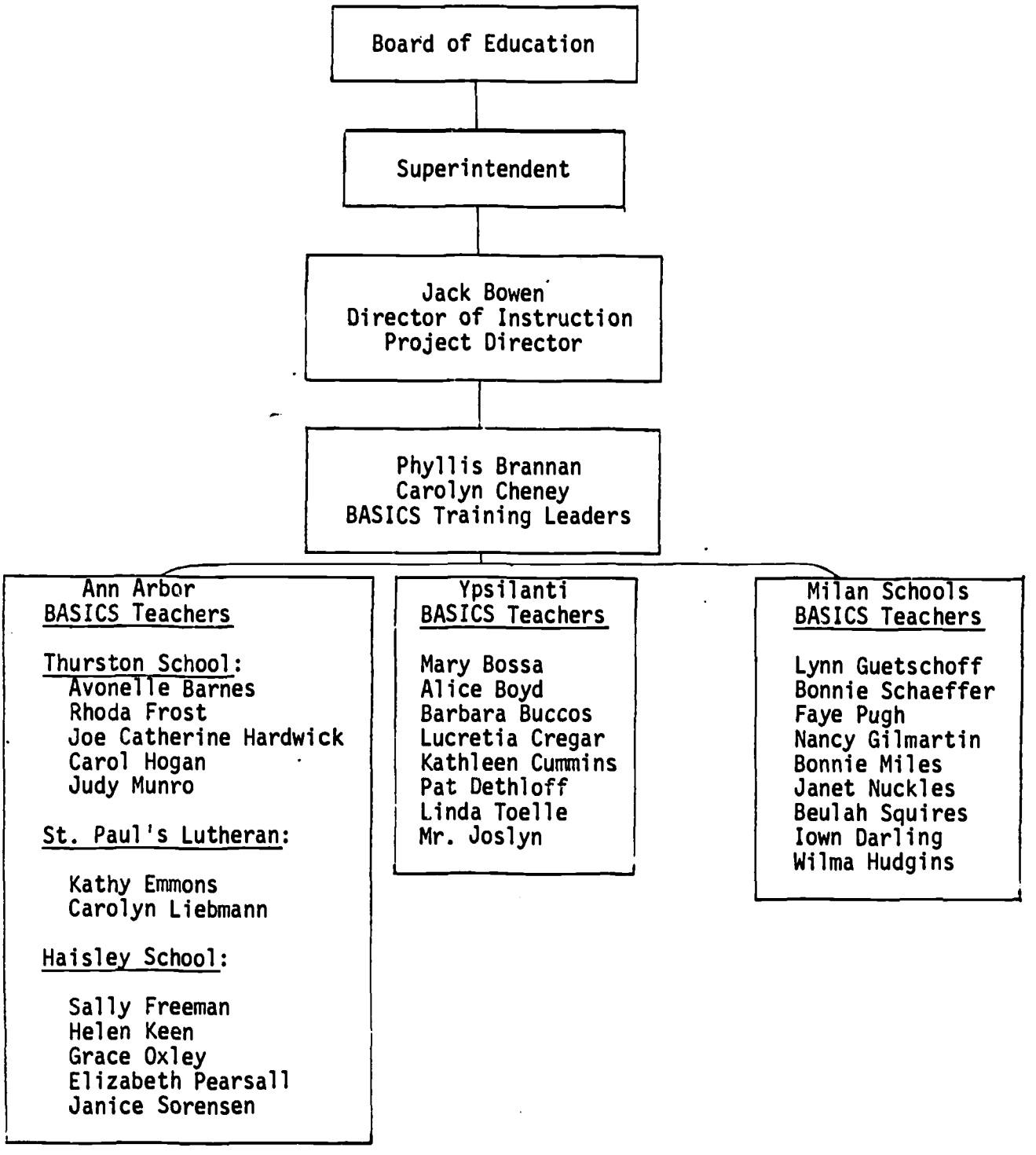
PLANNING COMMITTEE



Dr. Leah Adams	Early El. Specialist	Eastern Michigan University
Mr. Robert Benedict, Jr.	Elementary Principal	Chelsea Schools
Mrs. Kay Burr	Reading Coordinator	Saline Area Schools
Mrs. Essie Calhoun	Head Start Coordinator	Washtenaw Intermediate School District
Miss Kathy Erdlitz	Learning Disabilities Consultant	Washtenaw Intermediate School District
Mrs. Sally Freeman	Second Grade Teacher	Haisley School Ann Arbor Public Schools
Mrs. Evia Gies	Parent	Ypsilanti Public Schools
Mrs. John Hochrein	President	Dexter Child Study Club
Mr. Ronald Isbell	Director of Community Schools & Federal Projects	Ypsilanti Public Schools
Mrs. Marion Kime	Counselor	Manchester Public Schools
Mrs. James Lombard	Member Parent Innovations Committee	Haisley School Ann Arbor Public Schools
Mr. Clarence McFall	Executive Director	Office of Economic Opportunity
Mr. Marvin McKinney	Director of Early Childhood Education	Ann Arbor Public Schools
Mrs. Linda Malesky	Second Grade Teacher	St. Francis of Assisi, Ann Arbor
Mrs. Christella Moody	Staff Development Specialist	Ann Arbor Public Schools
Mrs. Francie Moorman	Coordinator of Special Projects	Willow Run Public Schools
Mrs. Royce Osborn	Parent	Milan Area Schools
Mr. Norman Quackenboss	Executive Secretary	Washtenaw Association of Retarded Children
Mr. William Ribich	Assistant Superintendent	Milan Area Schools
Mrs. Suzanne Richard	Fourth Grade Teacher	Paddock Elementary Milan Area Schools
Mr. Alvin Richert	Principal	St. Paul's Luthern School Ann Arbor
Mrs. Carolyn Sapsford	Elementary Principal	Dexter Community Schools
Mr. William Schongalla	Elementary Principal	Whitmore Lake Public Schools
Mr. Donald Sprague	Principal	Lincoln Early Elementary Lincoln Consolidated-Ypsilanti
Mrs. Elvira Vogel	Trustee	Washtenaw Intermediate Schools Board of Education

