

ABSTRACT

A COMPARISON OF ASSIGNMENT AND QUIZ EVALUATIONS
USING TAPED INSTRUCTOR COMMENTS AND WRITTEN
INSTRUCTOR COMMENTS AS THEY AFFECT THE
ACHIEVEMENT AND ATTITUDES
OF PRESERVICE TEACHERS

By

Michael R. McElwee

Purpose.--The purpose of this study was to determine whether students who received instructor feedback via cassette tapes exhibited greater achievement and a more positive attitude in an elementary reading methods course than those students who received instructor feedback via traditional written comments.

Procedures.--The study was conducted during the Spring Quarter, 1972, in Michigan State University's undergraduate reading methods course. The population for this study consisted of students who enrolled for Education 325A, Methods of Teaching Reading, at Michigan State University. The students enrolled in the section of their choice. A systematic assignment was used to place each student in either the experimental or control group within each section.

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The evaluation procedures focused on two areas, achievement and attitude. Achievement data were obtained from the pretest and posttest results. Data concerning attitude were obtained from an attitude questionnaire and from two unobtrusive devices: attendance at workshops and the number of assignments completed connected with a workshop, the number of optional reading materials withdrawn from materials file, and the number of assignments completed for each reading material withdrawn.

Results.--There were no significant differences between groups in achievement as measured by the pretest and posttest. There were no significant differences between groups in attitude as measured by the attitude questionnaire, attendance at workshops, the completion of related optional assignment, withdrawal of optional related reading materials, and the completion of optional assignments connected with the materials.

Conclusions.--The major conclusions which may be drawn from this study are: (a) Students whose assignments and quizzes are corrected by the cassette tape method do not differ significantly in achievement from students whose assignments and quizzes are corrected by written comments. (b) Students whose assignments and quizzes are corrected by cassette tapes do not differ significantly in attitude toward the course and toward reading instruction than students whose assignments and quizzes are corrected by written comments.

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By

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for the degree of

DOCTOR OF PHILOSOPHY

Department of Elementary and
Special Education

1973

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The author wishes to express his appreciation to those who gave of their time and support:

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CHAPTER I

THE PROBLEM

The improvement of student achievement and attitude are major concerns of college instructors. Neidt and Hedlund conducted a study to investigate the relationship between change in student attitudes toward a class in which they were participating, and final achievement in that class. The results showed that student attitudes toward a particular learning experience became progressively more closely related to achievement in the learning experience as the period of instruction progressed.¹

Wofford and Willoughby conducted a study to investigate the relationship between scholastic behavior and attitudinal variables, and the relationship of scholastic behavior variables. Significant partial correlations were found between absences and attitude toward college.

¹Charles O. Neidt and Dalva E. Hedlund. "The Relationship Between Changes in Attitudes Toward a Course and Final Achievement," The Journal of Educational Research, LX (October, 1967), 56-58.

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Significant relationships were also found for course grades and attitudes toward the course.²

With the present large enrollments in college classes, it is often impossible to provide students with individual attention. In addition, increasing numbers of advisees and other administrative duties further decrease the time available for an instructor to work with individual students. Consequently, students often complain that their relationships with their instructors are distant and impersonal. As a result, many students are apathetic toward their courses and toward learning in general.

One suggestion for improving student-instructor communication involves the use of cassette tapes to provide instructor feedback regarding student performance. Such a technique has been used in a few high school and college English classes. This type of correction may help the student see when and why he has made errors and create a more personal relationship with his instructor while not requiring an inordinate amount of instructor time.

Statement of the Problem

The purpose of this study is to determine whether students who receive instructor feedback via cassette

²J. C. Wofford and T. L. Willoughby. "Attitudes and Scholastic Behavior," The Journal of Educational Research, LXI (April, 1968), 360-62.

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tapes exhibit greater achievement and a more positive attitude in an undergraduate elementary reading methods course than those students who receive instructor feedback via traditional written comments.

Background of the Problem

While it has been suggested that achievement and attitude of students can be improved through the use of cassette tapes of instructor comments, there is relatively little research to substantiate this claim. A thorough review of the literature reveals no studies investigating the effectiveness of using cassette tapes in either college reading methods courses or in any other methods courses and that there have been few studies in this area at the college level in general. Most of the research regarding the use of cassette tapes has been concerned with providing instructor feedback in the area of correcting English compositions. While some enthusiasm has been generated by these studies, there is little evidence that the innovation is diffusing at a rapid rate.

For instance, Hodgkinson, Walter and Coover conducted a study at Bard College dealing with the feasibility of grading freshman English compositions using a dictation belt which the student listens to at a later time in the library. A sampling of students was asked to make comments about the traditional types of correction. In

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general, these students felt that the traditional comments were too vague ("Even a comment 'very good' is disappointing. I want to know the reason")³ and comments were not detailed enough ("The most annoying kind of remark by a teacher is that which is scrawled in the margin or written between the lines.").⁴

The researchers reported that the use of recordings did not save any time on the part of the instructor, but that the amount of information given to a student concerning the assignment quadrupled. Thus, the instructors felt that they were doing a better job of correcting and that their attitudes toward correcting " . . . themes changed in a positive direction."⁵ In addition, "Faculty members felt that they had gotten to know their students much better in their new approach . . ."⁶ and the use of recordings provided " . . . a more meaningful, personal and intellectual experience, relating the student, the paper, and the instructor in a much more significant way."⁷

³Harold Hodgkinson, William Walter, and Robert Coover, "Bard Corrects Freshman Themes on Tape," American Association for Higher Education College and University Bulletin, XX, No. 10 (March, 1968), 2.

⁴Ibid.

⁵Ibid., p. 3.

⁶Ibid.

⁷Ibid.

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Hubbell conducted a study in the English Department at Pennsylvania State University, York Campus, in which students' themes were corrected by using tape cartridges. Each paragraph was numbered and, as the instructor corrected the theme, he could make reference to the exact paragraph. In addition, the instructor used a red pen to make minor corrections in punctuation, grammar, etc. One major advantage was that it freed the instructor from having to write long comments on each paper. However, there was no lessening in the amount of time required for grading papers. One criticism of the approach was that the student was not able to " . . . ask questions, answer criticism, or explain why he wrote as he did."⁸ However, the student always had the option of coming in and discussing his paper with the instructor. It should be pointed out that the same criticisms also apply to papers corrected by the traditional approach. A second objection was that students could not immediately refer back to previous assignments to review their errors since they had to use a playback machine available in the library. The students

. . . generally felt that hearing the voice of the instructor speaking to each of them personally created more interest and had a much greater impact than sometimes cryptic marginal notes. They also

⁸Frank F. Hubbell, "Using the Cartridge Tape Recorder to Grade Themes," Journal of English Teaching Techniques, I, No. 4 (Winter, 1968), 3.

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felt that more extensive vocal comments gave them a clearer idea of where some papers were weak and what could be done to improve them.⁹

Bruce Hawkinson, an English instructor at the University of Wisconsin--Platteville, uses cassette tapes in correcting English composition. He employs a three-step approach of " . . . commenting on mechanics, . . . discussing the overall organization, and contrasting . . . the papers' weaknesses and strengths."¹⁰ Hawkinson believes that students learn better when their assignments are properly corrected. The student not only learns what is wrong, but more importantly, why it is wrong. Hawkinson states that "developing a good attitude toward writing by tape-grading is valuable because it helps to develop a closer student-teacher relationship."¹¹ Students discover that the instructor is interested in their progress and improvement. Hawkinson also found that " . . . 66 per cent of the tape-graded students had raised their grades, compared to 13 per cent of a control group which received

⁹Ibid.

¹⁰Bruce Hawkinson, "Grading Themes with a Tape Recorder," Education Digest, XXX (March, 1965), 48-49.

¹¹Bruce Hawkinson, "Tape Grading Links Instructor's Help to Students," Wisconsin Journal of Education, XCVII (October, 1964), 7.

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identical instruction but had their papers graded in the conventional 'red pencil' fashion."¹²

In a study by Jean B. McGrew done with high school English students, teachers corrected themes using a dictaphone. Their comments were then transcribed by a typist; one copy was given to the students with their themes and a second copy was retained by the teacher for his files. Pupils were graded in four areas: content, mechanics, diction and expression. "The data favor the experimental group in three out of the four classes,"¹³ and " . . . the data favor the experimental group in all four composition categories."¹⁴ In both cases, though, the differences were " . . . slight and not really sufficient to make any claims for the dictaphone method of evaluation"¹⁵ over the traditional method of making corrections.

Vogler reports that student attitude towards taped corrections is more positive because they know exactly when they have done wrong and because there is a more personal contact with the teacher than is the case when

¹²Hawkinson, "Grading Themes with a Tape Recorder," p. 49.

¹³Jean B. McGrew, An Experiment to Assess the Effectiveness of the Dictation Machine As an Aid to Teachers in Evaluation and Improvement of Student Composition, OEG-6-9-009002-0061(010) (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1969), p. 13.

¹⁴Ibid., p. 13.

¹⁵Ibid.

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papers are returned with a grade on top and just a few written comments.¹⁶

Arthur Smith reported on using three methods of correcting Business English assignments. One group had their papers corrected using taped comments only. The second group's papers were corrected by a dictating-transcribing approach. That is, the teacher corrected the paper using a tape recorder and then his comments were transcribed by a typist. The student received the typed corrections along with his assignment. The third group received red pencil comments written in the margins of the papers. Smith concluded, "Improved teaching effectiveness can be gained by either the tape recorder or the dictating-transcribing method,"¹⁷ mainly because more information can be given to the student in the same amount of time.

Mills used taped comments in evaluating industrial arts drawings. He claims that the students felt that taped comments were more personal and that the instructor was taking a real interest in their progress.¹⁸

¹⁶S. H. Vogler, "Grading Themes: A New Approach, A New Dimension," English Journal, LX (January, 1971), 70-74.

¹⁷Arthur B. Smith, "How I Mechanized My Business English Grading," Business Education World, XLVII (November, 1966), 40.

¹⁸E. D. Mills, "Use Your Cassette Recorder to Evaluate Drawings," Industrial Arts and Vocational Education, LIX (May, 1970), 59.

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The current studies show that the use of taped comments increases the amount of information which can be given to students and that it has a positive effect on student attitude toward the course and the instructor. In addition, the student feels as though he has a more personal contact with his instructor and he knows exactly when he has made errors and why they are wrong. It is also shown that the use of taped comments does not save on the amount of time needed to correct papers.

The studies deal with the use of taped comments for assignments in English, Business English, and Industrial Arts. There is no research dealing with college methods courses or, more specifically, college reading methods courses, or the use of taped comments as a means of correcting student performance on quizzes. The amount of statistical data available on the effectiveness of taped comments in improving achievement and attitude is extremely limited and inconclusive.

Significance of the Study

The limited amount of research concerning the use of cassette tapes for correcting assignments provides little insight into the effectiveness of their use in improving achievement and/or attitude. It was the purpose of this study to determine whether there was a relationship between the use of cassette tapes for correcting assignments and quizzes and improvements in achievement

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and attitude for students enrolled in pre-service reading methods courses. The results will allow instructors of similar methods courses to determine their relative value in correcting student assignments and will provide data regarding the potential of using such a technique in other college courses. This should also provide further information about making the use of cassette tapes more effective in communication between the instructor and the student.

The Population of the Study

The original population of the study consisted of 216 students enrolled in Michigan State University's undergraduate reading methods course, Education 325A. During the Spring Quarter seven students dropped the course and 22 students were eliminated from the study because of incomplete data.

Education 325A is a performance-based course. In a performance-based course the student is aware of what is expected of him because specific course objectives are made public in advance, emphasis is placed on exit behavior and achievement is held constant while the time needed for mastery varies with each student. Performance objectives are used and the course is usually composed of instructional modules which list the prerequisites for each module and also provide for a pretest and posttest assessment.

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Alternate routes of instruction such as small group meetings, tutoring, lectures, workshops, etc. are used to instruct students as compared to the traditional lecture classes offered in most college courses. Remediation provisions are made for students who do not master an objective the first time. Once the student has received remedial assistance he is given another opportunity to achieve mastery for an objective. Instruction tends to be highly individualized. Once the student has completed an instructional module he is provided with immediate feedback regarding his performance.

While enrolled in Education 325A students must master 60 performances as specified in behavioral objectives. Simulated teaching experiences provide the student with activities related to the performance of each objective. Some of these simulated activities are completed before coming to class, while others are completed during the class. The student receives immediate feedback about the correctness of his response and the instructor also receives immediate feedback about the effectiveness of his instruction.

Mastery of learning is evaluated by administering a similar task, in the form of a quiz or outside assignment at a later date. If the student is unable to perform the task, he is "re-cycled" for additional instruction. He is then given an alternate form of the activity and

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required to perform according to the objective. The student continues to be "re-cycled" until he demonstrates mastery.

In addition, students have the option of attending evening workshops once a week. There were 24 different workshops dealing with topics directly related to the teaching of reading. Students attended the workshops of their choice and could complete an outside assignment dealing with the workshop if they so desired. No credit was given for attendance at workshops or completion of an outside assignment dealing with the workshop. Workshops dealt with such topics as Principles of Remedial Reading, Performance Contracting, etc.

Definition of Terms

Assignments: Three required written projects for Education 325A. The first is an evaluation and comparison of two basal reading programs. The second is an instructional episode, or lesson plan, for a readiness skill. The third is an instructional episode for a comprehension skill.

Cassette Tape Method of Correcting Assignments and Quizzes: A method whereby the instructor corrects student assignments and quizzes by recording his comments on a cassette tape. The student then listens to the taped corrections at a later date. This is the experimental treatment.

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Packet: A consumable text used in Education 325A containing simulated activities designed to help students to achieve mastery of the course objectives.

Performance-based Course: A course in which achievement is based upon the student's ability to perform specifically stated behavioral objectives.

Quizzes: Five, 15-item objective tests to evaluate the student's mastery of each of the course objectives.

Traditional Method of Correcting Assignments: A method whereby the instructor corrects assignments by writing comments on the student's papers. This is a control treatment.

Traditional Method of Correcting Quizzes: A method whereby the instructor corrects quizzes by marking the incorrect responses on the student's answer sheets. This is a control treatment.

Assumptions

The following assumptions underlie this study:

1. The goals of Education 325A are necessary for a minimum content mastery of reading instruction.
2. Education 325A has identified behaviors necessary to teach students to be effective teachers of elementary reading.

3. Assessment procedures of Education 325A do in effect test the mastery of behaviors needed to be effective teachers of elementary reading.

Hypotheses

This study tested five hypotheses, they are:

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional approach.

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional readings and/or activities assignments for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional approach.

Selection of the Groups

The groups for this study were composed of 187 students who were enrolled in Education 325A for the entire 1972 Spring Quarter. Eight sections of Education 325A were offered at various times during the day and students enrolled in the sections of their choice, with the exception of Section I which was reserved for Honors College students. The researcher was assigned to teach two of the Education 325A sections. To prevent any bias from occurring, these two sections were eliminated from the study, bringing the total number of sections included in the experiment to six. There were four instructors, two teaching two sections of the course each, and two teaching one section of the course each. Students were systematically assigned within each section to either the control group or the experimental group. In effect, each instructor had one experimental group and one control group in each section. There was a total of six experimental groups and six control groups.

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Treatment of the Groups

Both the experimental and control groups listened to the same lectures, used the same textbook and instructional packet, completed three identical assignments and five multiple-choice quizzes, attended class three times a week, had the same due dates for assignments, picked up assignments and quizzes from the same location at the same time, and completed an identical final exam. The pretest, posttest, and the attitude questionnaire were administered to both groups at the same time. If the student successfully completed the assignment, he was told why his responses were correct, or where some weak points might be strengthened.

The optional workshops were scheduled for Wednesday evenings. Two presentations of each workshop were made each Wednesday evening, one at 7:00 p.m. and a repetition at 8:00 p.m. Students from both the experimental and control groups attended the workshops of their choice if they wanted to.

The Control Group

The control group's assignments were corrected using the traditional method of instructor written comments in the margins and on an attached sheet. If the student did not achieve mastery he was required to complete an alternate form of the assignment. If the

student did not achieve mastery on a quiz he had to see his instructor who told him why his responses were wrong and had him complete an alternate form of the quiz.

The Experimental Group

The experimental groups' assignments were corrected using the cassette tape method of the instructor recording his comments concerning the assignment. If the student did not achieve mastery on an assignment or quiz he was told where he responded incorrectly and why via the cassette tape. The students turned in the cassette tape with each assignment and quiz. Upon correction of the assignment or quiz, the student picked up his papers and the tape and listened to the instructor comments on a playback machine at his convenience. If the student did not achieve mastery he was required to complete an alternate form of the assignment or quiz.

Evaluation

The evaluation procedures focused on achievement, attitude, and unobtrusive measures. Achievement data were obtained from the pretest and posttest results. Data concerning attitudes were obtained from an attitude questionnaire. Unobtrusive data were obtained from student attendance at workshops, the number of times students availed themselves of additional optional readings and/or activities materials related to specific instructional

components, and the number of assignments each student completed for the optional readings and/or activities materials.

Measures

The Pretest and Posttest

Education 325A is a performance-based course and as such, students must master 60 performances as specified in the course objectives. The pretest and posttest, written by the staff of Education 325A under the direction of Dr. Gerald Duffy, were designed to measure student knowledge and ability for each course objective. The pretest was administered to each student at the first class session and the posttest was administered at the end of the Spring Quarter. The results were used to measure achievement gains in the two groups.

The Attitude Questionnaire

An attitude measure in the form of a questionnaire measured student attitudes toward themselves as teachers of reading and toward the reading methods course. The attitude questionnaire was administered at the end of the Spring Quarter.

Attendance at Workshops

Records were kept as to the number of optional workshops each student attended. Twenty-four different

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workshops were offered on Wednesday evenings during the Spring Quarter.

Optional Related Readings and/or Activities, and Assignments

Upon completion of each component, all students were informed that additional optional enrichment readings and/or activities related to the component were available in a centrally located file cabinet. The materials had an optional, accompanying assignment which the student could complete. When the student withdrew any of the materials, he signed out for them.

Each instructor kept a record for each student as to the number of related assignments completed. Although a complete description of the design and methodology is presented in Chapter III, a brief overview of the statistical procedures used is presented here. Cell mean scores were obtained for each of the measures. A one-tailed, matched pairs, t-test was used to test the level of significance for Hypotheses 1 and 2. The Wilcoxon Test for Two Matched Samples was used to test the level of significance for Hypotheses 3 and 4, and the Pearsons χ^2 Tests of Association were used to test Hypothesis 5.

Organization of the Study

The general format of the study is as follows. Chapter II includes a background of the problem and a

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review of the research related to the problem. Chapter III contains the procedures used in the study in securing the sample, developing the instruments and measures, and the collection and treatment of data. The description and interpretation of data is contained in Chapter IV. The summary and conclusions as well as the implications and recommendations for further research are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of the literature is divided into three sections. The first focuses on research dealing with the use of cassette tapes as a means of providing students with instructor feedback regarding assignments. The second section focuses on a review of research dealing with innovative teacher education programs since this experiment was conducted in an innovative and experimental reading methods course which was an implementation of Michigan State University's model teacher education program. The third section focuses on other teacher education programs.

Use of Cassette Tapes as a Means of Providing Instructor Feedback

Background

The use of cassette tapes as a means of providing instructor feedback for improving student attitude and increasing achievement has had relatively little research. A thorough review of the literature dealing with the use

of instructor feedback at the college level reveals no studies investigating the effectiveness of using cassette tapes in either college reading methods courses or in any other methods courses. In general there have been few studies conducted in this area at the college level. Most of the research regarding the use of cassette tapes has been concerned with providing instructor feedback in the area of correcting English Compositions.

Frank F. Hubbell of the Pennsylvania State University, York Campus, English Department reports on a study using cassette tapes to improve instructor feedback in correcting English compositions. Each instructor was faced with the problem of correcting 25-50 papers each week. The instructor would go through each theme "using red ink on the margins to indicate lapses in grammar, syntax, mechanics and the like; then, at the end, scratching a few lines of comment for the paper as a whole."¹ The corrections were concluded with a statement emphasizing the major weakness or strength of the paper. The instructor was usually forced into a situation of saying less than he felt was really needed.

Hubbell claims that the ideal situation would be to have the instructor schedule individual conferences with

¹Frank F. Hubbell, "Using the Cartridge Tape Recorder to Grade Themes," Journal of English Teaching Techniques, I, No. 4 (Winter, 1968), 1.

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each student to discuss the student's performance. However, "Even if the instructor had the necessary time, the mere mechanics of scheduling 50 or more interviews of at least 15 minutes each week would make the process impossibly complex."² The use of the cassette tape was decided upon as a means for the instructor to speak individually to each student concerning the corrections of his theme. Each instructor had a cassette tape recorder for his own use and five additional recorders were located in the reading room of the library. Each student was required to purchase a tape cartridge. Themes were written and submitted in the usual manner except that each paragraph was numbered on the margin. The tape was submitted along with the theme when the themes were collected.

While correcting the theme, the instructor used red ink for minor corrections such as punctuation, etc., but recorded his comments for major corrections. By having the paragraphs numbered the instructor could refer the student to the exact location of the error in the paper. "At the end the instructor used the microphone to make a critical analysis of the paper as a whole."³ After the theme was corrected the student took both the paper and the tape and listened to the corrections. Hubbell felt that a major advantage to this method was that it freed

²Ibid.

³Ibid., p. 2.

the instructor from having to write longhand commentaries for each paper; and the instructor was given more flexibility in making comments, suggesting alternatives, referring to class discussions, etc. Hubbell also claimed that this method of correction gave the student a more personal contact with his instructor.

Students reacted favorably to the approach. They " . . . felt that hearing the voice of the instructor speaking to each of them personally created more interest and had a much greater impact than sometimes cryptic marginal notes."⁴ Students also claimed that oral comments gave them a better idea of where their papers were weak and what could be done to improve them. One objection to the procedure was that students were not able to communicate with their instructors immediately, but had to wait to see him during his office hours. Other students objected to sometimes having to wait to check out a cassette recorder to listen to the instructor's comments, while others objected to not being able to look back through previous themes for quick reference.

The instructors using the technique found that they were able to do a more thorough job of analysis and criticism of themes than was possible using only written comments; however, they also found that time was not saved

⁴Ibid., p. 3.

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by using the cassette tapes and that in some instances the cassette tape method took more time than the method of using written comments.

Bruce Hawkinson of the University of Wisconsin--Platteville, used tapes to correct English themes. Hawkinson states, "the conventional method of grading a theme--marginal abbreviations and rule numbers in shocking red--may do a satisfactory job of teaching mechanics."⁵ However, he was also concerned with teaching the larger elements of composition such as limiting the topic, formulating a thesis statement, etc., which are difficult to deal with effectively using abbreviated instructor comments written on the margin of the paper. Students numbered every other line which provided reference points for the recorded comments. Hawkinson used the following procedure in correcting themes. First he made general comments about the paper followed by specific comments on mechanics. Next he briefly discussed the overall organization of the paper and, finally, he contrasted the paper's weaknesses and strengths.⁶

The papers were returned to the students along with the tape. The students listened to the taped

⁵Bruce Hawkinson, "Tape Grading Links Instructor's Help to Students," Wisconsin Journal of Education, XCVII (October, 1964), 7.

⁶Bruce Hawkinson, "Grading Themes With a Tape Recorder," Education Digest, XXX (March, 1965), 48.

comments in the library at their convenience. According to Hawkinson, the advantages of using this technique were, "conveying knowledge leading to the mastery of the larger composition elements . . . and, developing attitudes conducive to real progress as writers."⁷ By using the tape grading approach, the instructor not only pointed out an error or weakness, but he also called attention to why it was an error.⁸ According to Hawkinson, the instructor could say about six times as much in a minute as he could write in the same amount of time, and he also had the opportunity to be positive in his comments. In addition, the use of tapes created a more personal relationship between the student and his instructor. It is "related to the idea that a teacher should have time to confer with each student on each theme. With the deluge of students, this ideal is not attainable."⁹ Hawkinson found that, "At the end of the first semester of the project, 60 per cent of the tape-graded students had raised their grades, compared to 13 per cent of a control group which received identical instruction but had their papers graded in the conventional 'red pencil' fashion."¹⁰

⁷Hawkinson, "Tape Grading Links Instructor's Help to Students," p. 7.

⁸Hawkinson, "Grading Themes With a Tape Recorder," p. 49.

⁹Ibid.

¹⁰Ibid.

Hodgkinson, Walter and Coover of Bard College conducted a feasibility study concerning the grading of papers for freshmen English courses by means of tape recordings. Their main concerns were: (1) that a vast amount of staff time was spent in correcting English themes, (2) that little change in student writing could be consistently attributed to the courses, and (3) that the handwriting of some instructors was so illegible that it could not be read. Students felt that most of the written comments were irrelevant and that, "Even a comment 'very good' is disappointing. I want to know the reason."¹¹ "These comments suggest that conventional teacher corrections suffer from many of the same faults that appear on their students' papers--vagueness, brevity, illegibility, and sliding through without taking the work seriously."¹²

The procedure followed at Bard was similar to that of other studies. The instructor recorded his comments on a dictation belt which was then returned with the paper to the student. The student took the belt to the library where playback machines were provided for listening to the comments. A grade was assigned to the theme at the end of the taped corrections, thus forcing

¹¹Harold Hodgkinson, William Walter, and Robert Coover, "Bard Corrects Freshmen Themes on Tape," American Association for Higher Education College and University Bulletin, XX, No. 10 (March, 1968), 2.

