

Appendix C.

Data Processing Issues

Project STAR, "a watershed event of research", is the largest class size study that has been conducted. From 1985 through 1989 STAR researchers collected data on students and school personnel in 79 elementary schools across the state of Tennessee. Data relevant to school staff including principals, teachers, and teacher aides amounted to over 1,500 cases per year utilizing 12 different data collection instruments. Testing and demographic data were collected on students who entered these schools as kindergartners (1985-86), first graders (1986-87), second graders (1987-88), and third graders (1988-89). Over the course of Project STAR, this student data resulted in over 10,000 cases. The Project STAR data base was a monumental and challenging task for its managers.

The consortium of four universities located in East (University of Tennessee, Knoxville), West (Memphis State University), and Middle Tennessee (Tennessee State University and Vanderbilt University) was formed in the summer of 1985 and was responsible for selecting and/or designing the STAR data collection instruments. Each university designated a principal investigator (PI) to collaborate as a member of the consortium. These PIs were also responsible for the collection of data in the schools located in their particular region of the state.

The consortium selected/designed 12 instruments for collecting school staff information. At the end of the kindergarten year, the need for an experienced data base manager was obvious. In order to provide consistency, the manager, Dr. Baqar Husaini, changed the format of the 12 instruments to allow for a systematic coding scheme. This coding scheme included color coding, by printing each form on a different color of paper, and reformatting so that identification variables (e.g., identification numbers, school type, class type, etc.) would appear in the same place on each form. A brief description of each form and any additional modifications for a particular form are as follows:

1. Demographic Profiles

a. School and System Profile- In order to get an overall picture of each school, principals completed this form which asked for such variables as school enrollment, average daily attendance, average daily membership, and Chapter I eligibility. It also called for the percentage of students on free lunch, the percentage of students bussed, a breakdown of students by race, total system expenditure per student and system enrollment.

b. Principal Profile provided demographics on the individual principals, i.e. sex, race, education, experience, etc.

c. Teacher Profile provided background information which included the teacher's school and level of education, certification, amount of teaching experience, type of in-service training completed, etc. It also provided the teacher's sex and race. In kindergarten the "in-service" variable was collected in an open-ended format. Compilation of this variable became time consuming, and therefore, it was changed to a categorical variable in first grade and remained so throughout the project.

d. Aide Profile provided information on full-time STAR teacher aides which included education, experience, teaching experience, certification, sex, and race. The collection of the teacher aide's "education" was slightly modified from kindergarten to first grade. In kindergarten it was noted whether or not the aide had an associate degree. From first grade through the end of the project, aides were asked only to report the number of years spent in college, if they did not have a bachelor's degree.

In addition to any specific modifications reported for individual profiles, the principal, teacher, and teacher aide profiles originally collected the "date of birth" of these persons. This variable was viewed as unnecessary by the consortium and thus was not collected after the kindergarten year.

2. Instruments Used by Teachers to Report Classroom Characteristics

a. The Teacher Log recorded the time spent on typical daily activities which included routine paper work, student activities, small group, whole group, and individualized instruction, planning and preparation time, and personal time. In the kindergarten year the log attempted to collect this information in an "open-ended" format. This format made it virtually impossible to organize and code variables to allow application of a statistical treatment. Vanderbilt University developed a coding scheme. Unfortunately it was extremely complicated and time-consuming and left much room for error. In fact, applying this process took approximately an hour per instrument. After coding several of the logs, a random selection were keyed and analyzed. No results were found. The consortium decided this process was expensive, time-consuming, and not worthwhile and, therefore, abandoned it. Thus, kindergarten teacher log data is basically useless at this point. In addition to the new systematic coding scheme, the log was completely redesigned. For grades 1 through 3 the log was structured to provide time slots in 15 minute increments (from 7:30 a.m. to 4:30 p.m.). It included specific activity codes (e.g., planning, whole group instruction, personal time, etc.) and subject codes (i.e., reading, math, other) for the teacher to fill into the appropriate time slot. Therefore, the log data are easily accessible for first, second, and third grade.

b. The Grouping Questionnaire recorded the number of small groups that teachers created within their classes for instruction in reading, math, science, and social science. The average number of minutes spent each week in small group instruction and the criteria used for assigning students to instructional groups were also identified. In kindergarten the consortium sent this form to project schools without a teacher identification variable. It was time-consuming, but the data base team was able to trace the identity of most of the teachers by comparing the return envelopes, which identified the school, to the school design, and by comparing teachers' handwriting from previously collected forms, and through numerous telephone calls. The systematic coding scheme, applied to the instruments after the kindergarten year, solved this problem for grades one through three.

c. The Parent/Volunteer/Teacher Interaction Questionnaire provided the number of times during a four-week period that teachers communicated with parents about the performance or behavior of students or about general classroom activities. Modes of interaction included in-person, by phone, or written contact. The quantity and quality of interaction were also noted. Additionally, teachers recorded the type and number of times during a four-week period that assistance was received from a "volunteer" or Basic Skills First (BSF) teacher aide. As was the case with the grouping questionnaire, this instrument was sent to the schools in kindergarten without identification variables. The data base team used the same tracing procedures (described in

item b. above) which fortunately resulted in identifying the majority of these forms. Originally, this instrument was named "Parent/Teacher Interaction Questionnaire." In second grade it was revised to include questions reflecting the use of teacher aides and was renamed "Parent/Volunteer/Teacher Interaction Questionnaire." Unfortunately, all of the Memphis State University schools and one Tennessee State University school received the original version of this form in second grade. Thus, data collected on this instrument in second grade exists in two separate data files: (1) Parent/Volunteer/Teacher Interaction (N=225) and (2) Parent/Teacher Interaction (N=115).

d. The Teacher Problem Checklist indicated the frequency and extent to which teachers were bothered by 61 problems they might encounter. The problems related to their responsibilities to students, their relationships with staff, administrators, and parents, the use of their time, and their professional growth. This instrument was devised by Donald Cruickshank of Ohio State University. The STAR consortium used it in its original form with the exception of adding 1 question (see Figure 8, item 61). This form was collected as a pre/post-measurement for first, second, and third grade. Again, in kindergarten, the consortium members returned these forms to the data base with no identification variables. These forms were traced by comparing the class type variable with return envelopes.

e. The Special Programs Form identified students who left their classes to participate in special programs such as Chapter I, Special Education, Language Development, Gifted, etc. The average amount of time students spent each week in these programs was also recorded. In kindergarten and first grade this instrument was sent to project teachers in an "open-ended" format. The data base team was responsible for the time-consuming task of interpretation and coding. In second and third grade, instructions for coding were included with the instrument.

f. The Exit Interview called for an "in-person" interview with each teacher at the end of the school year. These interviews allowed the teacher to describe the advantages and disadvantages of teaching a small class or teaching with a full-time aide. The kindergarten interview was unstructured and designed in an "open-ended" format. Based upon a synthesis of the kindergarten results, the researchers developed a more highly structured interview format for subsequent years.

