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APPENDICES

APPENDIX A

Appendix A1

A1. Request for Research Study

Date

Dear Dr. Hahne:

In an earlier conservation with you, I talked about my interest in conducting research in an elementary school in your district that had been recognized as A School of Distinction. I am writing this letter to formally request permission to conduct the study. If approved, I will request permission of the principal, teachers, students, and parents involved.

The research will be limited to twenty-two individual interviews and eighteen observations at the school. I hope to begin the study during the 2002 fall semester. For your review, I have enclosed a copy of my proposal that has been approved through Virginia Polytechnic Institute and State University in Blacksburg, Virginia.

Your consideration in this request will be greatly appreciated. Thank you for your time.

Sincerely,

Zenobia W. Smallwood

Appendix A2

A2. Principal Thank You Letter

Date

Dear Principal:

Thank you for allowing me to conduct this research study, at your school. I will be describing the characteristics that assisted your school in becoming a School of Distinction based on the North Carolina ABC standards. I hope to conduct the study during the 2002 fall semester. I also appreciate your willingness to participate in this study. A summary of findings will be provided to you upon completion of the study.

Again, many thanks.

Sincerely,

Zenobia W. Smallwood

Appendix A3

A3. Principal/Teacher/Parent Permission Form

Date

Dear _____,

My name is Zenobia W. Smallwood and I am a doctoral student at Virginia

Polytechnic Institute and State University in Blacksburg, Virginia. I am also Director of

Curriculum for Gates County Schools. My faculty advisor is Dr. Travis Twiford (757-

552-1880, ttwiford@vt.edu), and the Institutional Review Board Chair is Dr. David

Moore, (540-231-4991, moored@vt.edu).

This letter is being sent to you in order to solicit your participation in an interview

for a study concerning characteristics that have assisted your school in becoming a

School of Distinction. The interview time will last approximately 30 minutes to one

hour, and will take place at your school during a time that will be convenient for you. The

interview will be audio-taped. After the interview, I will secure the tapes in my

possession. No other person will have access to the tapes. All tapes will be destroyed

upon the completion of the study. Your superintendent and principal have given me

permission to conduct this study. Your input in this study will provide valuable

information and give assistance to other educators desiring to reach high levels of

recognition and achievement at their individual schools.

Please sign the form indicating your willingness to participate. All responses will

be strictly confidential and your name will not be associated with any report of the study.

A summary of findings will be provided upon your request. Participation is strictly

voluntary and you are free to withdraw at anytime during the interview. Please return in

the enclosed self addresses, stamped envelope by (**Give Date**). Thank you in advance for assisting in this study. Your participation will be very much appreciated.

Sincerely,

Zenobia W. Smallwood

_____ I will participate in the study.

_____ I do not wish to participate in the study.

Signature	Date

Appendix A4

A4. Student Release Form

PARTICIPATION IN A RESEARCH STUDY AT A SELECTED ELEMENTARY SCHOOL

Date

Dear Parent/Guardian:

My name is Zenobia Smallwood and I am a doctoral student at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. I am also Director of Curriculum for Gates County Schools. I am conducting a study on the characteristics that have contributed to your child's school being recognized as A School of Distinction. The findings from the study will be used to assist other's to identify similar characteristics that will lead them toward successful achievement recognition.

I am requesting your permission to interview your child for approximately 30 minutes. This interview will take place in the media center at the school immediately after lunch as to not to interfere with any classroom instruction. Questions will be asked about the involvement of their teachers, leadership of the principal, how they feel about the size of their class, what the school does to promote student achievement, and in what ways parents support the school.

The responses will be **totally confidential**. Your child's name will not be included in any reports from the study. However, participation is entirely voluntary and participants may withdraw at anytime. Please indicate on page two of this form, if you give your permission to interview and audio-tape your child, and return the permission form in the enclosed stamped envelope. Also, please talk to your child and secure his/her response by having him/her sign the attached consent form indicating his/her willingness to participate.