¹²Ibid.



the student to listen to all of the instructor's comments. This was done as the instructor felt that many students never read the written comments and only looked at the grade.

The researchers found, " . . . that although the use of machines did not save time, they did make the correction of students' themes a more meaningful experience for both the student and the instructor."¹³ Instructors were quadrupling the amount of information for each paper. A major change produced by this experiment was an awareness on the part of the instructor of how inadequate their previous written comments were. "Teachers' attitudes about the correction of themes changed in a positive direction."¹⁴ "Faculty members felt that they had gotten to know their students much better in the new approach and most students agreed with this."¹⁵ One effective technique used was that of the instructor reading a line back to the student the way it was written. The ability of the students to detect errors auditorily seemed to be better than visually.

It is difficult to determine to what extent the quality of the students' writing improved as a result of the experiment, due to the subjectivity of the criteria used by the instructors to evaluate the themes. However,

¹³Ibid.

¹⁴Ibid., p. 3.

¹⁵Ibid.

the instructors agreed that, " . . . there was more than normal improvement in student attitudes toward writing papers, their use of critical vocabulary was improved . . . and the usual post-midterm slump in paper quality did not occur."¹⁶

Students felt that their writing ability improved as a result of receiving recorded comments. Some students objected to having to go to the library to listen to the recordings and to the lack of opportunity to speak back to the instructor immediately. Each student had the opportunity of meeting with his instructor to discuss his theme during office hours.

The recordings provided " . . . four to eight times as much information, and they made the correction of student work a more meaningful personal and intellectual experience, relating the student, the paper, and the instructor in a much more significant way."¹⁷

Arthur B. Smith, a Business English instructor at the University of Houston, was concerned with reducing the amount of time needed to correct Business English assignments. He conducted an experiment using three groups. One group received their corrections via tape recorded comments, while the second group received their corrections via a dictating-transcribing method which involved the instructor recording his comments on a tape and having a

¹⁶Ibid.

¹⁷Ibid.

stenographer type the comments and return them to the student. The third group received their corrections via written remarks on the margins of their papers. Smith found no significant difference among the three methods in the amount of instructor time spent on correcting assignments.

The project was evaluated by means of a questionnaire. "Comments from those using the recording method most often reflected their approval of this method as being better than any other they had been exposed to."¹⁸ Smith concluded, "Improved teaching effectiveness can be gained by either the tape recorder or the dictating-transcribing method."¹⁹

Thomas Carl Ward of the Virginia Polytechnic Institute and State University used cassette tapes as a means of providing instructor feedback in an undergraduate physical chemistry class. Ward used the tapes to record his comments on two scheduled hourly tests given during a ten-week quarter. Ward's concern was that both faculty and students were pressed for time, which was a limiting factor in the faculty-student interaction. In addition, he states, "Usually, . . . only the very

¹⁸Arthur B. Smith, "How I Mechanized My Business English Grading," Business Education World, XLVII (November, 1966), 39.

¹⁹Ibid., p. 40.

concerned and/or the very poor members of the section hear detailed comments on their performance from the professor."²⁰ Using the two tests as a vehicle, Ward recorded between 20 and 30 minutes of comments for each student on tapes purchased by the institution. "All tape cassettes were kept in a file in the Chemistry Library and hence were available to the students from 8:00 a.m. to 11:00 p.m."²¹ The tapes and the recorders could be checked out on an hourly basis. Students having their own cassette tape machines were allowed to take their tapes home for a two-day period.

Ward emphasized that the use of the cassette tape in no way was a replacement for the usual consultations. An evaluation form passed out at the end of the quarter showed "that there was almost unanimous use of the taped comments after each test and that . . . most student replies were positive."²² The amount of time required to record the tapes was found to be more than expected. No mention was made concerning change in student attitude or achievement.

Edward D. Mills, an instructor in the Industrial Studies Department of the California State College in

²⁰Thomas Carl Ward, "The Effective Use of Cassette Recorders in Undergraduate Instruction," Journal of Chemical Education, XLIX, No. 4 (April, 1972), 267.

²¹Ibid.

²²Ibid.

Los Angeles, used cassette tapes to record his comments while grading students' drawings. Mills found it difficult to go into a detailed explanation on each assignment using written comments. When he felt a student needed a more complete explanation, he recorded it on tape using a personal conversational tone.²³ Students, according to Mills, ". . . like the more personalized tape approach. They feel this shows the instructor is truly interested in their progress."²⁴

Vogler reports on a project he directed using cassette tapes at the high school level to correct English themes. One of his concerns was the large amount of time spent writing comments on themes only to see a student look at the grade he received for the theme and then dispose of the paper. Each student purchased his own cassette tape and turned it in with his assignment. "The themes themselves are written in the traditional fashion except that, before turning them in, the students number each line of the theme consecutively in the left-hand margin."²⁵ The numbering system gave the instructor and

²³E. D. Mills, "Use Your Cassette Recorder to Evaluate Drawings," Industrial Arts and Vocational Education, LIX (May, 1970), 29.

²⁴Ibid.

²⁵S. H. Vogler, "Grading Themes: A New Approach, A New Dimension," English Journal, LX (January, 1971), 71.

the student a point of reference for the corrections. If there was a serious problem to which special attention needed to be called, it was also circled or underlined in red.

Vogler not only pointed out the negative aspects of students' papers, but also told them when their papers were good, and why. Students reacted in a positive manner toward the technique, claiming, "It's more personal; you feel like the teacher is right there showing you what you did wrong."²⁶

Jean B. McGrew conducted a study where teachers used dictaphones to correct high school English themes. The purpose of the study was not

. . . to support a means by which additional hours could be put at the disposal of the writing instructor. It was, rather, intended to suggest a technique . . . to increase individualization of instruction and continuing evaluation.²⁷

The technique involved having the students number each line of their themes. The teacher would read the theme and make corrections by recording them on a dictaphone. At the end of the paper the teacher would summarize his comments. Next, the dictaphone cylinders were given to a

²⁶Ibid.

²⁷Jean B. McGrew, "An Experiment to Assess the Effectiveness of the Dictation Machine As An Aid to Teachers in Evaluation and Improvement of Student Composition," OEG-6-9-009002-0061(010) (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1969), p. 3.

typist who typed the teacher's comments. The original correction sheet was attached to the student's theme and returned to him, while a carbon copy of the corrections was kept by the teacher.

A control group and an experimental group were designated at the ninth through twelfth grades; however, the students were not randomly assigned to the classes. The papers in the experimental group were corrected using the dictaphones while the papers in the control group were corrected by writing notations in the margins. Six outside evaluators judged the first and last theme of each student on content, mechanics, diction and expression. All papers were then evaluated by three evaluators in terms of improvement of the final paper over the first.

McGrew concluded, "The data favor the experimental group in three out of the four classes participating in the experiment . . . and the data favored the experimental group in all four composition categories."²⁸ McGrew pointed out, however, that the differences between the two groups " . . . are slight and not really sufficient to make any claims for the dictaphone method of evaluation based only on the data in this experiment."²⁹

Lee Frank Lowe, a Junior High School English teacher in Mercer Island, Washington,

²⁸Ibid., p. 13.

²⁹Ibid.

. . . suspected that many students corrected their themes by seeing my symbol and then automatically making a correction. They didn't see how they had committed the error or understand why it was an error.³⁰

Lowe was also concerned about not having enough time to see all of his students personally. To compensate for these problems, Lowe used a tape recorder to correct his students' themes which enabled him " . . . to talk to each student personally and to expand my comments about his writing."³¹ Lowe found that he did not decrease the amount of time it took to correct papers. No comments were made regarding increased student achievement or improved student attitude.

Robert Lumsden, an English teacher at Evanston Township High School, reported a study conducted by three English teachers using dictation machines as a means " . . . to see if, with their use, they couldn't speed up the process of correcting and evaluating student papers."³² The teachers corrected each English theme using a dictaphone. A stenographer then transcribed their comments and attached them to the students' paper. Lumsden reported that each of the teachers " . . . about halved his time spent on any previous number of papers by using a

³¹Ibid., p. 213.

³²Robert Lumsden, "Dictation Machines as Teacher Aids," English Journal, L (November, 1961), 555.

dictation machine."³³ The Lumsden study is the only study which reported a significant savings in time spent correcting papers.

Bernard Tanner, a high school English teacher in Palo Alto, California, experimented with several ways of providing feedback to students.

Typed transcriptions had many disadvantages. Secretarial labor costs up to as much as sixty to seventy cents per paper. A typed transcription confronted the student with the necessity of reading and interpreting written comments which, although more nearly complete than those in marginal notes, frequently appeared in transcription as ambiguous in expression, careless in style, and faulty in punctuation, structure, and spelling. The time needed to put corrected papers back into students' hands was increased by the dual process of recording and transcription.³⁴

The teachers decided to record their comments on discs which record at 22 rpm. They discovered that their recording machines could be converted so that they could record the discs at 33-1/3 rpm, thus enabling the student to play his disc on any common phonograph at school or at home.

The staff members were " . . . convinced that more nearly complete explanations and suggestions lead to improved attitudes and more careful and effective work in composition."³⁵ The teachers used the dictating machine

³³Ibid., p. 556.

³⁴Bernard Tanner, "Teacher to Disc to Student," The English Journal, LIII, No. 5 (May, 1969), 362.

³⁵Ibid.

for those papers which seemed to demand more complete responses. As in most of the studies the teachers found that the use of recorded comments required more time than did written comments.

These studies showed that the use of taped comments increased the amount of information which can be given to a student and that these comments had a positive effect on student attitude toward the course. In addition, the student felt as though he had a more personal contact with his instructor. It was also shown that the use of taped comments did not save on the amount of time needed to correct papers. The amount of statistical data available on the effectiveness of taped comments in improving achievement and attitude was extremely limited and inconclusive.

Innovative Teacher Education Programs

In the past several years much research has taken place regarding innovative teacher education programs. This section provides a review of research dealing with such programs.

In investigating preservice reading education of teachers, Austin and Morrison found:

- (1) three per cent of the colleges and universities do not require prospective elementary school teachers to enroll in any course work devoted to the teaching of reading as a requirement for graduation,
- (2) when reading is taught with other related subjects in a single course (for example, language arts), as is done in 50 per cent of the colleges, actual class hours devoted to reading average only eight,
- (3) when

time is a factor, intermediate grade study skills will usually be omitted from the course or, if included, will be treated so cursorily as to be of little benefit to the prospective intermediate grade teacher, (4) little preparation is offered that will help beginning teachers to recognize, diagnose, or treat reading difficulties, and (5) little, if any, guidance is offered in reading research.³⁶

The authors also found that many teachers felt their preservice education courses were either " . . . too theoretical or not practical"³⁷ and administrators " . . . complained that beginning teachers generally did not know how to induct children into the reading program."³⁸ Another aspect of the problem of inadequate preparation is that colleges often provide only a limited amount of time for student teaching experiences, and no effort is made to obtain and keep master teachers as cooperating teachers in the teacher education program. Conant,³⁹ in an analysis of 35 teacher preparation institutions, found that only two and one-half semester hours were devoted to reading methods courses. In only a few instances was clinical work included.

³⁶Mary C. Austin and Coleman Morrison, The First R, the Harvard Report on Reading in Elementary Schools (New York, N.Y.: The Macmillan Co., 1963), p. 164.

³⁷Ibid., p. 165.

³⁸Ibid.

³⁹James B. Conant, The Education of American Teachers (New York, N.Y.: McGraw-Hill Book Co., 1963).

In 1970 Kies conducted a study to ascertain whether there had been a change in university and college preparation of teachers of reading since the Austin study. Kies found:

1. More university and colleges are offering reading as a separate course than as an integrated course.
2. Universities and colleges which offer reading as a part of an integrated course are devoting more time to the teaching of reading than they were nine years ago.
3. More universities and colleges are offering and requiring a secondary reading course today than they were nine years ago.
4. More professors of reading now believe that
 - a) the beginning reading vocabulary should be loosely controlled and come from a variety of sources.
 - b) the basal text is only one of a variety of tools for beginning reading instruction.
 - c) the forms and letters of the alphabet should be taught before the child has learned a sight vocabulary.
 - d) the approach used in teaching beginning reading should be varied from school to school depending upon factors such as, pupil socio-economic level, intelligence and teacher competency.
 - e) the use of phonetic analysis in isolation and in conjunction with other word recognition techniques as a means of word identification is more important than it was nine years ago.
5. More universities and colleges are requiring student teaching without concurrent course work than with concurrent course work.
6. Undergraduates majoring in elementary education in institutions of higher learning observe more days of teaching than they were required to observe nine years ago.
7. More universities and colleges are requiring undergraduates majoring in elementary education to tutor children as a part of undergraduate education than were requiring tutoring experiences nine years ago.⁴⁰

⁴⁰D. A. Kies, "Curriculum Changes in the Preparation of Reading Teachers," 760541-70-1007-06 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1970).

Joseph Katz and Harold Korn of the Institute for the Study of Human Problems at Stanford University found that "Colleges are not providing the kinds of experiences young people want and need, or feel they want or need in developing their identities."⁴¹ In addition, they found:

1. Students tend to psych out professors and echo back what is wanted on an exam.
2. Student dissatisfaction often erupts as student activism.
3. On the other hand, we also found that in situations where the student is in charge, as in a project where he tutors children, or works on committees for educational reform, he is often highly inventive.⁴²

The researcher proposed a shift in emphasis from teaching courses to teaching students, and a shift from memorizing facts to learning skills and competencies that will foster the student's capacity for continuous self-learning.⁴³

Early in 1967, the U.S. Office of Education showed increasing awareness of the need for improvement in elementary education.⁴⁴ In October of 1967 a request for proposals for the improvement of teacher education

⁴¹Joseph Katz and Harold A. Korn, "The Graduates-- Did They Find What They Needed?" American Education, IV (May, 1968), 5.

⁴²Ibid.

⁴³Ibid., p. 8.

⁴⁴S. C. T. Clarke, "The Story of Elementary Teacher Education Models," The Journal of Teacher Education, XX, No. 3 (Fall, 1969), 283.

was issued to teacher training institutions by the U.S. Office of Education.

The program components set forth in the request were:

1. Teacher-training program goals in terms of expected and measurable teacher behaviors; the rationale for each of the desired behaviors.
2. Practices for selecting teacher trainees for the program.
3. Professional (in college/department of education) learning experiences and content to be provided trainees in the following categories:
 - (1) theory
 - (2) subject matter related to elementary school curriculum
 - (3) general approaches to instruction and specific teaching
 - (4) preclassroom clinical experiences (e.g., simulation, role playing)
 - (5) student teaching
 - (6) the teaching methods, including tools, techniques, and group practices or methods of individualizing instruction to be employed by the college faculty in presenting the various kinds of professional content.
4. Relationship of professional sequence (not necessarily courses) to entire undergraduate program: when a particular activity would be introduced into the undergraduate program; what percentage of the total undergraduate curriculum it would comprise; and what nonprofessional courses (outside college/department of education) would be required/recommended.
5. Types of content/experiences appropriate for on-the-job (in-service) training for graduates of model program, as well as the kinds of materials and methods to be used.
6. Faculty requirements and staff utilization pattern; in-service training program for college staff.
7. Evaluation and feedback techniques to be used throughout and at the end of the program to determine to what extent trainees have acquired the essential teaching behavior; follow-up studies of program graduates.

8. Multipurpose management and evaluation system, with data storage and rapid retrieval capabilities, to permit continuous diagnosis of student progress and frequent restructuring of the trainee's learning experiences.
9. Plan for continually and systematically assessing, revising, and updating the program.⁴⁵

By January of 1968, 80 proposals were received.

This number was eventually reduced to nine model projects which were funded by the Bureau of Research. According to Monson, the " . . . new models represent not only 'improvement and updating' but, . . . a marked change from present programs."⁴⁶ A tenth model, the Wisconsin Model, was funded during Phase II of the project. The following is a brief review of the model programs.

The Syracuse University model⁴⁷ assumes an uncertain future in which to educate children and that educators do not know what definite needs children of the future will have. Therefore, the purpose of this model is to educate preservice teachers who are continually self-renewing and able to adapt to assist in shaping changes that seem certain in the future world of education. This model recognizes that feedback is necessary for change to take place,

⁴⁵Ibid., p. 284.

⁴⁶Jay A. Monson, "The New Models in Elementary Teacher Education," Phi Delta Kappan, LI (October, 1969), 101.

⁴⁷J. Hough, Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers, FS5. 258:58016 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

that trainers of teachers be self-renewing, that individual differences of preservice students be recognized, and that the program provide for "protocooperation," that is cooperation between the university, school system and other teacher training institutions. The goal of this program is to develop and implement an elementary teacher education program for the generalist elementary school teacher.

This model provides for self-pacing through various modules. It is a five-year program in which the student spends his junior year in micro-teaching and simulated teaching experiences and tutoring. The senior year is spent completing additional teaching experiences, while the fifth year provides a half-time internship in public schools. A unique feature of this program is its emphasis on the affective domain. The model has been developed to allow students,

to become increasingly perceptive, to have a positive concept of themselves as teachers, to come to terms with themselves in respect to their motives for becoming teachers and to develop a system of professional values consistent with their personal integrity and the demands of the profession.⁴⁸

The University of Massachusetts model⁴⁹ attempts to develop a teacher who is in a constant pattern of

⁴⁸Clarke, op. cit., p. 291.

⁴⁹D. W. Allen and J. M. Cooper, Model Elementary Teacher Education Program, FS5.258:58022 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

growth and in control of his own behavior, a teacher who meets the criteria of warmth or human understanding, and a teacher who is capable of rigorous thinking. The model identifies three areas necessary for superior teaching: mastery of subject matter, mastery of presentation of subject matter, and competency in professional decision making. These three areas are described as a career ladder and the model uses performance criteria as a means of determining mastery. Students develop these skills through micro-teaching. The student, with the aid of a faculty advisor, selects his own set of learning experiences and the program provides for graduated and integrated "conceptualized" practice. The teaching of reading is incorporated with content subjects as one of the areas of subject matter mastery.

An evaluation of functional science and technology of education are the major assumptions of the Northwest Regional Educational Laboratory model.⁵⁰ The model identifies three classes of education specialists: instructional analyst, instructional designer, and instructional manager. The program anticipates the widespread use of materials in "instructional packages" and attempts to train preservice students in the proper implementation of such materials.

⁵⁰ H. D. Schalock, A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education, FS5.258:58020 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

Emphasis is placed on performance objectives which are implemented in a laboratory which " . . . provides that the individual student will progress through instructional systems in which the criterion behaviors are appropriate practice of each significant performance of the effective instructional manager."⁵¹ The model attempts to apply a systems approach to instruction while at the same time emphasizing humanism. Six steps are identified in implementing the teacher education model: (1) analyzing the job of teaching into the tasks that must be performed, (2) specifying the abilities required for the performance of these tasks, (3) describing the skills or techniques through which the abilities are expressed, (4) detailing training situations and exercises for each skill, (5) classifying training situations by tasks, abilities, skills, grade levels, field of instructions and backgrounds of children, and (6) establishing training complexes. Instructional experiences are individualized with respect to point of entry into the curriculum, pacing, sequencing, and information processing preferences. No specific mention to reading is made in the model.

The Michigan State University model⁵² " . . . assumes that the content and modes of inquiry of the

⁵¹Ibid., p. 40.

⁵²W. R. Houston, Behavioral Science Elementary Teacher Education Program, FS5.258:58024 (Washington, D.C.: USOE Bureau of Research, Government Printing Office).

behavioral sciences are sufficiently developed to provide an adequate base for the preparation of teachers."⁵³ The program has identified over 2,700 different modules adapted to computer storage and print-outs which can be used in the training of teachers, including 240 modules pertaining to the teaching of reading. Considerable emphasis is placed on clinical behavior beginning with tutorial experiences with children, a career decision seminar, analytical study of teaching using simulation and micro-teaching, team teaching, internship, and teacher specialization. The career decision seminar is required for each student who enters the teacher education program and is designed to assist students in deciding if they want a career in education or if they want to be a general teacher or a specialist. The general goals of the program are to prepare a new kind of teacher for the nation's schools, to systematically introduce research and clinical experiences into the decision-making process, and to develop a new type of laboratory and clinical base for teacher education. The five major areas of the Michigan State University model are: (1) general liberal education, (2) scholarly modes of knowledge, (3) professional use of knowledge, (4) human learning, and (5) clinical studies. Developing a program encompassing the above areas required the services of a

⁵³Clarke, op. cit., p. 289.

professional team of 150 contributors representing seven different colleges within the University. An Educational Policies Council including the deans of the seven cooperating colleges and a Project Advisory Committee serving as a liaison agency between the Educational Policies Council and the administrative staff continues to provide direction for the program.

The University of Georgia model⁵⁴ takes the position that the teacher education program should be based on what the job of teaching actually requires. This necessitates a task analysis of the teaching act as a first step, and then designing a program which will prepare students for the art of teaching. Performance specifications form the core of the Georgia program with over 2,000 specifications of competency having been developed. These specifications represent the competencies that a teacher should possess in order to operate at optimum effectiveness in teaching-learning situations. The model suggests the need for a career development sequence for teachers and identifies four categories of teaching personnel: aide, teaching assistant, teacher with an area of competence, and a specialist.

⁵⁴C. E. Johnson, G. F. Shearron, and A. J. Stauffer, Georgia Educational Model Specifications for the Preparation of Elementary Teachers, FS5.258:58019 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

The Georgia model, like the Michigan State University model, specifies that a committee representing all of the colleges within the University which are responsible for the education of teachers plus representatives from school districts and the State Department of Education lend counsel and assistance in developing and directing the program.

The Florida State University model⁵⁵ is designed to educate teachers for a rapidly changing society. The major goals of the program are, (1) to develop teachers who can formulate objectives in behavioral terms, (2) select and organize content consistent with its logic and with the psychological demands of the learner, (3) use appropriate learning strategies, (4) evaluate outcomes in terms of behavioral changes, and (5) be professional leaders.

The program makes provisions for admission and screening procedures. Students must " . . . show evidence of capability to meet performance criteria as stated and to demonstrate a commitment to complete the program and remain in teaching."⁵⁶ The Florida State University model

⁵⁵J. W. Sowards, A Model for the Preparation of Elementary School Teachers, FS5.258:58018 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

⁵⁶Fannie R. Shaftel, The Stanford Evaluation of Nine Elementary Teacher Training Models, Final Report (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1969), p. 44.

provides for graduated exercises leading up to practice teaching such as simulation analysis of teaching, tutoring, and micro-teaching. The model also provides for an "early awareness-involvement in the preservice phase which would include the following:

1. Individual counseling and planning with program faculty;
2. Small continuing seminars;
3. Videotape viewing sessions, accompanied by lecture and discussion;
4. Clinical involvement in simulated teaching situations, observations of ongoing classroom teaching, one-to-one tutorial experiences with children, small group instructional experiences with children, and service assignments with selected community agencies.⁵⁷

The program operates under a management control system utilizing a computer to monitor individual trainees' progress, and making information available to the staff and trainees. Finally the program offers an inservice phase of two years and three summers. The on-campus work during the summers is designed to supplement the already completed preservice phase of the program. The model does not specify a reading course content.

The Teachers' College, Columbia University model⁵⁸ sees as its goal the development of a teacher who has technical competence joined functionally with personal

⁵⁷Sowards, op. cit., p. 47.

⁵⁸B. R. Joyce, The Teacher Innovator: A Program to Prepare Teachers, FS5.258:58021 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

characteristics of flexibility, commitment and secure self-knowledge. The model has identified four major teacher roles and prepares to train teacher candidates to function within a future oriented center of inquiry. The roles are: (1) The Institution Builder, to design complete educational programs and implement them. (2) The Interaction Teacher, requires interaction with children using creative strategies to make instructional decisions to meet needs of children. (3) The Innovator, the ability to build educational settings which are completely new and in which innovation rather than imitation is the norm. (4) The Scholar, this requires the application of knowledge to teaching.

The model proposes categories of performance criteria, but does not break down the performances into objectives or modules. Nine teaching strategies based on theory and research are used. Among these are Taba's inductive strategy and Suchman's inquiry training program. As in most of the model programs no specific reference to reading is made.

The University of Pittsburg model⁵⁹ places major emphasis on individualization. This is accomplished through three program factors: (1) performance criteria for modules, so that mastery is determined by successfully

⁵⁹ H. C. Southworth, A Model for Teacher Training for the Individualization of Instruction, FS5.258:58017 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

completing the performance stated in the module objective; (2) extensive guidance service to meet individual needs; and (3) self-selection of activities by students. In effect the program is using a modeling technique. By providing for individualization of instruction at the pre-service level, students will be able to facilitate individualization of instruction in any school. The model identifies nine teacher competencies for individualizing instruction:

1. Specifying learning goals;
2. Assessing pupil achievement of learning goals;
3. Diagnosing learner characteristics;
4. Planning long-term and short-term learning programs with pupils;
5. Guiding pupils in their learning tasks;
6. Directing off-task pupil behavior;
7. Evaluating the learner;
8. Employing teamwork with colleagues;
9. Enhancing development.⁶⁰

No specific course content for the teaching of reading is mentioned.

The State Universities of Ohio model⁶¹ is a comprehensive program which assumes that the traditional elementary school program will no longer be in existence. In its place, the Ohio model suggests the multi-unit school in which teachers will work on teams. The model

⁶⁰Ibid., p. 13.