3. Instruments used by STAR Teacher Aides to Report Classroom Characteristics

a. The Aide Log provided information about the amount of time full-time aides spent on various generalized categories of activities during a typical day. The activity and subject codes are the same as those described for the Teacher Log (see item 2-a). In addition the Aide Log underwent the same revisions as the Teacher Log.

b. The Aide Questionnaire provided information about the full-time aide's interaction with their assigned Project STAR teacher. In addition, the specific types of daily tasks (e.g., bus duty, lunch duty, teaching lessons) and the amount of time spent on these tasks were reported. This information was collected in kindergarten and was never used by the researchers. The decision was made not to collect it in first grade. In second grade the consortium revised the form without consulting the data base team. Data collected on the revised questionnaires had to be transferred to a form which made accurate key punching possible. A revised form was developed for third grade with coding that permitted key punching.

The twelve instruments described above in items 1, 2, and 3 are shown in their final modified form in Figures 1 through 12. Parties interested in seeing these data collection instruments as they appeared for each year of the project should contact the Assistant Commissioner of Curriculum and Instruction, Tennessee State Department of Education, Cordell Hull Building, Fourth Floor, North, Nashville, Tennessee, 37219-5338.

4. Instruments Used to Provide Student Demographic, Achievement and Self-Concept Data

a. The Roster was collected each fall to provide researchers with each student's full name, identification ID number, sex, race, and date of birth. In the spring, before the end of each school year, rosters were used to collect attendance, promotion, and free lunch status. The ID numbers on kindergarten and first grade rosters were eleven-digit birth certificate numbers. Because all students did not have readily available birth certificate numbers, a decision was made by the state to begin using nine-digit social security numbers. Project STAR got caught in the middle of this new procedure. In second and third grade, a nine digit social security number was used or a nine digit, Project-generated, unique ID number was produced by turning the eleven-digit birth certificate number into a nine-digit number by eliminating the first two digits of the birth certificate number. The data base team had to match kindergarten and first grade students to their new ID's by comparing names, birthdays, sex, and race. This was extremely time-consuming, but fortunately the majority of students were traced and merged into the longitudinal file.

b. Stanford Achievement Test (SAT) - Students were tested each spring at the dates specified by the state for testing. In each grade, the appropriate level of SAT was administered to all Project STAR students and to students in 21 comparison schools. In kindergarten the SESAT II version was used because it covered more material and thus had a higher ceiling and could measure additional learning. The Primary I was given for first grade, the Primary II for second grade, and the Primary III for third grade. The SESAT II test tape was provided to the STAR data processing staff with **no identification numbers**. Student names from SESAT II had to be matched with names from the rosters, in order to assign them a correct identification number which would allow these test scores to become part of the comprehensive data base. This was a very complex and time-consuming job. The Primary I had coding space for only a nine-digit ID number. Teachers and monitors were instructed to drop the first two digits of the eleven-digit birth certificate number for coding. However, this was not made clear to some teachers and monitors, who chose to drop two zeros or the last two digits. Again the data base team went through a lengthy and complex procedure of matching students. By the time the Primary II and III tests were administered, teachers and monitors were more familiar with STAR identification numbers and coding procedures. Therefore fewer cases had to be matched, and the matching process was improved.

c. Tennessee Basic Skills First (BSF) - Since the Stanford Achievement Test did not cover all of the curriculum taught, and the curriculum did not cover everything tested by the SAT, Project STAR contracted with the state testing service to develop criterion tests in reading and math for first and second grade. These tests were designed to be similar to the already developed third grade BSF test. The BSF learning objectives were criterion tested. The tests consisted of multiple choice items with four items per objective. They were untimed tests but were designed to be administered in about an hour. Matching problems similar to those discussed for the SAT (item b) occurred due to coding space for only nine digits for the student identification number. Since other descriptors were available (e.g., student name, school identification, etc.) most cases were matched.

d. **Self-Concept and Motivation Inventory** - In addition to the SAT and BSF tests, students completed a self-concept and motivation inventory (SCAMIN). The SCAMIN asked students to indicate pictorially their response to 24 situations. For example what "face" (i.e., happy, sad, indifferent, etc.) would the students wear if they had to tell their parents they lost their coat. The SCAMIN was selected because it is group administered, has forms appropriate for grades K-3, measures elements of self-concept of concern to the project, and requires no special training for administration. While it has only moderate reliability for the early grades, it may be useful for comparing groups, such as small classes with regular classes. (See Davis, Johnston, et al. for further information.) The SCAMIN created a great deal of difficulty for the data base staff. Test monitors were never used for administration of the SCAMIN. In kindergarten the only identification variables were school, date of birth and sex. The fact that there was no student identification number or name made "matching" for this instrument a very intricate process. Due to multiple duplications of the descriptive variables (i.e., school, date of birth, and sex) many cases were lost. In first through third grade the consortium decided to place the student ID in the space intended for the school ID. Although this improved matching to a degree, many incorrect identification numbers were still coded and many cases were lost.

5. Recommendations for Data Processing

When conducting an enormous study such as Project STAR, unforeseen problems are to be expected. As the saying goes, "Hindsight is better than foresight," and this section is not intended as a critique of the STAR study or its staff but rather as a guideline or warning for future research of this magnitude. The following recommendations are based on problems encountered by the data base team during the study.

An experienced data base manager should be hired prior to any data collection. This person should be seen as equal to a PI(s). Hopefully, this would eliminate the problem of data being collected in a haphazard manner (i.e., without appropriate descriptors, or on forms that cannot be key punched, etc.)

Students in the project supposedly had unique identification numbers (IDs) by means of a birth certificate (BC) number or social security (SS) number. The fact that these were composed of a different number of digits (BC=11 and SS=9) combined with the problem of a limited coding space on necessary forms created major tracking problems for the data processing staff. To alleviate this, all forms requiring student ID numbers (e.g., test answer sheets) should be reviewed simultaneously and in advance of collecting the desired information to determine a maximum coding space for the number. Once this is determined a totally unique set of IDs should be generated especially for the research study.

Newly created data collection forms should be pilot tested to ensure reliability and validity. If all the researchers are satisfied with the results of the pilot tests, it is suggested that forms not be modified. This would help to assess longitudinal effects.