PROJECT BASICS

CHART OF PARTICIPATING TEACHERS



Project Number 0352-0992

First Budget Period Beginning Date July 1, 1972 to June 30, 1973

New Budget Period Beginning Date July 1, 1973 to June 30, 1974

PROJECT ABSTRACT

Title of Project Building and Applying Strategies for Initial Cognitive Skills (BASICS)

School District Washtenaw Intermediate School District

Project Director John H. Bowen, Director of Instruction

Project Address 1819 South Wagner Road, Ann Arbor, Michigan

Target Group

The purpose of the BASICS Project is to measure the effect of an intensive staff development program in building and applying strategies to develop initial cognitive skills. Therefore, the target group of this project will be volunteer teachers (grades K-2) and children in the classrooms of those participating teachers.

Components of the Program

A 42-hour staff development program to equip participating teachers with particular teaching procedures which are essential to the systematic development of intellectual skills in children will be conducted by training leaders from Washtenaw Intermediate School District. Participating teachers will utilize the teaching procedures in their classroom and student growth in cognitive skills will be measured. Local school district personnel will be trained as leaders to continue and expand the program within the district.

When the major activities take place and how long they extend

1. 42-hour staff development program
   September 1972 - May 1973
2. Utilization of the teaching procedures in classrooms
   January 1973 - June 1975
3. Evaluation of student growth in cognitive skills
   Baseline - May 1972
   continuous evaluation throughout the project

Where the program takes place

The teacher training sessions will be conducted within the three local participating school districts: Ann Arbor, Milan and Ypsilanti. Follow-up and supportive consultant service will be carried on within the individual classrooms of those teachers participating in the project.

PROJECT BASICS

an

OVERVIEW

Building and Applying Strategies for Initial Cognitive Skills

The purpose of the BASICS project is to demonstrate a model for implementing an existing staff development program from the intermediate school district and determining the effects of the teacher training on student growth.

The BASICS program is structured on the concept that the skills of the teacher are a major factor in the development of initial cognitive skills in children. The training sequence and the content of the program were developed by the Institute for Staff Development based upon the research of Dr. Irving Siegel.

Training leaders from Washtenaw County attended a leadership training conference which qualifies them to conduct in-service training sessions for teachers.

Project BASICS is being implemented in three school districts within Washtenaw County. The K-2 teachers who volunteered to participate in Project BASICS are from Haisley, Thurston and St. Paul's Lutheran Schools in Ann Arbor, Adams Elementary in Ypsilanti and the Milan Area Schools.

Project BASICS develops children's foundation skills in:

OBSERVING - The ability to notice one or more attributes of objects, pictures, stories, etc.

RECALLING - The ability to recall specific data from something observed previously.

NOTICE DIFFERENCES - The ability to identify one or more differences in attributes of two or more objects, pictures, events, etc.

NOTICE SIMILARITIES - The ability to identify one or more similar attributes of two or more objects, pictures, events, etc.

ORDERING - The ability to order objects or events according to given attributes or criteria, e.g. "Which of these is the biggest?" "Which is smallest?" "Which are middle-sized?" etc.

GROUPING - The ability to put together several objects, pictures, etc. based on one or more common attributes or other relationships.

CONCEPT LABELING - The ability to give a name or label to an item or a relationship among a group of items.

CLASSIFYING - The ability to include items under a label or with others called by the same name.

CONCEPT TESTING - The ability to differentiate between critical and optional attributes, e.g. "If this cup didn't have a handle, would it still be a cup?"

INFERRING CAUSES - The ability to make inferences about how one or more things caused something else.

INFERRING EFFECTS - The ability to make inferences about the variety of effects of one thing on other things.

INFERRING FEELINGS - The ability to make inferences about how people feel in particular situations.

CONCLUDING - The ability to draw conclusions about items or situations based on observations and inferences.

GENERALIZING - The ability to extend conclusions about known situations to others like it.

QUESTIONING - The ability to ask pertinent questions about a new situation based on knowledge of similar situations.

ANTICIPATING - The ability to predict possible consequences of a new or changed situation based on knowledge of similar situations.

MAKING CHOICES - The ability to make choices based on given criteria, for example, "Which of the following would be the best item of clothing to wear if you wanted to keep warm?"

PROJECT BASICS

FINAL EVALUATION FINDINGS

1. The holding power of teachers who volunteered to participate in Project BASICS met the established criterion for success. Twenty-nine of thirty-three teachers who started continued with the program; the four that dropped had personal reasons not associated with the project.

2. All teachers achieved the goal of being able to prepare a lesson sequence including at least four cognitive skills.

3. The objective that 80% of the "teachers will maintain a ratio-of 5 to 1 of open-ended questions to closed questions" was successfully achieved. Twenty-six of twenty-seven teachers or 96% achieved the ratio.

4. Fourteen of twenty-four teachers were successful in developing the technique of asking support questions when needed 80% of the time. Follow-up by project personnel is written into next year's plans to assist those that need more help in achieving this objective.

5. All twenty-seven teachers were successful in maintaining a 5 to 1 ratio of "teacher asking to teacher telling".

6. A ratio of 2 to 1 of student talk to teacher talk was not realized. It was found that the ratio is contingent upon the lesson sequence being used. In some cases (after the first four skills) teachers are forced to talk more--but in a supportive manner.

FINAL EVALUATION FINDINGS - CONCLUSIONS

7. Among the students of teachers who participated in the BASIC program, there were significant increases in cognitive skills compared to students of the same teachers prior to the BASICS program.

