

EFFICACY MEASURE
(Teacher Questions)

Directions: Read the story. Find the choice that best answers the question about the story

<p>1) Billions and billions of years ago there were no people. There were no animals. There were no trees or flowers. Our earth was made of gases and stardust. It was a huge ball of fire. No one is sure now this fire began. But it burned all the time.</p>	<p>The earth kept on burning inside. But after billions of years the outside began to cool off. It started to crack. Boiling mud and rock gushed out. Clouds of steam hung over the earth. The clouds turned to rain. Water was everywhere. Now life on earth could begin.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 1) What is the most important idea in this story?
- | | |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p>1. Earth was made of gases and stardust.</p> <p>2. Earth was once very hot.</p> | <p>3. The earth cooled slowly.</p> <p>4. Earth's surface cracked as it cooled.</p> |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

<p>2) The signs that really make me mad are the ones that are untrue. I can't understand why people go to the effort of making signs in big capital letters, if they are lies. For example, a sign in the grocery store might say BANANAS YELLOW, RIPE when all you have to do is look at the bananas to see that they</p>	<p>are actually GREEN, HARD. I have finally figured out that what the store does is leave the sign up all the time and let the bananas come and go beneath it, from hard green to speckled mushy, to hard green new ones. So sometimes the sign and the bananas match. But most of the time, not.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 2) What is the main idea of this passage?
- | | |
|----------------------------------------------------------|-----------------------------------------------------|
| <p>1. bananas for sale</p> <p>2. grocery store signs</p> | <p>3. how signs lie</p> <p>4. how to make signs</p> |
|----------------------------------------------------------|-----------------------------------------------------|
- 3) What is a good title for this passage?
- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------|
| <p>1. "Untruth of Signs"</p> <p>2. "Making Signs Mean Something"</p> | <p>3. "Banana-Ripeness"</p> <p>4. "Advertising Signs"</p> |
|----------------------------------------------------------------------|-----------------------------------------------------------|
- 4) What is the narrator's main feeling about untrue signs?
- | | |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <p>1. They make the narrator sad.</p> <p>2. They make the narrator laugh. hungry.</p> | <p>3. They make the narrator mad.</p> <p>4. They make the narrator</p> |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------|

3) One of the most surprising animals I've ever found is the pika (PI-kuh). I discovered this tiny creature on a trip into the Rocky Mountains. I was walking along a high path above the tree line.

Once, as I was leaning over studying a little blue flower, I heard a tiny squeal. It sounded like a mouse squeaking. I sat very still and studied all of the loose rocks around me. At last I saw what was making that noise. Sitting

just a few feet away, perfectly hidden by its coloring, was a small animal about the size of a guinea pig. The little fellow squealed again, and then I heard the same charming sound a little farther down the path. There were several more of the rabbit-like creatures spreading the warning of my presence. Since then I have always watched carefully to find the brown-grey spots when I hear that enchanting cry.

5) What is the story mainly about?

1. How the pika hides
2. The pika's cry
3. Traveling in the Rockies
4. Discovering the pika

6) What is the best title for this story?

1. "Animals of the Rocky Mountains"
2. The Pika"
3. "Walking in the Mountains"
4. "The Rocky Mountains"

7) How does the narrator feel about the pika?

1. disgusted
2. delighted
3. afraid
4. upset

4) The gorilla's life is not always quiet. Sometimes the father gorilla does a very strange thing. In a way it is a kind of dance. First he makes a soft hooting noise. Then he picks a leaf and holds it in his lips. He stands up high on his

back legs. He hoots faster. He throws leaves in the air. He hits his great chest so hard the noise can be heard far away. He rips leaves and branches off trees. Then, to end it all, he hits the ground with his mighty hand.

8) What is this story mainly about?

1. how the father gorilla rips up trees
2. a strange dance of the father gorilla hooting
3. the life of the father gorilla
4. how a father gorilla makes a noise

9) What is a good title for this story?

1. "Father Gorilla's Dance"
2. "How Gorillas Hoot"
3. "Tearing up the Forest"
4. "The Life of Gorillas"

5) Copper is one of the first of the earth's metals known to people. Humans have been using this reddish metal for about 10,000 years. Many centuries ago, people learned that it was easy to hammer natural copper into tools and ornaments. Copper was named after the island of Cyprus, where it was mined in ancient times.