In addition to these three main suggestions, a general guideline for any research project would be to allow enough time for flexibility in the data processing schedule to deal with unexpected problems when they arise. Of course every research study will have its own unique obstacles and this section is not intended to address detailed problems. Hopefully the suggestions presented here will be of some benefit to future research projects.

6. Recommendations for Additional Analyses

Tennessee is probably one of very few states in possession of an educational research data base the size of Project STAR's. The STAR researchers have investigated many interesting facets of class size and, in addition, several doctoral dissertations have utilized the STAR data. Yet there are still many questions that could be posed and answered from this vast data base. The following paragraphs discuss some of these options.

Due to time constraints principal investigators had to choose a limited number of subscores from the SATs to measure the effects of class size on student achievement. These were the total reading, total math, total language, total listening, and word study skills scores. Remaining subscores such as reading comprehension, concepts of numbers, science and social studies could be analyzed to measure further class size effects or to possibly explain the finding that small class teachers reported spending less time teaching reading than regular or regular/aide teachers. It could be assumed that the small class teachers had time to teach subjects measured by these additional subscores. If small classes showed greater achievement in these areas, it would substantiate this assumption.

In addition to subscores which have not been examined, Content Cluster Performance Categories from the SATs could be analyzed. According to the Stanford Technical Data Report, "an analysis of performance on the various Stanford content clusters can be useful in identifying students' strengths and weaknesses in specific objectives within a content area." A comparison of these cluster scores across class types might reveal specific skills that are influenced more by small classes. Performance clusters that involve higher order thinking skills might show a larger small-class effect than other clusters in the same content area.

The BSF objective mastery scores could be used in a manner similar to the SAT cluster scores. A pass/fail score is available for each BSF objective in reading and math. The objectives could be examined to see if any single objective shows a larger small class effect than other objectives in the same content area. This type of analysis could help identify which specific skills are more influenced by the small-class effect.

The Teacher Problem Checklist was collected as a pre/post measure to assess the effects that a small class or a full-time aide might have had on alleviating typical problems experienced by teachers. Due to limited time, results from the pre/post tests have not been compared. A more thorough investigation of this data might prove to be interesting.

Three types of full-time teacher aide data were collected on the Aide Profile, Aide Questionnaire, and Aide Log (see items 1-d and 3). An in-depth look at this information could provide an answer to why some regular/aide classes outperformed small classes in isolated instances. It might also show why aides did not have an overall effect on performance of students in these classes.

Data from the Special Programs Form (see item 2-e) could provide further insight on student performance. All students who appeared on these forms at any time and who remained in the project for at least a second collection of these data could be selected as a subsample. The amount of hours spent in a special program (e.g., remedial reading) at the first collection of data could be compared to the number of hours reported on the last collection. Thus, these data could be used to find out if students in small and/or regular/aide classes progressively required less "pull-out" programs than students in regular classes.

Is homogeneous grouping, where students are assigned to classes according to their reading ability, more effective than heterogeneous grouping, where students are assigned randomly? This question might be answered by comparing STAR regular classes, in which students were randomly assigned, to the appropriate classes in the 22 project comparison schools, where homogeneous grouping occurred.

Project STAR has enough data available to produce innovative educational research for years to come. This section has presented only a few possibilities for further data analysis.

Figure C-1

Record Type
1
For Office Use Only

PROJECT STAR
SCHOOL AND SYSTEM PROFILE

Date Month Year

SYSTEM:
ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

School Enrollment

ADA
(Average Daily Attendance)

ADM
(Average Daily Membership)

Chapter I Eligibility 1. Yes 2. No

% Free/Subsidized Lunch

% Children Bussed

% White Students

% Hispanic

% Black Students

% Am. Indian

% Asian

% Other

Grade Span

ENTRY DATE INTO PROJECT STAR Month Year

(OVER)

School System Name

65	66	67	68	69	70	71	72	73	74

School ID Number

75	76	77	78	79	80	81

System Enrollment

82	83	84	85	86	87

Total Expenditures per Pupil

88	89	90	91

Location in State

92

1. East 2. Middle 3. West

Record Type

C

Figure C-2

1
For Office Use Only

PROJECT STAR
PRINCIPAL PROFILE

Date Month Year
 2 3 4 5

SYSTEM:
ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

Principal's SS#

32 33 34 35 36 37 38 39 40

Principal's Last Name

41 42 43 44 45 46 47 48 49 50

First Name

Principal's Sex

51 1. Male 2. Female

Principal's Race

52 1. White 3. Asian 5. Am. Indian
 2. Black 4. Hispanic 6. Other

Please write in the name of the university and it will be coded into the blocks later.

EDUCATION

Degree #1

53

1. BA/BS

College or University

54 55 56 57

Name of University

Degree #2

58

1. M.Ed.

2. MA/MS

College or University

59 60 61 62

Name of University

Degree #3

63

1. 2nd MA/MS

2. Ed.S. 3. Ph.D./Ed.D.

College or University

64 65 66 67

Name of University

(OVER)

Are you certified as a teacher?

1. Yes

2. No

Years of teaching experience (Not including any years spent as an Assistant Principal or Principal)

69 70

Teaching at this school

71 72

Total Years of Teaching

EXPERIENCE AS AN ADMINISTRATOR

Are you certified as an Administrator?

1. Yes

2. No

73

Years of Experience as an Administrator (including years as an Assistant Principal)

74 75

Years at this school

76 77

Total No. of Years

CAREER LADDER LEVEL

78

- 1. Not on Career Ladder
- 2. Pending
- 3. Ladder One
- 4. Ladder Two
- 5. Other _____

ENTRY DATE INTO PROJECT STAR

Month

79 80

Year

81 82

Your home address and phone number are requested in case we need to contact you. This information will not be a part of the database.

Address: _____

Street

City

State

Zip Code

Home Phone: (_____) - ____ - _____

Figure C-3

Record Type	<input type="text" value="D"/>
	1
For Office Use Only	

PROJECT STAR
TEACHER PROFILE

Date

Month		Year	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	3	4	5

SYSTEM:
 ID (6-12):
 SCH NAME (13-29):
 SCH TYPE (30):
 UNIV RESP (31):

Teacher's SS#

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	33	34	35	36	37	38	39	40	

Teacher's Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	42	43	44	45	46	47	48	49	50	

First Name _____

Teacher's Class Type

<input type="text"/>	1. Small (1-15)	2. Regular (1-25)
51	3. Regular w/Aide	

Teacher's Sex

<input type="text"/>	1. Male	2. Female
52		

Teacher's Race

<input type="text"/>	1. White	3. Asian	5. Am. Indian
53	2. Black	4. Hispanic	6. Other

Please write in the name of the university and it will be coded into the blocks later.

