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DATA COLLECTION MANUAL FOR CASE STUDIES IN SRI LANKA

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1. Introduction

The purpose of this research manual is to provide a step by step guide to researchers who are participating in the qualitative component of the BRIDGES project in Sri Lanka. You, the investigators, are urged to follow the procedures and insights provided in this manual.

1.1 Background

The procedures outlined in this manual assume that six sites have been selected according to criteria established in the research design. You are expected to spend a minimum of <u>nineteen</u> days of data collection in each site. In addition, a three day trial period to firm up the questions and practice procedures is recommended.

1.2 Research Design

According to the draft research design worked out by the MSU/BRIDGES team for the case study component of the Sri Lanka research plan, the principal research question is, how does the management system affect classroom teaching? Considering the options available to policymakers for improving the effectiveness of the educational system, the relation of the management system to teacher actions is viewed as the logical starting point for understanding how

management reforms have affected the process of teaching and learning. These options include changes in: teacher knowledge and training, salaries and incentives, participation in decision making, supervision and assistance, staff relations, curriculum implementation, teaching methods and instructional materials, school facilities, class size, teacher commitment and the articulation of rural elementary schools within the educational system.

The criteria for the selection of school sites reflects the areas of reform in the management system which are intended to improve rural primarly education. These reforms include the changes in the school organization (cluster or zone), changes in the district management (decentralized or non-decentralized) and changes in the role of school principals as a result of the above reforms and the impact of the Staff College management training program.

Follow up studies in years two and three will focus more specifically on the ways factors in the management system are translated into more or less effective strategies for promoting student engagement in the teaching and learning process. Follow up studies will also explain the interaction of management policies with alternative definitions of school effectiveness discovered in year one.

2. Procedures for Data Collection and Analysis

Based upon the above discussion of the essential variables for addressing the main research question, a brief description of activities in the field follows.

2.1 Preparation and First Steps of Fieldwork

Getting Ready

Traditionally, when anthropologists committed themselves to conduct fieldwork, it was usually for a minimum of one year, sometimes two. Unfortunately, we seem to be quite constrained on this dimension, although we make up for our lack of time in other forms. One such form is by narrowing the research focus to a reasonable set of topics which will be informative, policy relevant, and humanly possible to study.

Another form of overcoming our limitation in time in the field is to become as familiar as possible with the site prior to initiating the fieldwork. Such preparation involves becoming as familiar as possible with all the information available at the Ministry and district levels for each site to be visited such as the school census and examination data. It also means becoming familiar with the physical demands of the site, if they are not already familiar to you. Since time is of the essence, delays as a result of transportation, getting meals, or arranging lodging, can set the research back irreparably. I assume that Miss Sunethra Karunatatna will be available to provide as much assistance as possible in coordinating the logistics of the various site visits, but you will have to be responsible for insuring that all the necessary arrangements have been made prior to entering the field.

Preparing yourself mentally for fieldwork is also very important. While familiarization with the site is one form of mental preparation, working with the sample questions and becoming intimately familiar with the research variables and full dimensions of the

research design are essential for one's success in the field as well as for the success of a project of this nature which involves different site visitors in different sites.

Mental gymnastics are often necessary to sharpen the skills required in data collection. These may be accomplished by practicing the interview process with friends who take the role of informants, practicing taking notes while listening to a speaker on the radio, or developing your recall by selecting key words that will help you to reconstruct a conversation after it is completed. One of my favorite exercises which I practice regularly when I have free time is to observe whatever is going on as if I were seeing it for the first time and had no idea what was happening. I take the role of a Martian who has just landed on planet Earth, observing strange creatures and wondering what their actions mean. When you observe a phenomenon for the first time, you <u>see</u> it in much more detail and are able to describe it as such, than if you are seeing it as a routine, everyday event.

This rule for observing is also true for <u>listening</u>. Active listening requires that you involve yourself in what is being said, not reacting, criticizing, or otherwise being judgmental about another person's viewpoint. Active listening means you really want to understand the speaker's perspective about a particular phenomenon. This is not only good practice for getting more accurate accounts of what is really happening in a setting, but it is also an essential strategy for developing the rapport necessary between you and your informants for successful interviews.

Entering the Site and Getting Introduced

One rule of thumb in research is the more demanding the task, the more complex the process of negotiating entry. This principle recognizes that there are multiple levels of negotiating entry. While formal permission to do research in a school may be a routine exercise when the research is sponsored by the Ministry of Education, depending on the degree of cooperation and sincerity required of the actors in the research site, there will be several more layers of entry to be obtained for the researcher to succeed in the task of collecting valid data. This is especially true in qualitative research which depends so heavily on the rapport developed between the researcher and his or her informants.

The key to ensuring that the data you are collecting is reliable and not what a teacher or principal thinks the researcher wants to hear is TRUST. Once the fieldwork has begun, your first obligation is to your informants. The process of negotiating entry or eliciting the cooperation of actors in the local setting is to assure informants of this fact. More will be said on this issue when we discuss ethical considerations.

Once the sites have been selected according to criteria agreed upon by the team members, negotiation of entry may begin. The proper channels for obtaining official permission must be observed, informing administrators and others on the purposes of the project each step of the way. It is as important to inform administrators what the project will not do as it is to tell them what they may expect from the project. For instance, the project will not evaluate schools or personnel. It will not provide specific information about the local

setting which may be damaging to individuals cooperating in the study. And, it will not divulge sources of data or make data available other than products produced according to the policies promulgated by the MOE Research Unit for reporting research findings. Obviously the identification of the sites will be available to administrators, but guarantees of anonymity of sites in products from the research should be provided at this stage as well.

Once the official permission has been granted, it will be important that entry be negotiated with the school principal. First a letter from the Ministry of Education Research Unit may be sent to introduce the project and request permission to include the school in the site sample. Next, the site visitor should make contact with the principal. At this point the first visit might be arranged to become acquainted and to begin what we call "grand tour" interview questions about the school, community and the principal's perspective of his or her role. If possible, I would like to accompany each site visitor into the field for this initial visit to the school. A schedule for the two week visit might also be arranged, or at least introduced for finalization at a later time with the principal. If cooperation seems assured, then access to school records might be requested and arrangements made to analyze some of the information prior to the two-week site visit.

I am assuming that the principal will be the main informant for each site. This assumption may need revising for individual sites if you find that others in the setting control access to the school. THIS IS DATA! I cannot overemphasize that, although it may not seem like it, the process of negotiating entry may be one of the most

important periods of insight into the organization of the school and its relationship to the community that you will encounter, so take advantage of it and write down everything that goes on. In addition, since you are new to the setting, it is much easier to notice characteristics of actors, aspects of the setting, or unusual events, than it is once you have gotten settled in--DON'T ASSUME THAT YOU WILL REMEMBER IT LATER.