⁶¹G. E. Dickson, Educational Specifications for a Comprehensive Elementary Teacher Education Program, OE-58023 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1968).

assumes that teacher education can be greatly improved by applying existing knowledge and a research point of view. The Ohio model identifies four types of educational decisions: planning, structuring, implementing and recycling. "Context evaluation provides information for structuring decisions, process evaluations, provides information for implementing decisions, and product evaluation provides information for recycling decisions."⁶² The teaching of reading is mentioned as a competency within the framework of the multiunit school.

The tenth model program, the University of Wisconsin model was added during Phase II, or the feasibility phase of the USOE project. The University of Wisconsin model⁶³ states that the preparation of teachers is the responsibility of the entire university, not just the school of education. LeBaron summarizes this point of view.

The University of Wisconsin maintains a pattern of organization for its School of Education that automatically involves all who help to prepare teachers in the making of policies for teacher education. Under this plan the School of Education functions as the overall administrative organization, a type of holding company, to marshal the total resources of the university to educate teachers and to provide research and services to schools. Wide

⁶²B. Othaniel Smith, Research in Teacher Education: A Symposium, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), p. 142.

⁶³M. Vere DeVault, Wisconsin Elementary Teacher Education Project, Vol. II (Madison, Wisc.: School of Education, University of Wisconsin, 1969).

participation in policy making is encouraged and provided, and all departments affected by policies for teacher education are expected to participate in their formulation. This all-institution approach to teacher education makes available the total university resources and facilities for a complete and systematic approach to the preparation of elementary school teachers.⁶⁴

The curriculum for the teacher education program is based on a task or job analysis of teaching, listing the abilities and skills required to perform the teaching task, providing detailed situations intended to develop abilities and skills, and arranging for graduated performance of the tasks. Tutoring, simulated experiences, micro-teaching and a variety of internship and inservice provisions are stressed in this program.

Some of the USOE funded model teacher education programs attempted to define the role of a teacher through the use of task analysis and to develop objectives to produce teachers to fit the role, while other programs tried to envision the future role of the teacher and develop programs to achieve that goal. The programs stressed the use of behavioral objectives, individualization of instruction, and increased amounts of direct contact with children during the preservice period.

⁶⁴W. LeBaron, Analytical Summaries of Specifications for Model Teacher Education Programs (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1969), p. 184.

Other Teacher Education Programs

Sorenson states, "Teachers are trained to fit into the existing system, not to accept responsibility for examining and improving that system."⁶⁵ Sorenson's criticism of the educational system continues with his claim that the most important factor in getting through student teaching and getting a job is not the ability to bring about change in pupils' knowledge of a subject, but social skills and personality variables about which the pre-service teacher receives little or no feedback. Chaves states, "The university cannot continue to consider itself the sole guardian of the pre-service training of prospective teachers."⁶⁶ The solutions to some of these problems have been provided in the framework of most of the USOE model teacher education programs.

Although the United States Office of Education funded the writing of ten model teacher education programs, many other institutions have been trying innovative programs to improve the instructional process for the pre-service student. Braam and Oliver describe an elementary reading methods course which departs from traditional

⁶⁵Gorth Sorenson, "Suggestions for an Improved Curriculum in Teacher Education," Journal of Teacher Education, XVII, No. 3 (Fall, 1966), 324.

⁶⁶Simon J. Chaves, "Performance Accountability in Teacher Education," Audio-Visual Instruction, XVI (March, 1971), 56-57.

procedures. The classes were held in the Syracuse City Elementary Schools.

Each pupil is assigned a tutee on a semester basis. While one-half of the students are tutoring, the other half is observing in the classrooms of the tutorees. The groups then alternate. The group meets during the last period of the day to discuss and share common problems with their tutoring and to participate in guided sharing on the weekly methods topic.⁶⁷

In addition to the section meetings, all students enrolled in the course met for one period once each week. During this time students were introduced to basic topics and concepts related to reading by means of lectures, films and demonstrations. The purpose of the Syracuse reading course was to give the students as much practical experience as possible.

The Tutorial and Clinical Program for Teacher Education at Northwestern University⁶⁸ had as its purpose three basic objectives: (1) to make preparation of teachers an all university responsibility, (2) to strengthen the academic preparation of prospective teachers, and (3) to increase the relevance of professional education for teaching. The Northwestern Tutorial and Clinical Program for Teacher Education endorsed the view that learning

⁶⁷Leonard S. Braam, and Marvin E. Oliver, "Undergraduate Reading Education," The Reading Teacher, XXIII (February, 1970), 427.

⁶⁸William R. Hazard, B. J. Chandler, and Lindley J. Stiles, "The Tutorial and Clinical Program for Teacher Education," Journal of Teacher Education, XVIII, No. 3 (Fall, 1967), 269-76.

to teach requires active participation in real classrooms under the guidance of real teachers. "It bases the professional development of the teacher on first-hand inductive development of perceptions, the testing of hypotheses and the synthesis of generalizations."⁶⁹ A tutorial professor guided each student into individualized programs of preparation and assisted in linking the academic course work in the liberal arts to the realities of the student's classroom. Master teachers from local school systems held joint appointments to the school system and Northwestern and taught and supervised the preservice students. Students began tutorial work in the fall quarter of the freshman year with individual and group meetings with tutorial professors. During the winter quarter, professors met with their students on a regular basis in tutorials scheduled for a two-hour block of time one day each week. Sophomore year students worked with cooperating teachers in elementary or junior high schools under the direction of the clinical professor. At the beginning of the junior and senior years students worked full-time with classroom teachers. In effect student teaching was done during a two-year period. The tutorial professor, the Clinical professor and the supervising teacher evaluated, as a team, the performance of the students.

⁶⁹Ibid., p. 271.

Temple University and the Philadelphia Public Schools⁷⁰ had an arrangement in which four methods courses (reading, science, mathematics, and social studies) were conducted in four different schools, two mornings each week. One half of the morning was spent in lecture and discussion, while the rest of the morning was spent by the students teaching individual or small groups, applying the theory they had just learned.

San Fernando Valley State College also utilized on-site teaching. Five to six students met with the instructor for a seminar each week in a public school in which they did their student teaching. Each student presented a lesson plan in the seminar where it was critiqued. The corrected plan was later taught to pupils in the building.⁷¹

At the State University of New York, College at Brockport, ten members of a methods class prepared a four week unit and went three times a week to a classroom where each member taught the lesson to a small group of pupils

⁷⁰Florence Shankman, "Innovation in Teacher-Training for Inner City Schools," The Reading Teacher, XXIV (May, 1971), 744-47.

⁷¹Seymour Metzner, Walter A. Nelson, and Richard M. Sharp, "On-Site Teaching: Antidote for Reality Shock?" Journal of Teacher Education, XXIII, No. 2 (Summer, 1972), 194-98.

while the others observed. An appraisal followed the presentation to provide feedback regarding the performance.⁷²

Walsh states, "Off campus methods courses are designed to make pedagogical instruction more realistic and meaningful by changing the setting from the campus lecture hall to the actual urban school."⁷³ In these situations, the role of the student is changed from passive to active. Many programs designed to educate students for teaching in inner-city situations use on-site teaching. "At the California State College at Los Angeles a five unit course in secondary education, which was formerly taught on campus, was moved into a selected high school."⁷⁴ The College of Education at the University of Maine believes that every preservice teacher ought to have actual instructional experiences with disadvantaged youth. Students were assigned to local job corps centers to have an opportunity

⁷²Sidney Drumheller and John Paris, "An Effective Approach for Incorporating Teaching Experiences in Methods Courses," Journal of Teacher Education, XVII, No. 3 (Fall, 1966), 290-95.

⁷³H. M. Walsh, "Let's Move the Methods Course Off Campus," Journal of Teacher Education, XXI, No. 3 (Fall, 1970), 347-56.

⁷⁴Dale L. Knapp, "Preparing Teachers of Disadvantaged Youth: Emerging Trends," Journal of Teacher Education, XVI, No. 2 (June, 1965), 188-92.

to examine their attitude toward, and understanding of, disadvantaged youth.⁷⁵

The College of Education at the University of Illinois at Chicago Circle developed a model which reflects the mission of an urban university. An advisory committee representing the community, public schools, and the university advised a program director who was in charge of community based learning centers. The learning centers provided practical application of theory opportunities for students who spent their junior year at the centers. It was felt that not only did students improve their understanding of community problems through this approach but that the attitude of the community toward the schools also improved.⁷⁶

Many institutions of teacher training utilized internship programs whereby the student spent one or two years teaching under direct supervision and was reimbursed by the school system for his services. Many of the intern programs were five year programs taking students with degrees granted from other areas of academic preparations

⁷⁵Charles Ryan, "Student Teaching in Job Corps' Centers," Journal of Teacher Education, XXI, No. 4 (Winter, 1970), 540-43.

⁷⁶George E. Monroe and Harriet Talmage, "Cooperative Program in Urban Teacher Education," Journal of Teacher Education, XXI, No. 4 (Winter, 1970), 469-77.

and providing them with the necessary courses and training for teacher certification.⁷⁷

In identifying trends and directions of Education, Hanlon claims that the first two or three years of a career might be considered part of an internship.⁷⁸

Central Michigan University received the Distinguished Achievement Award from the American Association of Colleges for Teachers Education for its five year intern program. The student spent the first two years of college taking general courses. The last three years consisted of alternate semesters on campus as college students and off campus as paid full time members of a school system.⁷⁹

The Trainers of Teacher Trainers project at City University, New York " . . . focused on enlisting the active partnership of liberal arts faculty, education faculty, parents, community persons, students, and public school and college administrators with a view to producing

⁷⁷Kevin Ryan, "The Teaching Intern: A Sociological Stranger," Journal of Teacher Education, XVII, No. 2 (Summer, 1966), 185-91.

⁷⁸James M. Hanlon, "Changes in Teacher Education: Influences, Directions, Implications," Journal of Teacher Education, XVI, No. 1 (March, 1965), 25-28.

⁷⁹American Association of Colleges for Teacher Education. Excellence in Teacher Education: 1965 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education (Washington, D.C.: The Association, 1965).

change in teacher education."⁸⁰ The program provided for classroom-clinical experience five half-days per week for a year, seminars two times a week, and work experience in the community to get first-hand experience with the community and its problems.

The Cardozo Peace Corps Project utilized ten Peace Corps members, two master teachers, a curriculum coordinator in a teacher training project. The interns taught two classes each under the supervision of master teachers who also taught two classes. "In this way the theoretical is welded to the practical and more importantly the classroom becomes a virtual laboratory."⁸¹

Some preservice education programs have utilized television in their curriculums. San Jose State College used closed circuit television in place of actual observation of students. This helped to overcome problems of scheduling observations in public schools.⁸²

⁸⁰Vivian O. Windly, "A New Look at Teacher Education," The Urban Review, V (March, 1972), 4.

⁸¹Larry Cuban, "The Cardozo Peace Corps Project: Experiment in Urban Education," Social Education, XXVIII (1964), 448.

⁸²John C. Woodward, "The Use of Television in Teacher Education," Journal of Teacher Education, XV, No. 1 (March, 1964), 56-60.

The Teacher Intern Program at Stanford University⁸³ used video recordings for micro-teaching sessions. Students taught small groups of pupils for about five minutes, and the video tape was replayed providing immediate feedback. According to Allen, "Experiments with micro-teaching have demonstrated that a high correlation exists between micro-teaching and performance in a full-sized classroom."⁸⁴

Waimon and Ramseyer⁸⁵ report on a study which used video tape feedback and the subsequent ability of prospective teachers to evaluate teaching. Video feedback was arranged on a continuum from minimum feedback (occasionally focusing on a child or children) to maximum feedback (focusing entirely on the teacher). The results showed that the variations " . . . in video feedback appear to have no differential effects on the evaluative ability of the subjects."⁸⁶

⁸³Dwight W. Allen, "A New Design for Teacher Education: The Teacher Intern Program at Stanford University," Journal of Teacher Education, XVII, No. 3 (Fall, 1966), 296-300.

⁸⁴Ibid., p. 298.

⁸⁵Morton D. Waimon and Gary C. Ramseyer, "Effects of Video Feedback on the Ability to Evaluate Teaching," Journal of Teacher Education, XXI, No. 1, pp. 92-95.

⁸⁶Ibid., p. 94.

Utsey of the University of Oregon⁸⁷ reports the use of a film of a child reading five different selections of increased difficulty. The students viewed this simulated experience and marked the child's oral reading errors and comprehension responses. At the end of the film the student had to decide which level basal text he would use to teach the child. The instructor then discussed the film with the students. The study showed that 67 per cent of the students used the method they viewed when they began teaching.

These programs placed great importance on increased amounts of time in working with pupils before the student teaching experience and teaching methods courses away from the campus and in the elementary schools; thereby giving students the opportunity to immediately apply the theory they had just learned.

Summary

A thorough review of the literature shows no studies completed at the college level involving the use of cassette tapes to provide immediate feedback to students in elementary reading methods courses. Those studies reporting the use of audio feedback on assignments at the college level were usually in the area of

⁸⁷Jordon Utsey, Simulation in Reading, ED-013-703 (Washington, D.C.: USOE Bureau of Research, Government Printing Office, 1966).

correcting English compositions. Similar studies have also been completed at the high school level, in the area of correcting English compositions. Most of the studies claim a favorable attitude by students toward the use of providing audio feedback on assignments; however, there has been an insufficient number of experimental studies to show that this technique is more effective than the traditional way of correcting assignments. The majority of the studies stated there were no savings in the amount of time needed to correct the assignments.

The model teacher education programs funded by the USOE developed creative and innovative approaches to teacher education. In general, many of the programs did a task analysis of the teacher's role and developed specific objectives to produce teachers to fit the role. Other programs tried to envision the teacher's role in the future and developed programs to achieve that goal. Most of the model programs implemented the use of behavioral or performance objectives. Individualization of instruction was stressed by allowing the student an opportunity to self-select some of the learning modules and by providing for self-pacing whereby the student can complete modules at his own rate. Some programs provided a screening process by giving the student opportunities to work with children in different situations before deciding on a teaching career. Increased amounts of direct contact with

pupils during the preservice period was emphasized in most of the programs. Some modules provided for a fifth year of study whereby the student would be an intern within a school system. A few of the models developed programs using a systems management approach and also incorporated the use of computers as a means of monitoring student progress.

Other teacher education programs stressed the importance of providing students with increased amounts of time in working with pupils before the actual student teaching experience. This was usually accomplished through tutoring.

Other programs stressed the importance of teaching methods courses away from the campus, preferably in the public schools, thereby allowing students to immediately apply the theory they had just learned. The use of video tapes was also being used in micro-teaching situations as a means of improving teaching techniques for preservice students.

There are many different creative and innovative teacher education programs presently in operation to train students to be effective teachers. One important aspect of these programs must be the improvement of reading methods courses so that students will be adequately trained in the teaching of reading in the classroom. Many of the model programs reviewed in this chapter dealt

with the attitude of the preservice teacher towards education and greater individualization of instruction in methods courses. One possibility for increasing individualization would be the use of cassette tapes as a means of providing instructor feedback.

The purpose of this study was to determine whether students who received instructor feedback via cassette tapes exhibited greater achievement and a more positive attitude in an elementary reading methods course than those students who received instructor feedback via traditional written comments.

CHAPTER III

METHODOLOGY AND DESIGN

The purpose of this study was to determine if the use of instructor feedback on assignments and quizzes via cassette tapes would have any effect on student achievement and attitude as compared to students receiving instructor feedback via the traditional method of written comments. More specifically the study attempted to determine if students receiving instructor feedback via cassette tapes would: (a) demonstrate a greater achievement growth as measured by the pretest and posttest; (b) demonstrate a more positive attitude toward the reading course and toward reading instruction as measured by an attitude questionnaire; (c) have greater attendance at optional workshops; (d) withdraw more optional readings and/or activities for each instructional packet component and; (e) complete more optional assignments for the readings and/or activities materials withdrawn.

Experimental Design

The original population for this study consisted of 216 students who enrolled in one of six sections of Education 325A, Methods of Teaching Reading, at Michigan State University during the Spring Quarter, 1972. Each student enrolled in the section of his choice. The class lists were collected from each instructor and by arbitrarily entering a table of random numbers, each student was systematically assigned within each section to either the experimental or control group. The same procedure was followed for students who added the course after the original class list had been printed. Table 3.1 shows the original number of students assigned to the experimental and the control groups for each section.

Table 3.1.--Original Number of Students Assigned to the Study.

Section	Experimental	Control	Total
1	14	14	28
2	22	22	44
3	18	19	37
4	17	19	36
5	18	17	35
6	<u>17</u>	<u>19</u>	<u>36</u>
Totals	106	110	216

At the completion of the Spring Quarter the sample had been reduced to 187 students. Seven students whose names appeared on the original class list dropped the course, and 22 students were eliminated from the study because of incomplete data. Table 3.2 shows the total number of students who successfully completed the course and who were included in the study.

Table 3.2.--Total Number of Students Included in the Study.

Section	Experimental	Control	Total
1	11	14	25
2	19	21	40
3	16	18	34
4	15	19	34
5	13	11	24
6	<u>13</u>	<u>17</u>	<u>30</u>
Totals	87	100	187

Students had the option of enrolling in eight sections of Education 325A. The researcher was assigned to teach two sections of the course; however, those two sections were eliminated from the study to prevent any bias. The remaining six sections were taught by four instructors assigned by the Chairman of the Department of Elementary and Special Education.

Procedures

Both the experimental and control groups listened to the same lecture, used the same textbook and instructional packet, completed three identical assignments and five multiple-choice quizzes, attended class three times a week, had the same due dates for assignments, picked up corrected assignments and quizzes from the same location at the same time, and completed an identical final exam. The pretest, posttest, and the attitude questionnaire were administered to both groups at the same time within each section. The optional workshops were held on Wednesday evenings. Two presentations of each workshop were made each Wednesday evening, one at 7:00 p.m. and a repetition at 8:00 p.m. Students from both the experimental and control groups could attend the workshops of their choice.

Each student was required to complete three written assignments for the course. The first assignment consisted of a comparison of two basal text series published by different companies. The second assignment involved writing an instructional episode or lesson plan for a readiness skill. The third assignment was to write an instructional episode for teaching a comprehension skill. Appendix A contains the three assignments as given to the students. In addition, each student was required to take five, 15-item multiple-choice quizzes to evaluate his

mastery on each of the course objectives. Appendix B contains sample quizzes.

The control group's assignments were corrected using the traditional method of instructor written comments in the margins and on attached sheets. If an assignment was not acceptable, the instructor informed the student where he responded incorrectly and why. The student was then instructed to complete an alternate form of the assignment and to return it to his instructor. If the error was serious enough, the instructor could request that the student come in for a conference.

Upon correction of the quizzes, those students who did not meet the stated criterion necessary for mastery had to see their instructor who told them which question they missed and why their choice of answers was incorrect. The student was then required to take an alternate form of the quiz.

The experimental group's assignments were corrected using the cassette tape method of the instructor recording his comments concerning the assignment. If the assignment was not acceptable, the instructor informed the student where he responded incorrectly and why. The student was then told to complete an alternate form of the assignment and to return it to his instructor when it was completed. If the error was serious enough, the instructor could request that the student come in for a conference.

When the student picked up his corrected assignment and tape he listened to the recorded comments on playback machines which were located in the Instructional Resource Center or on his own cassette tape recorder. In either situation the student listened to the comments at his own convenience.

When the student completed a quiz he turned in his answer sheet and his cassette tape. If the student did not meet the stated criteria necessary for mastery, the instructor informed the student which questions he answered incorrectly and why his responses were wrong. The student was then instructed to take an alternate form of the quiz. The student could also see his instructor for additional clarification before taking the alternate quiz.

A training session was held for the four instructors at the beginning of the Spring Quarter. They were instructed in the mechanical operations of the cassette tape recorders and how to use them effectively and efficiently. In addition each instructor was requested to keep track of the total amount of time it took to correct assignments and quizzes for the experimental and control groups.

There was no attempt made to account for the variable of instruction by four different instructors, as each instructor was working with both the experimental and

the control groups at the same time, and sections were not compared with one another.

Each student in the experimental group was required to purchase his own cassette tape. Provisions were made for any student who was financially unable to purchase a tape. Only one student required such assistance.

Students in the control group were given specific instructions about where they could purchase cassette tapes, how the tapes were to be labeled with their names and student numbers, when the tapes were to be turned in, where they could be picked up after an assignment or quiz had been corrected, and where they could locate playback machines to listen to their corrections.

Data Collection--Instruments

Data were collected throughout the Spring Quarter. Achievement data were obtained from the results of the pretest and the posttest. Appendix C contains the pretest, and Appendix D contains the posttest. The pretest was administered at the beginning of the quarter and the posttest was administered at the end of the quarter. The attitude data were collected at the end of the quarter from an attitude questionnaire which measured student attitude toward reading and toward the reading course. A copy of the Attitude Questionnaire may be found in Appendix E. Students completed data for each instrument during class time.

Data from unobtrusive measures were collected throughout the quarter. The unobtrusive measures included the number of readings and/or activities materials withdrawn from the materials file, and the number of optional assignments completed related to the readings and/or activities. In addition data were obtained for the number of optional workshops attended by each student.

Measures

Three main measures used for this study were achievement measures, attitude measures and unobtrusive measures.

Achievement Measures

The achievement measures were the pretest and the posttest.

The Pretest.--The pretest consisted of 50 multiple-choice items testing the 60 stated objectives for the course. Ten items of the pretest tested two objectives. Appendix F contains these objectives. Each correct response carried a weight of one. The pretest was developed and written by the staff of Education 325A under the direction of Dr. Gerald Duffy during the four preceding quarters.

Content validity for the pretest was established by asking authorities in the field of reading to determine if the test items were testing the course objectives.

Dr. Gerald Duffy and Mr. George Sherman were used as the authorities in determining content validity. The test items did test each of the objectives and the pretest was said to have content validity.

An index of discrimination and difficulty was obtained for each test item during the previous quarters. The most discriminating items were selected for the pretest. The Kuder-Richardson Correlation formula was used to determine this instrument's reliability in previous quarters. The results yielded a reliability coefficient of .84. The same formula was applied to the pretest after the students took the test at the beginning of the Spring Quarter. The results yielded a reliability coefficient of .67.

The Posttest.--The posttest consisted of 50 multiple-choice items testing the 60 stated objectives for the course. Ten of the items tested two objectives. Each correct response carried a weight of one. The posttest was developed and written by the staff of Education 325A under the direction of Dr. Gerald Duffy during the four preceding quarters. The same procedures for content validity and indexes of discrimination and difficulty used for the pretest were used for the posttest. The previous level of reliability using the Kuder-Richardson Correlation formula was .89. The Kuder-Richardson

Correlation formula was again administered when students had completed the posttest at the end of the Spring Quarter. The results yielded a reliability coefficient of .76.

The Attitude Questionnaire

The attitude questionnaire was administered at the end of the Spring Quarter. The attitude questionnaire consisted of two distinct areas: attitude toward instruction and attitude toward the reading course. The first 26 items measured attitude towards reading instruction and the last 18 items measured attitude toward the reading course. These areas were not identified for students; they were instructed to complete the questionnaire with no further directions. Each response carried a weight of three. The previous level of reliability using the Kuder-Richardson Correlation formula was .85. When the Kuder-Richardson Correlation formula was applied at the end of the Spring term using the responses of the students in the study, it yielded a reliability of .78.

The attitude questionnaire was developed by Dr. Laura Roehler, a staff member of Education 325A. "The items measuring attitude toward reading instruction were developed from the principles of reading instruction which were publicly stated in the course outline."¹ These

¹Laura Roehler, "A Comparison of Self-Pacing Versus Instructor-Pacing as They Affect the Achievement

same principles were modeled by each of the instructors. "These principles included instructor responsibility for learning, performance-based instruction, implementation of the principles of learning theory, individualization, and humanism."² These principles were printed in the course outline and may be found in Appendix G.

Content validity was established by matching each questionnaire item with a principle stated for the course. "The items measuring attitude toward the reading methods course itself were adapted from other previously used attitude measures with items being selected as appropriate."³

Unobtrusive Measures

Three unobtrusive measures were used in this study. These included attendance at optional workshops and a selection of supplementary readings and/or activities materials related to the nine components in the student's instructional packet.

Attendance at Workshops.--One hour optional workshops were scheduled for six weeks during the Spring Quarter on Wednesday evenings. Four different workshops were offered each week, and each workshop was offered

and Attitudes of Preservice Reading Teachers" (unpublished Doctoral Dissertation, Michigan State University, 1972), p. 72.

²Ibid.

³Ibid., p. 73.

twice each evening, once at 7:00 p.m. and again at 8:00 p.m. Attendance at the workshops was optional and students had their choice of which workshop to attend. Because each workshop was presented twice each evening it was possible for a student to attend two workshops in one evening. Students were requested to pick up an admittance pass which had the name of the workshop printed on it and a space for the student to write his name and student number.

These passes were collected at the end of each session. No one was admitted to a workshop without a pass. The admittance passes enabled the staff to control the number of students allowed to attend a workshop and also to keep track of which students had attended.

A total of 24 different workshops were offered during the Spring Quarter. Some of the workshop topics offered were: Performance Contracting, Beginning Reading with ITA, Principles of Remedial Reading Instruction, Reading in the Open Classroom, How a Basal Text Is Developed, and A Test Maker Talks about Tests. A complete list of all of the workshops may be found in Appendix H. The workshops were conducted by staff members of Education 325A and members of the faculty of the College of Education at Michigan State University.