   THERE WERE STATISTICALLY SIGNIFICANT STUDENT GAINS IN SUBTESTS OF VERBAL EXPRESSION, SIMILARITIES, VOCABULARY, AND THE ABILITIES TO LABEL, TELL THE FUNCTION OF, IDENTIFY THE MAJOR PARTS, NAME OTHER CHARACTERISTICS, AND MAKE COMPARISONS OF CONCRETE OBJECTS.

8. Teacher self-evaluation clearly indicates they feel they have "increased" to "decidedly increased" their proficiency on (1) Conducting class discussions; (2) Developing a teaching plan; (3) Listening to students' ideas; (4) Getting students involved; (5) Evaluating their own teaching; (6) Arranging thinking skills into sequences according to your purpose; and (7) Choosing appropriate materials.

9. BASICS teachers identified the specific skills of the BASICS model with considerably more fluency in the spring than in the fall. The teachers were able to apply and integrate the BASICS conceptual model with everyday classroom activities.

GOAL: PARTICIPATING KINDERGARTEN, FIRST AND SECOND GRADE TEACHERS WILL SUCCESSFULLY IMPLEMENT THE BASICS PROGRAM IN THEIR CLASSROOMS.

OBJECTIVES:	DELIVERY SYSTEM:	CRITERION FOR SUCCESS:
By June, 1973, teachers will demonstrate the ability to plan a lesson sequence involving a minimum of four cognitive skills using content materials that currently exist in their own teaching environment.	Training leaders will conduct in-service sessions that involve teachers in the process of planning lessons in using the BASICS skills.	80% of those teachers who complete the program will be able to prepare a lesson sequence including at least four cognitive skills; success determined by project training leaders and audited by project evaluator.
By June, 1973, teachers will be able to conduct classroom discussions that allow children to practice the thinking and reasoning skills inherent to Project BASICS.	Training leaders will conduct in-service sessions in which teachers practice conducting discussions that allow children an opportunity to develop thinking and reasoning skills.	Discussion will maintain a ratio of at least 5 to 1 of open-ended questions to closed questions. Teachers will ask support questions, when needed, at least 80% of the time. A ratio of 5 to 1 of teacher asking to teacher talking will be maintained. A ratio of 2 to 1 of student talk to teacher talk will be maintained. An analysis of taped lessons by participating teachers will be used to determine successful classroom application of the BASICS skills. 80% of those teachers who complete the BASICS training sequence will demonstrate success in implementing the skills indicated above.

GOAL: PARTICIPATING KINDERGARTEN, FIRST, AND SECOND GRADE TEACHERS WILL SUCCESSFULLY IMPLEMENT THE BASICS PROGRAM IN THEIR CLASSROOMS.

Objective

By June, 1973, teachers will demonstrate the ability to plan a lesson sequence involving a minimum of four cognitive skills using content materials that currently exist in their own teaching environment.

Criteria for Success

Eighty percent of those teachers who complete the program will be able to prepare a lesson sequence including at least four cognitive skills; success determined by project training leaders and audited by project evaluator.

Findings

All teachers (28) demonstrated the ability to plan a lesson sequence which included a minimum of four cognitive skills.

The average was 5.07 cognitive skills included by the teachers in planning a lesson sequence; the range was four to eight skills. The criteria for success, stated in the original evaluation design, was "80% of the teachers who complete the program will be able to prepare a lesson sequence including at least four cognitive skills". In this case 100% of the teachers were successful in achieving this objective.

Objective

By June, 1973, teachers will be able to conduct classroom discussions that allow children to practice the thinking and reasoning skills inherent to Project BASICS.

Criteria for Success

Discussion will maintain a ratio of at least five to one of open-ended questions to closed questions.

Findings

Twenty-six of twenty-seven teachers met the criteria for success by maintaining a five to one ratio of open-ended questions to closed questions. The teachers who participated in Project BASICS maintained a ratio of 25 to 1 of open-ended to closed questions.

Criteria for Success

Teachers will ask support questions, when needed, at least 80% of the time.

Findings

Fourteen of twenty-four teachers reached the 80% criteria for success level in this area of assessment. The objective was not fully reached.

The percentage of support questions teachers supplied when needed extended from seven percent for one teacher to 90-100% for ten others. A small number of BASICS teachers appear to need follow-up consultant help. Such help has been included in the plans for 1973-74.

Criteria for Success

A ratio of five to one of teacher asking to teacher telling will be maintained by 80% of the teachers.

Findings

All twenty-seven teachers successfully met the criteria for success level in this objective.

The concept of teacher asking questions as opposed to teacher telling is one of the major skills teachers hopefully master in this program.

The tape recorded lessons of the twenty seven teachers tallied as teachers asking 108 times to only 20 recordings of teacher telling.

Criteria for Success

A two to one ratio of student talk to teacher talk will be maintained by 80%.

Findings

Seventy-one percent (17) of the teachers maintained the two to one ratio of student talk to teacher talk; thus, the 80% objective was narrowly missed by the BASICS teachers.

In a further analysis of the data, it became evident that success in this area was contingent upon the lesson sequence and BASICS skills used by the teacher. After the first four skills in the sequence, more teacher support is necessary and, consequently, more teacher talk is necessary. In many cases the teacher, because of the nature of the lesson and the sequence utilized was forced to do more "talking" than would normally be desirable.

