Appendix A

Instruments for the Study
of Environment

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│   LEARNING ENVIRONMENT OBSERVER      │
│                                      │
│        RATING SCHEDULE               │
│                                      │
│          (LEORS)                     │
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The purpose of the Learning Environment Observer Rating Schedule (LEORS) is to provide a measure of the learning environment as perceived by observers not directly involved with the ANISA implementation. There are 31 items to be rated. In some instances it may be necessary to solicit information from the staff so that a judgment can be made.

However, try to refrain from seeking staff opinion unless necessary, since their perceptions will be measured by another instrument.

The observation period will approximate 1 1/2 hours. During that time you will rate each of the 31 items according to the following scale:

1 — NO EVIDENCE — During the observation period this behavior did not occur; or, this dimension appeared totally lacking.

2 — WEAK, INFREQUENT — During the observation period this behavior occured only a few times or less; or, the evidence for this dimension is only slightly apparent.

3 — MODERATE, OCCASIONAL — During the observation period this behavior occured regularly at intervals; or, this dimension is evident about 50% of the time.

4 — STRONG, FREQUENT — During the observation period this behavior occured consistently; or, this dimension appears to be an integral part of the learning environment.

In rating each item it is important to keep in mind that your judgment should be based as much as possible on observable behavior and evident facts.

Place a "√ " in the appropriate space beside each item.

At the conclusion kindly provide the sampling information requested.

OUTLINE OF LEARNING ENVIRONMENT OBSERVER RATING SCHEDULE (LEORS)

I. Arrangement of Physical Environment

A. Relating to Classroom Management

(1) Control of Distraction

	NO EVIDENCE	WEAK INFREQUENT	MODERATE OCCASIONAL	STRONG FREQUENT EVIDENCE
	1	2	3	4
1. The arrangement of furniture, equipment, and supplies in the learning areas is relatively protected from the disruption of children moving from one area to another.				
2. The work areas for reading and fine motor manipulative skills are sufficiently sheltered from visual and auditory distractors.				
3. The work areas for quiet activities are sufficiently sheltered from visual and auditory distractors.				
4. The work area for quiet activity is carpeted to reduce noise from walking, movement of objects on floor surface, etc.				
5. The over-all learning space is "sectioned" into specific areas equipped and organized to accomodate particular kinds of activities.				
6. Noise isolation from the outdoors is sufficient to the extent that it is not a distractor.				
7. Noise isolation between learning areas and adjacent corridor spaces is sufficient to the extent it is not a distractor.				
8. The overall "space" quality of the learning area conveys a general feeling of openness, set with appropriate enclosures or shelters for given activities.				

LEORS - Page 3

	NO EVIDENCE	WEAK INFREQUENT	MODERATE OCCASIONAL	STRONG FREQUENT EVIDENCE
	1	2	3	4

(2) Materials Accessibility

9. Books and equipment that children need or want are conveniently displayed close to working areas, and within the reach of the children.

(3) Provision for Basic Physiological Needs

10. The climate quality of the learning area (freshness, temperature and draft-free air) is comfortable.

11. The lighting quality of the learning area is adequate for optimal efficiency in visual perception.

12. Natural lighting from windows, etc., is used effectively (i.e., internal arrangement of environment is such that light from windows is not blocked; so that children will not be looking at the light source, but will have maximum use of reflected light).

(4) Control of Mess

13. The amount and arrangement of furniture in the learning area convey a feeling of "junkiness."

14. The display of materials, etc., in the learning area conveys a sense of orderliness and indicates clearly the manner in which materials should be returned when children are told to put them away.

15. Control of mess is facilitated by providing appropriate disposal receptacles in areas which need them.

LEORS - Page 4

	NO EVIDENCE	WEAK INFREQUENT	MODERATE OCCASIONAL	STRONG FREQUENT EVIDENCE
	1	2	3	4
	/////	/////	/////	/////
16. Keeping "snack" area relatively free from "mess" is facilitated by the arrangements of furniture, proximity of the area to disposal facilities, not located in a carpeted area.				
17. In the environment allocated for wet activities, the control of mess is achieved by Optimal environmental arrangements (proximity of water and sink to work area, appropriate floor covering, disposal facilities, etc.), so as to minimize traffic, spillage, and mess.				
B. Relating to the Individualization of Instruction	/////	/////	/////	/////
18. The area allocated for each specific learning experience allows for a variety of postural options for the children engaged in that activity.				
19. The work areas are relatively uncrowded, i.e., each child has at least the critical amount of space necessary to complete his task with ease.				
20. Several sets of basic manipulative materials are available so that more than one child can work individually utilizing the same kind of materials at the same time.				
21. There are a variety of manipulative materials available which accommodate a diversity of developmental skills.				
22. The selection of materials available also accommodates different levels of skill development, within a single skill dimension.				