Because it conducts electricity and heat well, copper has many uses. It is used to carry electric current to homes. It is also used in telephone and telegraph wires. Copper may be put into the soil to improve it. Copper is found in cookware, jewelry, and even in pennies. Paint contains copper too, which slows the process of rusting.

10) What is the first paragraph mostly about?

1. the history of copper
2. making ornaments from copper
3. how copper is mined
4. where copper comes from

11) What is the second paragraph about?

1. making copper jewelry
2. copper outside the home
3. how copper was discovered
4. the uses of copper

6) King Possum lived in a dry riverbed. Now King was just the smartest possum that ever lived. He was smarter than Hooty Owl and Clifford Fox together.

One day King was sitting on his front porch. Up hopped Ornerly Crow. Ornerly was a trickster. King was cautious of him.

"Hi there, O. C.," King said.

"Hi there to *you*," said Ornerly with a sly grin. "Did you hear about the big flood coming?"

"Flood?" said King.

riverbed. All you animals will have to move," said Ornerly proudly.

"Oh, yes," King said. He looked quite serious now. "I heard about it. Someone said it's gonna wash out that old oak tree. It's too bad. That's such a fine tree."

"Hey," yelled Ornerly, "that's *my* tree! Gosh—oh gee, I'd better start packing!" He flew off in a flash of feathers.

"Hee, hee," King chuckled. "I think O.C. forgot something. He forgot he was just joking.

12) What is the first paragraph mainly about?

1. an old owl
2. the clever fox
3. the land of animals
4. a smart possum

13) What is the story mainly about?

1. how a trickster got tricked
2. a bad flood on the river
3. animals that talk
4. the animals in the river valley

14) What is it that Ornerly was mostly trying to do?

1. warn King Possum
2. fool King Possum
3. play with the animlas
4. find a new place to live

15) What is the best title of this story?

1. "The Flood"
2. "Ornerly Crow"
3. "The Trick"
4. "King Possum"

<p>7) Airports are often very busy. Then, it is important for the air controllers to keep track of all the planes circling overhead, waiting for a break in the traffic so that they can land. Many</p>	<p>times three or four planes circle the city at the same altitude. This situation leads to increased pressure for the air traffic controllers.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

16) What is the main idea of this paragraph?

1. Flying airplanes
2. Air traffic control
3. Landing an airplane
4. Using runways

<p>8) I often do not like signs. I don't mind useful signs, like PUSH or EXIT or HOSPITAL QUIET. But signs that are supposed to be funny or cute, or tell you to be happy, like SMILE, usually work backwards on me. When I see a sign that says SMILE I suddenly feel grouchy. I always wonder,</p>	<p>who is telling me to smile—the people who put the sign on the wall, or the people in the factory who painted it, or who? How did they know I would come along at a certain time in the afternoon and read their sign? How did they know I wasn't smiling already?</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

17) What is this passage mostly about?

1. how signs help people
2. how signs upset the narrator
3. SMILE signs
4. getting rid of unwanted signs

18) What is the best title for this passage?

1. "How Signs Are Made"
2. "Signs to Laugh At"
3. "Creative Use of Signs"
4. "Uses and Misuses of Signs"

19) What is the narrator's main feeling about signs?

1. SMILE signs are cute.
2. All signs are useless
3. Some signs are silly and annoying
4. All signs are useful

- 20) What is the main reason the narrator doesn't like some signs?
1. They are misspelled
 2. They have a backward effect
 3. They are painted in factories
 4. They are only useful in hospitals

EFFICACY MEASURE
(Student Passages)

1) Billions and billions of years ago there were no people. There were no animals. There were no trees or flowers. Our earth was made of gases and stardust. It was a huge ball of fire. No one is sure now this fire began. But it burned all the time.

The earth kept on burning inside. But after billions of years the outside began to cool off. It started to crack. Boiling mud and rock gushed out. Clouds of steam hung over the earth. The clouds turned to rain. Water was everywhere. Now life on earth could begin.