Thank you for your cooperation and assistance.

Sincerely,

Zenobia Smallwood

_____   Yes, you have my permission

_____   No, you do not have my permission

_____
Child's Name

_____   _____
Parent/Guardian Signature   Date

Appendix A5

A5. Student Consent Form

I _____ agree to participate in

an interview to talk about the things happening at my school. I also understand that the

interview will take place at my school, in the media center and that I may withdraw from

the interview at anytime.

_____   _____

Student's Signature   Date

_____   _____

Parent's Signature   Date

Please return this consent form along with the student release form in the enclosed

addressed envelope. Thank you again for your willingness to participate.

Appendix A6

A6. Teacher/Student/Parent Thank You Letter

Date

Dear:

Thank you for your willingness to participate in the research study being
conducted at your (your child's) school. Your time and participation are valued and
greatly appreciated.

Just a reminder that all responses will be strictly confidential and your name will
not be associated with any report of the study. Again, thank you for your participation.

Sincerely,

Zenobia W. Smallwood

APPENDIX B

B. Virginia Tech's IRB Form 4

Form 4 –EXPEDITED   IRB Proposal Review #:_____

Request for Expedited Approval of Research Involving Human Subjects
[please print or type responses below]

Investigator(s): _____

Department(s): _____ Mail Code: _____ E-mail_____

Project Title: _____

Source of Funding Support: ____ Department Research _____ Sponsored Research (OSP No.: _____)

[] All investigators of this project are qualified through completion of the formal training program or videotape program provided by the Virginia Tech Office of Research Compliance.

___

Note: To qualify for Expedited Approval, the research activities must: (a) present not more than minimal risk to the subjects, (b) not involve any of the special classes of subjects, except children as noted, and (c) involve only procedures listed in one or more of the following categories. The full description may be found in the Expedited Review section of the instructions: "Application for Approval of Research Involving Human Subjects" of 45 CFR 46.110 (http://grants.nih.gov/grants/oprr/humansubjects/45cfr46.htm#46.110)

___

Please mark/check the appropriate category below which qualifies the project for expedited review:

[] 1.   Clinical studies of drugs and medical devices when proscribed conditions are met [see item (1), page ___].

[] 2.   Collection of blood samples by finger, heel or ear stick, or venipuncture subject to proscribed limitations [see item (2), page ___].

[] 3.   Prospective collection of biological specimens for research purposes by noninvasive means. Examples: hair and nail clippings, deciduous teeth, permanent teeth, excreta and external secretions, uncannulated saliva, placenta, amniotic fluid, dental plaque, muscosal and skin cells and sputum [see item (3), page ___].

[] 4.   Collection of data through noninvasive procedures routinely employed in clinical practice, excluding procedures involving x-rays or microwaves [see item (4), page ___].

[] 5.   Research involving materials (data, documents, records or specimens) that have been collected or will be collected solely for non-research purposes (such as medical treatment or diagnosis [see item (5), page ___].

[] 6.   Collection of data from voice, video, digital, or image recordings made for research purposes [see item (6), page ___].

[] 7.   Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, idewntity, language communication, cultural beliefs or practices, social behavior), or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies [see item (7), page ___].

___

Investigator(s)   Date

___

Departmental Reviewer   Date

___

Chair, Institutional Review Board   Date

This project is approved for_____months from the approval date of the IRB Chair.

APPENDIX C

Appendix C1

C1. Principal Protocol and Interview Questions

Good Morning. Thank you for agreeing to participate in this interview. It should take approximately one hour. The purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. I will be recording this to make sure that I don't misquote you, and that you have my undivided attention as you respond to each question. I have five questions that I will be asking. These five questions pertain to things that you do or observe at this school. During this interview I may glance at my notes from time to time and write some notes about what you are saying. If this distracts you, let me know. Please feel free at any time to discuss question(s) more in detail. As stated earlier, the main purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. Your name will not be quoted in this study. You may feel free to withdraw from the interview at anytime. You may also request during or at the end of the interview to take out statements you may have made. Do you have any questions? Let's begin.