	NO EVIDENCE	WEAK INFREQUENT	MODERATE OCCASIONAL	STRONG FREQUENT EVIDENCE
	1	2	3	4

23. The overall arrangement of the internal environment at the site inhibits the functional integration of various classroom and/or age levels.

C. Efficient Utilization of Space

24. There are spaces in and around the learning area that appear to be "non-functional" as too often confused with "dys-functional," unused or unusable.

25. The environmental arrangement of the learning space is such that most distractors are minimized for the children, while at the same time allowing the teacher to observe the children at various activities.

26. Any given learning area has certain fixed features (walls, doors, windows, outlets, blackboards) which act as constraints on environmental arrangement. Given these constraints, the unfixed parts of the environment are arranged so that they cue traffic patterns that do not disrupt learning activities.

II. Arrangement of Physical Environment (Ground Rules)

A. Relating to Classroom Management

(1) Control of Distraction

27. The environmental arrangements are such that the number of participants appropriate to the activity of a given work area at a specific time is regulated and overcrowding avoided.

LEORS - Page 6

	NO EVIDENCE	WEAK INFREQUENT	MODERATE OCCASIONAL	STRONG FREQUENT EVIDENCE
	1	2	3	4

28. Children within any one work area, employed in different tasks, engage in their own task activity without distracting others in the same area.

29. The sound level of the learning area is such that children have the ability to hear and be heard.

<u>(2)</u> Control of Mess

30. Upon completion of a task, the children return their materials to the proper display area.

B. Relating to the Individualization of Instruction

31. There is a prescriptive monitoring system (e.g., color coded name tags where each color refers to particular activities pertinent to a given competency) which teachers can use to help guide each child through a variety of expeiences appropriate to his development needs at his own pace.

SAMPLING INFORMATION

Check Whatever Applies:

   Check:

        Site: ( ) Suffield   ( ) Hampden

                  ( ) Control   ( ) ANISA

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┌─────────────────────────────────┐
│   LEARNING ENVIRONMENT STAFF     │
│                                  │
│      PERCEPTION INDEX            │
│                                  │
│          (LESPI)                │
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The purpose of the Learning Environment Staff Perception Index (LESPI) is to provide a measure of the learning environment as perceived by staff members and administrators directly involved with the ANISA implementation during Year One.

There are 31 items to be rated. It is important that your response to each item be in terms of a description of what actually happens in your school situation. Do not respond in terms of what you personally think should happen.

There is no time limit, but completion of the LESPI should not take more than 45 minutes of your time. Rate each of the 31 items according to the following scale:

1 — STRONGLY DISAGREE — this behavior or dimension is NEVER present in the learning environment this year.

2 — DISAGREE — this behavior or dimension is present to some extent but it is the EXCEPTION rather than the rule.

3 — AGREE — this behavior or dimension is present in the learning environment about 50% of the time.

4 — STRONGLY AGREE — this behavior or dimension is present substantially, so that it is an integral part of the learning environment.

REMEMBER: Respond in terms of what ACTUALLY HAPPENS, not in terms of what SHOULD HAPPEN.

Place a "✓" in the appropriate space beside each item.

At the conclusion, kindly provide the sampling information requested.