EDUCATION

Degree #1	<input type="text"/>	1. BA/BS
	54	

College or University

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
55	56	57	58

Name of University

Page No. _____

59

1. M.Ed.

2. MA/MS

College or University

60 61 62 63

Name of University

Degree #3

64

1. 2nd MA/MS

2. Ed.S.

3. Ph.D./Ed.D.

College or University

65 66 67 68

Name of University

Are you certified for grades 1-3?

69

1. Yes

2. No

TEACHING EXPERIENCE

Years of teaching experience completed as of July 1, 19__:

70 71

At this grade level

72 73

At this school

74 75

Total no. of years

IN-SERVICE TRAINING

Which of the following types of in-service training have you completed during the past two years?

TIMS

76

1. Yes

0. No

Reading Workshop

77

Math Workshop

78

Classroom Management

79

Career Ladder

80

Taking College Courses

81

CAREER LADDER LEVEL

82

- 1. Chose not to be on Career Ladder
- 2. Apprentice
- 3. Probationary
- 4. Level 1
- 5. Level 2
- 6. Level 3

ENTRY DATE INTO PROJECT STAR

Month

83 84

Year

85 86

Your home address and phone number are requested in case we need to contact you. This information will not be a part of the database.

Address:

Street

City

State

Zip Code

Home Phone: (_____) - _____ - _____

Record Type	<input type="text" value="E"/>
For Office Use Only	<input type="text" value="1"/>

PROJECT STAR
AIDE PROFILE

Date

Month		Year	
<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

SYSTEM:
 ID (6-12):
 SCH NAME (13-29):
 SCH TYPE (30):
 UNIV RESP (31):

Teacher Aide's SS#

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	33	34	35	36	37	38	39	40	

Teacher Aide's Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	42	43	44	45	46	47	48	49	50

First Name _____

Teacher Aide's Sex 1. Male 2. Female
51

Teacher Aide's Race 1. White 3. Asian 5. Am. Indian
2. Black 4. Hispanic 6. Other
52

EDUCATION

Have you graduated from High School or received a GED? 1. Yes
53 2. No

If you have attended college but have not received a degree, how many years of college work have you completed?
 1, 2, 3, 4 or more years; 5=Received Degree
54

Please write in the name of the university and it will be coded into the blocks later.

Degree #1 1. BA/BS
55

College or University

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
56	57	58	59

Name of University

Degree #2 1. M.Ed. 2. MA/MS
60

College or University

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
61	62	63	64

Name of University

Degree #3 1. 2nd MA/MS 2. Ed.S. 3. Ph.D./Ed.D.
65

College or University

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
66	67	68	69

Name of University

(OVER)

Are you certified as a teacher?

1. Yes

2. No

Years of teaching experience

Years of experience as an aide at this school

ENTRY DATE INTO PROJECT STAR

Month

Year

To which teacher are you assigned?

Please write in the teacher's full name on the line above. The name will be coded into the boxes later.

Your home address and phone number are requested in case we need to contact you. This information will not be a part of the database.

Address:

Street

City

State

Zip Code

Home Phone: () - -

Figure C-5

Record Type	<input type="text" value="P"/>
1	
For Office Use Only	

PROJECT STAR
TEACHER LOG

Date

Month		Year	
<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

SYSTEM:
 ID (6-12):
 SCH NAME (13-29):
 SCH TYPE (30):
 UNIV RESP (31):

Teacher's SS#

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	33	34	35	36	37	38	39	40	

Teacher's Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	42	43	44	45	46	47	48	49	50	

First Name

Teacher's Sex

<input type="checkbox"/>	1. Male	2. Female
51		

Teacher's Race

<input type="checkbox"/>	1. White	3. Asian	5. Am. Indian
52	2. Black	4. Hispanic	6. Other

Teacher's Class Type

<input type="checkbox"/>	1. Small (1-15)	2. Regular (1-25)
53	3. Regular w/Aide	

Teacher's Highest Degree:

<input type="checkbox"/>	1. BA/BS	3. Ed.S.
54	2. MA/MS/M.Ed.	4. Ed.D./Ph.D.

ACTIVITY CODES

1. Routine Paperwork would include:
 - A. Paperwork required by the school administration (i.e., forms, reports)
 - B. STAR project forms and updates
 - C. Checking or grading student paperwork
2. Routine Student Activities would include such activities as:
 - A. Taking daily attendance
 - B. Collecting and accounting for lunch money or other monies
 - C. Bus monitoring duties
 - D. Recess duty(ies)
 - E. Break in routine duties (such as bathroom, assembly, etc.)
3. Whole Group Instruction suggests any activity carried on with the class; including audience situations, i.e., discussions or instructions, presentations, common new learnings (skill presentation), "open-book" textbook sessions, choral reading.
4. Small Group Instruction suggests that a group of students is pulled from the whole group to carry on with an activity. Usually all members of the small group use the same materials. Group instruction may be set up according to academic skill levels, specific needs or interests.
5. Individual Instruction suggests working with a student "one-on-one" and/or meeting the student's instructional needs on an individual basis. For example, working with one student to strengthen a skill area would be individual instruction. Monitoring and adjusting reading, math, etc. skills on an individual basis would be contract work and individualized instruction.
6. Planning and Preparation would include:
 - A. Writing lesson plans
 - B. Preparing necessary instructional materials or aids (bulletin boards, centers, dittos, etc.)
 - C. Confering with parents, students, or educational personnel
 - D. Housekeeping duties
7. Personal Time suggests any activity where a 15-minute time block is used for a personal break or personal business (i.e., a phone call to make a doctor's appointment or going to the teacher's lounge).

TYPE OF ACTIVITY I PERFORMED TODAY

Day of Mo.
55 56

Day of Wk.
57

Tues - 1
Wed - 2
Thurs - 3

Please write only one of the following activity codes in each time slot box and only one subject code (WHEN APPLICABLE) in the adjacent box.