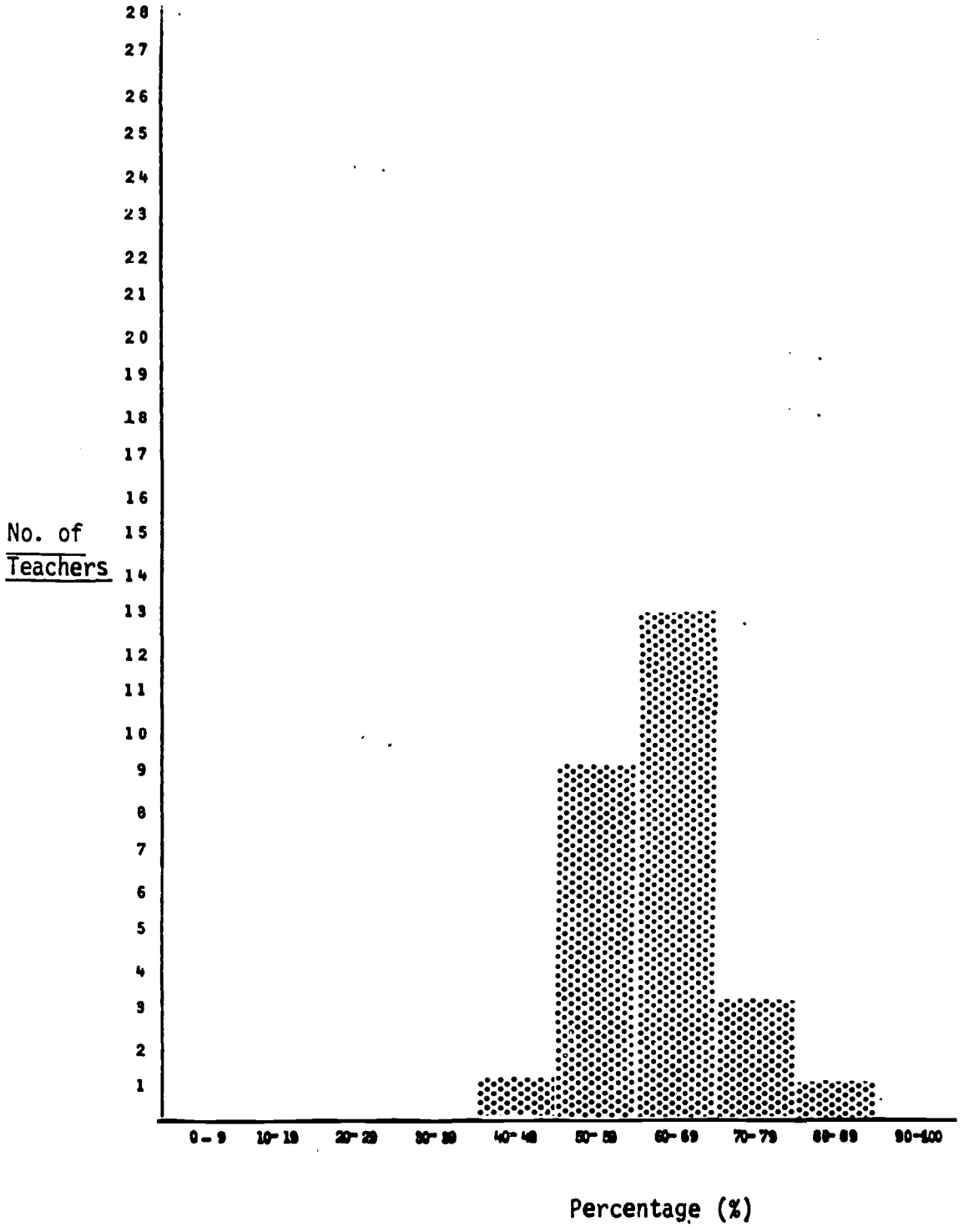
The two to one ratio of student talking to teacher talking is still a valid objective, but differential expectations are required for various lesson stages.

Project leadership are now able to anticipate which lesson sequences tend to require more "teacher talk" in order to implement a successful lesson for the children.