Materials File and Completion of Related Assignments.--The second unobtrusive measure was the use

of the supplementary readings and/or activities file. The reading course was divided into nine components:

1. Determining the Nature and Importance of Reading.
2. Determining Reading Difficulties in Children.
3. Planning for Effective Skill Instruction.
4. Envisioning a Classroom Structure.
5. Teaching the Word Recognition Skills.
6. Teaching the Comprehension Skills.
7. Implementing a Systematic Skills Program.
8. Applying Skills in Realistic Reading Situations.
9. Organizing and Managing a Well-Rounded Program.

Upon completion of each component students were told that they could obtain additional optional free enrichment readings and/or activities related to the component in a centrally located file cabinet. The materials and/or activities also had an optional accompanying assignment which the students could complete. There was a total of 43 different related readings and/or activities. When the student withdrew any of the materials, he signed out for them; thus, it was possible to keep track of the total number of materials withdrawn for each student. Individual instructors kept track of the number of optional assignments each student completed. Some of the topics included in the file were: "Modern Language Study and the Teaching of Reading," "Beginning

Reading for Spanish Speaking Children," "Beginning Reading in Denver," "Primary Activities," "Individual Word Recognition Test," "Early Elementary Grades, Some Ideas for Vocabulary Development," "Let's Talk about Phonics," "Using the Language Experience Approach to Build Sight Vocabulary," and "Semantics." A complete listing of all of the materials may be found in Appendix I.

Methods of Analysis

The data from the pretest, posttest, attitude questionnaire, attendance at workshops, number of materials withdrawn, and the number of related assignments completed were programmed for use on a Control Data Corporation 3600 computer. The transfer of information from the coding sheets to the data cards was completed and verified by an individual not connected with the study before the computer run was made. The Multivariate Analysis of Variance Computer Program by Jeremy Finn, State University of New York at Buffalo, was used to obtain the cell means for each of the variables.

Because it is impossible to isolate one student from another within a classroom it is difficult to determine the exact role of student interaction and interdependence in a study of this nature.

It is only logical that the social context in which group or class learning takes place makes it difficult for students to respond independently of one another. There is, in other words, considerable

interdependence among pupils in a given classroom, so that to secure independent sampling units when more than one class is involved in the study, we should routinely consider the class as our sampling unit.⁴

For this reason, cell mean scores were used for the experimental and control groups rather than individual student scores.

Statistical Procedure

Three different statistical tools were used in the analysis of the data. A one-tailed, matched pairs t-test⁵ was used to test Hypothesis 1 and Hypothesis 2. The .05 level of significance was chosen for accepting the hypothesis.

The Wilcoxon Test for Two Matched Samples⁶ was used to test Hypothesis 3 and Hypothesis 4. The decision rule was to accept the experimental hypothesis if the sum of the positive signed ranks for six groups was greater than 17 to be significant at the .078 level. The Wilcoxon Test for Two Matched Samples was used as there was a question concerning the normality of the distribution of the population for the number of workshops attended and the number of materials withdrawn.

⁴W. James Popham, Simplified Designs for School Research (New York, 1972), p. 11.

⁵William L. Hayes, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 333.

⁶Ibid., p. 635.

The t-test assumes a normal distribution of population.

Hayes states that

The Mann-Whitney and the Wilcoxon tests are generally regarded as the best of the order tests for two samples. They both compare favorably with t in the appropriate circumstances, and when the assumptions for t are not met they may even be superior to this classical method.⁷

The Pearson X^2 Tests of Association⁸ were used to test Hypothesis 5. The t-test was not used, as the principle of normal distribution of population for the completion of assignments was questioned. The Wilcoxon Test for Two Matched Samples was not used to test this hypothesis as there were three tied scores.

This study tested five hypotheses. They are:

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

⁷Ibid., p. 637.

⁸Ibid., p. 589.

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of optional readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional assignments for readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

Summary

This study consisted of an experiment to determine if there would be any differences in achievement and attitude between students receiving instructor feedback via cassette tapes and students receiving instructor feedback via written comments on assignments and quizzes. All of the students were enrolled in an elementary reading methods course. Four instructors taught six sections of the course.

Students were systematically assigned within each section to the experimental or the control group. Instruction, assignments, textbooks and optional enrichment offerings were identical for each group. The content of the course was presented during a ten week quarter. The instruments used in the collection of data were a pretest, posttest and an attitude questionnaire. In addition, three unobtrusive measures were used: student attendance at optional workshops, the number of related readings and/or activities withdrawn from a materials file, and the number of related assignments completed from the materials file.

Cell mean scores were obtained for each of the measures. A one-tailed matched pairs t-test was used to test the level of significance for Hypotheses 1 and 2. The Wilcoxon Test for Two Matched Samples was used to test the level of significance for Hypotheses 3 and 4. Pearson's χ^2 Tests of Association were used to test Hypothesis 5.

CHAPTER IV

RESEARCH FINDINGS

Purpose of the Study

The purpose of this study was to determine whether students who received instructor feedback via cassette tapes exhibited greater achievement and a more positive attitude in an elementary reading methods course than students who received instructor feedback via traditional written comments. The hypotheses and observations of data relevant to them are as follows.

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

In order to obtain data to test this hypothesis, a pretest testing the 60 course objectives was administered on the first day of the term. A different form of the pretest was used for the posttest which was administered at the end of the term. Students were informed

that their performance on the two tests would have no bearing on their course grade.

A one-tailed, matched pairs, t-test was used to determine whether or not the experimental group did demonstrate greater achievement growth than the control group. The decision rule was to accept the hypothesis if the t-value at the .05 level was equal to or greater than 2.01. The t-value obtained was -1.20 (less than 2.01). Thus, the hypothesis was rejected and it was concluded that there were no statistical differences between the groups.

Data relevant to Hypothesis 1 is included in Tables 4.1 and 4.2. Table 4.2 shows that the mean scores for the pretest for both the experimental group and the control group were similar. The experimental group's mean scores for the pretest were higher for sections one, three and five. The mean scores for the posttest for both the experimental group and the control group were also similar

Table 4.1.--One-Tailed, Matched Pairs T Test for Hypothesis 1.

Mean Difference	Degrees of Freedom	T of Sample	Significance Level	Tabled T	Result of Hypothesis Testing
-1.04	5	-1.20	.05	2.01	No Significant Difference

Table 4.2.--Cell Mean Scores for Hypothesis 1--Each Cell of the Design.

Section	Cell	Mean Scores Pretest	Mean Scores Posttest	Gain Scores
1	Experimental	23.90	41.36	17.46
1	Control	22.21	41.86	19.65
2	Experimental	22.68	41.11	18.43
2	Control	22.76	40.43	17.67
3	Experimental	23.06	40.06	17.00
3	Control	20.33	41.00	20.67
4	Experimental	21.47	40.13	18.66
4	Control	22.79	41.47	18.68
5	Experimental	24.23	42.23	18.00
5	Control	22.45	43.18	20.73
6	Experimental	21.85	42.31	20.46
6	Control	23.35	42.18	18.83

with the experimental group scoring higher only in sections two and six. The gain score results show that the experimental group made a greater achievement gain only in sections two and six, while the control group made greater achievement gains in the remaining four sections.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

In order to obtain data to test this hypothesis an attitude questionnaire was administered to all of the

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subjects to determine their attitude toward the reading course and toward reading instruction.

A one-tailed, matched pairs, t-test was used to determine whether or not the experimental group demonstrated a more positive attitude toward the reading course and toward reading instruction than the control group. The decision rule was to accept the hypothesis if the t-value at the .05 level of significance was equal to or greater than 2.01. The t-value obtained for attitude toward the reading course was $-.06$ (less than 2.01). The t-value obtained for attitude toward reading instruction was $.776$ (less than 2.01). Thus, the hypothesis was rejected, and it was concluded that there were no statistical differences between the groups. Data relevant to Hypothesis 2 are contained in Tables 4.3, 4.4, 4.5, and 4.6.

Table 4.3.--One-Tailed, Matched Pairs, T Test for Hypothesis 2, Attitude Toward the Reading Course.

Mean Differences	Degrees of Freedom	T of Sample	Significance Level	Tabled T	Results of Hypothesis Testing
$-.04$	5	$-.06$	.05	2.01	No Significant Difference

Table 4.4.--One-Tailed, Matched Pairs, T Test for Hypothesis 2, Attitude Toward Reading Instruction.

Mean Differences	Degrees of Freedom	T of Sample	Significance Level	Tabled T	Results of Hypothesis Testing
.27	5	.77	.05	2.01	No Significant Difference

Table 4.5 shows that the experimental group scored higher on the first section of the questionnaire dealing with attitude toward the reading course in sections three, five and six. The control group scored higher in sections one, two and four.

Table 4.5.--Cell Mean Scores and Differences Between Cells for Each Section for Attitude Toward the Reading Course.

Section	Cell	Mean Score	Differences
1	Experimental	36.73	-1.91
1	Control	38.64	
2	Experimental	37.05	-1.47
2	Control	38.52	
3	Experimental	37.13	.41
3	Control	36.72	
4	Experimental	35.87	-1.34
4	Control	37.21	
5	Experimental	37.85	1.58
5	Control	36.27	
6	Experimental	40.15	2.50
6	Control	37.65	

Table 4.6 shows that the experimental group scored higher on the second section of the questionnaire dealing with attitude toward reading instruction in sections two, three, and four. The control group scored higher in sections one, five, and six.

Table 4.6.--Cell Mean Scores and Differences Between Cells for Each Section for Attitude Toward Reading Instruction.

Section	Cell	Mean Score	Differences
1	Experimental	71.91	
1	Control	72.36	-.45
2	Experimental	72.63	
2	Control	72.10	.53
3	Experimental	74.63	
3	Control	72.78	1.85
4	Experimental	73.40	
4	Control	73.32	.8
5	Experimental	73.77	
5	Control	74.09	-.32
6	Experimental	73.85	
6	Control	73.94	-.9

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

In order to obtain data to test this hypothesis a record of workshop attendance was kept for all students.

Students were required to obtain an admittance pass to attend the workshops. These passes were collected at the end of each workshop.

The Wilcoxon Test for Two Matched Samples¹ was used to determine whether or not the experimental group attended more optional workshops than the control group. The decision rule was to accept the hypothesis if the sum of the positive signed ranks for six groups was greater than 17 to be significant at the .078 level. The sum of the positive signed ranks was 16. Since the sum of the positive signed ranks was less than 17, it was concluded that there was no statistical difference between groups and the hypothesis was rejected.

Table 4.7 shows the mean workshop attendance scores for the experimental and control groups. The differences between groups are ranked from the smallest, with a rank of one, to the largest, with a rank of 6. After the ranks have been assigned, the sign of the difference is affixed. Differences favoring the experimental group receive a positive sign while differences favoring the control group receive a negative sign. The sum of the positive signs for six groups must be greater than 17 to be significant at the .078 level.

¹Hays, Statistics (New York, N.Y.: Holt, Rinehart and Winston, 1963), p. 635.

Table 4.7.--Wilcoxon Test for Two Matched Samples for Hypothesis 3.

Section	Mean Scores Experimental Group	Mean Scores Control Group	Differ- ences	Rank	Signed Rank
1	3.27	4.50	-1.23	4	-4
2	3.95	2.62	+1.33	5	+5
3	4.81	2.78	+2.03	6	+6
4	4.20	3.37	+ .83	1	+1
5	5.77	4.64	+1.13	3	+3
6	3.08	4.47	- .39	2	-2

Students in the experimental groups in sections two, three, four and five attended more workshops than did students in the control groups in those sections.

Students in the control groups in sections one and six attended more workshops than did students in the experimental groups in those sections.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of optional readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

In order to obtain data to test this hypothesis students were required to complete a withdrawal slip

whenever they took materials from the optional materials file. A record of the number of materials withdrawn by each student was kept.

The Wilcoxon Test for Two Matched Samples was used to determine whether or not the experimental group withdrew a greater number of optional readings and/or activities than the control group. The decision rule was to accept the hypothesis if the sum of the positive signed ranks for six groups was greater than 17 to be significant at the .078 level. The sum of the positive signed ranks was 7. Since the sum of the positive signed ranks was less than 17, it was concluded that there was no statistical difference between groups and the hypothesis was rejected.

Table 4.8 shows the mean scores for the number of materials withdrawn from the optional readings and/or activities file for the experimental and control groups for each section.

Only in sections two and six did students in the experimental groups withdraw a greater number of optional readings and/or activities for each instructional packet component than the control groups. Students in the control groups withdrew a greater number of readings and/or activities than did the experimental groups in sections one, three, four, and five.

Table 4.8.--Wilcoxon Test for Two Matched Samples for Hypothesis 4.

Section	Mean Scores Experimental Group	Mean Scores Control Group	Differ- ences	Rank	Signed Rank
1	8.18	10.36	-2.18	2	-2
2	14.47	11.38	3.09	3	+3
3	1.75	3.44	-1.69	1	-1
4	3.47	10.68	-7.21	5	-5
5	.54	9.73	-9.19	6	-6
6	24.38	17.82	6.56	4	+4

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional assignments for readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

In order to obtain data to test this hypothesis each instructor kept a record of the number of completed optional readings and/or activities and assignments handed in by the students. The students had the option of completing the suggested assignment activity which was attached to each reading and/or activity.

The Pearson χ^2 Tests of Association were used to determine whether or not the experimental group completed a

greater number of optional readings and/or activities for each instructional packet component than the control group.² The decision rule was to accept the hypothesis if the x^2 value at the .05 level of significance was equal to or greater than 3.84. The x^2 value obtained for the number of optional readings and/or activities completed was .48. Since the x^2 value was less than 3.84, there were no significant differences between groups and the hypothesis was rejected.

Data relevant to Hypothesis 5 is contained in Tables 4.9 and 4.10.

Table 4.9.--Pearson x^2 Tests of Association for Hypothesis 5.

Tabled x^2 Value	Actual x^2	Significance Level	Degrees of Freedom	Result of Hypothesis Testing
3.84	.48	.05	1	No Signi- ficant Difference

Table 4.10.--The Number of Assignments Completed by the Experimental and Control Groups.

	Observed		
	0	One or more	Total
Experimental	80	7	87
Control	<u>89</u>	<u>11</u>	<u>100</u>
Total	169	18	187

²Hays, op. cit., p. 589.

Table 4.10 shows the total number of completed optional assignments for readings and/or activities for each instructional packet component. In the experimental group, 80 students did not complete any optional assignments and seven students completed one or more optional assignments. Eighty-nine students in the control group did not complete any optional assignments for readings and/or activities for each instructional packet component, whereas 11 students completed one or more optional assignments.

Summary

This study attempted to determine if students who received instructor feedback via cassette tapes exhibited a greater achievement and a more positive attitude in an elementary reading methods course than students who received instructor feedback via traditional written comments.

The five hypotheses and the results of the statistical analyses for each are as follows:

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

A one-tailed, matched pairs, t-test was used to determine whether or not the experimental group did

demonstrate greater achievement growth than the control group. The t-value obtained was -1.20. Since the t-value was less than 2.01, the tabled-t for the .05 level of significance, there were no statistical differences between groups and the hypothesis was rejected.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

A one-tailed, matched pairs, t-test was used to determine whether or not the experimental group demonstrated a more positive attitude toward the reading course and toward reading instruction than the control group did. The t-value obtained was -.05. Since the t-value was less than 2.01, the tabled-t for the .05 level of significance, there were no statistical differences between groups, and the hypothesis was rejected.

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

The Wilcoxon Test for Two Matched Samples was used to determine whether or not the experimental group attended

more optional workshops than the control group. The sum of the positive signed ranks for six groups had to be greater than 17 to be significant at the .078 level significance. The sum of the positive signed ranks was 16. There were no statistical differences between groups, and the hypothesis was rejected.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of optional readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

The Wilcoxon Test for Two Matched Samples was used to determine whether or not the experimental group withdrew a greater number of optional readings and/or activities than the control group. The sum of the positive signed ranks for six groups had to be greater than 17 to be significant at the .078 level of significance. The sum of the positive signed ranks was 7. There were no statistical differences between groups, and the hypothesis was rejected.

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional assignments for readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

The Pearson χ^2 Tests of Association were used to determine whether or not the experimental group completed a greater number of optional readings and/or activities for each instructional packet component than the control group. The χ^2 value had to be equal or greater than 3.84 to be significant at the .05 level of significance. The χ^2 value obtained was .48. There were no significant differences between groups and the hypothesis was rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if the use of instructor feedback on assignments and quizzes via cassette tapes would have any effect on student achievement and attitude when compared with achievement and attitude of students who received instructor feedback via traditional written comments. The cassette tape method was defined as a method whereby the instructor corrected student assignments and quizzes by recording his comments on a cassette tape. This was the experimental treatment. The traditional method of correcting assignments was defined as a method whereby the instructor corrected assignments by writing comments on the student's paper, and whereby quizzes were corrected by marking the incorrect responses on the student's answer sheet. This was the control treatment.

The population consisted of 187 students who enrolled in one of six sections of Education 325A, Methods

of Teaching Reading, at Michigan State University during the Spring Quarter, 1972. Each student was systematically assigned within each section to either the experimental or control group. Students in both the experimental and the control groups attended the same lectures, used the same textbooks and followed identical organizational procedures for attending class, completing assignments and quizzes, and for taking tests used to gather data for the experiment. Students in both groups could choose to attend the optional workshops and to withdraw and use materials in the readings and/or activities materials file. The only difference between groups was the experimental group received instructor feedback via cassette tapes while the control group received instructor feedback via written comments on the students' papers. Students from both groups could see their instructor during office hours.

Data were collected throughout the Spring Quarter. Achievement data were obtained from the results of the pretest and the posttest. The pretest was administered at the beginning of the quarter and the posttest was administered at the end of the quarter. Data pertaining to attitudes were collected at the end of the quarter from an attitude questionnaire and from unobtrusive measures which included the number of readings and/or activities materials withdrawn from the materials file, the number of optional assignments completed related to the readings

and/or activities, and the number of optional workshops attended by each student.

This study tested five hypotheses. They are:

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of optional readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional assignments for reading and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

Research Findings

A one-tailed, matched pairs t-test was used to test Hypotheses 1 and 2. The decision rule was to accept the hypothesis if the t-value at the .05 level was equal to or greater than 2.01. The t-value obtained for Hypothesis 1 was -1.20; thus, the hypothesis was rejected and it was concluded that there were no statistical differences between the groups. Hypothesis 2 dealt with student attitude as measured by a questionnaire. The decision rule was to accept the hypothesis if the t-value at the .05 level was equal to or greater than 2.01. The t-value obtained for attitude toward the reading course was -.06 while the t-value obtained for attitude toward reading instruction was .77. Both t-values were less than 2.01; thus, Hypothesis 2 was rejected and it was concluded that there were no statistical differences between the groups.

The Wilcoxon Test for Two Matched Samples was used to test Hypotheses 3 and 4. The decision rule was to accept the hypotheses if the sum of the positive signed

ranks for six groups was greater than 17 to be significant at the .078 level. The sum of the positive ranks for Hypothesis 3 was 16. The sum of the positive signed ranks for Hypothesis 4 was 7. Since the sum of the positive signed ranks for both hypotheses was less than 17, the hypotheses were rejected and it was concluded that there were no statistical differences between groups. The Pearson χ^2 Tests of Association were used to test Hypothesis 5. The decision rule was to accept the hypothesis if the χ^2 value at the .05 level of significance was equal to or greater than 3.84. The χ^2 value obtained was .48 and the hypothesis was rejected.

Other Findings

In addition to the data collected to test the five hypotheses of this study, other data were collected which pertain to the study in general. The supplementary data included: the amount of instructor time spent to correct papers for the experimental group and the control group, instructors' attitudes concerning the use of cassette tapes as a means of providing feedback, student comments regarding the use of cassette tapes, and a frequency count of the number of words used on 12 randomly selected tape corrected assignments and 12 randomly selected assignments corrected by the traditional method.

Amount of Time Required to Correct Assignments

Each instructor kept a record of the amount of time it took to correct the assignments for the experimental and control groups. The results showed that it took an average of 65 minutes to correct a set of 30 assignments using the traditional approach whereas it took an average of 114 minutes to correct a set of 30 assignments using cassette tapes. These results are in agreement with the majority of findings of previous studies involving instructor feedback via tapes. Data regarding the amount of time needed to correct quizzes for both groups were incomplete. However, all of the instructors agreed that it took longer to correct quizzes using cassette tapes.

Instructors' Attitudes

The instructors felt that a more detailed analysis could be made of a student's assignment by using cassette tapes; however, they were concerned about the increased amount of time required using this technique without clearer evidence that the time was beneficial to the students.

Students' Comments

At the end of the Spring Quarter each student enrolled in Education 325A was asked to complete a

competency questionnaire relating to the course. Students in the experimental group were asked to answer three additional questions pertaining to the use of cassette tapes as a means of providing instructor feedback. The questions and the students' responses are contained in Table 5.1.

Sixty-three per cent of the students felt that taped comments were more beneficial than written comments in helping them understand the course material. Sixteen per cent indicated no difference, while 21 per cent of the students felt that taped comments were less beneficial than written comments. Question 2 asked whether receiving taped instructor comments rather than written comments helped in maintaining a positive attitude toward the course and toward reading instruction. Fifty-five per cent of the students said that taped comments did help in maintaining a positive attitude toward the course and toward reading instruction. Twenty-two per cent of the students said there was no difference, and 23 per cent of the students indicated that taped comments did not help in maintaining a positive attitude toward the course and toward reading instruction. Fifty-eight per cent of the students indicated that they would recommend the use of taped comments to include all students in subsequent terms. Fourteen per cent of the students had no

Table 5.1.--Students' Responses to Questions Regarding Cassette Tapes.

	1	2	3	4	5
Question 1					
Do you feel that receiving taped comments from the instructor was more beneficial than written comments in helping you understand the course material?					
	strong yes	no difference		strong no	
	49%	14%	16%	7%	14%
Question 2					
Do you feel that receiving taped comments from the instructor was more beneficial than written comments in helping you maintain a positive attitude toward the course and toward reading instruction?					
	strong yes	no difference		strong no	
	35%	20%	22%	9%	14%
Question 3					
On the basis of your experience in receiving instructor feedback via tapes, would you recommend that the staff of Education 325A expand this practice to include all students in subsequent terms?					
	strong yes	indifferent		strong no	
	45%	13%	14%	10%	18%

preference, while 28 per cent of the students indicated they would not recommend the use of taped comments for all students enrolled in the course.

Students in the experimental group were asked for their comments regarding the use of cassette tapes.

Following are some samples of those comments:

"Taped comments were more individualized and conveyed a feeling of personal interest."

"I didn't have to struggle with reading the instructor's handwriting."

"It really helped me understand my assignments."

"You could listen to the comments more than once and you felt like he was in front of you talking."

"I did not have to track down the professor for detailed explanations."

"You heard a familiar voice on tape and it was much easier to tell what was done wrong or right."

"The tapes gave me more feedback than I would have gotten with written comments."

"Tapes provided for more instructor-student communication and gave me a feeling that the assignment was worth my time and effort."

"It would help to leave all the comments on the tape so that I could go back and listen to them."

"I had to make a special trip to listen to the tapes."

"I would prefer personal conferences rather than listening to a tape."

"It took a lot of time getting a tape recorder to listen to the comments."

"I didn't like having to go back and listen to the tape if I wasn't sure of what the instructor said."

"I would have enjoyed written comments along with the taped comments."

"I couldn't answer back immediately to the comments made by the instructor."

Frequency Count of the Number
of Words Used

Upon completion of correcting the assignments, one assignment corrected by taped comments and one assignment corrected by the traditional method were randomly selected for each instructor. The instructor's comments were recorded for both assignments and a word frequency count was made. This procedure was followed for each of the three outside assignments. The results showed that an average of 274 words were used on taped corrected assignments, while an average of 43 words were used on assignments corrected by the traditional method. Table 5.2 shows the frequency word count by instructor for the three assignments.

Instructors 2 and 4 used the least amount of words in correcting assignments for both the experimental group and the control group which may account for student comments such as, "It was not worth the effort to listen to the tape only to hear a few sketchy comments." As the results show, generally there were more words used when the assignments were corrected via cassette tapes. The taped comments provided more detailed information and would often model the correct way of presenting a lesson when the

Table 5.2.--Average Number of Words Used by Instructors in Correcting Assignments.

	Average Number of Words for Taped Corrected Assignments	Average Number of Words for Written Corrected Assignments
Instructor 1	354	67
Instructor 2	170	9
Instructor 3	451	34
Instructor 4	119	20

Average Number of Words Used for All Instructors	274	43

student was incorrect in his response. The written comments were brief, often using only one or two words such as "excellent," "good," or "see me" written in the margin of the paper.

Interpretation of Results

According to the findings of the study there were no significant differences in achievement or attitude between the experimental and control groups.

The Kuder-Richardson Correlation formula was administered to the pretest, posttest and attitude questionnaire. The results yielded a reliability coefficient of .67 for the pretest, .76 for the posttest and .78 for the attitude questionnaire all of which are sufficiently low

to question the reliability of the instruments. These instruments were chosen for the study, since previous applications of the Kuder-Richardson Correlation formula yielded reliability coefficients of .84 for the pretest, .89 for the posttest and .85 for the attitude questionnaire. Possible reasons for the discrepancy between previous and present reliability coefficients might be that the population tested for this study was smaller in number than previous populations and that the population used for this study during the Spring Quarter may have been a more homogeneous group than previous populations.

One of the advantages of using cassette tapes as a means of providing instructor feedback is that the amount of information given to a student regarding his assignment can be greatly increased. In analyzing the data regarding the number of words used, two instructors provided a minimum of feedback to their students via cassette tapes. Perhaps the tapes could have been used to their full capacity in these instances. It should be pointed out that although there were differences in the number of words used in correcting assignments, there were no significant differences in achievement and attitude from one class section to another.