1. **In what way does your leadership contribute to the school's success?**

   Follow-up: Why do you think this/these contribution(s) are important?

2. **In what ways do the teachers' involvement contribute to the school's success?**

3. **Does class size contribute to success?**

    Follow-up: What do you consider to be an ideal class size and why?

4. **What happens in this school to promote student achievement?**

5. *In what ways are parents involved in supporting their child's education?*

6. **After the interviewee has responded to all questions, the researcher will ask**

   what other characteristics contribute to this school's effectiveness? Why?

Appendix C2

C2. Teacher Protocol and Interview Questions

Good Morning. Thank you for agreeing to participate in this interview. It should take approximately 30 minutes to one hour. The purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. I will be recording this to make sure that I don't misquote you, and that you have my undivided attention as you respond to each question. I have five questions that I will be asking. These five questions pertain to things that you do or observe at this school. During this interview I may glance at my notes from time to time and write some notes about what you are saying. If this distracts you, let me know. Please feel free at any time to discuss question(s) more in detail. As stated earlier, the main purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. Your name will not be quoted in this study. You may feel free to withdraw from the interview at anytime. You may also request during or at the end of the interview to take out statements you may have made. Do you have any questions? Let's begin.

1. **In what way does the principal's leadership contribute to the school's success?**

2. **In what way does your involvement at this school contribute to the school's success?**

   Follow-up: Why do you think this/these contribution(s) are important?

3. **Does class size contribute to success?**

   Follow –up: What do you consider to be an ideal class size and why?

4. **What happens in this school to promote student achievement?**

5. **In what ways are parents involved in supporting their child's education?**

6. **After the interviewee has responded to all questions, the researcher will ask what other characteristics contribute to this school's effectiveness? Why?**

Appendix C3

C3. Student Protocol and Interview Questions

Good Morning. Thank you for participating in this interview. It should take about 30 minutes. The purpose of this interview is for you to talk about the types of things you do at your school. I will be recording this to make sure that I understand everything you say. I have five questions to ask you. Your name will not be written in this study. You are free to stop the interview at anytime. If you are not sure about an answer you give me and you don't want me to use it, tell me and I'll take it out. Do you have any questions? Let's begin.

1. **Your principal is a leader at this school. A leader is someone who helps make decisions about your school. What are some of the ways that your principal's leadership helps this school?**

2. **Your teachers do lots of things to help you learn. What are some of the things they do?**

3. **Class size means the number of students you have in your class. What size class would you like to be in and why?**

   Follow-up: What do you think a perfect class size would be?

4. **Student achievement means that you have done well in your subjects. What happens in this school that helps you do well?**

5. **In what ways are your parents involved in helping to do things in your school?**

6. **After the interviewee has responded to all questions, the researcher will ask what other things contribute to this school being successful? Why?**

Appendix C4

C4. Parent Protocol and Interview Questions

Good Morning. Thank you for agreeing to participate in this interview. It should take approximately 30 minutes to one hour. The purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. I will be recording this to make sure that I don't misquote you, and that you have my undivided attention as you respond to each question. I have five questions that I will be asking. These five questions pertain to things that you do or observe at this school. During this interview I may glance at my notes from time to time and write some notes about what you are saying. If this distracts you, let me know. Please feel free at any time to discuss question(s) more in detail. As stated earlier, the main purpose of this interview is for you to talk about the characteristics that have allowed your school to be recognized as A School of Distinction. Your name will not be quoted in this study. You may feel free to withdraw from the interview at anytime. You may also request during or at the end of the interview to take out statements you may have made. Do you have any questions? Let's begin.

1. **In what way does the principal's leadership contribute to the school's success?**

2. **In what ways do the teachers' involvement contribute to the school's success?**

    Follow-up: Why do you think this/these contribution(s) are important**?**

3. **Does class size contribute to success?** Follow-up: what do you consider to be an

    ideal class size and why?