Now you are ready to begin meeting other members of the school staff. If the principal wants to help facilitate your access to teachers, community members and others, let him/her do so. If in the process you notice something which seems unusual, ask about it later when you are not such a stranger in the site. Once you have gotten a little better established in the setting, then you may have more freedom to strike out on your own without jeopardizing the rapport you establish with your informants. Most importantly, put yourself in the position of your informants and imagine how you would feel having a stranger coming in to poke his/her nose into your life. Treat your informants as you would your hosts and/or teachers. After all, you want them to <u>teach</u> you about how they think about the various issues involved in the study.

Undoubtedly, events will occur which may cause you to drop your role as a researcher. Be aware and do not let this happen. For instance, you may be invited to dinner at the home of the principal or a teacher. Since you are away from the school, you may be inclined to assume your everyday identity, thereby altering the status relations between you and your informant. If this happens then it may be very difficult for you to regain your previous position <u>vis a vis</u> your

informant. In other words, you could find yourself back at the beginning of developing rapport or in a negative position. Treat even social events as expanded opportunities to collect new data, find out more about how the school works and how your informants feel.

It is natural for you to develop closer ties to a particular informant. Such a relation is useful for getting additional insights into the school and for checking out some of your initial impressions. However, you should guard against biasing the research by obtaining one-sided information. For instance, if your key informant is the principal, it is important to develop a key informant who is a teacher. Or, if your key informant is particularly opinionated, it is important that you confirm these opinions with other sources.

Although your informants may request assistance, defer changing your status to that of consultant until after your data collection is completed. You may also remind your informants that you will return for a fourth visit to get feedback from a couple of them on the draft report. Perhaps at that time, if it seems appropriate, you could consult on matters of concern. In any case, provisions for sharing the findings should be made.

Work Schedule

A detailed timetable of activities for the research should be worked out for each day depending on what research activity is possible at a given time. An example of a work schedule is provided in Appendix III. Instructions for selection of teachers to be interviewed are found in Appendix V.

Interviews with teachers may have to be scheduled during lunch breaks or after school if they cannot be arranged during the teachers' off-hours in the school day. Be sure to contact all informants and commit them to definite appointments. Sometimes a friendly reminder or confirmation of appointments is also necessary. Remember that your time is limited and your schedule tight; therefore, organize your appointments to make efficient use of the time available. Also be aware of your own limitations, don't schedule all the interviews on one day, or plan to conduct interviews in the evening when you know that you are much more alert in the mornings. Sometimes these contingencies are out of your control. However, when you can influence the decision, use your own capacities efficiently. Be sure to allocate time for classroom observations, study of school records, and rewriting and expanding your field notes.

For each interview, you should plan to spend approximately one hour of preparation, either immediately before the interview, earlier in the day, or the night before the interview, reviewing the questions and getting clear in your mind the relationship of this particular person in the overall research effort and what kinds of information you hope to obtain from this informant.

After the interview you should plan to spend another 2 hours briefly writing up the results of the interview. You do not have to spend this time in 2 consecutive hours, but you should take whatever time is necessary immediately after the interview to fill in your notes and include any additional information about the interview, the setting, etc. that will help your recall later when you sit down to write up a narrative account of the interview. This stage will be

particularly important and require a greater time commitment if you do not use a tape recorder during the interview so include it in your daily schedule.

Ethical Considerations

Determining what to collect and how is only part of the task facing researchers. Considering the ethical implications of one's research is at least as important as deciding what to research. Actually, they are so closely interwoven, that unless one specifies the ethical standards that guide one's work, the design is incomplete. There are at least five ethical issues which we must address: negotiation of entry; maintaining neutrality in the setting; differences in thinking as a site visitor; reporting the findings; advocacy and the role of the researcher as a change agent.

First, negotiation of entry is, as I stated earlier, one of the most critical stages in the research process. Informing officials whose permission is required to do the research, but upon whom the research does not directly focus, about what they may and may not expect from the outcomes of the research is essential. Once in the field, you must be concerned with establishing a relationship of trust. This requires that you anticipate whatever "sticky situations" which may occur in the future and insure that the informant is protected.

Attempting to maintain one's neutrality in the setting has both methodological as well as ethical implications. Methodologically, it is more difficult to describe what is going on from the perspective of the actors if one assumes that one already knows what is happening, or if what one sees happening appears "too familiar" to be interesting.

I have had the experience of sitting in a classroom watching the teacher and students and feeling as if nothing is happening that is worthy of note taking. That is, I am assuming that I know what the meaning of the events I am observing based on my prior experience. However, when I attempt to make the familiar strange by trying to understand what events mean from the perspective of the actors, the action of the classroom takes on a completely different appeal. Neutrality in the field requires that you continually attempt to describe events, as closely as possible to the perspective of the actors, always checking for ways to confirm or disconfirm your propositions about what these events mean to the actors. The ethical issue here is that you not ascribe meaning based on your experience in schools, but reserve judgment until the view of the actor is obtained.

The third ethical issue is related to the way of thinking you must adopt in the field which is different from other roles. Throughout the manual, I have tried to include rules you should follow to succeed in collecting reliable data (e.g., "make the familiar strange," how the actors "make sense" of events," etc.). Since your interpretive process is the main research instrument, it is essential that we recognize that, while objectivity in the field is desirable, degree of subjectivity inevitably enters into the research process. You must take steps to minimize the subjective elements by trying to maintain your neutrality in the field. And, you must recognize how your own subjectivity may influence the data collection process by making explicit your biases and prior assumptions.

There are two sides to reporting the results of research that have an ethical dimension: sharing the research findings with the subjects of the study, and deciding what to do with the data after the research is completed. In both cases, protecting the confidentiality of the subjects of the research should be your principal concern. When teaching the research findings, you must consider the audience and determine the "interpretive frame" through which the research will be received. This may be described in the following illustration.

Whether the findings will be:

	LIKED	DISLIKED
KNOWN	cell 1	cell 2
UNKNOWN	cell 3	cell 4

by the audience.

Essentially, the research findings will be received differently by audiences depending on which cell the information falls into. Anticipating this reaction is essential for determining the appropriate means of making the report.