2) The signs that really make me mad are the ones that are untrue. I can't understand why people go to the effort of making signs in big capital letters, if they are lies. For example, a sign in the grocery store might say BANANAS YELLOW, RIPE when all you have to do is look at the bananas to see that they

are actually GREEN, HARD. I have finally figured out that what the store does is leave the sign up all the time and let the bananas come and go beneath it, from hard green to speckled mushy, to hard green new ones. So sometimes the sign and the bananas match. But most of the time, not.

3) One of the most surprising animals I've ever found is the pika (PI-kuh). I discovered this tiny creature on a trip into the Rocky Mountains. I was walking along a high path above the tree line.

Once, as I was leaning over studying a little blue flower, I heard a tiny squeal. It sounded like a mouse squeaking. I sat very still and studied all of the loose rocks around me. At last I saw what was making that noise. Sitting

just a few feet away, perfectly hidden by its coloring, was a small animal about the size of a guinea pig. The little fellow squealed again, and then I heard the same charming sound a little farther down the path. There were several more the the rabbit-like creatures spreading the warning of my presence. Since then I have always watched carefully to find the brown-grey spots when I hear that enchanting cry.

4) The gorilla's life is not always quiet. Sometimes the father gorilla does a very strange thing. In a way it is a kind of dance. First he makes a soft hooting noise. Then he picks a leaf and holds it in his lips. He stands up high on his

back legs. He hoots faster. He throws leaves in the air. He hits his great chest so hard the noise can be heard far away. He rips leaves and branches off trees. Then, to end it all, he hits the ground with his mighty hand.

5) Copper is one of the first of the earth's metals known to people. Humans have been using this reddish metal for about 10,000 years. Many centuries ago, people learned that it was easy to hammer natural copper into tools and ornaments. Copper was named after the island of Cyprus, where it was mined in ancient times.

Because it conducts electricity and heat well, copper has many uses. It is used to carry electric current to homes. It is also used in telephone and telegraph wires. Copper may be put into the soil to improve it. Copper is found in cookware, jewelry, and even in pennies. Paint contains copper too, which slows the process of rusting.

6) King Possum lived in a dry riverbed. Now King was just the smartest possum that ever lived. He was smarter than Hooty Owl and Clifford Fox together.

One day King was sitting on his front porch. Up hopped Ornerly Crow. Ornerly was a trickster. King was cautious of him.

"Hi there, O. C.," King said.

"Hi there to *you*," said Ornerly with a sly grin. "Did you hear about the big flood coming?"

"Flood?" said King.

riverbed. All you animals will have to move," said Ornerly proudly.

"Oh, yes," King said. He looked quite serious now. "I heard about it. Someone said it's gonna wash out that old oak tree. It's too bad. That's such a fine tree."

"Hey," yelled Ornerly, "that's *my* tree! Gosh—oh gee, I'd better start packing!" He flew off in a flash of feathers.

"Hee, hee," King chuckled. "I think O.C. forgot something. He forgot he was just joking.

7) Airports are often very busy. Then, it is important for the air controllers to keep track of all the planes circling overhead, waiting for a break in the traffic so that they can land. Many

times three or four planes circle the city at the same altitude. This situation leads to increased pressure for the air traffic controllers.

8) I often do not like signs. I don't mind useful signs, like PUSH or EXIT or HOSPITAL QUIET. But signs that are supposed to be funny or cute, or tell you to be happy, like SMILE, usually work backwards on me. When I see a sign that says SMILE I suddenly feel grouchy. I always wonder,

who is telling me to smile—the people who put the sign on the wall, or the people in the factory who painted it, or who? How did they know I would come along at a certain time in the afternoon and read their sign? How did they know I wasn't smiling already?

Efficacy Scale

Student's Name _____ Circle one: Boy Girl

I have been at this school since grade one (1st grade): yes no (Circle one.)

1	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
2	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
3	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
4	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
5	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
6	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
7	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
8	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
9	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
10	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure

11	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
12	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
13	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
14	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
15	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
16	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
17	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
18	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
19	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure
20	10	20	30	40	50	60	70	80	90	100
	Not Sure			Maybe			Pretty Sure			Really Sure

APPENDIX B
FOCUS GROUPS TRANSCRIPTS

Focus Group - Parents

RESEARCHER: Thank you for coming. I have seven questions. They're all relative to Success for All. Just relax and answer at will whenever you want. Nobody has to go first or second.