Conclusions

The following conclusions are made from the results of the study:

Hypothesis 1:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate greater achievement growth as measured by the pretest and posttest than those students whose assignments and quizzes are corrected by the traditional method.

No significant differences were found between students whose assignments were corrected by the cassette tape method and students whose assignments were corrected by the traditional method.

Hypothesis 2:

Students whose assignments and quizzes are corrected by the cassette tape method will demonstrate a more positive attitude as measured by a questionnaire than those students whose assignments and quizzes are corrected by the traditional method.

No significant differences were found between students whose assignments were corrected by the cassette tape method and students whose assignments were corrected by the traditional method.

Hypothesis 3:

Students whose assignments and quizzes are corrected by the cassette tape method will have greater attendance at optional workshops than those students whose assignments and quizzes are corrected by the traditional method.

No significant differences were found between students whose assignments were corrected by the cassette tape method and students whose assignments were corrected by the traditional method.

Hypothesis 4:

Students whose assignments and quizzes are corrected by the cassette tape method will withdraw a greater number of optional readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

No significant differences were found between students whose assignments were corrected by the cassette tape method and students whose assignments were corrected by the traditional method.

Hypothesis 5:

Students whose assignments and quizzes are corrected by the cassette tape method will complete a greater number of optional assignments for readings and/or activities for each instructional packet component than those students whose assignments and quizzes are corrected by the traditional method.

No significant differences were found between students whose assignments were corrected by the cassette tape method and students whose assignments were corrected by the traditional method.

Implications

There are two major implications which may be drawn from this study:

- (1) implications for instructors investigating different ways to provide feedback to students, and
- (2) implications regarding alternate ways in implementing the use of cassette tapes as a means of providing instructor feedback.

Instructors Investigating Ways to Provide Feedback to Students

The results of this study showed no significant differences in achievement and attitude between those students receiving instructor feedback via cassette tapes and students receiving instructor feedback via traditional written comments on their papers. It may be concluded then that, on the basis of the results of this study, the use of instructor feedback via cassette tapes for assignments and quizzes is not warranted.

Alternate Approaches to Using Cassette Tapes to Provide Instructor Feedback

This study was limited to one approach in providing instructor feedback; one in which students were told they would receive feedback on assignments and quizzes via cassette tapes. As the data for this study indicate, no

significant differences occurred in achievement and attitude between the experimental and control groups.

It is possible that alternate uses of cassette tapes in providing feedback might yield significant differences. One approach which might be investigated is to allow students to choose the type of feedback they would like to receive rather than enforcing one approach upon them. A second alternative would be to use a combination of brief written comments along with more detailed taped comments when needed to fully explain why a section of an assignment was wrong or correct. A third alternative would be to alternate assignments corrected by cassette tapes and assignments corrected by the traditional approach. A final alternative would allow the student to record his assignment on a cassette tape and then receive instructor feedback via cassette tape or written comments. Ample opportunity should be provided for student-instructor conferences with all of the above approaches.

Recommendations

The following suggestions are recommended for future research involving the use of cassette tapes as a means of providing instructor feedback in undergraduate reading methods courses:

1. Further research is needed before the use of cassette tapes as a means of providing instructor feedback should be included in undergraduate methods courses.
2. Instruments which are more reliable in measuring achievement and attitudes in undergraduate reading methods courses need to be developed.
3. Greater control is needed in determining the amount and quality of information provided to students via cassette tape.
4. Students should be allowed to select for themselves the means by which they will receive instructor feedback.
5. Alternative approaches using a combination of both taped and written comments for each assignment, or alternating the means of feedback by which papers are corrected with each assignment need to be investigated.
6. Ample listening stations should be made available to students to listen to the tapes.
7. Students should be allowed to record their assignments on cassette tapes as well as receive instructor feedback via cassette tapes.

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APPENDICES

APPENDIX A

ASSIGNMENTS

APPENDIX A

ASSIGNMENTS

Student's Name _____

Student's Number _____

Section _____

OUTSIDE CLASS ASSIGNMENT #1

Evaluation of Basal Reading Sets

The objective of this assignment is for you to gain familiarity with some basal reading materials typically employed in reading instruction in the elementary school. You are to select two different basal programs which could be used at your grade level (for instance, if you wish to teach 3rd grade, select two different 3rd grade basals). For both programs you select, examine the following:

1. pupil's readers
2. teacher's manuals
3. workbooks

You can inspect basal materials at your Thursday experience school, in the IMC in Erickson Hall, or in the State Library in Lansing.

Provide the following information regarding each of the basals you selected for study:

Basal #1 -

1. Publisher -
2. Grade level -
3. Title -
4. Date published -

Student's Name _____

Student's Number _____

Basal #2 -

1. Publisher -
2. Grade level -
3. Title -
4. Date published -

Compare and contrast the two basal programs with respect to the points listed below.

1. Type and Quality of Illustrations:

Basal #1 - _____

Basal #2 - _____

2. Appropriateness of Story Content (in terms of children's interests, experiences, etc.):

Basal #1 - _____

Basal #2 - _____

3. Treatment of socio-economic, racial and occupational differences.

Basal #1 - _____

Basal #2 - _____

Student's Name _____

Student's Number _____

4. Source of stories (traditional children's literature, specially written for the series, reprints of expository writing, etc.):

Basal #1 - _____

Basal #2 - _____

5. Basic approach to reading instruction. How do the authors feel reading should be taught? (check introductory material in teacher's manual). For instance, some basals place heavy emphasis on phonetics, some emphasize linguistics, etc.

Basal #1 - _____

Basal #2 - _____

6. Present briefly the following data regarding vocabulary loads (usually available either in back of book or in the author's introduction to the book):

- A. Total number of new words introduced

Basal #1 - _____

Basal #2 - _____

- B. Does the vocabulary differ noticeably from Basal #1 to Basal #2? If so, how?

Student's Name _____

Student's Number _____

- C. In terms of your examination of Vocabulary, which book would be best to use with urban disadvantaged children having severe reading difficulties and tell why it would be best.

7. Select one lesson at random from each of the texts. Examine the teacher's guides for the lessons and compare the suggested teaching activities which you find being recommended.

8. Examine the workbook exercises which accompany each of the above lessons. Compare these exercises in terms of major similarities and differences you note.

Student's Name _____

Student's Number _____

Section Number _____

OUTSIDE CLASS ASSIGNMENT #2

Teaching a Prerequisite Word Recognition Skill

Your task is this. Assume you are teaching a group of five first graders, all of whom are disadvantaged children from the inner-city. Their instruction must be carefully structured and highly systematic. They have failed the pretest for Objective II-B-9 and they need instruction in this skill. Use the Key Objective and the check-list provided in the appendix to help you plan the lesson. To insure communication with your instructor, state the exact words you would use with the pupils.

Your Instructional Episode

Before planning your lesson, answer the following questions:

1. What type of skill is this? _____
2. What type of learning task is this? _____
3. What will your instruction focus on? _____
4. What is the ultimate response you are trying to develop in the learner? _____

Step #1 The Attender (what will you say to get the pupils to focus on the task at hand?):

Student's Name _____

Student's Number _____

Step #2, The Heart of the Lesson (presentation, response
3 and 4 reinforcement): Be sure to include highlighting
and diminishing crutches.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Step #5: Practice:

Student's Name _____

Student's Number _____

Step #5 (cont'd)

Step #6: Application (how will you insure that your pupils not only know the skill in isolation but can apply it to the next related skill? In other words, how will you insure that the skill transfers to the next related skill in the hierarchy?):

Student's Name _____

Student's Number _____

Section Number _____

OUTSIDE CLASS ASSIGNMENT #3

Teaching a Comprehension Skill for Application
in Content Material

In Module 19, you analyzed "The Monarch Butterfly" in terms of what comprehension skills could most appropriately be taught using that material. Your task now is this. You are going to be asking your pupils to read "The Monarch Butterfly" in science class later this week. At that time, you will be primarily concerned with achieving science objectives. However, you know that some of the children who read at an instructional level suitable for this material still will need some specific help on comprehension if they are to be able to read this material well. Consequently, you plan a skill lesson for earlier in the week which will teach the comprehension skill needed in reading "The Monarch Butterfly." Describe your skill lesson below.

What skill are you teaching?

What will your instruction focus on?

What is the ultimate response you are trying to develop in the learners?

Your Instructional Episode:

Step #1 The Attender (What will you say to get the pupils to focus on the task at hand?)

Student's Name _____

Student's Number _____

Step #2, The Heart of the Lesson (presentation, response,
3 and 4 reinforcement) How will you develop this skill
in your pupils? How will you teach the skill?

Step #5 Practice. How will you insure that the pupil
has solidified this skill sufficiently so that
he will be able to recall it when needed?

Step #6 Application. How will you insure that your
pupils will put this skill to work when they
need it in reading "The Monarch Butterfly" and
other selections?

APPENDIX B

QUIZZES

APPENDIX B

QUIZZES

Quiz #1

Directions: Read each question carefully, select the best answer using the information presented to you by your instructor, and place the answer on the space provided on the answer sheet.

The questions are arranged as follows:

Module #1	2 questions
Module #2	3 questions
Module #3	3 questions
Module #4	4 questions
Modules #5-6-7	1 question each

Criterion for mastery--no more than 1 wrong in each module or 3 questions from the entire quiz.

1. Reading is a vital skill in today's society because:
 - a. there is so much federal money allocated for teaching reading.
 - b. parents who read want their children to be able to read.
 - c. much of our earning power as adults depends upon literacy.
 - d. reading will not be so important in the age of the computer.
2. An acceptable definition of reading is:
 - a. being able to understand the writer's messages through deciphering the printed symbols on a page.
 - b. pronouncing words clearly and accurately.
 - c. the cognitive interaction of variable factors.
 - d. auditory discrimination of visual symbols.
3. Suzie cannot discriminate between the sounds of m and n. Her problem can be classified as:
 - a. cognitive
 - b. tactile
 - c. perceptual
 - d. kinesthetic

4. Chip has trouble with initial sounds. However, he can determine sequence of events and he grasps concepts well. He possesses:
 - a. all the direct prerequisites for reading.
 - b. some of the direct prerequisites for reading.
 - c. none of the direct prerequisites for reading.
 - d. none of the above since we are concerned here with indirect prerequisites.
5. Which of the following is a general readiness prerequisite for learning to read?
 - a. emotional stability.
 - b. number of words in the child's meaning vocabulary.
 - c. auditory discrimination.
 - d. sound-symbol connection.
6. Reading expectancy can be determined by using I.Q. and:
 - a. home environment.
 - b. motivation and interest.
 - c. past performance.
 - d. all of the above.
 - e. none of the above.
7. Jesu's 2nd grade teacher says he will have a low reading expectancy because he lives in Spanish Harlem. She should:
 - a. be shot at dawn.
 - b. be complimented in her astute observation.
 - c. look at other factors such as past performance, intelligence, motivation, etc.
 - d. give Jesu an individual I.Q. test and then decide.
8. It is the beginning of the school year. Isaac is in the 2nd grade. He has an I.Q. of 128 and is in a grade 4 reader. He enjoys reading. By the end of the year, you would expect him to be reading at approximately:
 - a. 4.0-4.5
 - b. 5.0-5.5
 - c. 6.0-6.5
 - d. 7.0-7.5

9. The characteristic which makes formal tests unique from informal tests is:
- the pupil it is administered to.
 - the kind of skills measured.
 - the standardized norms.
 - the time of year when it is administered.
10. Abraham scored as follows on an informal graded oral reading test:

	<u>Word Recognition</u>	<u>Comprehension</u>
4th grade	99%	99%
5th grade	97%	85%
6th grade	90%	85%
7th grade	83%	75%

His instructional level is:

- grade 4
 - grade 5
 - grade 6
 - grade 7
11. According to the data in question #10, Abraham's problem lies in the area of:
- indirect prerequisites
 - comprehension
 - visual acuity
 - word recognition
12. Sarah Lee enjoys baking, math and sports. She avoids doing any work in subjects such as history, science and government. The best explanation of this is that Sarah Lee:
- prefers non-verbal tasks rather than a verbal task.
 - has dyslexia.
 - both a and b.
 - has a brain dysfunction which causes a severe reading disability.

13. In her free time, Susie only reads stories about horses. Her interests revolve around horses and the out of doors. In spite of all the teachers prodding, Susie will not take any other interest area stories out of the library, even though she is a good reader. Her problem is:
- a. content area deficiency.
 - b. developmental reading deficiency.
 - c. recreational reading deficiency.
 - d. perceptual deficiency.
14. Sol is learning the shape and form of letters and the sounds letters make. He is at which stage of reading growth?
- a. power
 - b. application
 - c. initial mastery
 - d. readiness
15. A humanistic teacher is one who:
- a. lets students make diagnostic rules to follow in classroom.
 - b. takes a child from where he is academically to the level he can realistically reach with good instruction in any given time.
 - c. uses the latest reading programs in her teaching.
 - d. protects the self-concepts of pupils by teaching the whole class together.

Quiz 2

Directions: Read each question carefully, select the best answer using the information presented to you by your instructor, and place the answer on the space provided on the answer sheet.

The questions are arranged as follows:

Module #8	2 questions
Module #9	10 questions
Module #10	3 questions

Criterion for mastery: You may not miss more than one question in Modules #8 and #10 and 2 in Module #9. No more than 3 questions may be missed overall.

1. Ms. Jones is preparing to teach visual discrimination for the consonants b and l. Which statement best describes the procedure Ms. Jones should follow?
 - a. teach the skill to all of her students and then test to see if they have mastered the skill.
 - b. teach the pupils the skill, test for mastery, and re-teach those who fail.
 - c. test the slow readers on this skill and teach those who fail the test.
 - d. test the pupils, teach those who fail the test, and then test the students who were taught.
2. An advantage of the approach described in SRI is:
 - a. it insures that skills are taught to pupils who need them.
 - b. it is easy to manage.
 - c. it requires a minimum of teacher commitment.
 - d. all of the above.
3. Ms. Brown made the following statement to direct the learner's attention. "This is an easy task. Today we will learn to listen for differences in the sounds of letters. Listen carefully as I say these words to you." Which statement best describes Ms. Brown's attender?
 - a. the psychological attender is weak.
 - b. the physical attender is too specific.
 - c. both the psychological and physical attenders are weak.
 - d. the attender is acceptable as stated.

4. You are teaching sound-symbol connection for the letter m. In your presentation, you use the say-it-fast, say-it-slow technique. You have used:
 - a. diminishing reinforcement.
 - b. visual and auditory discrimination.
 - c. highlighting.
 - d. visual crutches and progressive reinforcement.
5. In the presentation part of a skill lesson, the student would respond:
 - a. only once at the end of the lesson.
 - b. at the beginning and at the end of the lesson.
 - c. frequently throughout the presentation.
 - d. as infrequently as possible so as to minimize the management problem.
6. Which of the following statements is most accurate:
 - a. crutches should be diminished gradually throughout the presentation.
 - b. crutches should be diminished gradually throughout the attender.
 - c. crutches should not be used until the application.
 - d. crutches are present throughout the lesson, including the practice.
 - e. crutches should not be used at all.
7. Select the best statement about reinforcement:
 - a. It should be given whenever a student makes a response.
 - b. Some kind of positive reinforcement should be given for every correct response from the student.
 - c. Negative reinforcement should be given for incorrect responses, positive reinforcement for correct responses.
 - d. Reinforcement should be used only for slow learners.
8. You have a group of students who are bussed 1-1/2 hours to your school. They leave home at 6:30 a.m. and school lunch hour is at noon. In your morning reading class, which kind of reward is likely to be most successful?
 - a. a pat on the back for correct responses.
 - b. verbal reinforcement and smiles for correct responses.
 - c. gold stars on a progress chart.
 - d. a piece of candy or an apple for correct responses.

9. A good practice should include which of the following:
- a. self-checking, and close teacher supervision.
 - b. immediate feedback and fun for both teacher and pupils to do.
 - c. self-checking, frequent repetition and independent of teacher.
 - d. close teacher supervision, immediate reward, and teacher scored.
10. Miss Jane taught a group of students to visually discriminate between the letters m, n, p, and q. As a practice exercise, she had students do a workbook page independently which contained numerous sets of 4 letters. Three letters were the same and one was different than the key letter. The student was to mark the one that was different. When the students finished, their papers were collected and Miss Jane corrected them at home that night. Which statement best describes Miss Jane's practice exercise?
- a. she has included all the elements of good practice.
 - b. the practice did not free her for other instruction.
 - c. she has not provided self-checking devices.
 - d. the exercise did not provide for frequent repetition.
11. Mr. Hamm's class has successfully learned the skill of using context clues as shown by the results of a posttest. Select the best application activity for this skill:
- a. pupils will underline all the unknown words in their social studies book and look up the meanings in the dictionary.
 - b. pupils will underline the words in a dittoed paragraph which tell the meaning of an unknown word and then decide what the word means.
 - c. students will decide the meaning of new words in their geography assignment by using context clues.
 - d. students receive a ditto with sentences in which one word is omitted; they write a word that will make sense in that sentence.

12. The application portion of a skill lesson is best done:
- a. during a time when there is little supervision by the teacher.
 - b. in assigned material in a social studies test.
 - c. in recreational reading material.
 - d. at home when the student is reading independently.
 - e. all of the above are application situations.
13. Ms. Jones' 3rd grade classroom is always active. In one corner of the room, there are children reading library books from the selections on a shelf. In another area, five students are working through a science experiment. Ms. Jones is teaching another group of children how to find the meaning of words from context. Which element of a total reading program is missing?
- a. reading skill instruction.
 - b. recreational reading activities.
 - c. content area activities.
 - d. independent reading activities.
 - e. all of the above.
14. Mr. Sullivan's 6th grade classroom has a variety of activities going on. Some students are working in content areas, others are engaged in skill activities, other children are reading quietly and still others are playing word bingo. Which statement best describes Mr. Sullivan's classroom?
- a. all students will be reading at the 7th grade level by the end of the year.
 - b. Mr. Sullivan has a loosely organized classroom.
 - c. Mr. Sullivan is providing for a variety of individual needs in his class.
 - d. Mr. Sullivan allows too much freedom in his classroom; students will not learn when left on their own.
15. A classroom that meets the individual needs of students is one which:
- a. moves every child ahead at least one grade level per year.
 - b. provides every child with easy and fun things to do so that his joy for learning will remain intact.
 - c. takes each child from where he is at the beginning of the year and moves him at his own rate.
 - d. both a and b.

Quiz 3

Directions: Read each question carefully, select the best answer using the information presented to you by your instructor, and place the answer on the space provided on the answer sheet.

The questions are arranged as follows:

Module #11	6 questions
Module #12	4 questions
Module #13	2 questions
Module #14	3 questions

Criterion for mastery: You may not miss more than one question in Modules #11, #12, #13, and #14 and no more than three questions may be missed overall.

- 11.1 1. Sound-symbol connection can best be classified as:
- essentially a sequencing task.
 - essentially a cognitive task.
 - essentially a discrimination task.
 - essentially an association task.
 - essentially a memory task.
- 11.2 2. Mr. Clean was teaching a small group of students. He flashed words to them, each word on a separate card, for five seconds. The students were to write the word on their paper after they saw it. The students were working with a:
- discrimination task.
 - cognitive task.
 - memory task.
 - sound-symbol connection task.
- 11.3 3. Tom Jones frequently confuses the following words in isolation. He says there for where, was for saw, here for were, bad for dad, pad for had. His problem is best classified as:
- visual discrimination problem.
 - auditory discrimination problem.
 - dyslexia.
 - a deficiency in sound-symbol-meaning skills.

- 11.5 4. Lia is from a family that speaks Spanish at home. She is having difficulties with reading because she frequently confuses the sounds of the letters 'v' and 'b.' Reading remediation should focus on:
- a. cognitive awareness.
 - b. visual discrimination.
 - c. auditory discrimination.
 - d. visual motor activities.
 - e. a combination of b and d.
- 11.6 5. Which of the following would be an appropriate test item to determine whether a student possesses the sound-symbol connection for the letter l, when it appears at the beginning of a word.
- a. give him a card with the word lamp printed on it, pronounce the word for him and have him tell you the letter at the beginning of the word.
 - b. give him a card with the word lamp on it, have him place the card under the letter l.
 - c. give him a card with the picture of a lamp on it, say the word lamp for him, and have him correctly place the card under one of the following letters: l, p, m, d.
 - d. give him a card with a picture of a lamp on it and have him match it with another picture that begins with the sound of l.
 - e. none of the above.
- 11.8 6. Mr. Sharp has developed the following practice exercise for his students. They are instructed to complete sentences in which one word is missing and in which the beginning letter for that word is given. Which of the following skills is Mr. Sharp having his students practice?
- a. sound-symbol connection.
 - b. sound-symbol-meaning.
 - c. sequencing.
 - d. auditory and visual discrimination.

- 12.1 7. Herbie does not recognize the word pneumonia when he sees it on a word list. Which of the following techniques would be most useful in helping him identify this word?
- context.
 - sight word memory.
 - phonetic analysis.
 - structural analysis.
 - a combination of c and d.
- 12.1 8. Structural analysis differs from syllabication:
- because structure is an auditory skill and syllabication is a visual skill.
 - because structure deals with meaning units and syllabication deals with sound units.
 - because structure is in the analysis stream of skills and syllabication is in the visual or recognition stream.
 - only in terminology since both skills fall into the category of phonetic analysis.
- 12.3 9. Duncan performed as follows on a tachistoscopic test:
- | <u>Flash response</u> | <u>Word given</u> | <u>Analysis response</u> |
|-----------------------|-------------------|--------------------------|
| <u>no response</u> | <u>road</u> | <u>r-r-roood road</u> |
| <u>pound</u> | <u>ground</u> | <u>grrrr-ounnnd</u> |
| <u>no response</u> | <u>know</u> | <u>k-k-k-know</u> |
| <u>rink</u> | <u>drink</u> | <u>dr-dr-driink-</u> |
| | | <u>drink</u> |
| <u>fish</u> | <u>fish</u> | <u>----</u> |
- What skill is Duncan relying on most heavily:
- sight words.
 - context.
 - phonetic analysis.
 - structural analysis.
- 12.3 10. Joey was given a tachistoscopic test. He performed as follows:
- | <u>Flash response</u> | <u>Word given</u> | <u>Analysis response</u> |
|-----------------------|-------------------|--------------------------|
| <u>chapter</u> | <u>chapter</u> | <u>chapter</u> |
| <u>broad----</u> | <u>broadcast</u> | <u>broad-cast</u> |
| <u>invert</u> | <u>invent</u> | <u>in-vent</u> |
| <u>phono-</u> | <u>photograph</u> | <u>photo-graph</u> |
| <u>blunt</u> | <u>blunt</u> | <u>-----</u> |

From this information Joey knows how to use:

- a. sight words.
- b. phonetic analysis.
- c. configuration.
- d. structural analysis.

- 13.1 11. A second grader is totally lacking in sight words. The teacher should start with which of the following prerequisite skills:
- a. substitution of initial consonants.
 - b. auditory discrimination.
 - c. visual discrimination and memory.
 - d. sound-symbol connection for the ten words used most commonly in child's vocabulary.
- 13.2 12. You take your children on a field trip to the Oldsmobile plant. They see a car manufactured from beginning to end. They see how parts are welded together to make the body. They all know that a car is held together somehow, but did not know what it meant to weld. They have now learned the meaning of this word and have returned to the classroom to write and read a short story on how cars are manufactured. What is this technique of teaching reading called?
- a. context experience.
 - b. field trip approach.
 - c. language experience approach.
 - d. deductive learning.
- 14.3 13. Which of the following would be a test to see if students can use phonetic analysis effectively?
- a. have students write words as you pronounce them.
 - b. flash words on a card and have the student pronounce them.
 - c. have him pronounce irregularly-spelled words.
 - d. have him pronounce nonsense words which are phonetically consistent.

- 14.4 14. Phoebe cannot identify the word knowing. Which of the following would be the most efficient combination of skills for her to use in independently identifying the word?
- a. sight and structure.
 - b. sight and phonics.
 - c. phonics and structure.
 - d. phonics and configuration.
- 14.5 15. A third grade student was having difficulty reading in the third grade reader. She was given a diagnostic test in which she was found to have adequate sight vocabulary. She could also attach the correct sounds to the necessary consonant combination and vowel phonograms, but she still has problems recognizing some of the words. Which of the following skills do we lack information on?
- a. phonetic analysis skills.
 - b. sight word skills.
 - c. configuration skills.
 - d. context skills.

Quiz 4

Directions: Read each question carefully, select the best answer using the information presented to you by your instructor, and place the answer on the space provided on the answer sheet.

The questions are arranged as follows:

Modules 15	4 items
Modules 16	9 items
Modules 17	2 items

Criterion for mastery: No more than one wrong per module and no more than three wrong overall.

- 15.1 1. Hosea's teacher gave him a content area text to read which had words he could pronounce, which was not too complex in terms of abstract reasoning, and which covered material which she was familiar with. Which of the following prerequisites to good comprehension has been overlooked?
- a. word recognition.
 - b. experience background.
 - c. interest.
 - d. intelligence.
- 15.2 2. The conditions prerequisite for effective comprehension include:
- a. comprehension of concepts, clear enunciation in oral language, visual discrimination.
 - b. auditory discrimination, clear enunciation in oral language, experience background.
 - c. decoding, background experience, interest.
 - d. seeing relationships among concepts, comprehension of concepts, interest.