For instance, central administrators may react more favorably to findings of successful schools in circumstances in which they assumed a school would be less successful (cell 3) than they might if the findings confirmed what they already knew to be the case (cell 1). However, when confronted with findings about a known phenomenon which is negative, sensitivity to rationales from the actors' perspective of why it is allowed to persist may be required (cell 2).

While you cannot possibly know all the circumstances necessary for accurately predicting an audience's reaction, you can anticipate a different interpretation of the importance of the findings than what you might assume to be the case. This is particularly important when delivering negative results which are unknown to an audience (cell 4).

Provisions for guarding the confidentiality of the subjects of research after the project is completed is also required. One way of avoiding any future problems is to omit using actual names in your fieldnotes. Another approach is to erase all audio-tapes after the data have been analyzed. A third option is to destroy all the data after the research is completed, or store them in a secure location. In any case, strict procedures should be adopted for the entire project to protect human subjects. In no case should data be divulged to persons not associated with the project. Nor should you discuss the results of the research with others outside of the project without clearance from the project administration and only in specified formats (e.g., presentations, papers, etc.). Even while you are in the field you should not discuss an interview or an observation with another person unless it is in the context of collecting additional data.

Finally, you should take into consideration how the research will be utilized by the Ministry of Education and the general public. This project is, by definition, problem-oriented. The findings are intended to inform policy to improve the effectiveness of schools. Therefore, you must consider, not only what results are policy relevant, but also how the results may impact changes in the educational system. As such, the site visitor becomes an active agent

of change and should consider the implications for the local setting and actors as well as the needs of the sponsors of the research.

2.2 Data Collection Procedures

2.2.1 Interviews

There are three stages to the interview process: 1) preparation, 2) the actual interview itself, and 3) record-keeping. The preparation stage includes such details as selection of the interview site, the setting up of an appointment with the teacher or principal, study and preparation of interview materials (tape recorder, interview notebook, pen, etc.) The record-keeping stage refers to notes and observations written down during and immediately following the interview. Following are a number of guidelines to help with each of these stages.

<u>Preparation</u>

1. If possible, make arrangements with the principal for a single location at which to conduct interviews. Preferably, this will be a neutral site where there is relative freedom from interruption. The teacher's classroom will generally not meet this condition.

2. When setting the appointments, inform respondents of the purpose of the overall project (to improve primary school quality in Sri Lanka), as well as the purpose of the visit to this particular school (to increase our knowledge of the primary school as an organization and, in particular, principals' and teachers' activities within the school organization).

3. Respondents should be asked in advance for permission to use the tape recorder. They should be informed that, as far as possible, all of the interviews are being done this way and that confidentiality is

guaranteed. They should be told that only the researcher and group members will have access to what is recorded and that these tapes will ultimately be destroyed (if in fact this is what is decided). It should be made clear that while you prefer to tape the interview, they have the right to refuse. If in fact they indicate that they would not be comfortable with the tape recorder on, the interview can still be conducted but may require an extra half hour or so because of the increased time needed for note taking.

4. Have your tape recorder ready before the interview. Be sure to start each interview with a new tape. Do not try economizing and putting more than one interview on a tape because it is too easy to get confused and erase part of a past interview (I know because I have done it). Record the name of the respondent (or synonym), location, date and time of the interview on the tape before arriving for the interview. Most important, know your equipment before going for an interview. You will have enough to worry about once you get there.

5. Interview questions should be read through immediately prior to the interview to give increased confidence with the interview process and to prevent any last-minute confusion. You should have a feel for the entire interview sequence.

6. Have specific goals for each interview. Know what it is that you want to learn from each informant.

7. Check to make sure you come to the interview with the tape recorder, an extra pencil or pen, the interview schedule, extra batteries, an extra cassette tape and a notebook. Use one notebook for the interviews rather than a number of separate sheets of paper which could too easily become lost.

The Interview

1. The time at which the interview begins should be recorded in the field notes and an effort should be made to keep the interview to the schedule previously agreed upon. This means a period of approximately one hour. Keep as close to this time frame as possible as a courtesy to the respondent and to keep the time required for transcription within manageable limits. Write down the time at which the interview ends as well. This will help keep you aware of the passage of time.

2. Keep detailed record of the interview in any of the following ways that is most appropriate and effective in a given situation.

Option 1: Take detailed written notes and tape record the interview. This method may be the most desirable. Notes are readily available for analysis without having to transcribe the tapes which is time consuming and expensive. In addition, if you need detailed information or a direct quotation you can always refer to the tape.

Option 2: Take detailed written notes during the interview and use the tape recorder after the interview to record comments and observations. Here, no tape recorder is used during the interview. You will rely primarily on written notes. It is usually not possible to write everything verbatim but you should be as precise and accurate as you can. It will help if you get as much practice as possible in note taking during interviews prior to your field research. You will discover your unique style and most efficient techniques through practice. One useful shortcut is to develop a standard form for abbreviations and key words that help you recollect ideas. If possible, try to write the respondent's exact words instead of writing your interpretation of what was said. You will have your chance to interpret later.

Some informants are conscious of your need to take notes and they will pause for you to complete the writing, but you should not count on it. If you need a pause or to have something repeated, stop and ask for it. An effective strategy to get informants to elaborate in ways that they might not otherwise do is to stop asking questions so you can catch up in your note taking. They will often keep talking or go back to a point made earlier and add to it--on the negative side, you do not always have a chance to catch up. You should also go back to points made by the informants if something is said that is unclear or is pertinent and requires further elaboration.

3. Do not dominate the conversation; allow the informant to talk freely but try to keep the interview focused. Ask questions which will bring the conversation back to the variables of interest.

4. Be aware of non-verbal cues. Know when the informant is uncomfortable answering a given line of questions and be prepared to move to something else. Later you will want to make notes of this discomfort as an aid to interpreting the response.

5. Use a checklist which indicates the information needs you want to meet through the interview. Pause to check it over before the interview ends in order to ensure that you have asked all the questions you intended to ask (see Appendix I).

6. Avoid signalling to informants the "correct" answer. Be professional and non-judgmental.

Record-Keeping

1. Immediately following the interview, find a quiet place where you can spend some time writing out your notes and observations about the interview and the informant. Include your own reactions to the

interview--what surprised you, what confirmed your expectations, what went well and what didn't seem to go as well.

2. Questions which were not fully answered should be noted for possible use at the subsequent interviews.

3. From the beginning, use a coding system (e.g., teacher A) which protects the anonymity of individual respondents.

4. Make a particular effort to identify what it is that you have learned from a given interview that you have not learned elsewhere.