LEARNING ENVIRONMENT STAFF PERCEPTION INDEX (LESPI)

I. Arrangement of Physical Environment

A. Relating to Classroom Management

(1) Control of Distraction

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
	1	2	3	4
1. The arrangement of furniture, equipment, and supplies in the learning areas is relatively protected from the disruption of children moving from one area to another.				
2. The work areas for reading and fine motor manipulative skills are sufficiently sheltered from visual and auditory distractors.				
3. The work areas for quiet activities are sufficiently sheltered from visual and auditory distractors.				
4. The work area for quiet activity is carpeted to reduce noise from walking, movement of objects on floor surface, etc.				
5. The over-all learning space is "sectioned" into specific areas equipped and organized to accomodate particular kinds of activities.				
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	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
	1	2	3	4

(2) Materials Accessibility

9. Books and equipment that children need or want are conveniently displayed close to working areas, and within the reach of the children.

(3) Provision for Basic Physiological Needs

10. The climate quality of the learning area (freshness, temperature and draft-free air) is comfortable.

11. The lighting quality of the learning area is adequate for optimal efficiency in visual perception.

12. Natural lighting from windows, etc., is used effectively (i.e., internal arrangement of environment is such that light from windows is not blocked; so that children will not be looking at the light source, but will have maximum use of reflected light).

(4) Control of Mess

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14. The display of materials, etc., in the learning area conveys a sense of orderliness and indicates clearly the manner in which materials should be returned when children are told to put them away.

15. Control of mess is facilitated by providing appropriate disposal receptacles in areas which need them.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
	1	2	3	4

16. Keeping "snack" area relatively free from "mess" is facilitated by the arrangements of furniture, proximity of the area to disposal facilities, not located in a carpeted area.

17. In the environment allocated for wet activities, the control of mess is achieved by Optimal environmental arrangements (proximity of water and sink to work area, appropriate floor covering, disposal facilities, etc.), so as to minimize traffic, spillage, and mess.

B. Relating to the Individualization of Instruction

18. The area allocated for each specific learning experience allows for a variety of postural options for the children engaged in that activity.

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21. There are a variety of manipulative materials available which accommo-date a diversity of developmental skills.

22. The selection of materials available also accommodates different levels of skill development, within a single skill dimension.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
	1	2	3	4

23. The overall arrangement of the internal environment at the site inhibits the functional integration of various classroom and/or age levels.

C. Efficient Utilization of Space

24. There are spaces in and around the learning area that appear to be "non-functional" as too often confused with "dys-functional," unused or unusable.

25. The environmental arrangement of the learning space is such that most distractors are minimized for the children, while at the same time allowing the teacher to observe the children at various activities.

26. Any given learning area has certain fixed features (walls, doors, windows, outlets, blackboards) which act as constraints on environmental arrangement. Given these constraints, the unfixed parts of the environment are arranged so that they cue traffic patterns that do not disrupt learning activities.

II. Arrangement of Physical Environment (Ground Rules)

A. Relating to Classroom Management

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27. The environmental arrangements are such that the number of participants appropriate to the activity of a given work area at a specific time is regulated and overcrowding avoided.

LESPI - Page 6

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
	1	2	3	4

28. Children within any one work area, employed in different tasks, engage in their own task activity without distracting others in the same area.

29. The sound level of the learning area is such that children have the ability to hear and be heard.

<u>(2)</u> Control of Mess

30. Upon completion of a task, the children return their materials to the proper display area.

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31. There is a prescriptive monitoring system (e.g., color coded name tags where each color refers to particular activities pertinent to a given competency) which teachers can use to help guide each child through a variety of expeiences appropriate to his development needs at his own pace.

SAMPLING INFORMATION

Check Whatever Applies:

Check:

Site: ( ) Suffield   ( ) Hampden

( ) Control   ( ) ANISA

LEARNER PERCEPTION INTERVIEW

SCHEDULE

(LPIS)

The purpose of the Learner Perception Interview Schedule is to provide a measure of the learning environment as perceived by the student. There are 16 dimensions to be measured using a structured interview technique. Each of the dimensions (items) in the instrument is followed by a series of supplementary questions related to that dimension. It will be the task of the interviewer to ask the interviewee as many of these supplementary questions necessary to elicit a clearly defined response to the dimension in question. For example, Item No. 1 deals with the dimension of school satisfaction, being happy in school. The interviewer will try to elicit a response to this dimension by asking the supplementary questions suggested in the instrument:

— Do you like school?

— Do you ever pretend that you're sick so that your Mom won't send you to school?