- 15.2 3. Sammy, a 5th grader, is having difficulty comprehending because of a serious word recognition problem in his reading. What would be the best way to adjust your instruction to meet Sammy's needs?
- a. don't ask him to perform any comprehension tasks.
 - b. put material on tapes and let Sammy listen to it rather than read it.
 - c. send Sammy to a lower grade for content area classes.
 - d. put him in the fifth grade book and give him lots of encouragement.
- 15.3 4. You are given three choices for a social science textbook. Which of the following three would be the best one to choose in terms of conditions of comprehension?
- a. the text that has many suggestions in the teacher's guide.
 - b. the text that has bright pictures and large print.
 - c. the text that has questions at the beginning of the selections and many interest getting devices.
 - d. the text that has questions at the end of the selections and italicized print.
- 16.1 5. The four kinds of comprehension skills that we expect children to eventually use are:
- a. decoding skills, critical thinking skills, inferential skills and conceptualization.
 - b. critical thinking skills, inferential skills, factual thinking skills, classification skills.
 - c. classification skills, critical thinking, decoding, and factual skills.
 - d. classification skills, tact-inference skills, concepts, and critical thinking.
- 16.2 6. Tommy Joyce is able to remember the main idea and supporting facts of a selection she has read. She can relate similar kinds of information and is able to evaluate the materials she has read. What comprehension skill has not been mentioned above?
- a. literal thinking skills.
 - b. classification skills.
 - c. inferential skills.
 - d. evaluative skills.

- 16.3 7. In the sentence, "Mary wore a new red dress," the content words are:
- a. wore, a, new, red
 - b. Mary, a, red, dress
 - c. Mary, dress
 - d. Mary, wore, new, a, dress
- 16.4 8. In the sentence, "The duck slid down the watery slope," the function words are:
- a. duck, slid, down, watery, slope
 - b. the, down, slid, slope
 - c. slid, down, the, watery
 - d. the
- 16.5 9. Toby reads his history book and is able to recall facts and pick out the main idea. He is usually unable to grasp the more subtle meanings implied by the author and is not able to make evaluative judgments about what he has read. Toby is utilizing which of the following area of comprehension?
- a. literal
 - b. functional
 - c. inferential
 - d. critical
- 16.7 10. After Susan has read a selection, she is able to retell it in her own words, relate the names of the characters and give the author's name and the title of the book. She is not able to recall the main idea, however. What would be the best instructional technique for teaching Susan to find the main idea in a selection?
- a. have her list the names of all characters in the story and tell what they did.
 - b. teach her how to outline the story.
 - c. have her select a title for the story from among multiple choices.
 - d. have her retell the story to a group of younger children.

- 16.8 11. Mr. Clean is teaching a unit on pollution in his social studies class. Which of the following questions require critical thinking on the part of the student?
- a. When did people first become aware of the problems of pollution?
 - b. What are two of the most vital areas of pollution in our country?
 - c. What are some likely future consequences of the pollution problem if it presently goes unchecked?
 - d. How many tons of garbage are picked up off highways each year?
- 16.9 12. Trish is a 5th grader who cannot infer meanings from her reading. Which of the following activities would be most useful in helping her to "read between the lines"?
- a. further diagnosis to determine her specific word recognition problem.
 - b. much practice and instruction with writing metaphors and other literary devices.
 - c. instruction in which you help her to detect and utilize more carefully the key words used by the author.
 - d. teaching which requires her to answer questions that ask "Who" and "What" and guides her to literal meaning.
- 16.10 13. Joanne is a 7th grader who is having trouble making value judgments about what she has read. What would be the best instructional technique to use to help Joanne with her problem?
- a. give her instruction in using context, prior experiences and knowledge to gain literal meanings from her reading.
 - b. put her into a situation where she must make many decisions.
 - c. give her instruction in using context, prior experiences, and knowledge to critically evaluate material.
 - d. teach her to go from simple to complex sentences.

- 17.1 14. In pretesting for reading skills, which is the best procedure recommended by SRI for the area of word recognition?
- a. start by testing each pupil on Chapter 4 skills to be sure they are all beginning in the same place.
 - b. use your graded oral reading paragraphs to determine approximately where each student should be instructed.
 - c. if the child is in grade 1 through 3 begin pretesting in Chapter 4 skills, if the child is in grades 4 through 6 begin pretesting in Chapter 5 skill clusters
 - d. start testing with the Placement Test and then use the results of this test to determine where pretesting in the actual clusters will begin.
- 17.1 15. Trina joins your class after Easter break. To integrate her into your classroom routine in the reading area you should:
- a. give her a graded oral paragraph test and determine which reading group she comes closest to, then put her with that group.
 - b. let her join the group which is friendliest toward her; there are only a few weeks of school left and you can't teach her anything in that short time.
 - c. if she is in grades 1 through 3 you will test her in Chapter 4 clusters and send her to a reading group reading from a basal in grades 1 through 3 depending on the results; if she is in grades 4 through 6 you will test her on Chapter 5 clusters and put her in a corresponding basal.
 - d. you will start testing with the Placement Test and then use the results of this test to determine where your pretesting in the actual clusters will begin, you will place Trina accordingly.

Quiz 5

Directions: Read each question carefully, select the best answer using the information presented to you by your instructor, and place the answer on the space provided on the answer sheet.

The questions are arranged as follows:

Module #18	2 questions
Module #19	1 question
Module #20	1 question
Module #21	1 question
Phonics	10 questions

Criterion for mastery: No more than one wrong for Modules 19, 20, and 21. No more than 3 wrong for the phonics sections, and no more than three wrong overall.

- 18.1 1. According to your instructor, probable the best use of a basal reader is:
- a. as a total reading program.
 - b. as material for only your bottom group, letting the good readers select their own materials.
 - c. to develop attenders for your students.
 - d. for application of reading skills already taught.
- 18.1 2. You have a 2nd grade class. For this class, you have access to 2 sets of basal readers. One is phonetic based, the other is a language experience approach. The best way to use these in your classroom (according to the principles taught in SRI) is:
- a. combine the two programs and use them as a total program in your reading class.
 - b. use only the language experience basal; it is a good recreational reading source.
 - c. use the phonetic basal to teach skills and the language experience basal as application.
 - d. teach reading according to a hierarchy of skills and use both basals as sources of practice and application materials.

- 19.1 3. You will be teaching a science class next week in which you use a chapter requiring remembering sequence of events. You know several of your students will have trouble with this skill. The best way to help them prepare for next week's science lesson is to:
- a. tell them to read the lesson ahead of time and pay attention to the sequence of events.
 - b. teach a prior skill lesson on determining sequence of events which they will apply in next week's science lesson.
 - c. have students work in pairs, a bright student and one who may have trouble, so that the bright student can help the poorer student.
 - d. teach a different science lesson to the students who cannot keep up with your expectations.
- 20.1 4. Recreational reading is important for many reasons, but it should be an integral part of the reading program. Which of the following statements best describes how recreational reading can be used in the pre-test, teach, post-test strategy?
- a. as a teaching tool for presenting comprehension skills.
 - b. as practice for oral reading and intonation patterns.
 - c. as application of skills previously taught.
 - d. as a post-test to comprehension skills.
- 20.1 5. Which of the following statements about daily classroom routines most accurately reflects the position taken by your instructor and by SRI?
- a. routines are fundamentally important and regular instruction should never begin until they are firmly established.
 - b. routines are used only by uncreative teachers.
 - c. routines should be used as a means of establishing discipline.
 - d. routines stifle the mental health of youngsters.

PHONETIC ANALYSIS QUIZ

Directions: You are teaching reading at X grade level. During the school year you diagnose the need to teach the following 10 phonic generalizations to various pupils. A group of word lists follows: Select the word list which best illustrates each generalization and place the number of that list in the space provided to the left of the generalization.

- _____ 1. In many words of more than one syllable, there is a diminished stress on one of the syllables, referred to as the schwa sound.
- _____ 2. When the only vowel in a word or accented syllable is followed by r or w, the sound of the vowel is usually controlled.
- _____ 3. The letter g has a soft sound in some words.
- _____ 4. The sound of oo may be long.
- _____ 5. When c is followed by e, i or y it has a soft sound.
- _____ 6. The sound of oo may be short.
- _____ 7. When there are two vowels together in a word or accented syllable, usually the first has a long sound and the second is silent.
- _____ 8. When the only vowel in a word or accented syllable is at the end of the word or accented syllable, it has a long sound.
- _____ 9. The th digraph has a voiceless sound.
- _____ 10. The th digraph has a voiced sound.

1. boo shoot cool bloom
2. toast foe plead waist
3. book stood cook foot
4. yarn perk twirl sprawl
5. through think thump myth
6. those then bath this
7. gem giant judge page
8. beautiful bedlam expedition boyhood
9. refill me fatal tidy
10. certain place bicycle cypress
11. oyster coin groan found
12. germ give gypsy gent

APPENDIX C

PRETEST

APPENDIX C

PRETEST

PRE-ASSESSMENT

Education 325A

Directions: This is a criterion measure to assess your level of knowledge of the objectives for Education 325A.

Read each question carefully, select the most correct answer, and record that answer on your answer sheet. Be sure to use a No. 2 pencil.

1. (1.1) Reading is important in today's society because:
 - a. we teach it.
 - b. it is nearly always needed to be a happy, productive, well-informed citizen.
 - c. it is the only way to learn about the world and yourself.
 - d. reading is not really important in this television era and will be less important in the future.
 - e. books are the mode of all human learning.
2. (1.2) Reading can best be defined as:
 - a. decoding written symbols.
 - b. the ability to visually discriminate among written symbols and the sounds they make.
 - c. meaningful interpretation of printed symbols involving visual and auditory perception, comprehension and cognition.
 - d. the verbal decoding of printed symbols using oral enunciation.
 - e. the meaningful interpretation of symbols involving visual and auditory acuity, visual and auditory discrimination and cognition.

3. (2.1) Johnny is having problems in recognizing highly similar letters. His problem can best be described as:
 - a. sensory.
 - b. perceptual.
 - c. cognitive.
 - d. dyslexia.
 - e. all of the above.
4. (2.2) Harry comes from an emotionally stable home, he has an I.Q. of 138, and is healthy. Harry can be best described as:
 - a. having all of the necessary direct prerequisites for reading.
 - b. having all of the necessary indirect prerequisites for reading.
 - c. having some important direct prerequisites for reading.
 - d. having some important indirect prerequisites for reading.
 - e. having some of the necessary indirect and direct prerequisites.
5. (2.3) Which of the following are specific readiness traits?
 - a. good eating habits, high I.Q., good eyesight.
 - b. high score on readiness test, wide experience background, good home.
 - c. auditory discrimination, visual discrimination, visual acuity.
 - d. auditory awareness, visual acuity, I.Q. of 90 or higher.
 - e. visual discrimination, oral enunciation, mental age of 6.
6. (3.1) Which of the following would not be used to determine reading expectancy?
 - a. chronological age.
 - b. I.Q.
 - c. mathematical computation ability.
 - d. motivation and interest.
 - e. listening ability.

7. (3.2) Which of the following statements is most true about the indicators of expectancy?
- a. viewed individually they can provide a rationale for establishing instructional technique.
 - b. viewed alone they provide adequate basis for establishing a realistic expectancy level.
 - c. viewed together they can provide an adequate basis for establishing a realistic expectancy level.
 - d. viewed individually they have no inherent weaknesses.
 - e. viewed together they are of little use in providing a basis for establishing a realistic expectancy level.
8. (3.3) Linda is beginning the 5th grade and has an I.Q. of 112. She is presently reading at a low sixth grade level. At what level can you expect Linda to be reading when she enters sixth grade?
- a. 6+
 - b. 10+
 - c. 9+
 - d. 7+
 - e. 8.0
9. (4.1) A formal assessment device, such as the Stanford Reading Tests, cannot give you which of the following bits of information:
- a. a specific overview of the child's reading performance.
 - b. a specific grade level equivalent score.
 - c. a specific stanine for the averages of the subtest scores.
 - d. a specific reading skill the child is lacking.
10. (4.2) Bo has an independent level of 4.0. Which of the following scores must he have had in the fourth graded oral reading paragraphs?
- a. 90% word recognition - 90% comprehension
 - b. 80% word recognition - 80% comprehension
 - c. 100% word recognition - 80% comprehension
 - c. 99% word recognition - 90% comprehension

11. (4.3) Examine the following oral reading paragraph which has errors noted on it in the standard notation system and select the best statement concerning the student.

^PMuff/^Pis/^Pa/^Plittle/^Pyellow/^Pkitten.

^PShe/^Pdrinks/^Pmilk.

^PShe/^Psleeps/^Pon a/^{CAR P}chair^PX

^PShe/^Pdoes/^Pnot like/^Pto get wet.

- a. he did alright but is not proficient at this level.
 - b. he reads hesitatingly but with adequate skill.
 - c. he should not read material at this level.
 - d. I wish all my kids read like this.
 - e. he knows most of the words but has problems with oral reading.
12. (5.1) Max hates social studies and has to be forced to read his social studies textbook. The book is not too difficult for him. His problem can best be classified as:
- a. recreational reading problem.
 - b. in need of remediation by a specialist.
 - c. content area reading problem.
 - d. lack of fluency in social studies.
 - e. social studies overachiever.
13. (5.2) Lisa reads well but during free reading period she always reads and rereads Charlotte's Web. This behavior has been going on all year and she seems uninterested in reading any other books. Her problem is:
- a. content area deficiency.
 - b. recreational reading deficiency.
 - c. recreational proficiency.
 - d. sight word deficiency.

14. (6.1) Jake reads with varying rates of speed, he can find the main idea, identify author bias and propaganda techniques. Jake is at which stage of reading development?
- a. initial mastery.
 - b. discrimination.
 - c. application.
 - d. speed reading.
 - e. power.
15. (7.1) According to your instructor, which of the following behaviors could you expect from a humanistic teacher?
- a. attempts to teach all kids to read from the same basal text.
 - b. attempts to reinforce all behaviors with verbal praise.
 - c. attempts to set and teach to realistic expectations for each child.
 - d. attempts to let children decide what their educational needs are.
 - e. attempts to organize at least three reading groups to meet individual needs.
16. (7.2) Which of the following could best be used to diagnose individual differences in reading?
- a. grade placement, trade book selection, I.Q. scores.
 - b. chronological age, sex, standardized achievement test scores.
 - c. emotional maturity, CA 39, grade placement, MA.
 - d. trade book selection, graded oral reading paragraphs, I.Q. scores, listening ability.
 - e. race, sex, age, I.Q.

17. (8.1) When you visit Sam's class you find that the children are not sitting in straight rows but rather in groups. One group is working on an arithmetic assignment, another group is being taught a specific reading skill, some pupils are reading library books and others seem to be engaged in independent activities. Which of the following best describes Sam's classroom teacher?
- a. His teacher must be an advocate of free schools.
 - b. His teacher does not exert enough control over the classroom.
 - c. His teacher should know that students generally can't work independently of the teacher.
 - d. His teacher seems to be effectively attempting to meet the individual needs of his pupils.
 - e. His teacher evidently doesn't care if the kids do anything or not.
18. (11.4) Ms. Flotz wants to teach her children to be able to reproduce from memory the letters a, t, u, p, i, n. What procedure should she follow to insure that her students are able to do this?
- (9.1)
- a. teach all the pupils and then pretest to determine whether they have mastered the skill.
 - b. test each pupil on the ability to reproduce the letters, teach those who fail the test, and then posttest to determine mastery.
 - c. teach the skill to your bottom group and test to determine mastery.
 - d. test each child on his ability to visually discriminate between the letters, teach the skill to those who fail test and then posttest to determine mastery.

19. (10.1) Which of the following would be the best
(11.6) attender for a child who is going to be taught how to associate the sound he hears at the beginning of the word violin with the letter v?
- This will be easy. You must look at the beginning letter and listen carefully.
 - I'm going to try and fool you. What sound does this letter make (hold up v)?
 - Today we're going to do something that is hard. I want you to listen carefully to the beginning of each word and to look carefully at the beginning letter.
 - Now we're going to try something hard. Look carefully at the beginning letter in this word, now listen carefully as I say the word. Where do you hear the v sound? At the beginning or at the end?
 - Sit up and pay attention or you won't be going out for recess.
20. (10.2) Miss Johnson was teaching the matching of
(11.5) spoken words beginning with the same consonant sound. During her presentation, she said the words slowly, stretching out the beginning consonant sound. Then she said the word fast as the pupil would normally hear it. This is an example of:
- a psychological attender.
 - highlighting the pieces of the puzzle.
 - a pretest.
 - diminishing crutches.
21. (10.3) You are teaching a group of children the at
(14.1) phonogram. Which statement is the most true about pupil response with this skill?
- The pupils should respond a minimum of 9 times each according to research.
 - Each pupil should be led to make many correct responses throughout the lesson.
 - Pupils who don't seem to understand the task should make the same response until they get the right answer.
 - Pupils should learn by trial and error by responding to quizzes.
 - Response is not necessary in teaching this skill.

22. (10.4) Mrs. Wing is teaching her children to recognize words with the 'ing' structural ending. (14.4) She is using root words the child knows and adds 'ing' to this known word. Which of the following is the best method of reinforcement?
- a. Reinforce a child each time he recognizes the root word.
 - b. Reinforce the child for responses intermittently throughout the lesson.
 - c. Reinforce the child for every correct response.
 - d. Reinforce the child each time he attempts to sound out the word.
23. (10.5) Miss Thomas taught a group of pupils to (11.3) visually discriminate between the consonants m and n, p and q, and b and d. As a practice exercise, she gave these students a workbook page which contained sets of four letters. Three of the letters were the same, and one was different. When the pupil's completed the practice exercise, Miss Thomas collected the papers, corrected them and returned them to the pupils the next day. Which statement best describes Miss Thomas's procedures?
- a. Miss Thomas had included all of the characteristics of a good practice exercise.
 - b. Miss Thomas has not provided that a correct rather than an incorrect response is being made at each repetition.
 - c. Miss Thomas has not provided for immediate feedback.
 - d. b and c.

24. (10.6) Mr. J. Doe taught his children to use the beginning letter of a word and context to figure out unknown words. Select the best application activity:
(11.8)
- a. This sound-symbol meaning skill is applied in the science lesson by attacking unknown words in science books.
 - b. The pupils will apply this to the next skill in the hierarchy; i.e. sound-symbol connection.
 - c. The pupils will read a group of sentences, prepared by the teacher, which have a word missing but this initial letter is present. The pupil decides on a word which fits the sentence.
 - d. Ask the children questions about what sounds selected letters make.
25. (11.1) One of the prerequisite skills to reading is the ability to make a sound-symbol connection. This skill can best be classified as:
- a. primarily a visual discrimination skill.
 - b. primarily an auditory discrimination skill.
 - c. primarily a comprehension skill.
 - d. a combination of a and b.
 - e. a combination of b and c.
26. (11.2) Given spoken words ending with the m, d, l, or voiceless s sounds, the learner identifies the ending letter as m, d, l or s. This objective is primarily:
- a. a reproduction task.
 - b. a memory task.
 - c. a discrimination task.
 - d. an association task.
 - e. a structural analysis task.
27. (11.7) Which of the following would be the best attender for a visual sequencing skill?
- a. visual attender.
 - b. no attender needed.
 - c. auditory attender.
 - d. psychological attender.
 - e. a and d.

28. (12.1) Which of the following are the four major techniques for identifying words?
- phonetic analysis, dictionary, sight words, generalizations.
 - content, structural analysis, dictionary, guessing.
 - phonetic analysis, sight words, structural analysis, context.
 - structural analysis, phonics, word attack, content study.
 - sounding out, VAKT, sight words, dictionary.
29. (12.2) When Luke attacks words by identifying prefixes and suffixes, he is using structure to assist in recognizing the unknown word. This can best be classified as:
- instant recognition.
 - sight word.
 - word analysis.
 - visual memory.
 - B and D.
30. (12.3) Jeri scored as follows on a tachistoscopic test:

<u>Flash</u>		<u>Analysis</u>
<u>r-r-r</u>	road	<u>ro-ad</u>
<u>j-j-j</u>	ground	<u>jroon</u>
<u>k-k-</u>	know	<u>k-no</u>
<u>----</u>	drink	<u>dr-ink</u>
<u>t-t-</u>	turkey	<u>tru-key</u>

Which of the following statements best describes Jeri's performance?

- she has an adequate sight vocabulary.
- she is an overanalytical reader.
- she is over relying on context.
- she analyzes words well.
- she is over relying on visual memory.

31. (13.1) When teaching the sight words come, the, look, the teacher had the pupils spell the word aloud, trace the word with their fingers, and write the word in the air. Which technique for teaching sight words was being used?
- a. word analysis.
 - b. association.
 - c. VATK
 - d. emotional connotation.
 - e. structural analysis.
32. (13.2) Before introducing a unit in the basal reader on zoo animals, Miss Jones takes her children on a field trip to the local municipal zoo. The approach she is utilizing can best be described as:
- a. the on sight-word approach.
 - b. the VATK approach.
 - c. the student-fulfillment approach.
 - d. the language-experience approach.
 - e. the visitation approach.
33. (14.3) Select the best application activity for a phonetic generalization skill.
- a. mark the vowels as long or short in a word list.
 - b. apply skill when reading a basal text selection.
 - c. illustrate the two vowels awalking rule.
 - d. sound out phonetically in content Dolch words.
 - e. apply it to the next skill which is auditory discrimination.

34. (14.5) Ms. Smythe wants to teach a group of children to look at the beginning letter of an unknown word in a sentence and to try to find a word that would fit in that sentence that begins with that letter. She would do best to follow which of the following procedures.
- a. highlight the beginning letter visually for this sound/symbol connection skill.
 - b. highlight the beginning letter auditorily for this sound/symbol discrimination skill.
 - c. highlight visually the whole word for this sound/symbol meaning skill.
 - d. highlight visually the beginning letter for this sound/symbol meaning skill.
 - e. highlighting is not appropriate for this skill.
35. (15.1) What are the three major conditions of comprehension?
- a. intelligence, decoding, experience.
 - b. decoding, experience, purpose.
 - c. emotional development, purpose, sex.
 - d. confidence, MA, decoding.
 - e. age, grade, I.Q.
36. (15.2) You are studying a unit on the New England area in your 5th grade social studies. Which would be the best method of adopting this textbook lesson to a pupil reading at the 2nd grade level?
- a. show a movie about making maple sugar in New England.
 - b. record the assigned text on an audio cassette for him.
 - c. prepare an outline of the chapter for him.
 - d. have the unit read orally by the class.
 - e. make no adaptation since he is in 5th grade.

37. (15.3) You select a 6th grade social studies book which concentrates on Ancient Civilizations. The book has an attractive cover and excellent illustrations. The text has an excellent format and should present no decoding problems to your students. It has important passages highlighted and it is accompanied by an excellent teacher's guide. You order the book knowing you can teach from it because of the background you have from your history minor. What major condition of comprehension have you overlooked in selecting this text?
- a. purpose-setters
 - b. background experience of pupils
 - c. decoding
 - d. grade placement
 - e. interest
38. (16.1) Identifying author bias requires which type of thinking?
- a. comprehensive.
 - b. critical.
 - c. differential.
 - d. relationship.
 - e. coaxial.
39. (16.2) Select the statement which is most correct. The four major comprehension skills include:
- a. fact-inference, evaluation, word meaning, classification.
 - b. function, fact-inference, evaluation, organization.
 - c. organization, context, purpose, evaluation.
 - d. function word skills, content word skills, purpose skills, evaluation skills.
40. (16.3) 'The man ran to the school.' Identify the content words.
- a. man, ran, to, school.
 - b. man, school, ran.
 - c. the, to, the.
 - d. the, the.
 - e. the, man, ran.

41. (16.4) 'A king rules by force or right.' Identify function words.
- a. A, by, or.
 - b. A, by, or, right.
 - c. king, rules.
 - d. king, force, right.
 - e. A, rules, by, or.
42. (16.6) On "Sesame Street" they play a game called "One of these things doesn't belong." The kids are presented with 4 items, 3 of which are similar and one which is dissimilar. For example, a milk carton, ice cream carton, cottage cheese carton and an ICICLE. This game provides practice in which of the following skills?
- a. evaluative thinking.
 - b. divergent thinking.
 - c. sequencing.
 - d. relationships.
 - e. classifying.
43. (16.7) You wish to teach your children to locate the main idea in a story. Select the best practice activity for this skill.
- a. read the story to the pupils and have them make up a title for it.
 - b. have the students read the story and draw a picture illustrating the most exciting event.
 - c. have the pupils label all the content words in a chronological order.
 - d. have the children read short paragraphs and throw out any sentences which don't fit the theme of the paragraph.
 - e. have the children write short paragraphs.
44. (16.8) Ms. Smith has had her class read a section on the American Revolution in their social studies book. Which of the following questions is a heuristic question?
- a. When did the Revolutionary War end?
 - b. Who was the American commander?
 - c. How did General Washington cross the Delaware River?
 - d. Would you have fought without being paid like many of the soldiers did?
 - e. How many soldiers were killed in the war?