ACTIVITY CODES:	1. Routine Paperwork
(Activity Code	2. Routine Student <u>Activity</u>
Definitions	3. Whole Group Instruction
are on Page 2)	4. Small Group Instruction
	5. Individualized Instruction
	6. Planning and Preparation
	7. Personal Time

SUBJECT CODES:
1. Reading
2. Math
3. Other

TIME SLOT	ACTIVITY	SUBJECT	TIME SLOT	ACTIVITY	SUBJECT
7:30 - 7:45	58	59	12:00 - 12:15	94	95
7:45 - 8:00	60	61	12:15 - 12:30	96	97
8:00 - 8:15	62	63	12:30 - 12:45	98	99
8:15 - 8:30	64	65	12:45 - 1:00	100	101
8:30 - 8:45	66	67	1:00 - 1:15	102	103
8:45 - 9:00	68	69	1:15 - 1:30	104	105
9:00 - 9:15	70	71	1:30 - 1:45	106	107
9:15 - 9:30	72	73	1:45 - 2:00	108	109
9:30 - 9:45	74	75	2:00 - 2:15	110	111
9:45 - 10:00	76	77	2:15 - 2:30	112	113
10:00 - 10:15	78	79	2:30 - 2:45	114	115
10:15 - 10:30	80	81	2:45 - 3:00	116	117
10:30 - 10:45	82	83	3:00 - 3:15	118	119
10:45 - 11:00	84	85	3:15 - 3:30	120	121
11:00 - 11:15	86	87	3:30 - 3:45	122	123
11:15 - 11:30	88	89	3:45 - 4:00	124	125
11:30 - 11:45	90	91	4:00 - 4:15	126	127
11:45 - 12:00	92	93	4:15 - 4:30	128	129

1
For Office Use Only

PROJECT STAR
GROUPING QUESTIONNAIRE

The STAR Project is interested in the extent to which teachers in the project regularly divide children into groups for instruction. Please describe the groups you have within your class. Any groups that involve your children with children from other classes should be recorded on the Special Programs questionnaire. Thank you for your assistance.

Date

Month	
2	3

Year	
4	5

SYSTEM:
ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

Teacher's SS#

32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----

Teacher's Last Name

41	42	43	44	45	46	47	48	49	50
----	----	----	----	----	----	----	----	----	----

First Name

Teacher's Class Type

51

1. Small (1-15) 2. Regular (1-25)
3. Regular w/Aide

Teacher's Sex

52

1. Male 2. Female

Teacher's Race

53

1. White 3. Asian 5. Am. Indian
2. Black 4. Hispanic 6. Other

1. Do you divide your students into small groups for reading instruction on a regular basis? If so, please indicate the number of groups, and the average number of minutes spent in small grouped instruction each week.

1=Yes
2=No

54

Number of
Groups

55

Average Number of
Minutes per Week

56	57	58
----	----	----

2. Do you divide your students into small groups for mathematics instruction on a regular basis? If so, please indicate the number of groups, and the average number of minutes spent in small grouped instruction each week.

1=Yes
2=No

59

Number of
Groups

60

Average Number of
Minutes per Week

61	62	63
----	----	----

(OVER)

Record Type

N

Figure C-7

For Office Use Only

PROJECT STAR
PARENT/VOLUNTEER/TEACHER INTERACTION QUESTIONNAIRE

Month

Year

Date

2 3

4 5

SYSTEM:

ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

Teacher's SS#

32 33 34 35 36 37 38 39 40

Teacher's Last Name

41 42 43 44 45 46 47 48 49 50

First Name

Teacher's Class Type

51

1. Small (1-15) 2. Regular (1-25)
3. Regular w/Aide

PAST FULL WEEK:

Time Code: 1-9 = 01 through 09. Example: 9 times =

0 9

10 times =

1 0

1. During the past four weeks, how many times have you had a telephone conversation with a parent regarding his/her child's performance or behavior?

52 53

2. During the past four weeks, how many times have you written a note to a parent regarding his/her child's school performance or behavior?

54 55

3. During the past four weeks, how many times have you held a scheduled conference with a parent, primarily to discuss his/her child's school performance or behavior?

56 57

4. Please estimate how many times during the past four weeks you have had an unscheduled contact with parents of children in your classroom.

58 59

5. During the past four weeks, how many times have you made a professional visit to homes of your students?

60	61

6. During the past four weeks, how many times have you sent a form letter communication home to parents, suggesting activities they should do at home with their child?

62	63

7. During the past four weeks, how many times have you sent a newsletter home to parents to inform them of past, current, or future classroom activities, topics of study, etc.?

64	65

8. During the past four weeks, how many times has a parent helped you with a maintenance task such as: cleaning tables, mending books or toys, fixing snacks, helping children with clothing, etc.?

66	67

9. Please estimate during the current school year, how many professional visits you have made to homes of your students.

68	69

10. As a whole, are you satisfied with the quality and quantity of parent interactions you have had this year? 1=Yes 2=No

70

11. If you answered NO to #10, why are you dissatisfied? What will have to change for you to be satisfied with you interactions with parents?

12. During the past four weeks, how many times have you had a volunteer (parent/other) assisting you in your class? (Do NOT include parent volunteer help on schoolwide projects that are not directly related to your classroom, such as helping in the library or lunchroom.)

71	72

13. During the past four weeks, how many times has a volunteer (parent/other) assisted you on each of the following tasks:

A. Clerical assistance (telephoning, checking papers, running dittos, etc.)

73	74

B. Instructional assistance (individual tutoring, resource center work, working with small groups, etc.)

75	76

C. Leading the entire group in a lesson

77	78

14. During the past four weeks, how many times did you have an aide (BSF, grade level, NOT a Project STAR aide) assist your class?

79	80

15. During the past four weeks, how many times has an aide performed the following tasks? (NOT a Project STAR aide)

A. Monitoring or supervising children at recess, lunch, etc.

81	82

B. Assisting you in preparing materials and performing other clerical duties

83	84

C. Assisting you in instruction

85	86

16. How many times in the past four weeks has a special teacher (music, art, etc.) taught your class?

87	88

THANK YOU FOR YOUR ASSISTANCE!

**PROJECT STAR
TEACHER PROBLEMS CHECKLIST**

What grade are you currently teaching?

1=First 2=Second 3=Third
 1

Month Year
 Date
 2 3 4 5

SYSTEM:

ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

Teacher's SS#
 32 33 34 35 36 37 38 39 40

Teacher's Last Name
 41 42 43 44 45 46 47 48 49 50

First Name

Teacher's Class Type 1. Small (1-15) 2. Regular (1-25)
 51 3. Regular w/Aide

Teacher's Sex 1. Male 2. Female
 52

Teacher's Race 1. White 3. Asian 5. Am. Indian
 53 2. Black 4. Hispanic 6. Other

TEACHER PROBLEMS CHECKLIST

Donald R. Cruickshank
Ohio State University

A problem arises when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems result from the nature of the special work of teachers. It is important for teachers, school districts, teacher organizations, and teacher educators to know what teachers' problems are so that conscious, planned efforts can be made to consider and perhaps to reduce or eliminate them.

Directions

The problems on the checklist have been reported by teachers in Tennessee and across the country. They may reflect problems you encounter. In order to find out, respond to each statement in two ways.

Example: Look at the sample problem statement below and how one teacher has responded to it. As you read this problem statement (and all others in this checklist) mentally preface the statement with the words "I have a problem . . ."

"I Have a Problem . . ."

How Frequently Does This Problem Occur?