5. Guard your tapes with extreme caution. When you have finished your summarization of the interview, mark the code number of the teacher and the date on the cassette and put it in a safe place. Use a different cassette for each interview to prevent accidental overrecording.

6. Guard your notes with even greater caution. Be sure that they are protected from rain and theft. When travelling, carry them with you.

7. Punch out the tab on the cassette immediately after the interview concludes, to prevent accidental erasure.

2.2.2 Observation

The purpose of these observations is to validate what has been learned through the interviews. They should help sharpen the focus of interviews and should be particularly helpful in preparing the second round of interviews. Guiding questions should be asked to reflect observable behavior on the part of different actors. With the limited time available for observations it is necessary to use a common set of guiding questions for a given type of observation: classroom observation, (see Appendix IV) school observations, and community observations.

School Observations

Prepare a school map, with all of the buildings laid out in relationship to one another and carefully labelled. Where there are differences in access to facilities, show this. If facilities appear to be underutilized, this should also be shown.

Teacher/Teacher interactions:

Some of the questions that can be asked include the following:

> Do teachers help each other? If so, in what circumstances and for how long: These behaviors can be observed in classrooms and in staff rooms.
>
> Do teachers have serious conflicts? What kinds of disagreements can you observe? Observe staff meetings if possible.

Teacher/Principal interactions:

Interactions between teachers and principals can be observed in formal and informal settings. An example of a formal setting would be a staff meeting where the procedures for interactions have been agreed and the order of events set prior to the interactions. An informal setting would be anytime during or after the school hours when a teacher interacts with the principal without such formal arrangements.

Questions guiding your observations may include the following:

> Do teachers make suggestions to the principal with regard to administrative, pedagogical, curriculum or other aspects of school life? How forthcoming are teachers in making suggestions or recommendations?
>
> How much access do teachers have to the principal? Are teachers able to meet and discuss matters whenever they please?
>
> What kinds of help do the teachers get from the principal? Does the principal help the teacher with any aspect of the classroom instruction such as preparing for a difficult lesson or obtaining instructional materials from outside sources?

Community observations:

While in the school you may observe the interactions of anyone in the school with visitors to the school. These may include parents who come with the children or to inquire about various aspects of the school, craftsmen or builders who have a job to do in the school or any other person from the community. You may ask the following questions as a guide to your observations.

> How often do people from the community come to the school? What do they do when they are there?
>
> Does anyone from the community participate in the regular teaching or administrative tasks of the school? Are there any volunteers? How long do they participate?

If there are any meetings of the School Development Society or the Past Pupil Association, you may want to observe them.

> How many people attend?
>
> What kinds of subjects are discussed in these meetings? Are there any matters dealt with in these meetings that directly impinge on the activities of the school? Are there any discussions about material or organizational assistance to the school? What kinds of concerns do they express about the activities of the school?

2.2.3 Document Analysis

The data collection procedures discussed thus far consists of materials you have a major hand in producing. You write the fieldnotes and you conduct the interviews. Materials that the subjects of the research produce are used as data as well. These subject-produced data include such things as personal letters, memoranda, minutes from meetings, newsletters, policy documents, proposals, supervision guides, statements of school philosophy, school records, student work, teacher evaluations, personnel files, etc.

The quality of this type of material varies. Some provide only factual details like student attendance or meeting dates. Others serves as sources of rich description of how the people who produced the materials think about their situation.

Subject-produced data may serve as a primary source of information (e.g., demographic statistics) or as a means of cross-checking to establish the reliability of the facts and the validity of the interpretation which is derived from the research process. Prior to entering the field, prepare a list of information needs which may be obtained from subject-produced sources. In addition, prepare another list of all the possible subject-produced documents which may be available in the field. When you enter the field, keep both lists with you, checking off each information need and document as you find them.

2.3 Data Analysis Procedures

In addition to the nineteen days in the field collecting data for each site, over four visits of varying length, there are five points of extended data analysis which complement the daily routine of writing up fieldnotes, reflecting on the data collected for the day, and preparing for the next round of data collection.

First, prior to entering the site, you are expected to become as familiar with the site as possible by reviewing the available data.

Second, after you visit the site for the first time, you are expected to write a mini-vignette of how the school works. Even though you will probably be wrong in your initial impressions of the school, it is important to make these as explicit as possible.

Third, in the middle of the first week of the second visit, you will write another mini-vignette, addressing as many of the major variables as possible.

Fourth, over the weekend during the second visit you will spend five hours each day analyzing the data and planning the next week's follow up activities.

Fifth, a complete draft of your school case study will be written after the second visit, this time addressing all of the variables and including other interesting findings. Comprehensiveness is essential at this stage. Your case study will then be discussed with one of the full-time research staff members who will also review your fieldnotes and, if necessary, listen to recordings of key interviews. At this point, a revision in your case study may be recommended.

Sixth, the case studies will be revised based on the new data collected during the third and fourth follow up visits.

Therefore, we may refer to our data collection activities as "progressive analysis" since there will be different reiterations of data collection, analysis, write up and follow, all leading up to the overall project data analysis workshop in May.

Preliminary analysis and preparation for second round of interviews

On the Saturday and Sunday between the first and the second week of data collection, you should spend at least ten hours analyzing the data collected during the first week and preparing for your second week of follow-up interviews and observations. In general this will involve rereading your interview and observation notes very carefully, marking those parts which are most relevant to answering the research

questions, formulating propositions which address these research questions in a tentative fashion, adding new research questions, identifying additional information needs, identifying people to be interviewed during week 2, rating the importance of your propositions and information needs, assigning the important ones to interviews and developing an expanded interview schedule.

Please follow the following directions as closely as possible:

1. Reread each interview carefully and thoroughly. As you go through the interview, circle those parts which are particularly relevant to the purposes of the study. Mark each circled passage with the number of the corresponding question or questions.

2. At the same time formulate propositions to make sense of the data and to answer the research questions as best you can at this point. These propositions might attempt to explain the actions of individuals within the school or they might explain what goes on in the school as a whole. An example of a proposition might be "the principal appears successful in getting teachers to a high level of engagement as indicated by their attendance, their expressed enthusiasm for working in the school, and their observed diligence during work."

Propositions should be developed insofar as possible for all aspects of the conceptual framework, (figure 1 of the research plan). Propositions should also be developed concerning what effectiveness means to the persons in the school.

Next briefly list points from your notes which provide evidence for and against each proposition as well as additional information that would help confirm or disconfirm it and how this information could be gathered. Remember that no proposition is adequately

supported if it is based on the self-report of a single individual. Identify alternative explanations wherever possible.