45. (16.10) Which of these statements is most true about implementing the pretest, teach, posttest strategy for teaching evaluative thinking skills?
- a. the pretest, teach, posttest strategy cannot be applied to these high level skills.
 - b. instruction must be on a one-to-one ratio.
 - c. instruction should be conducted in groups based on skill needs.
 - d. instruction should be conducted in groups based on instructional level.
 - e. these skills are better taught at the high school level.
46. (17.1) Before Mr. Sim, the fourth grade teacher, can begin to teach specific word recognition skills he needs to know what skills are lacking for each child. What is the best course of action for Mr. Sim to follow?
- a. starting with the first skill, test each child until he fails a skill.
 - b. use last Spring's achievement tests to hypothesize about where each child would be in the skill cluster and test from there.
 - c. have each child read orally from a 4th grade basal and decide from this information where to start testing.
 - d. have each child take a placement test to determine his approximate location in the skill cluster.
 - e. use the Sullivan pre-test to determine pupil capabilities in relation to skill clusters.
47. (18.1) According to your instructor, probably the best use of a basal reader is:
- a. as material for only your bottom group, letting the good readers select their own materials.
 - b. to provide for daily oral reading needed in a good program.
 - c. for application of specific skills previously taught.
 - d. to develop attenders for your students.
 - e. as a total reading program.

48. (19.1) Select the best application activity for an
(16.9) inferential thinking skill.
- a. have the child write inferential questions on passages he has read.
 - b. have the child use the skill to answer inferential questions in a social studies book.
 - c. give the students a passage and a list of questions, and have the students then identify all of the inferential questions.
 - d. have the children ask each other inferential questions.
 - e. you can't apply inferential thinking skills.
49. (20.1) When developing a recreational reading program, you must remember that:
- a. recreational reading is generally out-of-school activity.
 - b. recreational reading provides a sequential skill development program through self-selection.
 - c. recreational reading provides an opportunity to apply skills previously learned.
 - d. recreational reading can often pin-point emotional disturbances.
 - e. recreational reading, according to research, does not contribute to the acquisition of reading skills.
50. (21.1) Which of the following statements about daily classroom routines most accurately reflects the position taken by your instructor and by SYSTEMATIC READING INSTRUCTION?
- a. routines are fundamentally important and regular instruction should not begin until they are firmly established.
 - b. routines are the trademark of an uncreative teacher.
 - c. routines should be firmly established in the first week of school and rigidly upheld throughout the year.
 - d. routines are necessary only in some classrooms and the decision regarding implementation should be left until you get to know your pupils.
 - e. routines are necessary only if you are a strict disciplinarian.

APPENDIX D

POSTTEST

APPENDIX D

POSTTEST

POST-ASSESSMENT

Education 325A

DIRECTIONS: This is a criterion measure to assess your level of knowledge of the objectives for Education 325A.

Read each question carefully, select the most correct answer and record that answer on your answer sheet. Be sure to use a No. 2 pencil.

- (1.1) 1. Reading is important in today's society because:
- a. the government appropriates much of its educational money for reading programs.
 - b. it is taught in Head Start programs.
 - c. most people need to read at sometime in their life in our society.
 - d. teachers demand that reading be taught in public schools.
 - e. books are the mode of all human learning.
- (1.2) 2. An acceptable definition of reading is:
- a. being able to understand the writer's messages through decoding of the printed symbols on a page.
 - b. pronouncing words clearly and accurately.
 - c. the cognitive interaction of variable factors.
 - d. auditory discrimination of visual symbols.
 - e. recognizing symbols as words.
- (2.1) 3. Suzie cannot discriminate between the sounds of m and n. Her problem can be classified as:
- a. cognitive.
 - b. tactile.
 - c. perceptual.
 - d. kinesthetic.
 - e. verbal

- (2.2) 4. Margie is a well adjusted first grader. She enjoys school and has had many rich happy experiences in social, educational and emotional settings. Judging from this Margie most likely has:
- a. some direct prerequisites for reading.
 - b. no direct prerequisites for reading.
 - c. some indirect prerequisites for reading.
 - d. no indirect prerequisites for reading.
 - e. all of the direct prerequisites to reading.
- (2.3) 5. Which of the following is a general readiness prerequisite for learning to read?
- a. Emotional stability.
 - b. Number of words in the child's meaning vocabulary.
 - c. Auditory discrimination.
 - d. Sound-symbol connection.
 - e. Visual discrimination.
- (3.1) 6. Which of the following would not be used to determine reading expectancy?
- a. Chronological age.
 - b. I.Q.
 - c. Mathematical computation ability.
 - d. Motivation and interest.
 - e. Listening ability.
- (3.2) 7. Which of the following statements is most true about the indicators of expectancy?
- a. Viewed individually they can provide a rationale for establishing instructional technique.
 - b. Viewed alone they provide adequate basis for establishing a realistic expectancy level.
 - c. Viewed together they can provide an adequate basis for establishing a realistic expectancy level.
 - d. Viewed individually they have no inherent weaknesses.
 - e. Viewed together they are of little use in providing a basis for establishing a realistic expectancy level.

- (3.3) 8. Claudia loves school and her teacher. She is well adjusted at home and has an I.Q. of 108. She is beginning the 5th grade and reading at a 5th grade level. When she enters 6th grade she will probably be reading at:
- a. 4.0-4.5
 - b. 5.0-5.5
 - c. 6.0-6.5
 - d. 7.0-7.5
- (4.1) 9. Which of the following is an advantage of an informal testing device?
- a. Prepared by experts.
 - b. Standardized norms.
 - c. Opportunity to directly observe individual pupil performance.
 - d. Overestimates the student's reading ability.
 - e. All of the above.
- (4.2) 10. Tony scored as follows on an informal graded oral reading inventory.

	<u>Word Recognition</u>	<u>Comprehension</u>
2nd grade	100%	80%
3rd grade	100%	75%
4th grade	100%	70%
5th grade	99%	65%
6th grade	94%	55%

Her frustration level is:

- a. 3rd grade
 - b. 4th grade
 - c. 5th grade
 - d. 6th grade
- (4.3) 11. Christopher scored as follows on a graded oral paragraph. What is his area of difficulty?

	<u>Word Recognition</u>	<u>Comprehension</u>
1st grade	95%	100%
2nd grade	95%	80%
3rd grade	90%	80%
4th grade	85%	75%

- a. comprehension
- b. cognitive
- c. sensory
- d. word recognition
- e. b and c

- (5.1) 12. Sandy comes home from school and is lost in
(5.2) books. She reads anything and everything she
can get her hands on from cereal boxes to
Shakespeare. Sandy is experiencing:
- a. a deficiency in recreational reading.
 - b. a proficiency in recreational reading.
 - c. a proficiency in content area reading skills.
 - d. a deficiency in content area reading skills.
- (6.1) 13. Jake reads with varying rates of speed, he can
find the main ideas, identify author bias and
propaganda techniques. Jake is at which stage
of reading development?
- a. Initial mastery.
 - b. Discrimination.
 - c. Application.
 - d. Speed reading.
 - e. Power.
- (7.1) 14. A humanistic teacher is one who:
- a. lets students make diagnostic rules to follow in classroom.
 - b. takes a child from where he is academically to the level he can realistically reach with good instruction in any given time.
 - c. uses the latest reading programs in her teaching.
 - d. protects the self-concepts of pupils by teaching the whole class together.
 - e. organizes a minimum of three reading groups to meet the students' reading abilities.
- (7.2) 15. Which of the following could best be used to
diagnose individual differences in reading?
- a. sex
 - b. listening ability
 - c. reading test scores
 - d. past performance
 - e. all of the above

- (8.1) 16. As you enter Mr. John's classroom, you will see the following: In one corner is a book case, chairs, and a rug for free reading. In another corner are a number of reading games to be used for independent practice. Mr. John is teaching a group in the third corner the sound symbol connection for m. Which element of a classroom organization that meets individual reading differences and is part of a total reading program is missing?
- Reading skill instruction.
 - Content area reading activities.
 - Recreational reading.
 - Independent reading activities.
 - Free reading.
- (9.1) 17. Ms. Flotz wants to teach her children to be able to reproduce from memory the letters
(11.4) a, t, u, p, i, n. What procedure should she follow to insure that her students are able to do this?
- Teach all the pupils and then pretest to determine whether they have mastered the skill.
 - Test each pupil on the ability to reproduce the letters, teach those who fail the test, and then post-test to determine mastery.
 - Teach the skill to your bottom group and test to determine mastery.
 - Test each child on his ability to visually discriminate between the letters, teach the skill to those who fail test and then post-test to determine mastery.
 - Teach the skill, practice the skill, apply the skill and then post-test.

- (10.1) 18. Mr. Bud Weiser is going to teach his pupils to
(11.7) match words beginning with the same consonant letter. Select the best attender for Mr. Weiser to use:
- a. "This is a difficult task to perform. I will give you as much help as you need to get through it. Look carefully to the beginning letter of the following words and tell me if they are the same or different."
 - b. "This is a difficult task to perform. I will give you as much help as you need to get through it. Look very, very carefully to these words and pay close attention, then raise your hand when you think they begin with the same letter."
 - c. "Look at the following words and tell me when they are the same at the beginning."
 - d. "Listen carefully to the beginning sounds of the following words and tell me if they sound the same or different at the beginning."
- (10.2) 19. Miss Johnson was teaching the matching of
(11.5) spoken words beginning with the same consonant sound. During her presentation, she said the words slowly, stretching out the beginning consonant sound. Then she said the word fast as the pupil would normally hear it. This is an example of:
- a. a psychological attender.
 - b. highlighting the pieces of the puzzle.
 - c. a pretest.
 - d. diminishing crutches.
 - e. the language experience approach.
- (10.3) 20. You are teaching a group of children the at
(14.1) phonogram. Which statement is the most true about pupil response with this skill?
- a. The pupils should respond a minimum of 9 times each according to research.
 - b. Each pupil should be led to make many correct responses throughout the lesson.
 - c. Pupils who don't seem to understand the task should make the same response until they get the right answer.
 - d. Pupils should learn by trial and error by responding to quizzes.
 - e. Response is not necessary in teaching this skill.

- (10.4) 21. Mrs. Wing is teaching her children to recognize words with the "ing" structural ending. She is using root words the child knows and adds "ing" to this known word. Which of the following is the best method of reinforcement?
(14.4)
- a. Reinforce a child each time he recognizes the root word.
 - b. Reinforce the child for responses intermittently throughout the lesson.
 - c. Reinforce the child for every correct response.
 - d. Reinforce the child each time he attempts to sound out the word.
- (10.5) 22. Miss Curd taught a reading lesson and then assigned pages 23-25 in the reading workbook as a practice activity. Early the next week she asked an aide to see if the blanks were filled in. The aide found three boys who hadn't filled in any blanks and Miss Curd had them stay in during recess. Which of the following mistakes did Miss Curd commit as she had the children do the practice task?
- a. She did not provide for immediate feedback.
 - b. She did not attempt to insure that the correct response was being habituated.
 - c. She did not make it self checking.
 - d. All of the above.
- (10.6) 23. Mr. Smith has successfully taught the use of context clues to his 4th graders as evidenced by their performance on the post test. Select the best application activity for this skill:
- a. Pupils will figure out the meaning of new words met in their social studies assignment by using context clues.
 - b. Pupils will underline all the unknown words in their science text reading assignment and then look up their meanings in the dictionary.
 - c. Pupils working in pairs will write stories using words which they feel their partner may not know. They will exchange papers and their partners will have to determine the meanings of the new words by using context clues.
 - d. b and c.
 - e. Pupils will receive a ditto with sentences which have one word omitted. They will then write a word that will complete the sentence.

- (11.1) 24. Mr. Praise was teaching a group of children
(11.2) the sound-symbol connection skill for the letter p. This prerequisite word recognition skill can be classified as:
- a. a visual memory task.
 - b. a discrimination task.
 - c. an association task.
 - d. a comprehension task.
 - e. a combination of b and c.
- (11.3) 25. Flip confuses similar letters of the alphabet when they are presented to him on flash cards. Which of the following would be the most appropriate corrective procedure for his problem?
- a. Have him cut out the letters of the alphabet, simultaneously saying the sound the letter produces.
 - b. Teach him to note the visual differences in the letters he confuses, highlighting the element which makes one letter different from another.
 - c. Teach him to sing the alphabet song, emphasizing each letter in turn.
 - d. Identify the letters he confuses often, highlight the sounds that they make, and diminish the crutches gradually.
- (11.6) 26. The following is an example of a test Mr. Chauvin gave his students. He gave them a card with a picture of a mop on it. The child was to say "mop" and then place the picture under the letter which begins that word. This was a test for:
- a. sound-symbol meaning.
 - b. sound-symbol-connection.
 - c. visual memory.
 - d. visual discrimination.
 - e. auditory discrimination.
- (11.8) 27. Ms. Strong is teaching a group of students a skill. They are orally given a sentence with one word missing. The beginning letter of the missing word is shown. The children are to orally supply the missing word. What skill is being taught?
- a. Oral language facility.
 - b. Sound-symbol connection.
 - c. Consonant substitution.
 - d. Sound-symbol meaning.
 - e. Auditory discrimination.

- (12.1) 28. You want to help Stephen identify the word "Come." He does not already know the word. Which would be the most efficient way for him to identify this word?
- Sight word recognition.
 - Context.
 - Structural analysis.
 - Phonetic analysis.
 - None of the above.
- (12.2) 29. When Luke attacks words by identifying prefixes and suffixes, he is using structure to assist in recognizing the unknown word. This can best be classified as:
- instant recognition.
 - sight word.
 - word analysis.
 - visual memory.
 - B and D

- (12.3) 30. Vinny is a first grader and below are his responses on a tachistoscopic test.

<u>Flash</u>	<u>Word Presented</u>	<u>Analysis</u>
Mother	Mother	- - -
- - -	Home	
Dad	Dad	
See	See	
- - -	Man	- - -
- - -	Look	- - -
- - -	Run	I don't know

Vinny is over-relying on:

- phonetic analysis.
 - context.
 - structural analysis.
 - configuration.
 - sight words.
- (13.1) 31. When teaching the sight words come, the, look, the teacher had the pupils spell the word aloud, trace the word with their fingers, and write the word in the air. Which technique for teaching sight words was being used?
- Word analysis.
 - Association.
 - VATK.
 - Emotional connotation.
 - Structural analysis.

- (13.2) 32. You take your students into a field to look for grasshoppers. They have not seen grasshoppers before. When you catch a jarful, you take them to the room and observe them eating and hopping about in a cage. The children now know what a grasshopper is. Your students write stories about grasshoppers and read those stories. This technique of teaching words is called:
- a. field trip approach.
 - b. content area approach.
 - c. science approach.
 - d. language experience approach.
 - e. phonetic analysis.
- (14.3) 33. Select the best application activity for a phonetic generalization skill.
- a. Mark the vowels as long or short in a word list.
 - b. Apply skill when reading a basal text selection.
 - c. Illustrate the two vowels awalking rule.
 - d. Sound out phonetically in content Dolch words.
 - e. Apply it to the next skill which is auditory discrimination.
- (14.5) 34. A third grade student was having difficulty reading in the third grade reader. She was given a diagnostic test in which she was found to have adequate sight vocabulary. She could also attach the correct sounds to the necessary consonant combination and vowel phonograms, but she still has problems recognizing some of the words. Which of the following skills do we lack information on?
- a. Phonetic analysis skills.
 - b. Sight word skills.
 - c. Configuration skills.
 - d. Context skills.

- (15.1) 35. The conditions prerequisite for effective comprehension include:
- comprehension of concepts, clear enunciation in oral language, visual discrimination.
 - auditory discrimination, clear enunciation in oral language, experience background.
 - decoding, background experience, interest.
 - seeing relationships among concepts, comprehension of concepts, interest.
- (15.2) 36. Sammy, a 5th grader, is having difficulty comprehending because of a serious word recognition problem in his reading. What would be the best way to adjust your instruction to meet Sammy's needs?
- Don't ask him to perform any comprehension tasks.
 - Put material on tapes and let Sammy listen to it rather than read it.
 - Send Sammy to a lower grade for content area classes.
 - Put him in the fifth grade book and give him lots of encouragement.
 - Have him look at the pictures and try to evaluate content.
- (15.3) 37. You are choosing a social science textbook. Which of the following texts would be the best one to choose in terms of conditions of comprehension?
- The text that has many suggestions in the teacher's guide.
 - The text that has bright pictures.
 - The text that has questions at the beginning of the selections and many interest getting devices.
 - The text that has questions at the end of the selections.
 - The text that is easiest to read.
- (16.1) 38. Choose the answer which lists the three levels of thinking:
- recall, inferential, critical.
 - concept, classification, fact-inference.
 - decoding, experience, purpose.
 - auditory, visual, sound-symbol connection.

- (16.2) 39. Tommy Joyce is able to remember the main idea and supporting facts of a selection she has read. She can relate similar kinds of information and is able to evaluate the materials she has read. What comprehension skill has not been mentioned above?
- Literal thinking skills.
 - Classification skills.
 - Inferential skills.
 - Evaluative skills.
 - Sound-symbol connection.
- (16.3) 40. Select the most acceptable definition of
(16.4) content words.
- Content words signal positional or time relationship.
 - Content words are generally pronounce and their antecedents.
 - Content words "glue" the sentence together.
 - Content words have a definite referent in culture.
 - Content words show cause and effect.
- (16.5) 41. Ms. Johnson planned to use the following sentences in a reading lesson to teach key words and how they signal sequence. "The defenseman took the puck away from the Bruins player. He first shot it to the center, who then skated over the blue line and lined up a shot to the goal net. Finally, the goalie made the save that won the game." Which of the following are the key words which signal the chronological sequence of the story?
- Took the puck away, shot it to the center, skated over, made the save.
 - Took, shot, skated, made.
 - First, then, lined up, made.
 - Over, up, that.
 - First, then, finally.
- (16.6) 42. Josie's teacher gave him pictures of many different kinds of animals. Josie was to put them together so that all farm animals were in one place, all the house pets in another place, and all the wild animals in another place. The skill he was using is:
- gathering facts.
 - critical thinking.
 - classification.
 - literal thinking.
 - content words.

- (16.7) 43. Mr. Jack is testing to determine whether his pupils can identify the main idea of a story. Select the best technique for accomplishing this.
- a. Have the students retell the story in their own words.
 - b. Have the students select the most difficult vocabulary words and list them.
 - c. Have the students select from several choices a title for the story.
 - d. Have the students name the main characters in the story.
- (16.8) 44. Ms. Greyhound is asking questions of her fourth grade students regarding the busing issue. Which of the following questions most logically require factual thinking?
- a. Why are parents in suburban areas against busing?
 - b. What do you feel is the opinion of legislators on one-way busing?
 - c. How many places are successfully busing children at this time?
 - d. Will Mrs. McCabe ever win a presidential election?
 - e. Do you agree with Mrs. McCabe?
- (16.9) 45. Trish is a 5th grader who cannot infer meanings from her reading. Which of the following activities would be most useful in helping her to "read between the lines?"
- a. Further diagnosis to determine her specific word recognition problem.
 - b. Much practice and instruction with writing metaphors and other literary devices.
 - c. Instruction in which you help her to detect and utilize more carefully the key words used by the author.
 - d. Teaching which requires her to answer questions that ask "Who" and "What" and guides her to literal meaning.
 - e. Teach her to outline the story.

- (16.10) 46. Which statement is most true about teaching evaluative thinking skills?
- a. Children generally can evaluate materials without assistance.
 - b. When teaching these skills you must be sure to provide a key with the right answers.
 - c. These skills should only be taught in the 11th and 12th grades, because the elementary school child's mind has not matured sufficiently to handle this type activity.
 - d. These skills need to be taught throughout the school and curriculum but they are difficult to teach because the goal is to make the child think and evaluate independently.
 - e. I don't know.
- (17.1) 47. Johnny comes to you at the middle of the semester. He has just returned from 6 months in Europe with his parents. You want to integrate him into your reading class. You gave him the graded oral reading paragraphs and he placed at third grade instructional level. According to the procedures described in SRI, the next thing you should do is:
- a. place him in a third grade level reader.
 - b. not put him in any reading group until you help him adjust to an American classroom situation.
 - c. give him the placement test from SRI.
 - d. begin testing him in the Chapter 4 clusters.
 - e. begin testing him in the Chapter 5 clusters.
- (18.1) 48. According to your instructor, relative to the use of basal readers, which of the following statements is most accurate?
- a. Basal texts are good for only special education kids who need the structure.
 - b. Basal texts should not be used.
 - c. Starting on page one have the kids orally read through the text.
 - d. Basal texts are best used after a skill has been taught, or a device to apply the skills.
 - e. Basal texts provide you with a teacher's guide, so follow the directions to the letter.

- (19.1) 49. Which of the following statements is most
(20.1) true about recreational and content area reading?
- a. If you have a daily reading period, you need not worry about recreational or content area reading.
 - b. Reading instruction should not be confined only to a daily reading period, rather it must be taught throughout the curriculum.
 - c. You may have to adjust your content area instruction for slow readers but generally they do poorly even if the material is read to them.
 - d. Recreational and content area reading is of only minor importance.
 - e. If kids can read the basal texts they will have no problem in either recreational or content area reading.
50. An essential element in managing an effective reading program is:
- a. federal funding.
 - b. flexible grouping of children.
 - c. a wide variety of independent activities.
 - d. a system of punishment that effectively curtails undesired behavior.
 - e. at least one teacher's aide to control children not involved in skills lessons.

APPENDIX E

ATTITUDE QUESTIONNAIRE

APPENDIX E

ATTITUDE QUESTIONNAIRE

BASIC TRACK EVALUATION

Instructions: Read each item carefully and circle the answer that most closely describes your feelings. If you circle other, please explain.

1. In conducting reading instruction, I believe:
 1. it is the teacher's responsibility to make very certain each student understands what is expected of him.
 2. it is the teacher's responsibility to make certain that students understand some of what is expected of them and it is the student's responsibility to make certain that he understands what other things are expected of him.
 3. it is the student's responsibility to make certain he understands what is expected of him.
2. As a reading teacher I will attempt to understand students by:
 1. trying to place myself in their position.
 2. reading a lot of child development books.
 3. expecting the student to place himself in my position.
3. In order to have all my students achieve their maximum potential I will primarily:
 1. rate every performance so they'll know where they stand.
 2. tell them where they stand.
 3. help every student instead of passing judgment.

4. When teaching my own class, I will:
 1. be a strong leader and direct the learning pace of all my pupils.
 2. direct the learning pace of some of my pupils and allow some of my pupils to pace themselves.
 3. allow my pupils to pace themselves through the specified tasks to be learned.

5. In situations in which a diligent student fails, I believe that I, as the teacher, should:
 1. feel that the student didn't work hard enough.
 2. that both the student and I should work harder.
 3. provide alternate ways to achieve the objective.

6. In teaching a task to a child, I believe that:
 1. if he listens carefully to all I say, he does not need to respond, or perform, during the lesson.
 2. if he listens carefully and I explain it thoroughly he does not need to respond, or perform, during the lesson.
 3. he must perform or respond, frequently during any instruction.

7. As the instructional leader in a classroom, the teacher should:
 1. demand the attention and respect of all the students.
 2. expect the attention and respect of some of the students.
 3. earn the attention and respect of all of the students.

8. I consider myself a success during reading instruction if I:
 1. elicit a specified response from each learner.
 2. elicit a specified response from most of the learners.
 3. concern myself only with the best presentation I can teach.

9. A student achievement in reading instruction is based on:
 1. my subjective teacher judgment on specified tasks according to established minimum criteria.
 2. performance and my judgment on the specified tasks according to established minimum criteria.
 3. performance on specified tasks according to established minimum criteria.

10. When I teach reading:
 1. student's views will always be considered important.
 2. student's views will sometimes be considered important.
 3. I will not consider student's views because I know what they need.

11. When teaching I will:
 1. never welcome constructive criticism because I would lose face.
 2. sometimes welcome constructive criticism if the situation calls for it.
 3. always welcome constructive criticism for improving instruction.

12. As a reading teacher I'll admit mistakes:
 1. even if I "lose face."
 2. if only a few students know it.
 3. if I don't have to "lose face."

13. When I begin to teach:
 1. I will maintain a friendly approachable attitude for only those who are introverts.
 2. I will maintain a friendly approachable attitude for all the average children.
 3. I will maintain a friendly approachable attitude for all students.

14. As a reading teacher I will:
 1. try to have my instruction approximate as closely as possible the intended application situation.
 2. not worry if instruction and application are closely approximated as long as transfer occurs.
 3. not worry as long as instruction is learned.

15. I intend, as part of my skill instruction in reading to:
 1. teach the skill, not be concerned with cueing since my students will already know the important pieces.
 2. cue the students whom I know need to be told the important pieces of the skill.
 3. cue all of my students to the important pieces of the skill.

16. When I teach reading skills to my pupils I will:
 1. never use reinforcement.
 2. sometimes use reinforcement.
 3. always use reinforcement.

17. As a teacher of reading I will:
 1. give extra assistance to some pupils if they need it.
 2. give extra assistance to most pupils if they need it.
 3. give extra assistance to all pupils if they need it.

18. During reading instruction I will have individual conferences and small group instruction:
 1. for all my students.
 2. for the slow students.
 3. for none of my students.

19. As a reading teacher I will provide material beyond minimum performance for:
 1. only select students.
 2. all my average students.
 3. each student who desires it.

20. I believe a teacher:
 1. must help each student develop and maintain a healthy self-image.
 2. must help slow students develop and maintain healthy self-images.
 3. must help those students who I think need it to develop and maintain a healthy self-image.

21. In order that students will know how they are progressing I will:
 1. comment only on what needs strengthening.
 2. comment only on what was done well.
 3. comment on what needs strengthening as well as what was done well.

22. When I teach during reading skill instruction, I:
 1. will always specify for the pupil what skill is to be learned and how that learning will be measured.
 2. will sometimes specify for the pupil what skill is to be learned and how that learning will be measured.
 3. feel it is not necessary for the pupil to know what skill is to be learned and how that learning will be measured.