Never Occasionally Always
 1 2 ~~3~~ 4 5

How Bothersome Is This Problem?

Not At All Somewhat Extremely
 1 2 3 4 ~~5~~

1. Creating interest in the topic being taught.

the topic being taught" is occasionally a problem but that when it happens it is extremely bothersome.

You can see there are five choices related to the frequency of occurrence of the problem and five choices related to the extent of its bothersomeness, therefore many combinations are possible. Remember to place a check mark in one of the frequent columns and in one of the bothersome columns for each problem.

Please do not leave any items blank. If you feel a statement does not apply to you or your situation then it is not a problem for you, and should be marked "never" or "not at all."

DO NOT use the boxes at the side of each question. These are for office use only.

"I Have a Problem . . ."

How Frequently Does This Problem Occur?

How Bothersome Is This Problem?

FOR OFFICE USE ONLY		Never	Occasionally		Always		Not At All	Somewhat		Extremely	
1	2	3	4	5		1	2	3	4	5	
54	55	1	2	3	4	5	1	2	3	4	5
56	57	1	2	3	4	5	1	2	3	4	5
58	59	1	2	3	4	5	1	2	3	4	5
60	61	1	2	3	4	5	1	2	3	4	5
62	63	1	2	3	4	5	1	2	3	4	5
64	65	1	2	3	4	5	1	2	3	4	5
66	67	1	2	3	4	5	1	2	3	4	5
68	69	1	2	3	4	5	1	2	3	4	5
70	71	1	2	3	4	5	1	2	3	4	5
72	73	1	2	3	4	5	1	2	3	4	5
74	75	1	2	3	4	5	1	2	3	4	5
76	77	1	2	3	4	5	1	2	3	4	5
78	79	1	2	3	4	5	1	2	3	4	5
80	81	1	2	3	4	5	1	2	3	4	5
82	82	1	2	3	4	5	1	2	3	4	5

"I Have a Problem . . ."

How Frequently Does This Problem Occur?

How Bothersome Is This Problem?

FOR OFFICE USE ONLY	
84	85
86	87
88	89
90	91
92	93
Card 2*	
54	55
56	57
58	59
60	61
62	63
64	65
66	67
68	69
70	71
72	73
74	75
76	77
78	79

					↓									
Never	Occasionally			Always		Not At All	Somewhat			Extremely				
1	2	3	4	5		1	2	3	4	5				
					16. Developing and maintaining student rapport, affection, and respect.									
					17. Assessing my students' learning.									
					18. Soliciting appropriate student behavior.									
					19. Improving conditions so that students can study better at home.									
					20. Having enough preparation time.									
					21. Extending learning beyond the classroom.									
					22. Controlling aggressive student behavior.									
					23. Getting my students to achieve competence in basic skills such as expressing themselves effectively in both writing and speaking.									
					24. Completing the work I have planned.									
					25. Promoting student self-evaluation.									
					26. Getting the understanding and sustenance of teachers and administrators so that I feel efficient and professional.									
					27. Helping students adjust socially or emotionally.									
					28. Establishing good relationships with parents and understanding home conditions.									
					29. Getting my students to value school marks and grades.									
					30. Enforcing considerate treatment of property.									
					31. Establishing and maintaining rapport with students and staff									
					32. Helping students improve academically.									
					33. Enforcing social mores and folkways such as honesty and respect for teachers.									

"I Have a Problem . . ."

**How Frequently Does
This Problem Occur?**

**How Bothersome
Is This Problem?**

FOR OFFICE USE ONLY	
80	81
82	83
84	85
86	87
88	89
90	91
92	93
94	95
Card 3*	
54	55
56	57
58	59
60	61
62	63
64	65
66	67
68	69
70	71
72	73
74	75

Never
1 2 3 4 5
Occasionally
Always

Not At All
1 2 3 4 5
Somewhat
Extremely

- | | | | | | | | | | | |
|---------|---|---|---|---|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 34. Encouraging parental interest in school matters. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 35. Having enough time to teach and also to diagnose and evaluate learning. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 36. Providing for individual learning differences. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 37. Getting students to use their leisure time well. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 38. Getting students to enjoy learning for its own sake. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 39. Avoiding duties inappropriate to my professional role. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 40. Getting every student to work up to his or her ability. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 41. Being professional in my relationships with staff. | 1 | 2 | 3 | 4 | 5 |
| Card 3* | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 42. Creating interest in the topic being taught. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 43. Holding worthwhile conferences with parents. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 44. Having students present and on time for all classes, rehearsals, games, etc. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 45. Maintaining student attention. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 46. Establishing and maintaining rapport with administrators and supervisors. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 47. Learning to use alternative methods of instruction. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 48. Eliminating inappropriate student behavior. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 49. Understanding the conditions of the homes and community in which my students live. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 50. Using time wisely to get both professional and personal things accomplished. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 51. Guiding my students to do the things which will help them succeed in school. | 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 | 52. Removing students who are sources of frustration. | 1 | 2 | 3 | 4 | 5 |

"I Have a Problem . . ."

How Frequently Does This Problem Occur?

How Bothersome Is This Problem?

FOR OFFICE USE ONLY	
76	77
78	79
80	81
82	83
84	85
86	87
88	89
90	91
92	93

Never
1 2 3 4 5
Occasionally
Always

Not At All
1 2 3 4 5
Somewhat
Extremely

- ↓
53. Knowing how to differentiate between student learning and psychological problems.
 54. Teaching too many students or large classes.
 55. Vitalizing my students' interest in learning and improving their achievement.
 56. Developing confidence in my colleagues.
 57. Overcoming a student's feelings of upset or frustration with himself.
 58. Assisting parents having difficulty with their children.
 59. Overcoming student apathy or outright dislike.
 60. Teaching self-discipline.
 61. Directing the work of a teacher aide or volunteer assistant.

Figure C-10

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

YEAR: _____

NO. OF STUDENTS: LAST YEAR: _____
THIS YEAR: _____

1. If the amount of content covered in you class has been different this year, describe HOW and why it has been different.

1st Year Teacher - Did you cover the required content:
Yes ___ No ___ Any additional?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

2. If the amount of instructional time on task has been different in your class this year as compared to last year, then describe HOW and why it has been different.

1st Year Teacher - Was there enough instructional time to stay on task?

Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

3. If monitoring student work in you class has been different this year as compared to last year, then describe HOW and why it has been different.

1st Year Teacher - Do you believe you effectively monitored your student's work? Yes _____ No _____ Was there adequate time?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

4. If your ability to match the level of instruction to the ability of individual children has been different in your class this year as compared to last year, then describe HOW and why it has been different.