Number 1. Based on your knowledge, what is your understanding of the Success for All program? That just simply means, what do you know about it?

PARENT C: I have two children who have been in the program, one who has completed the program and one who is just now in the fourth grade and has been in the program since kindergarten. The Success for All program has meant to me, to my understanding, that the children perform at their level and they go to classes that are mixed, children from other grades, they may be ahead, they might be behind. But it gives them the chance to be successful, which enables them to increase their self esteem and move on.

PARENT A: I have a daughter that is in the Success for All program. And from what I've seen, the progress that she's made since the program has been implemented. I believe she's been in it since she's been here—four years. And as far as her reading, it's, to me, outstanding for her age, and she reads with emphasis, and she observes the punctuation marks and the sentences and all. This is just for me reading with her and doing homework with her. That's what I've noticed.

PARENT B: I have a son in the program. I just want to elaborate on what Parent A said about my son's reading. He reads very well; he takes his time. Even if he doesn't know a word he breaks it down. He helps me with words too. He's very persistent about his reading. He expresses himself when he reads. I think that's important. When he reads he understands what he reads. He reads with meaning. So I think the program has really helped him a lot.

RESEARCHER: How did the 20 minutes of oral reading homework impact your child?

PARENT A: The 20 minutes of reading. We read from the book. She has a book that she reads. Also, we read anything else that's of any interest to her or it might be something that I have and I might want her to read it and she reads it also. As Parent B said, there are not many words that they won't attempt to try. Compared with out seventh grader, who would look at the word and not attempt to break it down. I don't know if this is from Success for All; she said her son does it too. But I know this, my child does the same thing. She'll try to read it.

PARENT C: The 20 minutes, I think, has been incredibly helpful. And like Parent A, to choose not just a book that they are interested in, but other things as well, periodicals or newspaper. And, definitely, the vocabulary, trying to understand the context is really phenomenal, I think.

PARENT B: During the 20 minutes, like Parent C said, I get my child to read an article from the newspaper or (I stay in church a lot) I get him to read the Bible. He's more (what word am I looking for?), he's more excited. (That's not the word either.) He is really persistent. He loves to read. I have an older daughter and a lot of times I might not understand something and I ask Samuel to come and help. But she gets a little upset, because that's her little brother. Like when I was in high school, my big brother helped me. I'm proud of my son. He's showing a lot of potential.

RESEARCHER: What effect did Success for All have on your child's motivation for attendance?

(PAUSE)

It's okay if they were attending well before.

PARENT C: My children attend anyway. They have good attendance. But I feel like there is definitely good motivation there because the children do become successful. Not just in reading, but in math as well. And they like it when they do better.

PARENT A: Both my children have real good attendance. In fact I think she didn't miss any days last year. She had perfect attendance. And this has been for the last two years. Perfect attendance. And even days that she might not be feeling well, she likes to come to school and then call somebody to come pick her up. She doesn't want to miss that perfect attendance.

PARENT B: My child has good attendance. He doesn't want to stay home when he's sick. That's good.

RESEARCHER: How did it impact your child to be in a reading class with students of different ages and/or grade levels?

PARENT B: I really didn't know that they were in a class with different age groups. That's the first time I heard about that. I thought everybody was the same age. I didn't know. I don't think it impacted him any.

PARENT C: My oldest daughter, who's been through the program completely (She's in sixth grade.), she was in a class when she was in the third grade with fifth

graders. I think it not only motivated her, because it made her feel good about herself, but I think it motivates the other children who are in there to do well when they look and see a third grader doing the same work that they're doing.

PARENT A: My child is very competitive. If she can do something that an older child is doing it makes her feel better about herself. Maybe that's good in a way. Sometimes it might not be as good. But for her reading an understanding it has helped a lot. That's a plus.

RESEARCHER: What did you see as the role of the Family Support Team. Number 1, if you're familiar with the Family Support Team. Has anybody had any experience with it? (No response) We'll skip those two then because the Family Support Team is somewhat limited in that it only services the families that need it. So you may not have needed to use it. The last question is, How did the Success for All program impact your involvement in your child's education.