PROJECT BASICS

PERCENTAGE OF STATEMENTS MADE BY STUDENTS RATHER THAN TEACHER

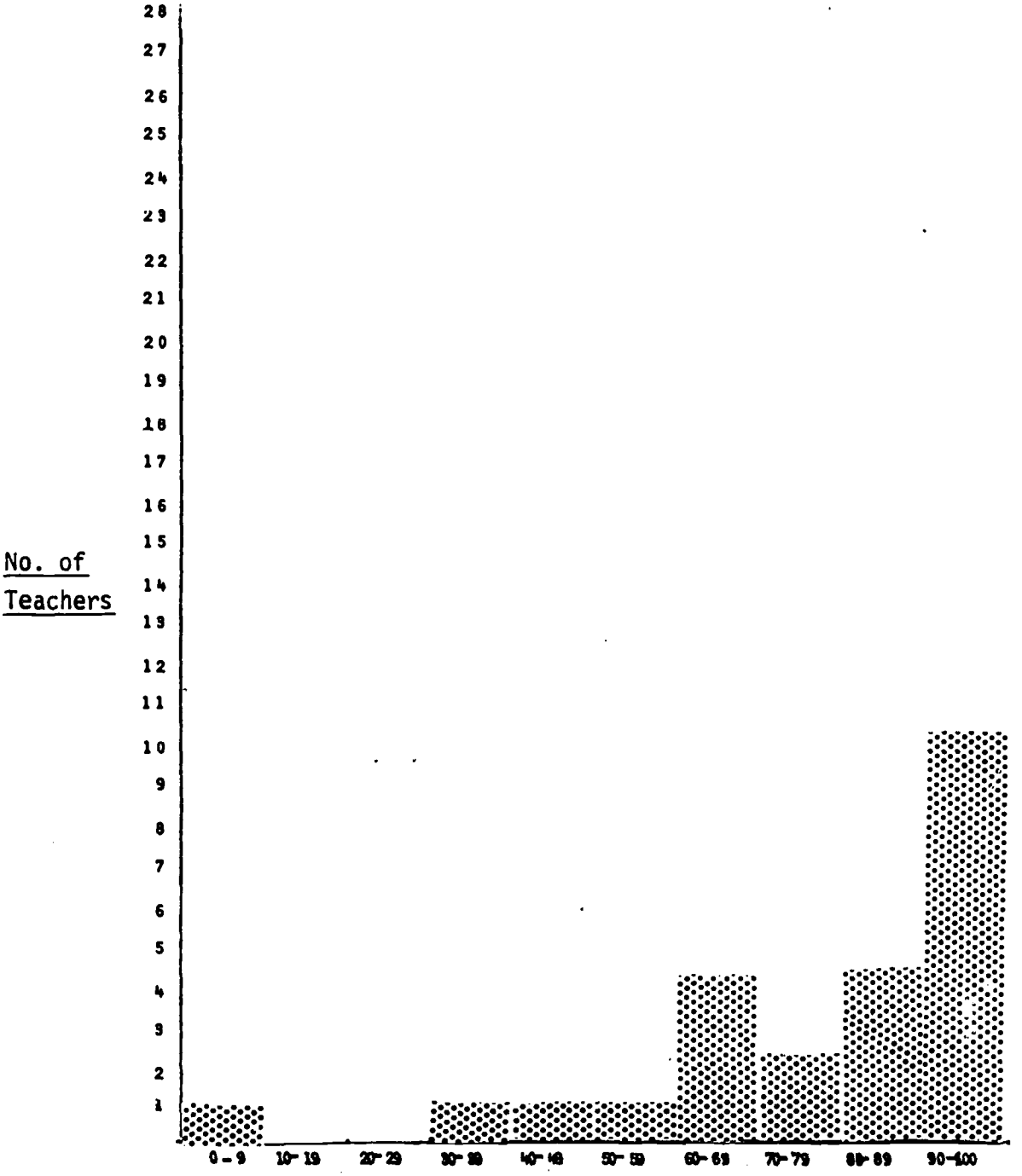
CRITERION OF SUCCESS - 66.7%



PROJECT BASICS

PERCENTAGE OF SUPPORTIVE QUESTIONS ASKED WHEN NEEDED

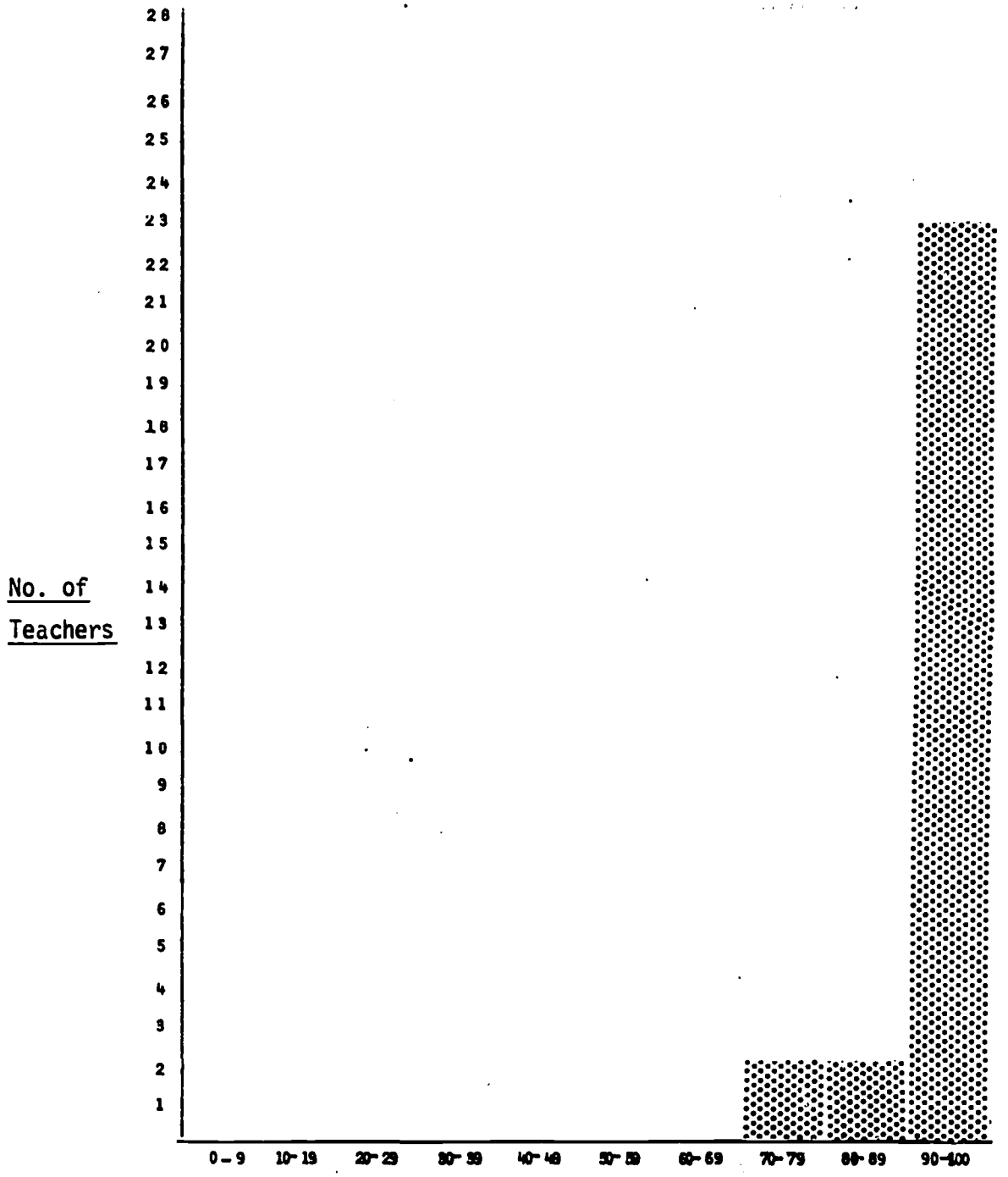
CRITERION OF SUCCESS - 80%



PROJECT BASICS

PERCENTAGE OF TEACHERS' STATEMENTS WHICH WERE OPEN-ENDED

CRITERION OF SUCCESS - 83.3%



GOAL: STUDENTS OF TEACHERS PARTICIPATING IN THE PROGRAM WILL INCREASE THEIR COGNITIVE ABILITIES.