1st Year Teacher - Were you able to match the level of instruction to the ability of individual children? Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

5. If there has been a difference in the pacing of instruction between this year and last year, then describe HOW and why it has been different.

1st Year Teacher - Do you believe your instructional pace was adequate for the students? Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

6. Have you had more individual exchanges with students this year?

Yes _____ No _____

1st Year Teacher - Have you been satisfied with the individual exchanges you have had with your students this year? Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

7. If your individual attention to students has been different this year as compared to last year, then describe HOW and why it has been different.

1st Year Teacher - Were you able to give sufficient individual attention to the students? Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

8. If the social climate in your classroom has been different this year as compared to last year, then describe HOW and why it has been different.

1st Year Teacher - How would you describe the social climate in your room.

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

9. Did you take less paper work home this year than last year? If yes, why?

1st Year Teacher - Were you able to complete all of your paper work at school?
Yes _____ No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

[INTERVIEWER: THIS QUESTION APPLICABLE TO REGULAR/AIDE TEACHERS ONLY]

10a. If you had to choose **one way** or the other, would you describe your use of the full-time teachers aide as:

____ primarily a clerical assistant;

or

____ primarily an instructional assistant.

10b. How has your full-time aide been involved in instructional activities?

10c. Are there instructional tasks for which your aide is primarily responsible? (List and describe.)

10d. What are the instructional tasks that are only the teacher's responsibility?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

11a. Predict how your students will perform academically and socially in a regular fourth grade class next year.

11b. Please give reasons for your prediction of their strengths and weaknesses.

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

12a. Has the use of learning centers in your classroom been different this year than last year?

Yes _____ No _____

12b. If yes, how has use of learning centers differed this year?

- _____ more centers
- _____ fewer centers
- _____ smaller centers
- _____ larger centers
- _____ other (please describe)
- _____ not applicable (NA)

12c. Why do you think that there were differences in the use of learning centers in your classroom this year?

- _____ small class
- _____ aide
- _____ other
- _____ NA

Probe Points

12d. types of centers

12e. use and quality of center time

12f. use of aides related to learning centers

1st Year Teachers - Did you use learning centers?

Yes _____

How many? _____

No _____

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

13a. Has use of enrichment activities in your class been different this year than last year?

Yes _____ No _____

13b. If yes, how has the use of enrichment activities differed this year?

- _____ field trips
- _____ center activities
- _____ special art/music/drama
- _____ creative writing
- _____ invited guests
- _____ cooking activities
- _____ other

13c. Why do you think the use of enrichment activities has differed this year?

- _____ small class
- _____ aide
- _____ other

Probe Points

12d. opportunities for enrichment activities

12e. use of aides related to enrichment activities

1st Year Teacher - What enrichment activities did you use this year?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

14a. Has classroom management in your class been different this year than last? Yes _____ No _____

14b. If yes, how has classroom management been different this year?

- _____ reward systems
- _____ student contracts or conferences
- _____ behavior modification techniques
- _____ other

14c. Why do you think classroom management was different this year?

- _____ small class
- _____ aide
- _____ other

Probe Points

14d. use of behavior modification

1st Year Teacher - Do you feel your classroom management is adequate? If no, why not?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

15a. Have parent/teacher relations been different in your class this year than last year? Yes _____ No _____

15b. If yes, how have parent/teacher relations differed this year?

- _____ more parent involvement
- _____ less parent involvement
- _____ parents performed clerical duties
- _____ parents worked with children in small groups
- _____ parents worked with children individually
- _____ more communication with parents
- _____ other

15c. Why do you think parent/teacher relations differed this year?

- _____ small class
- _____ aide
- _____ parents had more time available
- _____ parents had less time available
- _____ other

Probe Points

15d. use of parents in classroom

15e. frequency and type of communication with parents

15f. problems working with parents

1st Year Teacher - How have the parents been involved in your room this year?

TEACHER EXIT INTERVIEW

NAME: _____
SCHOOL: _____

CLASS TYPE: _____

16. If you had your choice, which teaching situation would you choose:

_____ a small class with 15 children

OR

_____ a regular class with 25 children with a full-time aide ?

17. If you had your choice, which teaching situation would you choose:

_____ a small class with 15 children

OR

_____ a \$2,500.00 salary increase?

Figure C-11

Record Type	<input type="text" value="Q"/>
1	
For Office Use Only	

PROJECT STAR
AIDE LOG

Date

Month		Year	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	3	4	5

SYSTEM:
ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

Aide's SS#

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	33	34	35	36	37	38	39	40	

Aide's Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	42	43	44	45	46	47	48	49	50	

First Name

Aide's Sex

<input type="text"/>	1. Male	2. Female
51		

Aide's Race

<input type="text"/>	1. White	3. Asian	5. Am. Indian
52	2. Black	4. Hispanic	6. Other

Aide's Class Type

<input type="text"/>	1. Small (1-15)	2. Regular (1-25)
53	3. Regular w/Aide	

Aide's Highest Degree:

<input type="text"/>	1. High School/GED	3. BA/BS	5. Ed.D./Ph.D.
54	2. Associate Degree	4. M.Ed./MA/MS	

TYPE OF ACTIVITY I PERFORMED TODAY

Day of Mo.
55 56

Day of Wk.
57

Tues - 1
Wed - 2
Thurs - 3

Please write only one of the following activity codes in each time slot box and only one subject code (WHEN APPLICABLE) in the adjacent box.

ACTIVITY CODES:	1. Routine Paperwork
(Activity Code Definitions are on Page 2)	2. Routine Student Activity
	3. Whole Group Instruction
	4. Small Group Instruction
	5. Individualized Instruction
	6. Planning and Preparation
	7. Personal Time

SUBJECT CODES:
1. Reading
2. Math
3. Other

TIME SLOT	ACTIVITY	SUBJECT	TIME SLOT	ACTIVITY	SUBJECT
7:30 - 7:45	58	59	12:00 - 12:15	94	95
7:45 - 8:00	60	61	12:15 - 12:30	96	97
8:00 - 8:15	62	63	12:30 - 12:45	98	99
8:15 - 8:30	64	65	12:45 - 1:00	100	101
8:30 - 8:45	66	67			
8:45 - 9:00	68	69	1:00 - 1:15	102	103
			1:15 - 1:30	104	105
9:00 - 9:15	70	71	1:30 - 1:45	106	107
9:15 - 9:30	72	73	1:45 - 2:00	108	109
9:30 - 9:45	74	75			
9:45 - 10:00	76	77	2:00 - 2:15	110	111
			2:15 - 2:30	112	113
10:00 - 10:15	78	79	2:30 - 2:45	114	115
10:15 - 10:30	80	81	2:45 - 3:00	116	117
10:30 - 10:45	82	83			
10:45 - 11:00	84	85	3:00 - 3:15	118	119
			3:15 - 3:30	120	121
11:00 - 11:15	86	87	3:30 - 3:45	122	123
11:15 - 11:30	88	89	3:45 - 4:00	124	125
11:30 - 11:45	90	91	4:00 - 4:15	126	127
11:45 - 12:00	92	93	4:15 - 4:30	128	129