4. **What happens in this school to promote student achievement?**

5. **In what ways are parents involved in supporting their children's education?**

6. **After the interviewee has responded to all questions, the researcher will ask**

    what other characteristics contribute to this school's effectiveness? Why?

APPENDIX D

Appendix D

Observation Form

Teacher _____

Date _____

Subject _____

Time _____

Researcher's Comments	Field-notes

APPENDIX E

Appendix E

Documentation Review Form

Look for evidences of the following:

_____ collaborative planning

_____ scheduling of activities

_____ nurturing environment for:

      * students

      * teachers

      * parents

_____ shared decision making

_____ teacher professionalism

_____ wide range of instructional practices:

      list them

_____ Principal involvement:

     * communicates school's vision

     * communicates own vision

     * empowers staff

     * active participant in curriculum planning

     * written communication to teachers, parents, and students

     * other

_____ Student motivation:

     * wide range of instructional strategies

     * student involvement

     * variety of programs to meet needs of all students

     * independent activities

     * cooperative grouping

     * other

_____ Parental Involvement:

     *volunteers

APPENDIX F

Appendix F

Themes That Emerged From Participants on Research Questions Form

Question 1, 2, 3, 4, 5, 6		
Participant	Responses	Emerging Themes
Participant 1		
Participant 2		
Participant 3		

APPENDIX G

Appendix G1

Reading Achievement Levels and Scale Scores Ranges for Grade 3 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	115-130	114-130
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	131-140	131-140
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	141-150	141-150
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	151-172	151-172

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

Appendix G2

Reading Achievement Levels and Scale Scores Ranges for Grade 4 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	119-134	118-134
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	135-144	135-144
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	145-155	145-155
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	156-174	156-174

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

Appendix G3

Reading Achievement Levels and Scale Scores Ranges for Grade 5 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	124-138	124-138
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	139-148	139-148
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	149-158	149-158
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	159-178	159-182

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

Appendix G4

Math Achievement Levels and Scale Scores Ranges for Grade 3 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	218-237	218-237
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	238-245	238-245
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	246-254	246-254
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	255-276	255-276

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

Appendix G5

Math Achievement Levels and Scale Scores Ranges for Grade 4 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	221-239	221-239
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	240-246	240-246
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	247-257	247-257
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	258-285	258-285

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

Appendix G6

Math Achievement Levels and Scale Scores Ranges for Grade 5 End-of-Grade Tests

Levels	Scale Scores Ranges		
	1999-00	2000-01	2001-02
I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	114 – 130	221-242	221-242
II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next level.	131 – 140	243-249	243-249
III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	141 – 150	250-259	250-259
IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	151 – 172	260-295	260-295

Note. Taken from Public Schools of North Carolina: Division of Accountability Services. (2001). A Report Card for the ABCs of Public Education. Volume 1.

APPENDIX H

Appendix H

Mission Statement and Philosophy

The selected school believes all children can learn. They feel that it is their job to develop an educational environment that prepares students for success in a changing world. When given the opportunity to explore the objectives of the curriculum through varied modes of teaching, they believe all children are capable of experiencing growth in learning.

APPENDIX I

Appendix I1

I1. Matrix of Themes and Sources of Data Collection for Principal's Leadership

Theme	PR	T	S	PA	OBS	DR
Seek Funding						
Instructional resources	X	X			X	X
Instructional supplies	X	X			X	X
Support Staff Development Initiatives						
Not overly directive	X	X			X	
Trust staff to seek staff development opportunities		X			X	
Empowers staff to make curriculum decisions	X	X			X	
Brings in consultants	X	X			X	
Encourage Staff and Students						
Has high expectations	X	X				
Shows appreciation to staff	X			X	X	
Encourages staff to grow professionally and personally		X				
Encourages staff and students to always do their best	X	X			X	
Attends grade level meetings						X
Communicate With Staff/Parents						
Communicates with staff, students, and parents	X	X			X	
Administrative letters/memos	X	X		X	X	X
Staff meetings						
Assembly programs	X	X		X	X	
PTA meetings	X	X		X	X	
Demonstrate Concern for Students' Welfare						
Addresses discipline			X			
Involved with student activities			X		X	
Cares about students			X	X	X	
Gives students praise			X		X	