OBJECTIVES:	DELIVERY SYSTEM:	CRITERION FOR SUCCESS:
By June, 1973, children in participating teacher's classrooms will achieve significantly higher than children in that same teacher's classroom before the teacher received training.	After completion of the in-service program, teachers will implement the teaching skills in their own classroom with supportive consultant assistance from the training leaders.	A random sample of children of participating teachers will be pre-tested in May, 1972, before the teacher receives training. A second random sampling of children of participating teachers will be tested in May, 1973, after the teachers have received training. There will be a significant increase between the test scores on appropriate sections of the WISC/WPPSI and ITPA; significance established at the .05 level on a T-Test comparison of means.
By October, 1973, have on record baseline data relative to student achievement for purposes of a longitudinal assessment of achievement, as measured by a standardized test administered each year.	One of the participating school districts has a comprehensive testing program for early elementary children, the target group for this project. Participating children and non-participating children will be tested on the Metropolitan Achievement Battery at twelve-month intervals.	The children of those teachers who have participated in training programs will achieve significantly greater than children of teachers who have not participated in the program. Selected sub-tests that relate closest to the skills children are expected to improve will be utilized. A T-Test comparison of means at the .05 level will be used to determine significance.

GOAL: STUDENTS OF TEACHERS PARTICIPATING IN THE PROGRAM WILL INCREASE THEIR COGNITIVE ABILITIES.

Objective

By June, 1973, children in participating teachers' classrooms will achieve significantly higher than children in that same teacher's classroom before the teacher received training.

Criteria for Success

There will be a significant increase between the test scores on appropriate sections of the WISC/WPPSI and ITPA; significance established at the .05 level on a *t*-test comparison of means.

Findings

WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) AND ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA).
(First and second grade students in all three districts: Ann Arbor, Milan, and Ypsilanti.)

There was a significant difference in the ability of students of BASICS teachers to increase their performance on the WISC subtests of Verbal Expression, Similarities and Vocabulary after the teachers had participated in the inservice training and follow-up consultance assistance. Gains clearly indicate the training the teachers received was a significant influence in increasing the cognitive abilities of their students.

WISC, Similarities:

Pre-test Mean	6.2	n=20
Posttest Mean	9.1	n=22
Gain		2.9*

* *Statistically significant gain at .05 level [That is,the results could not be in the favorable direction due to chance. The probability that the results could have been in the opposite direction is less than 5% (.05 level)]. t=4.496 A conservative two-tailed t-test is used throughout this study.*

CONCLUSION: Students (Grades 1 and 2) of teachers who participated in Project BASICS increased their ability to note Similarities more than students of the same teacher before receiving training.

WISC, Vocabulary (first and second graders)

Pre-test Mean	24.900	n=20
Posttest Mean	28.227	n=22
Gain		3.337*

* *Statistically significant gain at .05 level; t=2.034.*

CONCLUSION: First and second grade students of teachers who participated in Project BASICS scored significantly higher on the Vocabulary subtest than students of the same teacher before they received training.

ITPA, Verbal Expression (first and second graders)

Pre-test Mean	30.7	n=20
Posttest Mean	38.95	n=22
Gain	8.25*	

** Statistically significant at .05 level. t=3.734*

CONCLUSION: First and second grade students of teachers who participated in Project BASICS significantly increased their ability to "verbally express" or describe concrete objects, such as a ball, block, envelope or button, than children of the same teacher before they received training.

ITPA/WPPSI (WESCHLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE):

Similarities (kindergarten)

Pre-test Mean	14.142	n=14
Posttest Mean	16.533	n=15
Gain	2.391*	

** Statistically significant at .05 level; t=2.560.*

CONCLUSION: Kindergarten students of teachers who participated in Project BASICS significantly increased their ability to note Similarities than students of the same teachers before the teachers received training.

Vocabulary (kindergarten)

Pre-test Mean	22.428	n=14
Posttest Mean	25.533	n=15
Gain	3.105*	

** The growth in vocabulary was not statistically significant.*

CONCLUSION: Kindergarten students of teachers who participated in Project BASICS scored higher on the Vocabulary subtest but the advantage was not larger enough to exclude the probability of chance in the small samples.

Verbal Expression (kindergarten)

Pre-test Mean	23.357	n=14
Posttest Mean	36.687	n=16
Mean Gain		13.330*

** Statistically significant at .05 level; t=5.571.*

CONCLUSION: Kindergarten students of teachers who participated in Project BASICS significantly increased their ability to verbally express (describe) concrete objects such as a ball, block, envelope or button than students of the same teachers before they received training.

Verbal Expression Categories

The Verbal Expression subtest section for K-1-2 is divided into the ten categories of:

Label
Color
Shape
Composition
Function
Major Parts
Numerosity
Other Characteristics
Comparison
People, Places and Things

In this subtest, children tell what they know about concrete objects such as a ball. Responses are categorized into the above list.

To determine if the children significantly increased their ability to describe function, major parts, or any of the divisions listed above, a statistical test of significant was applied.

STATISTICIANS NOTE: A two-tailed t-test was intended; however, the variances were significantly different at the .05 level in two of the categories (Comparison and Persons, Places and Things) as determined by an F-test;[homogeneity of variances is a necessary assumption] so a t^2-test was substituted [t^2 is equal to an F-test].