ACTIVITY CODES

1. Routine Paperwork would include:
 - A. Paperwork required by the school administration (i.e., forms, reports)
 - B. STAR project forms and updates
 - C. Checking or grading student paperwork
2. Routine Student Activities would include such activities as:
 - A. Taking daily attendance
 - B. Collecting and accounting for lunch money or other monies
 - C. Bus monitoring duties
 - D. Recess duty(ies)
 - E. Break in routine duties (such as bathroom, assembly, etc.)
3. Whole Group Instruction suggests any activity carried on with the class; including audience situations, i.e., discussions or instructions, presentations, common new learnings (skill presentation), "open-book" textbook sessions, choral reading.
4. Small Group Instruction suggests that a group of students is pulled from the whole group to carry on with an activity. Usually all members of the small group use the same materials. Group instruction may be set up according to academic skill levels, specific needs or interests.
5. Individual Instruction suggests working with a student "one-on-one" and/or meeting the student's instructional needs on an individual basis. For example, working with one student to strengthen a skill area would be individual instruction. Monitoring and adjusting reading, math, etc. skills on an individual basis would be contract work and individualized instruction.
6. Planning and Preparation would include:
 - A. Writing lesson plans
 - B. Preparing necessary instructional materials or aids (bulletin boards, centers, dittos, etc.)
 - C. Confering with parents, students, or educational personnel
 - D. Housekeeping duties
7. Personal Time suggests any activity where a 15-minute time block is used for a personal break or personal business (i.e., a phone call to make a doctor's appointment or going to the teacher's lounge).

Figure C-12

Record Type	<input type="text" value="Z"/>
	1
For Office Use Only	

PROJECT STAR
QUESTIONNAIRE FOR TEACHER AIDES

Date

Month		Year	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	3	4	5

SYSTEM:
ID (6-12):
SCH NAME (13-29):
SCH TYPE (30):
UNIV RESP (31):

We need your help in answering the questions which will tell us how this year has been for you. The information you provide will be used by the research staff of the project and will be kept confidential. No answers will be related to you as an individual. Thanks for you help.

Teacher Aide's SS#

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	33	34	35	36	37	38	39	40	

Teacher Aide's Last Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	42	43	44	45	46	47	48	49	50	

First, we Need a few facts about your work as an aide. Please write the appropriate code for your answer in the box or boxes to the right of each question.

1. Including this year, how many years have you been a Project STAR aide? Do not count time as a Basic Skills First aide, only count STAR aide years.

1=One year	3=Three years	<input type="text"/>
2=Two years	4=Four years	
		51

2. If you have been a STAR aide for two or more years, did you work with the same group of students each year, or were they different classes?

1=The Same	3=Worked only	<input type="text"/>
2=Different	one year	
		52

3. When you first began to work as a STAR aide, did you have any orientation to, or training for, your work?

1=Yes, a formal orientation

2=Yes, an informal discussion with the teacher

3=No, I just started, and we worked things out

4=Other, please describe

53

4. Do you have a formal written job description that spells out your duties? If yes, please attach a copy to this questionnaire.

1=Yes

2=No

54

5. Enter a "1" in the boxes next to all statements that describe how you and the teacher plan class activities.

A

55

The teacher plans the activities and tells me each day.

B

56

The teacher plans each week's activities and tells me at the beginning of each week.

C

57

The teacher and I plan together on a daily basis.

D

58

The teacher and I plan together weekly.

E

59

I do not participate in planning.

6. What do you like most about being an aide? Enter a "1" for the most liked, a "2" for next most liked, and a "3" for the third most liked aspect of your job.

A

59

Working with children

B

60

Teamwork with the teacher

C

61

The salary

D

62

Pleasant working situation

E

63

The work schedule

F

64

This may lead to a teaching job

occasional basis, and how much time do you spend on each? Please enter the amount of time (in minutes) you usually devote to the task per day, if it's a daily task (Column A), or time per week, if it's a weekly task (Column B). Put a "1" in Column C if it's a task you do less than once a week. FOR EXAMPLE: If you have bus duty every day and it takes 25 minutes per day, put 25 in Column A. If you do bus duty twice a week and it takes 25 minutes per day average, put 50 in Column B. If you do bus duty less than once a week, put a "1" in Column C.

	COLUMN Enter Average Time Per Day In Minutes	COLUMN B Enter Average Time Per Week In Minutes	COLUMN C I Do This Less Than Once A Week
a. Loading and unloading busses (bus duty)	66-68	69-71	72
b. Supervising children at recess	73-75	76-78	79
c. Supervising children at lunch	80-82	83-85	86
d. Grading or correcting papers for the teacher	87-89	90-92	93
e. Taking attendance, and doing reports and forms	94-96	97-99	100
f. Preparing materials for lessons or for learning centers	101-103	104-106	107
g. Working individually with special needs students	108-110	111-113	114
h. Tutoring individual children on their lessons.	115-117	118-120	121
i. Working with a reading group, math group or other instructional group (the teacher may be working with another group)	122-124	125-127	128
j. Managing the whole class while the teacher is away	129-131	132-134	135
k. Teaching a lesson to the whole class	136-138	139-141	142
l. Giving tests, or to the grading tests	143-145	146-148	149
m. Working with children on computers	150-152	153-155	156
n. Preparing bulletin boards.	157-159	160-162	163
o. Working with children on art projects	164-166	167-169	170
p. Preparing art for room or hallway	171-173	174-176	177

8. What do you like least about being an aide? Enter a "1" for worst, a "2" for next worse, and a "3" for the third worst aspect of your job.

- | | | | | | |
|---|--------------------------|---|---|--------------------------|---|
| A | <input type="checkbox"/> | The work is not challenging | B | <input type="checkbox"/> | The salary |
| | 178 | | | 179 | |
| C | <input type="checkbox"/> | The children are hard to work with | D | <input type="checkbox"/> | Too much stress on the the job |
| | 180 | | | 181 | |
| E | <input type="checkbox"/> | Doing a teacher's job without getting recognized for it | F | <input type="checkbox"/> | Not having any say in the way the class is run. |
| | 182 | | | 183 | |

9. Please give us any other comments you would like to make about the way your work has gone this year.

THANK YOU FOR YOUR HELP! Please give this form to the person doing the exit interviews with the teacher.