23. As a reading teacher I will measure students' performances in reading skill instruction:
 1. at the end of each reading period.
 2. at the end of the lesson.
 3. throughout the lesson.

24. I believe that failure occurs during reading instruction:
 1. the teacher must take the responsibility for this failure.
 2. the teacher must take part of the responsibility and the student must take part of the responsibility for this failure.
 3. the student must take the responsibility for this failure.

25. I believe that it is the teacher's responsibility to:
1. demand the students' attention.
 2. captivate part of students' attention and demand the attention of the rest of the students.
 3. captivate the students' attention.
26. When I am teaching reading, I intend:
1. to decide the ways to satisfy my student's need.
 2. to let some of my students choose the ways to satisfy their needs.
 3. to let my students choose the ways to satisfy their needs.
27. Which of the following is most accurate?
1. My anxiety level about taking the final exam dropped throughout the course.
 2. My anxiety level about taking the final exam remained the same throughout the course.
 3. My anxiety level about taking the final exam rose throughout the course.
28. Which of the following is most accurate?
1. My anxiety level about conferring with instructors dropped throughout the course.
 2. My anxiety level about conferring with instructors remained the same throughout the course.
 3. My anxiety level about conferring with instructors remained the same throughout the course.

29. When listening to an instructor I:
 1. would prefer to be able to stop the instructor, clarify the content in my mind and have previous points repeated if necessary.
 2. would like to note any problem I have and ask them later.
 3. would prefer that the instructor continue without interruptions.

30. When learning something new, I do better:
 1. when I am in a large group.
 2. when I am in a small group.
 3. when I am alone.

31. When listening to an instructor, I prefer:
 1. to be able to ask clarifying questions.
 2. to have another time to ask questions.
 3. not to have lectures interrupted by student questions.

32. I feel that the content of 325A was presented:
 1. inadequately in terms of my individual learning style.
 2. in a manner that sometimes correlated with my learning style and sometimes did not.
 3. adequately in terms of my individual learning style.

33. When learning something new, I learn:
 1. best when I work by myself.
 2. best when I'm in a small group of 2 or 3 persons.
 3. best when in a class of 35.

34. In taking 325A, I felt:
 1. that the learning pace never correlated with my own rate.
 2. that the learning pace sometimes correlated with my own rate.
 3. that I had the freedom to comprehend material at my own rate.

35. Which of the following is most accurate?
 1. My anxiety level about the outside assignments dropped throughout the course.
 2. My anxiety level about the outside assignments remained the same throughout the course.
 3. My anxiety level about the outside assignments rose throughout the course.

36. In assessing my attention when listening to the 325A instructor?
 1. I had consistently good attention.
 2. There were times when my attention wandered.
 3. I had frequent periods of inattentiveness.

37. Which of the following is most accurate?
1. This has been one of the most interesting and stimulating college classes I've had.
 2. This has been a moderately interesting and stimulating college class.
 3. This has been one of the most boring and monotonous college classes I've had.
38. For the basic track:
1. I always knew what was expected.
 2. I sometimes knew what was expected.
 3. I never knew what was expected.
39. In the basic track:
1. I learned very little.
 2. I learned a few things.
 3. I learned a great deal.
40. When I encountered difficulty performing an outside assignment or preparing for a quiz:
1. assistance was always available.
 2. assistance was sometimes available.
 3. assistance was never available.

41. At the beginning of each module:
 1. I never knew what my specific duties were.
 2. I sometimes knew what my specific duties were.
 3. I always knew what my specific duties were.

42. Relative to the amount I learned:
 1. it exceeded the time spent in preparation for quizzes and outside assignments.
 2. it matched the time spent in preparation for quizzes and outside assignments.
 3. it was less than the time spent in preparation for quizzes and outside assignments.

43. Which of the following is most accurate?
 1. I never found myself thinking about the basic track outside of class.
 2. I sometimes found myself thinking about the basic track outside of class.
 3. I often found myself thinking about the basic track outside of class.

44. Which of the following is the most accurate?
 1. This has been one of the most motivating and thought provoking courses I've had.
 2. This has been a moderately motivating and thought provoking course.
 3. This has been the least motivating and thought provoking course I've had.

APPENDIX F

COURSE OBJECTIVES

APPENDIX F

COURSE OBJECTIVES

SPECIFIC OBJECTIVES

Education 325A

- 1.1.1 Given an analysis of the verbal nature of both the modern school and current society, the student lists five reasons why reading ability is crucial.
- 1.1.2 Given an experience in reading and analyzing a story written in a strange code system, the student writes a definition of reading which takes into account the perceptual and cognitive processes utilized by a successful reader.
- 1.2.1 Given simulated data contained on the class list, the student identifies pupils having difficulty reading because of a sensory problem, a perceptual problem, and a cognitive problem.
- 1.2.2 Given the simulated data contained on the class list, the student identifies pupils who possess the indirect prerequisites to reading and pupils who do not possess these prerequisites.
- 1.2.3 Given information developed in this module, the student categorizes reading prerequisites as being general readiness traits or specific readiness traits.
- 2.3.1 Given the various traits used by teachers to establish expectations of individual pupil reading achievement, the student lists the fallacies of using any one of these alone to determine expectancy.
- 2.3.2 Given the indicators of expectancy, the student states a strategy for sensitively using these indicators to determine an individual expectancy quotient.
- 2.3.3 Given the simulated data contained on the class list, the student establishes an individual expectancy of reading achievement for each pupil on the list.

- 2.4.1 Given information regarding formal and informal devices for determining reading levels, the student lists the advantages and disadvantages of using each.
- 2.4.2 Given simulated graded oral reading paragraph data, the student lists the independent, instructional, and frustration reading level for each of six pupils.
- 2.4.3 Given simulated graded oral reading paragraph data, the student states the type of skill difficulty for each of two pupils.
- 2.5.1 Given the simulated data contained on the class list, the student identifies pupil proficiencies and deficiencies in reading content area material.
- 2.5.2 Given the simulated data contained in the class list, the student identifies pupil proficiencies and deficiencies in recreational reading.
- 2.6.1 Given simulated data contained on the class list, the student identifies the stage of developmental reading growth for each of three pupils.
- 2.7.1 Given information regarding the importance of meeting individual needs, the student lists five characteristics of a humanistic teacher.
- 2.7.2 Given the previous modules on individual differences in reading, the student lists these differences and the tools which can be used to determine what these differences are.
- 3.8.1 Given a written description of a classroom setting in which individual differences of pupils are being met, the student identifies four crucial elements of such a classroom organization.
- 4.9.1 Given information regarding a pretest-teach-posttest strategy for skill instruction, the student describes how it would be applied in a hypothetical instructional situation.
- 4.10.1 Given a specific skill to teach, the student writes a psychological and a physical attender.

- 4.10.2 Given a specific skill to teach, the student writes a presentation which makes use of highlighting and diminishing crutches.
- 4.10.3 Given a specific skill to teach, the student writes a presentation which includes appropriate pupil response.
- 4.10.4 Given a specific skill to teach, the student writes a presentation which includes appropriate use of the principles of reinforcement.
- 4.10.5 Given a specific skill to teach, the student writes a practice exercise which incorporates the four characteristics of good practice.
- 4.10.6 Given a specific skill to teach, the student writes an application activity which would help the pupil put the skill to use in a realistic reading situation.
- 5.11.1 Given examples of the seven major types of prerequisite word recognition skills, the student categorizes these as being primarily visual, primarily auditory, or a combination of both.
- 5.11.2 Given examples of specific prerequisite skills, the student classifies each as being a memory task, a discrimination task, or an association task.
- 5.11.3 Given a specific visual discrimination skill, the student writes an instructional episode for teaching this skill.
- 5.11.4 Given a specific visual memory skill, the student writes an instructional episode for teaching this skill.
- 5.11.5 Given a specific auditory discrimination skill, the student writes an instructional episode for teaching this skill.
- 5.11.6 Given a specific sound-symbol connection skill, the student writes an instructional episode for teaching this skill.
- 5.11.7 Given a specific sequencing skill, the student writes an instructional episode for teaching this skill.

- 5.11.8 Given a specific sound-symbol-meaning skill, the student writes an instructional episode for teaching this skill.
- 5.12.1 Given a story written in a strange alphabet, the student lists the four major techniques for identifying words.
- 5.12.2 Given the prerequisite word recognition skills and the four major techniques for identifying words, the student categorizes these as either recognition or analysis skills.
- 5.12.3 Given simulated pupil performance on graded oral reading paragraphs and on tachistoscopic tests, the student states how the pupil is attacking words.
- 5.13.1 Given four techniques for teaching sight words, the student writes instructional episodes using each of the four techniques.
- 5.13.2 Given the language experience technique, the student describes how he would use this technique to help pupils identify words.
- 5.14.1 Given a specific short vowel phonogram skill, the student writes an instructional episode for teaching this skill.
- 5.14.2 Given a specific syllabication skill, the student writes an instructional episode for teaching this skill.
- 5.14.3 Given a specific phonetic generalization, the student writes an instructional episode for teaching this generalization.
- 5.14.4 Given a specific structural analysis skill, the student writes an instructional episode for teaching this skill.
- 5.14.5 Given a specific context and letter-sound correspondence skill, the student writes an instructional episode for teaching this skill.
- 6.15.1 Given his own experience as a thinker, the student lists the three major conditions which influence comprehension.

- 6.15.2 Given the three major conditions which influence comprehension, the student states how he would adjust instruction to account for each of these conditions.
- 6.15.3 Given the three major conditions which influence comprehension, the student states the characteristics he would look for in selecting textbook material for pupils.
- 6.16.1 Given a written description, the student lists three kinds of thinking.
- 6.16.2 Given a list of thinking skills, the student categorizes the four major comprehension skills.
- 6.16.3 Given a specific content word, the student plans an instructional episode for teaching the meaning of the word.
- 6.16.4 Given a specific function word, the student plans an instructional episode for teaching the meaning of the word.
- 6.16.5 Given a specific relationship skill, the student plans an instructional episode for teaching this skill.
- 6.16.6 Given a specific classification skill, the student plans an instructional episode for teaching this skill.
- 6.16.7 Given a specific main idea skill, the student plans an instructional episode for teaching this skill.
- 6.16.8 Given an example of content area textbook material, the student writes factual, descriptive, inferential, and heuristic questions.
- 6.16.9 Given a simulated situation, the student plans an instructional episode for teaching inferential thinking skills.
- 6.16.10 Given sample materials, the student plans an instructional episode for teaching evaluative thinking skills.

- 7.17.1 Given a hypothetical teaching situation, the student states the steps to be taken in organizing and managing a systematic reading skills program.
- 8.18.1 Given a typical basal text selection, the student describes how that lesson can be used to help pupils apply reading skills previously taught.
- 8.19.1 Given a typical content area textbook selection, the student describes how that lesson can be used to help pupils apply reading skills previously taught.
- 8.20.1 Given a hypothetical classroom situation, the student describes how a recreational reading program can be used to help pupils apply reading skills previously taught.
- 9.21.1 Given a simulated classroom situation, the student states the steps to be taken in organizing and managing an effective reading program.

TOTAL PERFORMANCES REQUIRED: 60

APPENDIX G

PRINCIPLES OF INSTRUCTION THAT WERE
MODELED IN EDUCATION 325A

APPENDIX G

PRINCIPLES OF INSTRUCTION THAT WERE MODELED IN EDUCATION 325A

THE COURSE AS A MODEL:

To make the course a model of good teaching, the instructional staff attempts to "practice what they preach," providing students with a tangible example of good teaching as well as with knowledge about reading instruction. The following principles of effective instruction are being modeled:

1. We believe that it is the instructor's responsibility to arrange environmental variables to insure that learning results
 - a. that IF the student expends the necessary energy and fails to learn, the instructor must take the responsibility for this failure.
 - b. that when such failure occurs, the instructor must provide alternative instructional routes for achieving success.
 - c. that it is the instructor's responsibility to captivate--rather than "to hold captive"--his audience.
 - d. that the attention and respect of students is something the instructor earns, and is not necessary.
2. We believe that instruction must be performance-based
 - a. that the purpose of instruction is to develop in students the response or performance specified in the objective.
 - b. that instruction must involve activity--that is, it must provide for student performance of the specified task.

- c. that the specified performance and the criteria for determining success must be clear to both the instructor and the learner.
 - d. that the instructor's success as a teacher is measured by the degree to which he elicits the specified tasks according to the established minimum criteria.
3. We believe that instruction should be based on principles of learning theory.
- a. that the instructor must motivate students.
 - b. that the instructor must specify for the student both the task to be learned and how the learning is to be measured.
 - c. that it is the instructor's responsibility to cue students to the salient features of the task to be learned.
 - d. that the instructional environment must include provisions for individual learning rate and mode.
 - e. that measurement of student performance must be made at frequent intervals with immediate feedback regarding performance.
 - f. that learners must be provided with reinforcers (reward) appropriate to their environment and individual needs.
 - g. that the conditions of instruction must approximate as closely as possible the situation to which the learning is to be transferred.
4. We believe that instruction must be individualized.
- a. that students must be provided with extra assistance when it is desired and/or needed.
 - b. that students who initially fail to meet minimum performance criteria must be provided with alternative routes for achieving that performance.
 - c. that individual conference and small group instruction focusing on specific needs must be an integral part of all effective learning.

- d. that students desiring to achieve beyond the minimum competency level must be provided with the opportunity to do so.
 - e. that students must be offered curricular choices which enable them to satisfy individual interests and particular career aspirations.
5. We believe that instruction must be efficiently organized and managed.
- a. that the management procedures utilized in the course should maximize the achievement of student objectives.
 - b. that the management procedures should be clearly stated at the outset of the course.
 - c. that the management procedures should be applied equally to all students.
 - d. that the management procedures should be flexible enough to handle individual situations which call for initially.
6. We believe that teaching is a humane endeavor and that the instructor must be humanistic in his relationship with students.
- a. that the instructor must help each student develop and maintain a healthy self-image.
 - b. that the instructor must maintain a friendly, approachable attitude which encourages students to seek help.
 - c. that the instructor must look for the best in students, commenting on that which is well done as well as on that which needs strengthening.
 - d. that the instructor must avoid arrogance, viewing his work not primarily as one who "rates" or "passes judgment" but, rather, as one who works with students to help them achieve their maximum potential.
 - e. that the instructor must encourage students to express their views communicating the fact that student concerns are important.

- f. that the instructor must welcome constructive criticism and be willing to explore with students suggestions for improving instruction.
- g. that the instructor must be able to admit mistakes candidly without fear of "losing face."
- h. that the instructor must be more concerned about others than he is about himself, consciously seeking to put himself in the place of the student and to understand why the student feels as he does.

APPENDIX H

SCHEDULE OF WORKSHOPS

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SCHEDULE OF WORKSHOPS

Wednesday Evening Offerings

	Room 109	Room 113	Room 226	Room 228
April 5 Sections 1,3, 5,7 at 7 p.m. Sections 2,4, 6,8 at 8 p.m.	THIS EVENING SESSION IS REQUIRED -- NOT OPTIONAL MODULE #4 OF THE BASIC TRACK Section 1&2	Section 3&4	Section 5&6	Section 7&8
April 12 Sections 1,3, 5,7 at 7 p.m. Sections 2,4, 6,8 at 8 p.m.	THIS EVENING SESSION IS REQUIRED -- NOT OPTIONAL MODULE 8 AND 9 OF THE BASIC TRACK Section 1&2	Section 3&4	Section 5&6	Section 7&8
April 19	On video tape: Dr. Wm. Durr, Pres. of International Reading Assn. and Sr. Editor of Houghton-Mifflin Basal series. <u>How a Basal Reading Series Is Built.</u> A	<u>Interpreting In- telligence Tests</u> Uses, advantages, and disadvantages, of individual I.Q. tests. Limit: 30 All grade levels	Film: "The Right to Read" A govt. film describing the magnitude of the reading problem in our nation. Recommended for all. Limit: 35	<u>Demonstration of an Instruc- tional Episode</u> A video taped reading skills lesson utiliz- ing the steps of an instruc- tional episode as described

	Room 109	Room 113	Room 226	Room 228
April 19 (cont'd)	description of the steps and effort that goes into basal series. Limit: 50 All Grade Levels. (McElwee)			in Module 9. Recommended for all. Limit: 30 (Sherman)
April 26	On video tape: Dr. J. Fleming, Dept. of Special Education. <u>Learning Strategies and Skills, Part I.</u> <u>Activities high-</u> <u>lighting the</u> <u>skills needed</u> <u>by both teachers</u> <u>and pupils for</u> <u>successful achieve-</u> <u>ment.</u> Limit: 50 All grade levels. (Duffy)	<u>Teaching Beginning Reading With ITA</u> A description and evaluation of an approach to begin- ning reading which utilizes a phonemic alphabet. Includes examina- tion of materials available. Limit: 35 For grades K-3 (McElwee)	<u>Homemade Mater-</u> <u>ials Exhibition</u> and discussion of teacher-made teaching mater- ials. Video- taped. Limit: 50 For all grade levels (Roehler)	<u>The Berietter-</u> <u>Englemann</u> (Distar) <u>Approach to</u> <u>Beginning</u> <u>Reading.</u> A discussion of the uses, advan- tages, and dis- advantages of a highly struc- tured method. Limit: 35 Grades K-3 (Sherman)
May 3	Dr. B. VanRoekel, Sr. Editor for Harper & Row Basal Reading Series and Harper Row tests, <u>A Test-Maker Talks</u> <u>About Readiness</u>	On video tape: Dr. R. Marquard, <u>Listening,</u> <u>Language, and</u> <u>Reading Instruc-</u> <u>tion, An examina-</u> <u>tion of the inter-</u>	<u>Principles of</u> <u>Remedial Read-</u> <u>ing. Discus-</u> <u>sion of prin-</u> <u>ciples useful</u> <u>in working</u> <u>with severely</u>	<u>Rebuttal to</u> <u>Distar: An</u> <u>Examination</u> <u>of Individual-</u> <u>ized Reading</u> <u>and Language</u> <u>Experience as</u>

Room 10	Room 109	Room 113	Room 226	Room 228
May 3 (cont'd)	<u>Tests.</u> A discussion of the steps and procedures in building a standardized readiness test. Limit: 35 For grades K-2	relationships among language skills with specific "hows." Includes some group participation and demonstration. Limit: 30 All grade levels. (Sherman)	disabled readers. Limit: 35 All grade levels (McElwee)	<u>an Alternative to The Berimeter-Englemann Approach.</u> A description of methods which are less structured than Distar. Limit: 35 For grades K-3 (Roehler)
May 10	On video tape: Dr. J. Snoddy on <u>Teaching Reading Study Skills.</u> Ways to organize, teach and provide practice with skills for obtaining information from printed material, Limit: 30 Grades 4-8	Slide-tape programs describing the use of the SRA Reading Laboratories and reading machines. Recommended for grades 4-8. Limit: 35	Slide-tape programs describing the use of Alpha One and the Sullivan Programmed Readers. Recommended for K-3. Limit: 35	On video tape: Dr. D. Nickerson Dir. of Teacher Corps program for preparing inner-city teachers. <u>Reading and Language Problems of Youth.</u> Will include a consideration of programs and techniques for developing skill in urban teaching. Limit: 35 For grades K-4

May 17	Room 109	Room 113	Room 226	Room 228
	Dr. D. Alam on <u>Reading Instruction in the Open Classroom.</u> Creating alternatives to the traditional model in teaching reading. Limit: 40 For all grade levels.	<u>Demonstration of a Comprehension Lesson.</u> A video taped comprehension lesson using the principles of a good instructional episode. Limit: 50 All grade levels. (Sherman)	<u>Determining the Difficulty of a Textbook.</u> Demonstration and practice in using a readability formula to assess the difficulty level of a textbook. Limit: 35 Grades 3-8 (Duffy)	OPEN SESSION
May 24	On video tape: Dr. J. LePere on the <u>Application of Critical Thinking Skills of Reading Matter.</u> A demonstration of ways to use children's books to develop critical reading thinking. Limit: 25 For all grade levels. (McElwee)	<u>Reading Rate and Speed Reading</u> Discussion of the various rates in reading and the place of speed reading in the curriculum. Limit: 35 For grades 4-8 (Roehler)	<u>Building Study Guides.</u> How to build and use study guides to control the conditions of comprehension when teaching in the content areas. Limit: 35 For grades 4-8 (Duffy)	<u>Opportunities for Professional Growth</u> Discussion of professional organizations, journals, and possible avenues for graduate study in reading & related areas. Limit: 35 For all grade levels. (Allington)

	Room 109	Room 113	Room 226	Room 228
May 31				
Sections 1,3, 5,7 at 7 p.m. Sections 2,4, 6,8 at 8 p.m.	THIS EVENING SESSION IS REQUIRED -- NOT OPTIONAL TO BE USED AT THE INSTRUCTOR'S DISCRETION			
	Section 1&2	Section 3&4	Section 5&6	Section 7&8

APPENDIX I

MATERIALS IN THE ADDITIONAL
MATERIALS FILE

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Component I

1. "Listening."
Timely Topics in Reading, Paul McKee, Houghton
Mifflin Co.
2. "Reading for Young America."
Lyons and Carnahan Co.
3. "Modern Language Study and The Teaching of
Reading."
Lyons and Carnahan Co.
4. "How Reading Skills Are Taught in the Young
America Basic Reading Program."
Lyons and Carnahan Co.
5. "Miami Linguistic Readers."
D. C. Heath and Company
6. "Guidelines for Evaluating a Basic Reading
Program."
Harcourt Brace Jovanovich, Inc.

Component II

1. "Sharing Books."
Unpublished material used in Education 325A:
Methods of Teaching Reading, Michigan State
University.

2. "Story Telling."

Unpublished material containing an excerpt from:
 Huck, Charlotte S., and Kuhn, Doris Young,
Children's Literature in the Elementary
 School, 2nd ed., New York: Holt, Rinehart
 and Winston, Inc., 1968, pp. 661-63.

3. "Beginning Reading For Spanish Speaking Children."

Timely Topics, Robert L. Hillerich, Houghton
 Mifflin Co.

4. "Sentence Completion."

Unpublished material used in the Reading Clinic,
 Michigan State University.

Component III

1. "Give a Pretest."

Unpublished material used in Education 325A:
 Methods of Teaching Reading, Michigan State
 University.

2. "Beginning Reading In Denver."

Timely Topics, Joseph E. Brzezinski, Houghton
 Mifflin Co.

3. "The Use of Charts In Teaching Reading."

Timely Topics, Rosalind Hughes, Houghton
 Mifflin Co.

4. "Let Them Read"

Bill Martin Jr., Holt, Rinehart and Winston, Inc.

Component IV

1. "For Media's Sake."

Timely Topics, Kay S. Earnhardt, Houghton
 Mifflin Co.

2. "Teach A Game."

Unpublished material used in Education 325A:
Methods of Teaching Reading, Michigan State
University.

3. "Primary Activities."

Scott, Foresman and Co.

Component V

1. "Individual Word Recognition Test."

Unpublished material used in the Reading Clinic,
Michigan State University.

2. "Personal Word-Card File."

Unpublished material used in the Reading Clinic,
Michigan State University.

3. "Kinesthetic Techniques."

Unpublished materials used in the Reading Clinic,
Michigan State University.

4. "Word Calling."

Timely Topics in Reading, Paul McKee, Houghton
Mifflin Co.

5. "Phonics"

Timely Topics in Reading, Paul McKee, Houghton
Mifflin Co.

6. "Word Recognition Exercises for Grades 1 and 2."

Timely Topics in Reading, Paul McKee, Houghton
Mifflin Co.

Component VI1. "Early Elementary Grades, Some Ideas For
Vocabulary Development."

Unpublished material used in Education 325A:
Methods of Teaching Reading, Michigan State
University.

2. "The Effectiveness of Words and the Author's Purpose."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

3. "Vague and Precise Words."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

4. "Suggestions For Developing Vocabulary, Upper Elementary Grades."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

5. "Semantics."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

6. "The Art of Questioning."

Paul R. Daniels, Lyons and Carnahan Co.

Component VII

1. "Placement Test."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

2. "Teach An Instructional Episode."

Unpublished material used in Education 325A, Methods of Teaching Reading, Michigan State University.

3. "Lotta Wants to Grow."

Unpublished material including an excerpt from Children on Troublemaker Street by Astrid Lindgren, translated by Florence Lamborn. New York: Viking, 1954.

4. "Let's Talk About Phonics."

Education Today, Rachel G. Brake, Charles E. Merrill Books Inc.

5. "The Steps Beyond."

Holt, Rinehart and Winston, Inc.

Component VIII

1. "Using the Language-Experience Approach to Build Sight Vocabulary."

Unpublished material used in the Reading Clinic, Michigan State University.

2. "Providing Original Reading Material for Grades 1 and 2."

Timely Topics in Reading, Paul McKee, Houghton Mifflin Co.

3. "Selecting Books, Magazines, and Newspapers for Independent Reading in Grades 1 and 2."

Timely Topics in Reading, Paul McKee, Houghton Mifflin Co.

4. "Fun With Poetry."

Timely Topics, Rosalind Hughes, Houghton Mifflin Co.

5. "Reading Teacher's Notebook."

Thomas Schottman, Harcourt Brace, Jovanovich, Inc.

Component IX

1. "Tips for Teachers."

A film available for viewing.

2. "Approaches to Reading Instruction."

Various reading materials available for examination.

J

3. "Children's Magazines."

Unpublished bibliography of children's magazines
used in the Reading Clinic, Michigan State
University.

4. "Helping Children Explore The Author's Craft."

A Resource Booklet for Teachers, Scott, Foresman
and Co.

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