If the child answers YES to the first question, and NO to the second then the interviewer would rate this as a positive response to the dimension, and blacken YES in the grid beside the item.

If the child answers YES to the first question, and YES to the second also, it would then be the responsibility of the interviewer to pursue this topic with a few further questions of his own choosing, so that a response to the dimension can be articulated.

If, in a particular case, the interviewer is unable to decide on the interviewee's disposition toward the dimension, then he would mark this item in the column labeled UNDECIDED.

For the children this is a new experience, and could be frightening. Try to make the child feel comfortable when he comes for the interview. Tell him your name, and explain briefly the procedure.

At the conclusion of each interview kindly provide the sampling information requested.

(LPIS) -- Page 2

LEARNER PERCEPTION INTERVIEW SCHEDULE (LPIS)

	YES	NO	UNDECIDED

1- The children appear happy being in school.

- Do you like school?
- Do you ever pretend you're sick so that your Mom won't send you to school?

2- The teachers appear satisfied with their work.

- Do you think your teachers like school?
- Do you think your teachers ever stay home because they don't like school?

3- Students respect the "learning space" of other children by not distracting them when involved in a task.

- Are there places in this classroom where you are not supposed to talk and make noise?
- If the child answers YES, ask why?

4- There are penalties for children who do not follow the "ground rules" of the classroom.

- Are there rules that you must follow in school?
- What are some of them?
- What would happen if you broke one of the rules?

5- Some students appear favored over others for one reason or another.

(LPIS) −− Page 3

	YES	NO	UNDECIDED
− Do any of your teachers have teacher's pets?			
− If child answers YES, ask how many?			
− Why do you think those children are teacher's favorite?			
6−. There are times available when children are free to select their own task group?	___	___	___
− Who is your best friend in school?			
− If you wanted to work with (friend) on some project, could you?			
− Have you ever worked with (friend) in school?			
7− Children know each other by name.	___	___	___
− Do you know the names of most of the students in your class?			
8− Students know all their teachers by name.	___	___	___
− How many of your teachers can you name?			
9− Students are encouraged to actively interact with the mineral world.	___	___	___
− Do you play with sand (water, clay, rocks) in school?			
− What do you do when you play with it?			
− Do you ever play with water or clay or rocks at home?			
10− Students are encouraged to interact actively with the vegetable world.	___	___	___

(LPIS) -- Page 4

	YES	NO	UNDECIDED

- Are there things that grow
  in school?
- Do you take care of them or
  does your teacher?
- Do you have things that grow
  at home?
- Does your Mom have plants at
  home?
- Do you ever water them for
  her?

11- Students are encouraged to in-
teract actively with the
animal world.

- What kind of animals are
  there in school?
- Do you ever play with them?
- Do you ever feed them?
- Do you have animals at home?
- Who takes care of them?

12- The sound level of the learning
area is such that students can
hear and be heard.

- Do you ever have trouble hearing
  the teacher when she talks to
  you?
- Do you ever have trouble talking
  to other students because they
  cannot hear you?

13- There are displays of the children's
work around the learning area.

- Do you have any of your work
  hanging on the wall?
- Does everybody's work get put
  up, or just the best ones?
- Who decides which ones go up?

14- Children are free to retrieve
materials as they need or want
them.

- If you wanted to work with
  those colored blocks over
  there (or some other
  materials visible to the
  child) do you have to ask
  your teacher?

(LPIS) — Page 5

	YES	NO	UNDECIDED
– Do you have to ask for a picture book (or substitute) when you want it?			
15- Children are free to move in and out of specific task groups at will.	_____	_____	_____

- If you would like to paint, can you help yourself to the paints?
- If you didn't want to because you were busy with something else, would you have to paint?
- What would happen if you didn't paint at all?

16- – There are long periods of time during which children do nothing.	_____	_____	_____

- Do you ever come to school and have nothing to do?
- Does your teacher let you do "nothing"?
- If you have "nothing" to do, does your teacher help you to find something?

SAMPLING INFORMATION

Check whatever applies:

Site: ( ) Suffield   ( ) Hampden

Grade: ( ) K   ( ) 1

Group: ( ) Control   ( ) Anisa

Sex: ( ) Boy   ( ) Girl

Name:_____
(Please print, last name first.)