Note. PR-Principal; T-Teacher; S-Students; PA-Parents OBS-Observation; DR-Document Review

Appendix I2

I2. Matrix of Themes and Sources of Data Collection for Teachers' Involvement

Theme	PR	T	S	PA	OBS	DR
Teach State Standards						
Staff is knowledgeable	X				X	
Develops pacing guides		X			X	X
Objectives are written on board	X	X			X	
Demonstrates Hard Work and Dedication						
At work on time	X				X	
Dedicated to students	X	X		X	X	
Reaches all ability levels		X		X	X	
Variety of instructional strategies		X	X		X	
Attends staff development activities	X	X			X	X
Analyze and disaggregate test data					X	
Instructional strategies and timelines are developed					X	X
Lesson plans are visible					X	
Communicate With Others						
Holds students accountable		X			X	
Plans with co-workers		X			X	X
Communicates with parents	X	X	X	X	X	X
Care for Student						
Encourages students		X	X	X	X	X

Note. PR-Principal; T-Teacher; S-Students; PA-Parents; OBS-Observation; DR-Document Review

Appendix I3

I3. Matrix of Themes and Sources of Data Collection for Class Size

Theme	PR	T	S	PA	OBS	DR
Teachers Individualizing Instruction						
Teachers do a better job	X	X			X	
Schedules classes between 13-18 students in tested grades	X				X	X
Gives individual attention	X	X	X	X	X	
Students help each other		X	X		X	
Engage in more classroom activities		X	X			
Effectively address students with special needs		X			X	
Students Being In Close Proximity of Teachers						
Better room arrangement		X		X	X	
Students stay on task		X		X	X	
Teachers circulate and give prompt feedback		X	X	X	X	
Distractions Being At A Minimum						
Cooperative groups			X	X	X	X
Less behavior problems			X	X	X	

Note. PR-Principal; T-Teacher; S-Students; PA-Parents; OBS-Observation; DR-Document Review

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Appendix I4

I4. Matrix of Themes and Sources of Data Collection for Promoting Student

Achievement

Theme	PR	T	S	PA	OBS	DR
The A+ Program	X	X			X	
The Star Student Program						
Little problems with discipline			X		X	
Rewards are given		X	X	X	X	
A Cooperative Staff						
Entire staff involvement	X	X		X	X	X
Comprehensive Management System	X	X	X			X
Supportive principal		X		X	X	
Caring principal and teachers		X	X	X	X	
Students helping each other		X	X	X		
The Project Acceleration Program						
Tutoring		X	X	X	X	X
The Instructional Program						
Individualized instruction		X	X	X	X	X
Use of computers	X		X		X	
Supportive school activities	X	X		X	X	
Monitors students' work		X		X	X	
The Communication With All Stakeholders						
PTA	X	X		X	X	
Involved parents		X	X	X	X	
Progress reports			X			X
Homework hotline				X	X	

Note. PR-Principal; T-Teacher; S-Students; PA-Parents; OBS-Observation; DR-
Document Review

I5. Matrix of Themes and Sources of Data Collection for Parental Involvement

Theme	PR	T	S	PA	OBS	DR
Being Involved in School Activities						
Attends PTA meetings	X	X			X	
Being supportive	X				X	
Attends parent conferences	X					X
Uses condensed copies of the North Carolina Standard Course of Study		X			X	X
Volunteers				X	X	X
Assisting With Homework						
Using homework hotline		X	X			X
Be encouragers			X			
Communicating With School Staff						
Discusses behavior				X	X	
Communicates with school personnel	X	X		X	X	

Note. PR-Principal; T-Teacher; S-Students; PA-Parents; OBS-Observation; DR-Document Review

VITA

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