PARENT C: It's probably kind of hard for me to say that because I'm a teacher, so I'm in there anyway. But I think it's helped me as well with the different things that they've done and the groups that they've been involved in and projects that they've had. Westhaven has excellent teachers that really invite you to become involved. You know how a lot of schools don't do that. They like you in the building.

PARENT A: I think now we have a schedule. It's put us more into scheduling. We schedule reading time and when I come home I look forward to doing homework with her. She's the type that wants me there but doesn't want me teaching her. She likes to teach me what she's learned. So I can kind of keep up and understand where she is as far as reading and math and everything else. Also, on doing civic stuff, like the church and different events that they have, she's always volunteering to either learn a part or do a welcome or something like that. This has helped her a lot. It's been helpful.

PARENT B: I'm always involved, but I'm like more involved now with him, with both him and my daughter. He reads about 30 minutes a day. I always ask him what he read so that I can make sure he understands and not just only reading, but understanding what you're reading. I'm involved with him. We spend a lot of time together, because we stay in church all the time, but just staying in contact with his teachers and stuff to make sure that he is doing what he can, meeting his full potential.

PARENT C: I just don't see how in this program you could be a parent and not be involved. There is just so much that the children bring home that is open for you to see, too. It would be kind of hard to be disinterested.

RESEARCHER: Those were my seven questions. Thank you.

PARENT C: Another thing that I've seen is their writing development. This is incredible too. Their ability to write. And being a teacher in a different school system, and being involved in several programs of writing, and I haven't seen anything as successful as this program in teaching these children how to write. And both of my girls write beautifully and I think that's a very difficult thing to teach a child.

PARENT B: We have a tutoring class at my church and my son helps tutor smaller children. He's a little bossy, you know.

Focus Group – Staff

RESEARCHER: Thank you for coming. I appreciate your being here. I have about seven questions I would like to ask you concerning Success For All and its impact on students. How did the 20 minutes of oral reading homework impact students in your opinion? If anybody would like to go first?

TEACHER 2: The 20 minute reading period—that's their read and respond?

RESEARCHER: I was thinking about the homework part.

TEACHER 2: I think the students got a boost when they were able to read at home and then respond to their reading. And also sometimes they would use some of that same reading for their book club reports to the class.

RESEARCHER: Teacher 1?

TEACHER 1: The read and respond impact most of the students because during the 20 minutes of listening comprehension they love to hear the teachers reading to them, so they are so eager to continue that story that they will go and check out the same book and read it at home.

ADMINISTRATOR A: From my experience I have found that it is an excellent link between home and school as it relates to communication. In many of the conferences that I have held I have found that parents really enjoy this time with their children.

RESEARCHER: That's what I was going to ask you. Have you seen a difference with the parents? Any difference in terms of parent participation, parents writing notes back about "my child didn't do her homework, or did" or anything like that.?

TEACHER 2: What I've found, is a lot of times, the students, once they get very serious about bringing back those read and respond forms, in fact one student last year, I recall, forgot to pick up his form, take his form home, came back after school looking for me to get his read and respond form. He said, "I gotta have that form!" Once they get into that routine, their parents expect them to bring it home, and I think that says a lot.

ADMINISTRATOR A: Whenever they mention concerns about the child maybe not doing as well as he or she should be doing the first that that will come out is, "I know what my son or daughter has to do in reading because they

have to do that every night, but I'm not sure what he has to do in the other subjects."

RESEARCHER: Okay, thank you. Question 2. What were your feelings concerning the students changing classes for reading? How did you feel about it?

ADMINISTRATOR A: I think it's one of the best things that has happened to children, simply because when children are assigned to a class the first thing you look at is putting the child in a classroom so that that student's needs can be met. But it doesn't always mean that the personalities of the persons that you are assigning together will be compatible. When children are able to move, I think it heightens their day of interest. Even adults don't enjoy seeing the same person all day. Not only that, it builds a lot of teams within the building. Each teacher begins to take on the responsibility of the other teacher because every employee has to be involved and ready because each person's class is going in all directions, but everybody has to be doing the same thing when it comes to teaching children how to read and preparing them how to read. I think it gives students an opportunity to leave and not be, I don't want to say bored, but not to have the sense of "I have to stay in this one place all day long." It also gives students an opportunity to move and work with children that are working at their own pace, so overall, I think it's excellent and it lets me know the children learn well and can assume responsibility of moving from one place to another and getting there on time with the appropriate teacher supervision.