3. Add any new research questions that were not in the original list, but which your first week's interviews indicate to be important in addressing the purposes of the study.

4. At the same time identify additional information needs (e.g., gaps in your notes concerning areas of importance to the study, areas of vagueness, as well as inconsistencies or contradictions that you think need to be addressed in follow up interviews and observations).

5. Rate each of the propositions, new research questions, and additional information needs by marking each of these items on your list as follows:

C = critical to purposes of study

I = important to purposes of study

R = relevant, but not important to purposes of study

N = not relevant to purposes of study

6. Identification of follow-up interviewees. Now list the people whom you might interview during week 2. These will mostly likely include the persons interviewed the week before. But you might substitute other persons identified from the preceding week's interview notes for being recommended as exceptionally well informed or articulate on the issues being studied.

7. Under the code name identifying each of these persons, make a list of the critical and important propositions, new research questions and additional information needs that each is particularly well suited to address (see Appendix I). Once these have all been listed under the appropriate individual, estimate the time it will take to cover the

items listed with each person. Consider whether you have to finish asking questions from the first interviews. Remember that teacher interviews should be planned for no more than one hour each.

If you have more than five teachers, you should reduce the number of persons to be interviewed by choosing the persons who are most important in terms of being likely to be knowledgeable about the most significant items on your list. If you have too many items within any one interview, you should eliminate some of the less important items. If you try to cover too many items, you will end up with insufficient information on each item.

8. Expand the propositions and information needs into wording that you could actually use during the interview. Sequence the questions in an order that seems natural and logical for you to use during the interview. Remember not to ask leading questions or to otherwise express your own opinions.

9. Finally, arrange your interviews into a tentative daily schedule which resembles as closely as possible the schedule in Appendix III. Take into account what you have learned about the availability of persons within the school at various times of the day.

Appendix I

INFORMATION NEEDS FOR OBSERVATION AND INTERVIEWS

	Principal	Teacher	Parent/ Community Member
Teacher Knowledge and Training			
Teaching experience			
Level and quality of academic preparation			
Pre-service training			
Teacher's evaluation of pre-service training			
In-service training			
Teacher's evaluation of in-service training			
Teacher's preference for subject matter			
Ease and difficulty of teaching subjects and topics			
Teacher selection process			
Teacher's disposition towards community participation			
Curriculum Implementation			
Importance of fifth grade examinations			
Recent changes in content taught by teachers			
Ease and difficulty in completing subject syllabi			
Changes in the syllabi			
Teacher's view of students' learning needs			
Unique qualities of the curriculum			
Teaching Methodology and Instructional Materials			
Availability of textbooks			
Use of other materials in language and mathematics			
Use of written assignments in school			
Use of other student exercises in school			
Use of homework			
Recent changes in teacher's method of teaching			
Methods of student evaluation			
Impact of school organization			
Influence of principal on instruction			
Participation in Decision Making			
Role of teachers in school decision making			
Process for addressing school problems			
Role of school leadership			
Role of community members and parents in school decision making			
Perspectives on needs for school improvement			

	Principal	Teacher	Parent/ Community Member
Supervision and Assistance			
Teacher's needs for assistance			
Sources of assistance for teachers			
Supervision received by teachers			
Teacher's evaluation of supervision received			
Principal's evaluation of supervision received			
Principal's criteria for supervision of teachers			
Teacher's criteria for supervision of teachers			
Role of school leadership			
Class Size Implementation			
Student-teacher ratios			
Opportunities for individual contact			
Variations in the school day			
Problems identified with class size			
Strategies for coping with class size			
Grouping and promotional practices			
Student Characteristics			
Student attrition and repetition rates			
Student attendance and punctuality			
Support for schoolwork in the home			
School policies on discipline			
Managing student problems			
Teacher Commitments			
Teacher attendance and punctuality			
Teacher preparation for instruction			
Teacher engagement in extracurricular activities			
Teacher satisfaction with teaching			
Teacher salaries and incentives			
Teacher participation in private tuition			
Impact of school organization			
Influence of principal on instruction			
Staff Relations			
School climate			
Staff cohesiveness			
Role of school leadership			
Sources of assistance			
Articulation Within the Educational System			
Channels of information			
Process of changes in the syllabus			
Relation of the school to administrative structure			
Sources of administrative assistance			
Frequency of communication			

Appendix II

SAMPLE QUESTIONS

Principal

Knowledge and Training

I'd like to start by asking you a few questions about your own background:

1. How long have you been a principal at this school? What did you do before you became principal?
2. How does the process for selecting a principal work?
3. Did you have any special training or education?
4. Can you describe your major responsibilities for me, starting with the ones that are most important?

Now I'd like to ask some similar questions about the teachers in your school?

1. In general, what's their background? Do all of them have the certificate?
2. How are they selected? What role do you play in that process?
3. Do you have any in-service programs? How often? Who decides on these? Who sponsors them? [Your school? The cluster school? The ministry?] How do they work? What areas have been covered? Can you give me an example?
4. Are there specific areas where it would be important for your teachers to learn more content?
5. If you had a free hand to make any changes you wanted to improve the knowledge your staff has about content, what would you suggest?

Class Size

Before we get into what gets taught, I'd like to ask some questions about class size:

1. Who sets the policy on what the class size will be? Is the cluster school involved in this? Are you?
2. In your opinion, what would be the optimum class size for effective teaching? Why do you think that number is best?
3. For large classes, do you provide any special help to teachers? What kinds of teaching strategies are most effective for large classes?

Curriculum Implementation

I'd like now to turn to some questions about the curriculum:

1. How do you learn what curriculum is supposed to be taught?
2. How do the teachers learn what curriculum they are supposed to teach?
3. Does the cluster school play a role in either of these?
4. How do you make sure the curriculum actually gets taught? Can you give an example?
5. Does this 5th grade examination have any effect on what gets taught? If so, can you describe how? [If the answer is no, ask] Why isn't there any effect?
6. About what percentage of the 5th grade students in your school sit for the 5th grade exam? Why don't more students sit for this exam? Could you get more students to sit for and pass this exam? If so, how?

Teaching Methodology and Instructional Materials

To teach the curriculum, of course, requires some materials, so now I'd like to ask you a few questions about that area:

1. Do all your textbooks come from the Ministry of Education? How about other instructional materials? Do students ever get either texts or materials from their families, the community, or other sources besides the ministry? Does the cluster school provide any texts or materials? [If so, ask] Roughly speaking, what percent come from these other sources?
2. Some schools experience problems getting books, curriculum guides and materials from the government. Has that ever been a problem in your school? [If so, ask] Can you tell me about it? How did you handle it? Why do such problems occur?