ITPA: Function

Pre-test Mean	7.852	n=34
Posttest Mean	9.868	n=38
Mean Gain		2.016*

** Statistically significant at .05 level; t=2.373*

CONCLUSION: Students (Grades K-2) of teachers who participated in Project BASICS significantly increased their ability to describe the function of an object than students of the same teachers before the teachers received training.

ITPA: Comparison

Pre-test Mean	.617	n=34
Posttest Mean	2.184	n=38
Gain	1.567*	

* *Statistically significant at .05 level;* $t^2=12.720$, $F_{70}^{1}=3.98$.

CONCLUSION: Students of teachers who participated in Project BASICS significantly increased their ability to make comparisons.

ITPA: Label

Pre-test Mean	1.970	n=34
Posttest Mean	2.815	n=38
Mean Gain	.845*	

* *Statistically Significant at .05 level; t=3.159.*

CONCLUSION: Students (Grades K-2) of teachers who participated in Project BASICS significantly increased their ability to label an object than students of the same teacher before the teachers received training.

ITPA: Major Parts

Pre-test Mean	4.147	n=34
Posttest Mean	5.789	n=38
Mean Gain	1.642*	

* *Statistically significant at .05 level; t=2.774.*

CONCLUSION: Students (Grades K-2) of teachers who participated in Project BASICS significantly increased their ability to name Major Parts of an object than students of the same teacher before the teachers received training.

ITPA: Other Characteristics

Pre-test Mean	1.617	n=34
Posttest Mean	2.947	n=38
Mean Gain	1.330*	

* *Statistically significant at .05 level; t=2.753.*

CONCLUSION: Students (Grades K-2) of teachers who participated in Project BASICS significantly increase their ability to name other characteristics of an object than students of the same teachers before the teachers received training.

ITPA: Numerosity
Color
Shape
Composition
Persons, Places, and Things

$n_1=34$

$n_2=38$

None of the categories of numerosity, color, shape, composition, and persons, places, and things showed statistically significant advantages for the students of teachers who participated in Project BASICS.

SUMMARY

STUDENTS OF PROJECT BASICS TEACHERS INCREASED THEIR ABILITY TO LABEL, TELL THE FUNCTION OF, IDENTIFY THE MAJOR PARTS, NAME OTHER CHARACTERISTICS AND MAKE COMPARISON OF CONCRETE OBJECTS. THESE CHILDREN DID INCREASE THEIR COGNITIVE SKILLS AS SHOWN BY THE VARIETY AND FLUENCY OF THE OBSERVATIONAL AND VERBAL SKILLS WHICH THEY WERE ABLE TO BRING TO BEAR IN DESCRIBING CONCRETE OBJECTS. THE IMPROVED SKILLS WERE NOT SIGNIFICANTLY APPARENT WITH REGARD TO DESCRIBING WITH COLOR, SHAPE AND COMPOSITION. THE LATTER SKILLS HAVE TRADITIONALLY BEEN TAUGHT; THUS, OBSERVING CHANGE IN THESE SKILLS IS MORE DIFFICULT.

STANDARDIZED PRE-TEST DATA

A longitudinal assessment of childrens achievement as measured by a standaradized test is built into the evaluation design.

A sample of children of teachers in the BASICS in-service program were tested in September, 1972 on the Metropolitan Achievement Test.

A second sample of children of teachers who have not been exposed to the BASICS program have been tested on the Metropolitan Achievement Battery.

Appropriate sub-tests will be used in the longitudinal study to determine if BASICS' children achieve greater on standardized tests than non-participating students.

The standardized testing component is one more measure available to determine cognitive growth over the three year duration of the project.

Growth on standardized tests is difficult if not impossible to determine in a September to May pre-post testing program. Children are, therefore, being tested at twelve month intervals.

At each twelve-month interval children of BASICS teachers will be compared with children of non-participating teachers.

GOAL: A MODEL FOR INITIATING AND DISSEMINATING AN INTER-DISTRICT CURRICULAR INNOVATION THROUGHOUT THE INTERMEDIATE SCHOOL DISTRICT WILL BE DEMONSTRATED.

OBJECTIVES:	DELIVERY SYSTEM:	CRITERION FOR SUCCESS:
By June, 1972, selected school districts in the Washtenaw Intermediate School District will indicate they will participate in the ESEA Title III Project BASICS.	Orientation sessions for administrators in the Washtenaw Intermediate School Districts serviced area will be held to bring awareness of the BASICS program.	Letter of assurance will be received from three local school districts indicating they will participate.
By June, 1973, thirty-five teachers will have volunteered and participated in the BASICS training program.	(1) Orientation meetings at the selected schools will be held to encourage teacher involvement. (2) Training sessions totaling forty-two hours will be conducted at each school district.	80% of the teachers who volunteered will complete the training program.

GOAL:

A MODEL FOR INITIATING AND DISSEMINATING AN INTER-DISTRICT CURRICULAR INNOVATION THROUGHOUT THE INTERMEDIATE SCHOOL DISTRICT WILL BE DEMONSTRATED.

Objective:

By June, 1972, selected school districts in the Washtenaw Intermediate School District will indicate they will participate in the E.S.E.A. Title III Project BASICS.

FINDINGS:

Orientation sessions for administrators were held in the Washtenaw Intermediate School District's serviced community to bring awareness of the purpose of Project BASICS.

The program was explained in detail. Three districts volunteered to become involved during the first year; Ann Arbor, Ypsilanti and Milan.

Objective:

By June, 1973, thirty-five teachers will have volunteered and participated in the BASICS training program.

FINDINGS:

The in-service training of kindergarten, first and second grade teachers in the skills necessary to implement the BASICS curriculum in their classroom has been held in all three participating districts.

Twenty-nine of the originally intended thirty-five teachers from the three school districts have completed training. The criterion for success in this objective was established at an 80% holding power and has been met (83% success).