TEACHER 2: It teaches too, in addition to that, I work with fifth graders, and our fifth graders will be moving to middle school next year where they will have to move from room to room, and I think it sort of gets them ready for that.

TEACHER 1: I think they love the movement because they are so eager, like they feel bigger and, as Administrator A said, it's a responsibility they can take on their own and they feel good about that. No one has to go to guide them. They know exactly where they are going to go and they are going to this class where they really feel good about themselves because they are with this class, they are all reading on the same level so they all have something great to offer. And by the time they finish the class, well, it's time to move again, so they are eager to go back, they feel good, they are big boys and girls, now they are making that move on their own and it makes them feel good about themselves.

RESEARCHER: Thank you. How did the Family Support Team impact students in your opinion?

TEACHER 1: I think it impact the parents because it makes them feel more important and also a part of what their children are doing and a lot of times a lot of things they may not know, now they could “well, look I can take a part in this too because it’s going to help me to learn what to do, exactly how to read to the student, what questions to ask, and they all feel like they all are a part, and they’re all learning together from home and school.

TEACHER 2: It provides an opportunity for us to (usually we recommend students for the Family Support Team that seem to be having difficulty) and so this gives us an opportunity to take a closer look at what might be causing this child to have difficulty, and that’s what I think is so great about it.

ADMINISTRATOR A: Also it gives us an opportunity to involve the person on that Child Study Committee...It gives them a greater awareness..It also, the parent component also enhances the program insomuch as it’s good when we meet and we find that many of the problems have already been worked out in child study. So it is a direct link between the Child Study Team and the Parent Team.

RESEARCHER: I was going to ask how did the Family Support Team affect the staff, and you’ve kind of touched on that already. Does anyone have anything they would like to add to that in terms of how it impacted the staff or affected the staff?

(Pause)

How do you feel about having various ages and grade levels in one class for reading?

TEACHER 2: I have fourth and fifth graders. Once they come together for reading it’s like there’s no difference because they’re all on the same level.

TEACHER 1: That’s the way I see it.

ADMINISTRATOR A: Moving in and out of classrooms is not a problem. That’s the one thing that has never come in front of me. Why do I have one age level or one grade group in with another grade group. It is totally erased. You never hear a child mention it, you never hear a parent mention it, and you never hear teachers mention it. So it’s not even part of the program. It’s something that should be completely ignored when it’s asked what impact age differences make in the program and that’s another good part, a strong point, I guess I should say, of Success For All, with the multi-aged group and no one feels inferior.

TEACHER 2: Sometimes I forget that I have fourth and fifth graders mixed in.

RESEARCHER: How do you feel Success For All has impacted the climate of the school?

ADMINISTRATOR A: I think it's been absolutely wonderful. We have a record of nothing but student success based on the hard work of the staff and parents along with the students working together. It's a very structured time of the day, but it is a time of the day that I see more teaching and learning taking place than at any other time of the day. There are few, if any, office referrals for discipline. It's a time of the day when children are learning and teachers are really on task and teaching. It's sort of like an injection in the morning when we have our reading, everybody knows where he or she should be and basically what we are all supposed to be doing. It sets the tone for the day; it is excellent. And then I have also noticed now that I can see it sort of flowing over into some of the other disciplines. So I, I don't know, I can say nothing but pluses and positives for it. To me, it's the most wonderful time of the school day.

TEACHER 1: The climate of the school during the reading block is very calm, orderly, and a lot of learning taking place.

TEACHER 2: When they first come in, that first part of the lesson, that listening comprehension, it just gives you an opportunity to really get close with your students and they get to comment and to exchange comments and to piggyback on other comments. It's just wonderful to see. And the reading, like Administrator A said, the reading program is structured so that you don't ask what do I do next. The children know what they do and so things move very smoothly because they know what's expected.