Of course teachers are the ones ultimately responsible for instruction, but principals can sometimes help, assist and influence what they teach. What are some of the ways you influence what they teach? Can you give me some examples? Does the cluster school influence what they teach? If so, can you give me examples?

Teacher Commitment

Let's talk now about teachers and their involvement in the school:

1. Do all the teachers live here in the community? [If not, ask] How far do those teachers have to commute? Would it be better to have everyone living here in the community? Why?
2. When are teachers supposed to be at the school? When can they leave? Do teachers ever miss school? Roughly how often? What are some of the reasons? What happens to them? Do you have any policies about these matters?
3. Besides teaching, what other school activities are the teachers involved in?
4. Do any teachers have other jobs besides teaching? [If so, ask] What kinds of work do they do? [If private tutoring is not mentioned, ask

about this, its frequency and whether it is the better teachers who do it.] Why do teachers take these jobs? [If money is the primary reason, ask] How do teachers' salaries compare with similarly educated persons in this community? What effects do these additional activities have on what gets taught in school?

5. Are there other external demands on teachers which might affect their involvement with the school? Can you give me an example? [For example, teachers might be expected to give donations, which could cause a financial hardship.]
6. How about yourself, do you live here in the community? Are you involved in community affairs in any way? [If so, ask] Can you tell me about that? What about a second job? [If so, ask] What are some of the reasons you have a second job?
7. If you had it to do over, would you become a principal again? Why or why not?
8. How many of your teachers would become teachers again, if they had the choice? Why or why not?

Participation in Decision Making

I'd like to continue this discussion about involvement by asking some questions about how decisions get made in your school:

1. Now and then problems come up in every school. How do you solve problems that come up in your school? Can you give several recent examples and tell me what happened?
2. When something needs to be changed here at the school, how is that done? Can you give me an example?
3. When problems come up or things need to be changed, how do your teachers respond? What role do they play in making such a change? Can you give me an example?
4. Does the cluster school ever get involved in issues here at your school? [If yes, ask] Can you give me an example and tell me what happened?

Staff Relations

Another aspect of involvement concerns staff relations, so I'd like to ask a few questions about that as well:

1. Do you have staff meetings with your teachers? How often and what are some of the topics you take up?
2. Do teachers ever meet together without your being present? [If so, ask] On what kinds of issues? Can you give me an example?
3. To what degree are teachers involved in important decisions here at school. Can you give me an example?
4. How would you describe your relationship with your staff?
5. Do you or your staff ever meet with staff from the cluster school? [If yes, ask] On what kinds of issues? Can you give me an example? How often do these meetings take place?

Evaluation

A major responsibility of any administrator is evaluation, so I'd like now to turn to that issue.

1. What do you look for when you evaluate teachers? How does the evaluation process for teachers work? What are some of its strengths and weaknesses? Can you give me examples? How would you improve it, if you had the power to do so?
2. How are you evaluated? Is the cluster school involved in your evaluation? [If so, ask] Can you describe that role for me? How about your staff? [If yes, ask] Can you describe this role?

Student Characteristics

Before we close, it's important that we talk about the students who go to your school. I'd like to know:

1. How important is schooling to them?
2. Do many students drop out or have to repeat a grade? Roughly what percent drop out between 1st and 5th grade? Roughly what percent of the students in your school are repeating a grade?.
3. What are some of the biggest problems you have with students?
4. How are discipline problems handled in the school?
5. In general, what do the students do after they graduate from school? What will they be doing in 5 years? What effect does that have on your teachers and what gets taught in your school?
6. How important is schooling to the parents of your students?
7. Are the parents involved at all in school affairs? [If yes, ask] can you give me some examples?

Reforms

You've been very kind to give me so much time and you've helped the project a great deal. Before we end, I'd like to get some of your ideas on how things might be improved.

1. If you could make any changes you wanted, what would you do to improve the education in your school? [If they ask, money is no object for this hypothetical question.]
2. What kind of changes outside the school would need to take place to accomplish this goal?

Thank you again for your time.

Teachers

Knowledge and Training

I'd like to start by asking you a few questions about your background.

1. How long have you been teaching at this school? Altogether how many years have you been teaching?
2. What grade levels do you teach? For how long? Have you always taught that grade? [If not, find out what other grades.]
3. Could you describe your educational background for me? (e.g. highest degree, subject area concentration)
4. What kind of training did you receive for teaching?
5. How would you assess your teacher training experience? Can you give me some examples of strengths and weaknesses?
6. Do you have any in-service programs? How often? Who decides on these? Who sponsors them? [Your school? The cluster school? The ministry?] How do they work? What areas have been covered? Can you give me an example?
7. How did you get your position at the school? Can you describe the recruitment and selection process for me? Is that process the same for all the teachers?

Curriculum Implementation

Now I'd like to turn to some questions about the curriculum:

1. How do you keep up with new curriculum policies? Is there anyone who makes sure you follow these policies?
2. Are parents or community members ever involved in deciding what the curriculum will be? [If so, ask] Can you tell me about that? [If no, ask] Why not? How do they feel about that?
3. Does this 5th grade examination have any effect on what gets taught? [If so, ask] Can you describe how? [If the answer is no, ask] Why isn't there any effect? Do you think more students in your school should take the fifth grade exam? Why or why not? Why don't more take it now?
4. Are you able to complete the curriculum for your class each year or do you have to leave certain parts out? [If some is left out, ask] Which parts get left out? Why does that happen?

Teaching Methodology and Instructional Materials

To teach the curriculum, of course, requires some materials, so now I'd like to ask you a few questions about that area:

1. Do all your textbooks come from the Ministry of Education? How about other instructional materials? Do students ever get either texts or materials from their families, the community, or other sources besides the ministry? Does the cluster school provide any texts or materials? [If so, ask] Roughly speaking, what percent come from these other sources?

2. Some schools experience problems getting books, curriculum guides and materials from the government. Has that ever been a problem in your classroom? [If so, ask] Can you tell me about it? How did you handle it? Why do such problems occur?
3. Can you give examples of things you teach without using a textbook?

Of course teachers are the ones ultimately responsible for instruction, but principals can sometimes help, assist and influence what you teach. Does the principal in your school ever try to influence what you teach? [If so, ask] Can you give me some examples? How about the cluster school? What about parents, do they ever try to influence what you teach? [If so, ask] Can you give me some examples?