The loss of six teachers was not a reflection of the BASICS program but because of extenuating circumstances beyond project leadership's control.

One school indicated (at the outset) they wished to be involved but did not participate. The reason the school did not follow through was a last minute internal decision by staff and administration.

As a result, the BASICS Title III Project started with thirty-three teachers and is at this interim point servicing twenty-nine teachers. Of the four who have dropped-out of the program, one dropped because of pregnancy, another after the third session because of transportation and home problems, a third after the first semester because of a family situation which required her home after school and the fourth resigned from the Milan School District.

CONCLUSION

The holding power of Project BASICS has been excellent in that twenty-nine of thirty-three teachers are actively continuing in the program; the four who dropped all had personal reasons that do not reflect upon the project or project leadership.

PROJECT BASICS

AN INTERVIEW

An Elementary Administrator's Perception of Project BASICS and its Implications on his Staff

FINDINGS:

The building principal interviewed believes:

1. The program was most worthwhile to his staff and to himself (he went through the entire training sessions).
2. The BASICS Program has caused his teachers to look at their teaching styles more critically.
3. Those teachers who have been trained move away from the rote type of learning approach to classroom instruction.
4. The children are being listened to more by the BASICS trained teachers.
5. Teachers in the program are using the skills in other academic areas such as mathematics.
6. The training the principal received has sensitized him more to whether teachers are asking open-ended or closed questions.

The building principal feels the training has made him a greater educational resource for his staff and a more complete evaluator of all his teacher's classroom styles..

CONCLUSION AND RECOMMENDATION:

Administrative involvement at the school building level is important in reinforcing and actively supporting the BASICS program; thus, local administrative and supervisory involvement should continue to be stimulated and encouraged.

POST-TRAINING SURVEY

OBJECTIVE: TO ALLOW BASICS TRAINED TEACHERS AN OPPORTUNITY TO SELF-RATE THEMSELVES BY LISTENING TO AN AUDIO-TAPE THE TEACHERS MADE PRIOR TO TRAINING.

(SURVEY ADMINISTERED JUNE, 1973)

. . . . . .

"After listening to the tape, rate what you feel has been the effect of BASICS training on <u>your</u> ability to do the following:"

1. Conduct class discussions

1	*11*	*3*	*4*	*10*
No Effect	*Increase*		*Decided*	*Increase*

2. Develop a teaching plan

	16	*3*	*4*	*6*
No Effect	*Increase*		*Decided*	*Increase*

3. Listen to students' ideas

1	*13*	*3*	*2*	*10*
No Effect	*Increase*		*Decided*	*Increase*

4. Get students involved

3	*2*	*12*	*4*	*3*	*5*
No Effect		*Increase*		*Decided*	*Increase*

5. Evaluate your own teaching

3	*16*	*2*	*2*	*6*
No Effect	*Increase*		*Decided*	*Increase*

6. Arrange thinking skills into sequences according to your purpose

	12	*2*	*5*	*10*
No Effect	*Increase*		*Decided*	*Increase*

7. Choose appropriate materials

1	*4*	*16*	*3*	*3*	*2*
No Effect		*Increase*		*Decided*	*Increase*

PARTICIPANT SURVEY

OBJECTIVE: Self Evaluation.

NOTE: The major question in this survey dealt with the participating teachers listing the thinking skills they believe students could develop through classroom lessons.

Teachers listed skills in the fall of 1972 and in the spring of 1973 (after training).

CRITERION FOR SUCCESS:

Teacher participants will demonstrate the ability to apply and integrate the BASICS conceptual model to everyday classroom activities, as judged by the external evaluator.

FINDINGS:

In the judgment of the external evaluator, the entire group of teachers are able to report in a variety of valid ways their understanding of the BASICS conceptual model and the means of applying and integrating the model with everyday classroom activities.

CONCLUSION:

BASICS teachers identified the specific skills of the BASICS model with considerably more fluency in the spring than in the fall. The teachers were able to apply and integrate the BASICS conceptual model with everyday classroom activities.

Directions: Reread your response to each question prior to the BASICS training. On this sheet include additions or changes you would make in your original statement as a result of BASICS training.

THE BASICS PROGRAM

PARTICIPANT SURVEY

(CONDENSED)

DATE_____ NAME_____

SCHOOL_____ GRADE_____

SCHOOL DISTRICT_____

Please respond to each of the questions below as fully as possible.

1. List the thinking skills you think children ages 4-8 can develop through classroom lessons. Write a one sentence reason why you think each is (or is not) important.

2. What differences, if any, do you think there would be in children's ability to tell what they know about dogs when presented with:

   a) a live dog; b) a toy dog; c) a photograph of a dog;
   d) the printed word, "dog"; or e) the spoken work, "dog".

3. What do you think are the essential elements which must be present for a classroom to be an effective learning environment?

4. What are some things you think a teacher can do to bring about the learning environment you described above?

A-5. What are some things you think a teacher can do to bring about the learning environment you described in Item A-4?

A-6. List what you think are the elements of a good inservice program. Explain why you think each is important.

B. Audio-tape a 10-15 minute lesson with children in which your purpose is to promote thinking. It would probably be best to use a small group of children, arranged so the tape recorder can pick up their voices as well as yours. At the beginning of the tape, record date, location, and a brief description of the children, materials, specific lesson purpose, etc. On the tape cartridge, write your name and the date.

After listening to the tape, respond to the following questions.

B-1. To what extent do you feel the purposes for the lesson were accomplished? How do you know?

B-2. What two or three things did you feel went especially well? What did you do to make these things happen?

B-3. If you could do the lesson over, what would be the two or three most important things you would do differently? Why? How would you do them differently?

B-4. From your analysis of the children's performance, what are the two or three most important skills you think they need further help with? How did you determine this?