ADMINISTRATOR A: And the last thing that I'd like to add is it starts daily at 9:30 even if the building is getting ready to catch on fire. It starts, even if we have to stop. It's a very sacred period and everybody understands that.

TEACHER 2: And I may add, when we initially started the program (and it is a 90 minute block) we wondered what we would be doing for 90 minutes. But you get so involved that that 90 minutes just flies.

RESEARCHER: What effect do you feel the tutoring component has had on the SFA program?

TEACHER 1: The tutorial program is the most important program of Success For All. It's the part where the students feel so great about themselves. Even to the tutors, they feel good because you can see the joy from the students,

how much they are learning. Also, the reading teachers can see how much progress the students are making compared to the beginning and to the end. Also it is the part of the program that the reading teacher loves too because if the child is not keeping up with that reading class, when that child comes to tutoring she can see how the child is beginning to keep up with the reading teacher.

TEACHER 2: As Teacher 1 said, the tutoring component is a most important part. For example, I had a student that the first week I tutored sat and said nothing. The child even just cried when I tried to get her to sound out and do other parts of the program. And now you ought to see her. She's smiling, she's reading, and just today her teacher said to me, "Oh, Jakima, she was able to sound out a big word for us!" And so, you know, she just beamed. Just to look at their faces and to see the progress made when they take that eight-week assessment lets you know it's a wonderful part of the program.

TEACHER 1: Teacher 1 would like to add that all the students want to come to tutoring

RESEARCHER: Well, that's the last question. If there is anything that I didn't get to that you'd like to add?

APPENDIX C
AUTHORIZATION FOR USE OF SURVEY

MEMO from DALE SCHUNK

Dear Cheryl,

Enclosed are the pretest and posttest efficacy items we used in the study. The students were given only the passages (without questions); after they read each, the tester read the questions without reading any multiple-choice answers. Students judged efficacy for correctly answering questions of that type for passages of that type. Also enclosing the instructions, and an article that discusses the general issue of efficacy assessment.

Hope these are helpful.

Sincerely,

Dale Schunk

Cheryl Lynn Howell Atkinson

319 Shadowlake Drive, Chesapeake, Virginia 23320
(757) 436-3049

Education**Doctor of Education in Educational Administration**

Virginia Polytechnic Institute & State University,
Blacksburg, Virginia

Elementary Principal Endorsement

Old Dominion University, Norfolk, Virginia
University of South Carolina, Columbia, South Carolina

Master of Education - Certificate in Elementary Education

University of North Carolina at Charlotte,
Charlotte, North Carolina

Bachelor of Arts - Human Development and Learning

University of North Carolina at Charlotte,
Charlotte, North Carolina

Experience

Principal 1994 – present
Wythe Elementary School, Hampton, Virginia

Assistant Principal 1991 – 1994
Nansemond Parkway Elementary School, Suffolk, Virginia
Elephant's Fork Elementary School, Suffolk, Virginia

Elementary School Summer School Principal 1992
Suffolk City Schools, Suffolk, Virginia

Teacher 1989 – 1991
B. M. Williams Elementary School, Chesapeake, Virginia

Academic Services Coordinator 1988 – 1989
University of Kansas, School of Education,
Upward Bound Program
Lawrence, Kansas

Teacher 1982 - 1988
J. Keels Elementary School, Columbia, South Carolina
Vienna Elementary School, Winston-Salem, North Carolina
Dabney Elementary School, Henderson, North Carolina

Recent Accomplishments	Initiated and implemented Success for All program, Wythe Elementary School Initiated and implemented school uniform policy, Wythe Elementary School Wrote and received \$100,000 grant to make Wythe Elementary School a neighborhood park Developed and implemented After School Program, Wythe Elementary School Secured matching funds grant for a school-community marquee Initiated and implemented FLIGHT Program, Suffolk, Virginia
Committee Assignments	Pay-for-Performance for Principals, helped to develop and pilot Core Team to look at space utilization Rezoning Neighborhood Task Force Superintendent's Visioning Committee Superintendent's Budget Committee
Professional Affiliations	Phi Delta Kappa Hampton Association of Elementary Principals, vice-president