Teacher Commitment

Let's talk now about some of the ways you're involved in the school besides teaching:

1. Do you live here in the community? [If not, ask] Why not? How far do you have to commute? Would it be better to live here in the community? Why? How about the other teachers, how many of them live here?
2. When are teachers supposed to be at the school? When can they leave? Do you ever have to miss school? Roughly how often? What are some of the reasons? Are there any policies about these matters?
3. What about the other teachers, do they ever have to miss school? Roughly how often? Why? Does anything ever happen to them?
4. Besides teaching, what other school activities are you involved in? [If so, ask] Can you tell me about that?
5. Do you have any other job besides teaching? [If so, ask] What other kind of work do you do? [If private tutoring is not mentioned, ask about this.] Why do you take an extra job? [If money is the primary reason, ask] How do teachers' salaries compare with similarly educated persons in this community? Does this other job affect what gets taught in school in any way? Tell me about that.
6. How about the other teachers, do they have other jobs? [If so, ask] Can you tell me about that? What about the principal?
7. Do you face other demands which might affect your involvement with the school? Can you give me an example? [For example, teachers might be expected to give donations, which could cause a financial hardship.]
8. If you had it to do over, would you become a teacher again? Why or why not?
9. How many of the other teachers would become teachers again, if they had the choice? Why or why not? What about your principal?

Participation in Decision Making

I'd like to continue this discussion about involvement by asking some questions about how decisions get made in your school:

1. When something needs to be changed here at the school, how is that done? Can you give me an example?

2. When problems come up or things need to be changed, how does your principal respond? What role does he or she play in making such a change? Can you give me an example?
3. Does the cluster school ever get involved in issues here at your school? [If so, ask] Can you give me an example and tell me what happened?

Staff Relations

Another aspect of involvement concerns staff relations, so I'd like to ask a few questions about that as well:

1. Do you have staff meetings where the teachers meet with the principal? How often and what are some of the topics you take up?
2. Do teachers ever meet together? [If so, ask] On what kinds of issues? Can you give me an example?
3. To what degree are teachers involved in important decisions here at the school? Can you give me an example?
4. How would you describe your relationship with the principal? How easy is it to have access to the principal? How about the other teachers? How do they get on with the principal?
5. Do you or the other teachers ever meet with teachers from the cluster school? [If yes, ask] On what kinds of issues? Can you give me an example? How often do these meetings take place? Is the principal ever involved?

Evaluation

Now I'd like to ask a few questions about evaluation:

1. How does the evaluation process for teachers work? What are some of its strengths and weaknesses? Can you give me examples? How would you improve it, if you had the power to do so?
2. How is the principal evaluated? Is the cluster school involved in that evaluation? Is it involved in evaluating teachers here at your school? [If so, ask] Can you describe how that happens?

Student Characteristics

Before we close, it's important that we talk about the students who go to your school. I'd like to know:

1. How important is schooling to them?
2. Do many students drop out or have to repeat a grade? Roughly what percent drop out betweem first and fifth grades? What percent have to repeat the grade you teach?
3. What are some of the biggest problems you have with them?
4. How are discipline problems handled in this school?
5. In general, what do the students do after they graduate from school? What will they be doing in 5 years? What effect does that have on you and what you teach?

6. How important is schooling to the parents of your students?
7. Are the parents involved at all in school affairs? [If yes, ask] Can you give me some examples?

Reforms

You've been very kind to give me so much time and you've helped the project a great deal. Before we end, I'd like to get some of your ideas on how things might be improved.

1. If you could make any changes you wanted, what would you do to improve the education in your school? [If they ask, money is no object for this hypothetical question.]
2. What kind of changes outside the school would need to take place to accomplish this goal?

Thank you again for your time.

Appendix III

RECOMMENDED DAILY SCHEDULE FOR FIELDWORK

DRY RUN
Duration: 3 days
Purpose: try out interview procedures with all team members at the same site

Day one

Initial meeting with principal, team leader practices interview and introductions

The six site visitors pair off and each pair meets two teachers to explain the purposes of the study. One member does the introduction and the other makes notes for feedback, and vice versa for the second introduction.

The entire group tours the school and nearby neighborhoods in the company of the principal or other guide. Each member makes notes on what is seen that has relevance to the study. Later these notes can be compared and discussed.

Day two

Continuing in pairs, each pair practices the initial teacher interview with two teachers, one person doing the interview and the other making notes on what is said and how the interview might be improved. On the second interview, the roles of interviewer and observer are switched.

Each pair also makes an hour observation in the classroom of the first teacher interviewed. Both members of the pair take detailed notes for later comparison.

Notes from interviews and observations are written up according to instructions in the manual.

Day three

The team meets together away from the school to compare notes, interpretations, and to discuss how improvements might be made in the design and its implementation.

FIRST SITE VISIT
Duration: 2 days
Purpose: initial orientation, become acquainted, gather data from school records

Day one

During school day. Initial interview with principal (30 minutes or less), tour of school, introductions and casual conversations with teachers and other adults in or around school, short unstructured observations of classrooms and other areas around school, discussion of purpose of study, discussion with principal of data to be obtained from school records.

After school day. Tour of neighborhoods surrounding school in the company of a person who volunteers or is asked to be a guide; socializing at meals in the community if the opportunity arises

Write up from observations and interviews

Day two

During school day. Further conversations with principal; record data from school records as required

SECOND SITE VISIT
Duration: 2 weeks (12 days not counting travel to and from school)
Purpose: Two rounds of in depth interviewing, interspersed with observation.
Number of structured interviews: 3 with principal, 2 with each of 5 teachers, 2 with community members.

Day One

Interview with principal	1 hour
Preparation and summary of principal interview	3 hours
First interview with teacher A	1 hour
Preparation and summary of teacher interview	3 hours

Day two

Classroom observation of teacher A	1 hour
Write up of observation	1 hour
Focused observation of transition times in school (start, end, etc.) with extemporaneous interviews where appropriate	1 hour
Write up of observations and extemporaneous interviews	1 hour

First interview with teacher B	1 hour
Preparation and summary of interview with B	3 hours
<u>Day three</u>	
Second interview with principal	1 hour
Preparation and summary of principal interview	3 hours
First interview with teacher C	1 hour
Preparation and summary for C	3 hours
Evening - write up initial hypotheses about how school works	2 hours
<u>Day four</u>	
Classroom observation of teacher B	1 hour
Write up of classroom observation	1 hour
First interview with teacher D	1 hour
Preparation and summary for D	3 hours
First interview with community member A chosen for being active in school organizations	1 hour
Preparation and summary for this interview	3 hours
<u>Day five</u>	
Classroom observation of teacher C	1 hour
Write up of classroom observation	1 hour
Other observations in and around school, extemporaneous interviews	1 hour
Write up of observations and extemporaneous interviews	1 hour
First interview with teacher E	1 hour
Preparation and summary for E	3 hours

<u>Weekend</u>

Five hours each on Saturday and Sunday devoted to analysis of notes from preceding week and preparation of interviews for following week

Day six

Classroom observation of teacher D	1 hour
Write up of classroom observation	1 hour
Second interview with teacher A (or substitute)	1 hour
Preparation and summary of interview with A	3 hours
Interview with community member B chosen for being active in school organizations	1 hour
Preparation and summary of community interview	3 hours

Day seven

Classroom observation of teacher E	1 hour
Write up of classroom observation	1 hour
Second interview with teacher B (or substitute)	1 hour
Preparation and summary of interview with B	3 hours
Other observation and extemporaneous interviews	1 hour
Write up of observation and extemporaneous interviews	1 hour

Day eight

Second interview with teacher C (or substitute)	1 hour
Preparation and summary of interview with C	3 hours
Second interview with teacher D (or substitute)	1 hour
Preparation and summary of interview with D	3 hours

Day nine

Second interview with teacher E (or substitute)	1 hour
Preparation and summary of interview with E	3 hours
Observation and extemporaneous interviews	1 hour
Write up of observation and interviews	1 hour
Analysis of week's work and preparation of exit interviews	4 hours

Day ten

Exit interview with principal	1 hour
Preparation and summary of principal interview	1 hour
Exit interviews with selected teachers (15 minutes to one-half hour each)	2 hours
Preparation and summary of exit interviews	2 hours
Observation	1 hour
Farewells to other persons	1 hour

THIRD SITE VISIT
Duration: 4 days
Purpose: Seek confirmation or disconfirmation of findings from 2nd site visit

Day one

Interview with principal	1 hour
Preparation and summary of interview with principal	3 hours
Interview with key respondent A	1 hour
Preparation and summary of interview with A	3 hours
Observation	1 hour
Write up of observation	1 hour

Day two

Interview with key respondent B	1 hour
Preparation and summary of interview with B	3 hours
Interview with key respondent C	1 hour
Preparation and summary of interview with C	3 hours

Day three

Interview with key respondent D	1 hour
Preparation and summary of interview with D	3 hours
Interview with key respondent E	1 hour
Preparation and summary of interview with E	3 hours
Analysis of week's data and preparation of exit interviews	2 hours

Day four

Exit interview with principal	1 hour
Preparation and summary of principal interview	3 hours
Mini follow up interviews to tie up loose ends	2 hours
Summary of mini follow up interviews	4 hours

FOURTH SITE VISIT
Duration: 1 day
Purpose: review sections of individual case study report with principal and other trusted respondent

Day one

Discuss summary of site report with principal and one or two trusted respondents to see if they agree with findings.

Appendix IV

CLASSROOM OBSERVATION

Introduction

The classroom observation in this phase of the study must be limited and focused. It will both provide some data related to the purposes of the study as well as lay a basis for further and more indepth observation in the future. The purpose of these first observations is to see how the teacher's knowledge and commitment are manifested in what he/she is trying to do in specific lessons. Two main lessons will be addressed: (1) From the tasks, directives, explanations and questions of the teacher, what can be inferred about what the teacher is trying to achieve during the lesson? (2) What role do the textbook and other instructional materials play in what the teacher is trying to do?

To answer these questions, observations will be documented by running narratives. This narrative approach to classroom observation has proved useful at Michigan State University and other institutions. In developing these instructions, we are indebted to the work of other colleagues, especially Linda Anderson.

During the observation, you should not try to record everything that occurs; that would be impossible. Instead, in taking detailed notes, your notes should be guided by a specific set of questions (see below). Immediately after the observation, these notes should be expanded into a more complete and self-explanatory narrative; the procedure is similar to what is recommended for interviews. Two approaches may be taken: (1) inserting additional relevant details that you remember into the notes and then writing the complete narrative; (2) dictating the complete narrative on audio tape.

How to proceed in the classroom

Arrange with the teacher to observe one hour of instruction, to include the main instruction of the day on a subject-matter to be chosen (we need to decid on the subject during the workshop).

During this hour, keep a running log of the teacher's activity and what the students are supposed to be doing.

Focus on the teacher. Remember that it is impossible to keep track of everything.

Make note of the time every five minutes or so. Note the beginning and ending times of important activities.

Guiding questions

You should keep notes on teacher (and to a lesser extent) student actions and words that help answer the following questions:

1. What are the main topics and subtopics that the teacher is teaching about? More specifically, what is said about these topics to indicate what is or is not important to learn?

2. What instructions does the teacher give to the class; what tasks or activities are assigned?

3. What does the teacher do during class to evaluate student work?

4. What questions does the teacher pose of students that reveal what the teacher is trying to get them to do or learn?

5. How does the teacher use the textbook in class and, in using the textbook, what is said about what in the textbook is or is not important to learn?

6. What explanations are given without any reference to the textbook?

7. What other instructional materials does the teacher use and how are they used?

8. What student actions, answers, questions etc are praised by the teacher?

9. What student actions are treated by the teacher as disruptive or otherwise inappropriate?

10. Are there other ways in which the teacher models what he/she wants students to learn?

11. What else is done that indicates what student performance and learning is valued by the teacher?

Context

To give the reader a better understanding of the classroom, provide additional description of the context and general ambiance. In part, this should be done as part of the observation. For example, you should make a diagram of the classroom: seating arrangements, location of chalkboards, shelves and cupboards. Describe the condition of instructional aids, books, posters, furniture, lighting etc. You may also want to count the number of textbooks and other items available during the time of observation.

After the observation, you should also write down your subjective impressions about the "tone" of the classroom, its climate, the nature of teacher-student and student-student interaction, especially as these impressions relate to what the teacher values in student performance and learning.

Appendix V

SELECTION OF TEACHER RESPONDENTS

Teachers will be selected as follows for interviewing, one each from grades one through five:

Step One: Rank order teachers from the most senior teacher in terms of time spent in the school to the most junior teacher.

Step Two: Beginning with the most senior teacher, select the top three teachers from different grades. If the second most senior teacher is from the same grade as the first most senior, skip the second and select the next most senior teacher from a different grade.

Step Three: After the three most senior teachers from different grades have been selected, select the two most junior teachers from the grades which are not already represented in the sample.

In schools with five or fewer teachers, all teachers will be interviewed.